

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vacaville Unified School District

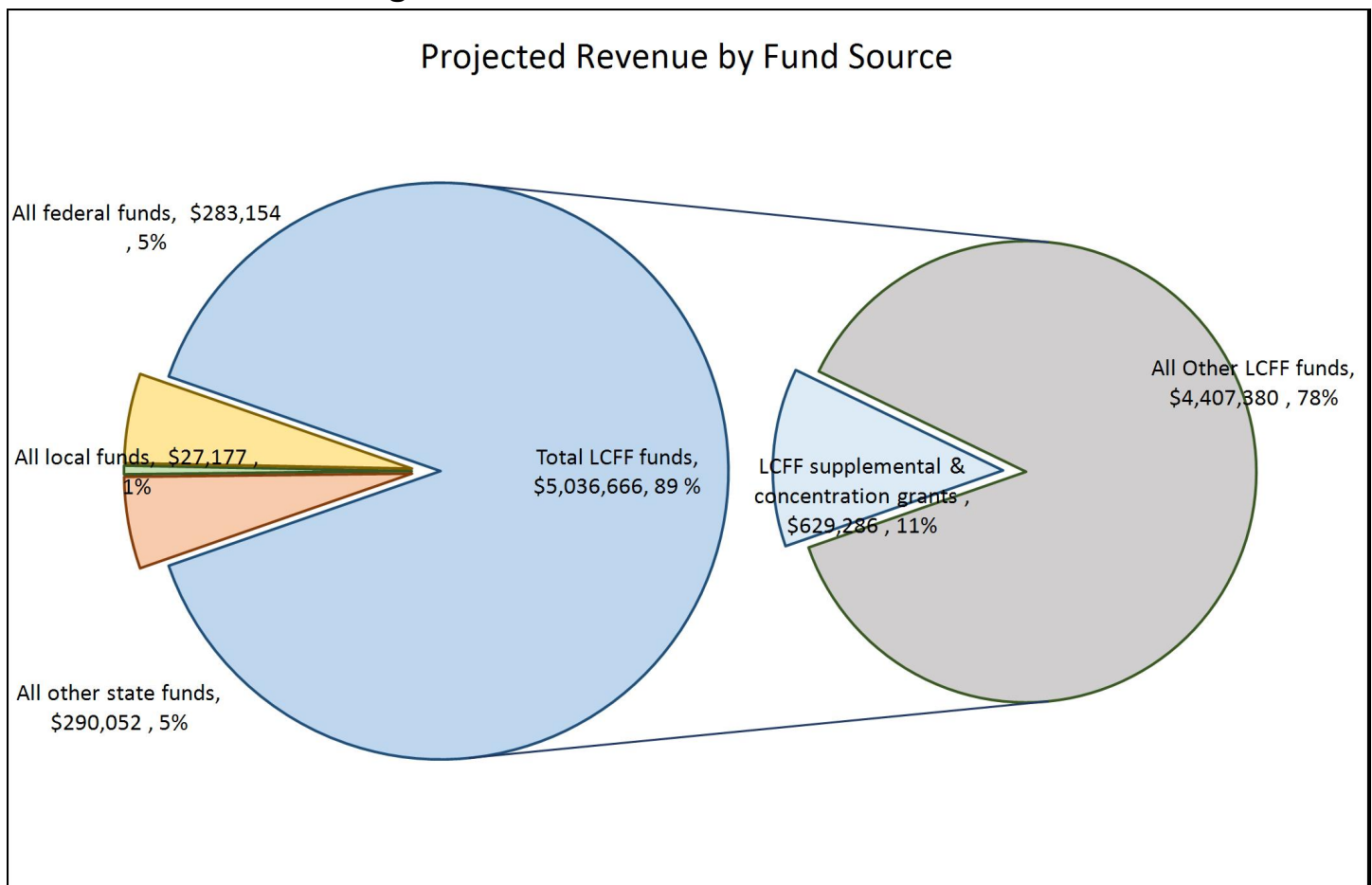
CDS Code: 48-70573-6051338

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

LEA contact information: Greg Moffitt, Principal

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

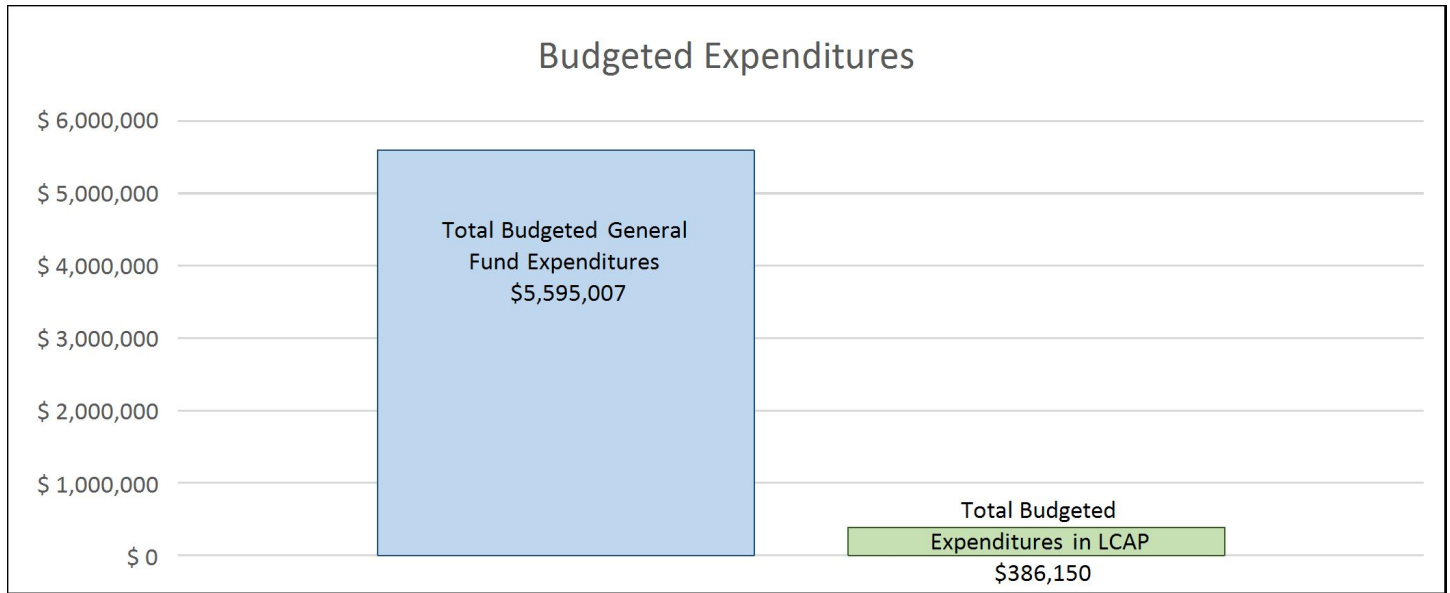


This chart shows the total general purpose revenue Vacaville Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Vacaville Unified School District is \$5,637,049, of which \$5,036,666 is Local Control Funding Formula (LCFF), \$290,052 is other state funds, \$27,177 is local funds, and \$283,154 is federal funds. Of the \$5,036,666 in LCFF Funds, \$629,286 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



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

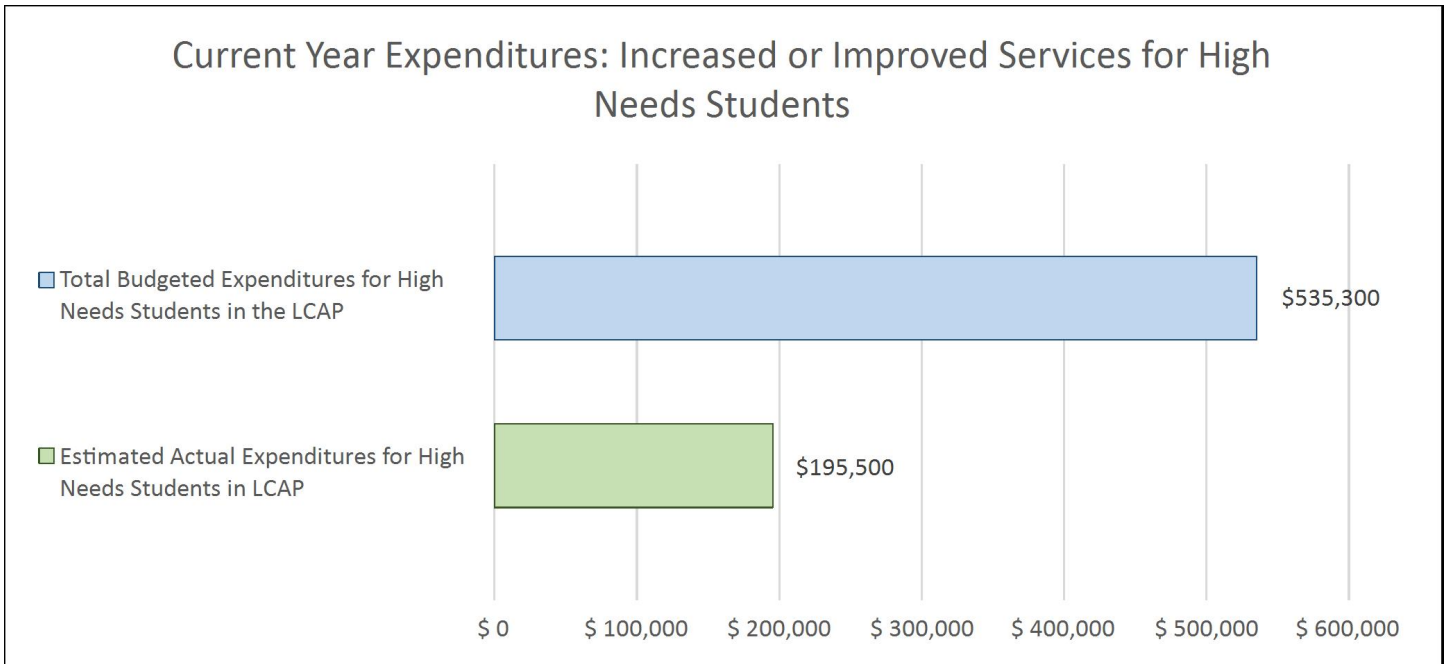
Vacaville Unified School District plans to spend \$5,595,007 for the 2019-20 school year. Of that amount, \$386,150 is tied to actions/services in the LCAP and \$5,208,857 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2019-20, Vacaville Unified School District is projecting it will receive \$629,286 based on the enrollment of foster youth, English learner, and low-income students. Vacaville Unified School District 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, Vacaville Unified School District plans to spend \$366,900 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 Vacaville Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Vacaville Unified School District 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, Vacaville Unified School District's LCAP budgeted \$535,300 for planned actions to increase or improve services for high needs students. Vacaville Unified School District estimates that it will actually spend \$195,500 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Vacaville Unified School District	Greg Moffitt Principal	gmoffitt@vacavilleusd.org (707) 453-6240

2017-20 Plan Summary

The Story

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

Fairmont Charter School is a public charter school within the Vacaville Unified School District. It serves approximately 560 students in transitional kindergarten through sixth grade. Fairmont Charter offers families and students a learning environment that supports student achievement to allow for each child to reach his or her potential as a learner. The instructional program includes:

- Small class sizes to ensure optimal learning opportunities
- Devices for each students; either a laptop or iPad to allow for enriched instruction and personalized learning
- Teaching to the “whole child” by providing focused instruction in science, art, and technology
- School Counselor, Science Teacher, PE Teacher, and Technology Specialist
- Positive Behavior Interventions and Supports – “Gold Ribbon” School
- Extended Day Kindergarten program and an after school program

Fairmont parents and community are active partners in the school. They provide guidance and feedback through participating in stakeholder engagement meetings, School Site Council, English Learner Advisory Committee, and the Parent Teacher Club.

LCAP Highlights

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

The Fairmont Charter School vision and mission includes three overarching goals. These goals have guided the development of the best practices, actions, services, and budget allocations in the LCAP. A robust system of professional development has been created to support our work and continuous growth in these areas,

Goal 1 - Student Achievement: Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 2 - Closing the Achievement Gap: Refine systematic and tiered approach to address the achievement gap; preventing school failure through the provision of intervention support.

Goal 3 - Enhancing School Climate: Ensure the school site has a safe, welcoming, healthy and inclusive climate for all students and their families, so that all students are in their classes ready to learn.

Key LCAP actions to support these areas are: reduced class sizes; targeted interventions and supports, including enrichment and elementary counseling; family engagement events and parent education workshops; art, science and technology support; physical education; key support staff for Response to Intervention; a comprehensive guided reading library and materials; ongoing professional development for all staff. There are not significant changes to the goals or actions of the previous LCAP, but instead a more focused and accountable approach to goal implementation and progress measurement

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

Fairmont Charter School has many reasons to celebrate its successes. The 2018 California Dashboard shows that there has been a significant decrease in the suspension rate and in chronic absenteeism and both are Green. Efforts to decrease chronic absenteeism through parent outreach have proven effective. In English Language Arts all student groups were in Yellow. In mathematics all student groups were in yellow with the exception of of English Learners.

We also have a significant number of student groups that demonstrated growth. Data from the California School Dashboards was analyzed with our staff and the following areas of noteworthy progress are noted below.

English Language Arts - 2018 CAASPP

- Overall results indicate an increase of 3-15 points for all subgroups in 2018 for ELA.
- Our Students with Disability demonstrated the most significant increase of 12.5
- White and African American Students both increased 9.1

- According to First Grade DRA results 83% of our students are meeting or exceeding benchmark standards.

Math – CAASPP Results

- Overall results indicate an increase of 3-15 points for All Students in 2018 for Math

- Students with Disabilities increased by 19.7
- African American Students increased by 16.8
- White Students increased by 15.9

First Grade Benchmark Data 2018 – Developmental Reading Assessment

- 78% of students met or exceeded the end of the year benchmark for beginning reading
- 98% of students met or exceeding the end of the year benchmark
- 96% of students met or exceeded the end of the year benchmark for Sight Words

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

Current interventions appear to helping in ELA as more students are meeting or exceeding standards. There has been progress made in overall achievement however more work needs to be done to ensure that all students achieve at high levels. In ELA all student groups performed in Yellow. In mathematics all students performed in Yellow with the exception of our English Learners who performed in Orange. Work needs to be done to identify barriers for achievement in math for our EL students. Less formalized interventions are available in mathematics and this is something the staff will examine in the upcoming year.

With interventions two thirds of our students met standard according 2018 CAASPP results. Local results are more promising and show an increase in ELA achievement levels for all grades except fifth. This year Fairmont was unable to maintain small class sizes in fifth grade. Staff believes this resulted in a decrease in performance on local measures in fifth grade.

Our unduplicated students need to be monitored and provided with additional ELA and math interventions to close the achievement gap.

ELA

- Staff will utilize classroom time for best first instruction in English Language Arts
- Maintain the integrity of WIN and Universal Access
- Conduct staff Book Study to build teaching capacity
- ELD instructional time will include additional instruction for academic language and reading comprehension
- Identify and monitor progress of all students during Academic Conferences

Math

- Staff will utilize classroom time for best first instruction in mathematics
- Align instruction with Common Core Standards
- Staff will designate specific time in the master schedule for daily math intervention for all students with para support
- Identify and monitor progress of EL Students that are below Standard in math during Academic Conferences

- Teach specific academic language in the area of mathematics, develop number sense using number talks and other strategies in all classrooms
- ELD instructional time will include additional instruction for math academic language

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

Performance Gaps

Performance gaps based on California School Dashboard, local self-assessments and stakeholder input:

Performance Gaps

Math

Student Groups	# of Students	Change from Previous Year	Points from Level 3
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All students	251	35.2	+ 9 points
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English Learners	86	32.8	+5.6 points
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Socioeconomically

Disadvantaged	196	26.5	+7.4 points
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Students with Disabilities	28	65.5	+12.5 points
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African American	19	34.9	+9.1 points
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Hispanic	146	26.5	+4.9 points
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Two or More Races	18	47.7	-10 points
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White	57	10.8	+9.1 points
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Analysis: All student groups improved in math; however there is a discrepancy between the performance of White students (37.5 points from 0) and students with disabilities (97.7 points from 0), African American Students (67.3) points from level 3 and English Learners (49.7 points from level 3).

ELA

Student Groups	# of Students	Change from Previous Year	Points from Level 3
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All students	260	35.2	+ 9.1 points
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English Learners	86	48.4	Maintained 1.3 points
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Socioeconomically

Disadvantaged 196 35.7 +11 points

Students with

Disabilities 25 78 +9.1 points

African American 19 50.5 +16.8 points

Hispanic 146 38.4 +8.9 points

Two or More Races 18 50.2 Maintained 2.7 points

White 57 21.6 +15.9 points

English Language Arts:

- District-wide professional development focused on integrated English Language Development.

Utilize the Fairmont Charter's RTI model to provide support in areas of need.

Math:

- Fairmont Charter will provide professional development to support classroom instruction, collaboratively plan lessons, and review student work.

Improve Fairmont Charter's RTI model to provide support in areas of need in mathematics

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.

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.

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.

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

Student Achievement/Quality Teaching:

Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success. Improve instructional practice through professional development and the development of a professional learning community.

Research shows that the number one indicator of student success is teacher quality. Therefore, in order to focus on student success, we need to first insure quality instruction. Additional professional development to better serve our students is a need identified by staff and parents. 2016-17 scores for the CAASPP show that the majority of students are not meeting standards. In English Language Arts (ELA), the overall percentage of students scoring at or above the Meets Standards level was 35.89%. That represents an +.89%% growth from the previous year. In Math, the overall percentage of students scoring at or above the Meets Standards level was 26.09%. That represents +7% growth. These scores indicate a strong need for improved teaching practices and strategies to better meet the needs of our students. Our students need to develop the ability to persevere and they need increased confidence in their abilities. Additionally, students need access to curriculum that integrates technology into their daily learning for the development of 21st Century skills. It is also essential that students be able to collaborate, problem solve, and engage in critical thinking. Teachers need additional professional development and support with regards to technology use in the classroom.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1:
Basic

- A.
All teachers at Fairmont Charter School are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.
- B.
Every pupil in the school has sufficient access to standards aligned instructional materials.
- C.
School facilities are maintained and in good repair.

18-19

Priority 1:
Basic

- A.
100% of staff will be fully credentialed in the subject areas for the pupils that are teaching.
- B.
Every pupil will have sufficient access to standards aligned instructional materials.
- C.
School facilities continue to be maintained and in good repair.

Actual

Priority 1:
Basic

- A.
All staff are fully credentialed in the subject areas for the pupils that are teaching with the exception of our two special day class teachers who are enrolled in programs and provided additional support through our special education department.
- B.
Every pupil has sufficient access to standards aligned instructional materials with the exception of ELA materials which are currently under review and a pilot program is in place for 2019-2020
- C.
School facilities continue to be well maintained and in good repair.

Expected

Baseline

Priority 1:
Basic

- A.
100% of staff fully credentialed in the subject areas for the pupils that are teaching.
- B.
Every pupil has sufficient access to standards aligned instructional materials.
- C.
School facilities are maintained and in good repair.

Metric/Indicator

Priority 2:
Implementation of State Standards

- A.
Implementation of the academic content and performance standards adopted by the state board. All teachers will receive continued training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula. All teachers will receive site level support in implementation of the common core state standards.
- B.
How the progress and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 5% more English Learners will meet or exceed ELA standards on the SBAC ELA assessment for grades 3-6. 3% more English Learners will be reclassified. All English Learner Students will receive appropriate language assistance services (access to ELD standards based instruction) in order to become proficient in English and to participate equally in the standard instructional program.

18-19

Priority 2:
Implementation of State Standards

- A.
100% of teachers received training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.

Actual

Priority 2:
Implementation of State Standards

- A.
100% of teachers were offered training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.

100% of teachers received site level support in implementation of the common core state standards.
- B.
21% English Learners met or exceeded ELA standards.

17-18 21 RFEP/118 Total ELs =17% Reclassified
18-19 14 RFEP/112 Total ELs = 12% Reclassified

All English Learners are provided English Language Development in designated and integrated settings.

Expected

100% of trained teachers received site level support in implementation of the common core state standards.

B.
5% English Learners met or exceeded ELA standards.
16-17 15 RFEP /105 Total ELs = 14%

3% English Learners were reclassified.

All English Learners provided English Language Development in designated and integrated settings.

Baseline

Priority 2:
Implementation of State Standards

A.
100% of teachers received training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.

100% of trained teachers received site level support in implementation of the common core state standards.

B.
20% English Learners met or exceeded ELA standards.

12.6% English Learners were reclassified.

All English Learners provided English Language Development in designated and integrated settings.

Metric/Indicator

Priority 7:
Course Access

A.
A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. 5% more students in grades 3-6 will meet or exceed ELA and Math standards on SBAC. 5% more students in 5th grade will meet or exceed Science standards on CAST.

Actual

A. The goal is met in ELA and math for All Students. There is a 7% increase in ELA and 10% increase in math. Data for science is unavailable because last year was a pilot year for NGSS testing and results were not reported. Results of 2019 CAST will be used as a baseline.

B. While gains were recognized among many subgroups, our goal was not met in all areas. We saw significant increases in mathematics by all subgroups. Increases were made in ELA with all subgroups with the exception of our English Learners.

EL students: No change in ELA, math increased by 10%.

Expected

B.
Programs and services developed and provided to unduplicated pupils. 5% more unduplicated students in grades 3-6 will meet or exceed ELA and Math standards on SBAC. 5% more unduplicated students in 5th grade will meet or exceed Science standards on CAST.

C.
Programs and services developed and provided to individuals with exceptional needs. 4% more students with disabilities in grades 3-6 will meet or exceed ELA and Math standards on SBAC. 4% more students with disabilities in 5th grade will meet or exceed Science standards on CAST.

18-19

Priority 7:
Course Access

A.
All Students
ELA: 42%
Math: 29%
Science: 44%

B.
English Learner Students
ELA: 20%
Math: 20%
Science: baseline unless 10 or fewer students have valid scores

Socioeconomically Disadvantaged Students
ELA: 37%
Math: 30%
Science: 45%

C.
Students with Disabilities
ELA: 17%
Math: 12%
Science: baseline unless 10 or fewer students have valid scores

Baseline
Priority 7:
Course Access

Actual

Socioeconomically disadvantaged students: ELA increased by 3%, math increased by 15%.
Students with disabilities: ELA increased by 9%, math increased by 12%.

C. Our goal was met. Individuals with exceptional needs increased by 9 % in ELA and 12% in math. No science data is available due to the fact that it was a pilot year for the testing.

Expected

A.
 All Students
 ELA: 35%
 Math: 19%
 Science: 34% (CST 2016 - last year of administration)

B.
 English Learner Students
 ELA: 20%
 Math: 10%
 Science: no scores reported - 10 or fewer students had valid scores

Socioeconomically Disadvantaged Students
 ELA: 34%
 Math: 15%
 Science: 35%

C.
 Students with Disabilities
 ELA: 8%
 Math: 0%
 Science: no scores reported - 10 or fewer students had valid scores

Actual



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
A.1 Continue to ensure all teachers are qualified and appropriately credentialed by providing Beginning Teacher Support and Assessment (BTSA) for all new teachers.	The Induction Program has replaced BTSA and was provided to new teachers. Our special education teachers are provided support through district office special education personnel.	1000-1999: Certificated Personnel Salaries Base \$30,000 3000-3999: Employee Benefits Base \$6,500	1000-1999: Certificated Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A.2 Provide on-going professional development (workshops, coaching, planning time) to support the implementation of the Common Core State Standards, Next Generation State Standards, integrated instruction and first best teaching, including the utilization of formative and summative assessments.</p> <p>PD and Instructional Coaching including:</p> <ol style="list-style-type: none"> 1. PD activities focused on rigor and relevance of CCSS/NGSS units of study. 2. PD activities focused on the differentiation of instruction to meet the needs of our unduplicated students. 3. PD activities focused on the integration of technology into instruction <p>Develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices. Principally directed towards closing the achievement gap for unduplicated students.</p>	<p>The district office offers ongoing professional development to support common core state standards. Site level professional development in math was provided. Coaching in NGSS is provided through our science/art teacher support. Support is available in the area of differentiated instruction through our data coach. Academic conferences provides an opportunity for coaching. Our technology coordinator is available to support integration of technology. Collaboration time is used to meet with grade level groups to analyze student work and implementation strategies.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$1,500</p> <p>3000-3999: Employee Benefits Supplemental \$500</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A.3</p> <p>Provide enrichment opportunities for students in Science, Engineering, Art and Technology.</p> <ul style="list-style-type: none"> • Specially Designed Super Saturdays • Robotics/Art Club • Coding Club • Royal Kings dance Academy 	<p>Numerous enrichment opportunities are available for students. Monthly STEM Days provide additional science and engineering opportunities for students. Our annual STEAM Day provides additional instructional opportunities in Science, Technology and Art. We have provided after school opportunities in Robotics, Coding, Art, Chess, Girls on the run and other social clubs. Additionally Saturday School opportunities were also provided.</p>	<p>4000-4999: Books And Supplies Supplemental \$30,000</p>	<p>4000-4999: Books And Supplies Supplemental \$40,000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A.4</p> <p>Provide math instructional coaching, training and support to improve instructional practices and utilization of the adopted math curriculum. PD opportunities that will focus on integrating ELL strategies in all subject areas.</p>	<p>There have been multiple PD's available in math. The district Math Coach was utilized to provide training on instructional practice. Specifically training concentrated on Performance Tasks in Math. Grade level representatives participated in district IMAP (Integrating Mathematics and Pedagogy) meetings.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,200</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$9,100</p> <p>3000-3999: Employee Benefits Supplemental \$2,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$6,500</p> <p>3000-3999: Employee Benefits Supplemental \$1,500</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A.5</p> <p>Extend the before/after school small group ELA and Math interventions in grades K-6 with</p>	<p>Daily in-school intervention is provide through WIN and students are assessed on a regular basis</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$20,000</p>	<p>1000-1999: Certificated Personnel Salaries Title I \$7,500</p>

classroom teachers using research based intervention practices; principally directed towards unduplicated students.

and support is provided based on students individual needs.

While after school interventions and programs were offered to support both academic and social-emotional needs, staff determined that additional work is needed to identify research-based intervention programs. Attendance at after school programs is inconsistent and implementing programs with fidelity is a challenge.

3000-3999: Employee Benefits Supplemental \$4,500

3000-3999: Employee Benefits Title I \$1,500

4000-4999: Books And Supplies Supplemental \$5,000

4000-4999: Books And Supplies Title I \$25,000

Action 6

Planned Actions/Services

A.6
1.0 FTE Science/Art Support Teacher: Continue Science and Art coaching, training and support for the integration of Science and Art into instructional practice.

Actual Actions/Services

A full time Science/Art teacher provided support to teachers throughout the year. She also provided resources and support in classroom science instruction.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$80,000

3000-3999: Employee Benefits Supplemental \$25,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$80,00

3000-3999: Employee Benefits Supplemental \$15,000

Action 7

Planned Actions/Services

A.7 Maintain class size ratio 24:1 in Tk-3rd .

Actual Actions/Services

Classes are maintained at a ratio of 24:1 in TK-3rd.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A. 8
1. Develop a system of identifying English Language learners and create a schedule by which English Learners and Re-designated Fluent English Proficient students are monitored and reclassified to support their individual needs through specific interventions.
2. Strengthen the instructional delivery and monitoring system for English Language Development instruction.

EL students are identified by the home language survey. ELPAC scores determine if a student will receive ELD during the school day. The ELPAC is given to all incoming Kindergarten students within the first 30 days of attendance. The ELPAC is also given to all K-6th grade students once a year to determine language proficiency. Students that score an overall score of 1, 2, or 3 will receive 30 minutes of ELD instruction daily. Students that have been reclassified are monitored by the classroom teacher and support staff for three years to ensure they are continuing to make progress in their language skills. ELD instruction is delivered by our intervention teachers who have attended district PD on instruction, standards, writing rubrics and assessments, and are trained to give the ELPAC. Students may also receive additional academic interventions based on their ELPAC scores, classroom assessments and district assessments.

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000

1000-1999: Certificated Personnel Salaries Supplemental \$52,000

3000-3999: Employee Benefits Supplemental \$11,000

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 LCFF Evaluation Rubrics, as applicable.

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

There were many actions taken this year that had a positive impact on student success. Outstanding support was provided through the Induction Program for our new teachers.

A full time science teacher has supported our STEAM program. Teachers have become more familiar with NGSS and science is an area of strength at Fairmont. Monthly STEAM Days provide enrichment to deepen students knowledge on NGSS. Work in our PLCs continues as grade levels work collaboratively to analyze student work and make adjustments to instruction. Academic Conferences provided an opportunity to set grade level goals as well as individual student goals. High quality professional development has been provided at the district level and those teachers who attended benefited.

While many of our goals were successfully met an analysis of data on both state and local assessments indicates we did not meet our goal to increase scores for our EL student population. In reviewing actions taken for the 2018-19 school year professional development directly related to specialized instruction for English Learners was not provided. With 20% identified as English Learners it is important that staff receive additional training in effective instructional strategies to support our English Learners.

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

The district office has provided numerous professional development opportunities throughout the year to support the implementation of Common Core Standards, improve instructional strategies and teacher effectiveness. Attendance at these trainings has been limited. Site professional development has occurred but needs to be increased. Collaboration time is used effectively and teachers routinely examine data, share expertise and effective practices. There needs to be continued efforts to support high quality professional development targeted at improved achievement for our target population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No professional development was provided on-site. District provide professional development. We used Title I funds for ELD instruction.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In an effort to meet our goal of increasing scores for EL students we will incorporate PD's that address EL instruction in the general education classroom. Grade level thematic Science based units have been incorporated (in grades 3rd-6th) in the teaching strategies since the writing of the school's LCAP. The intention of these Science based units were to increase student engagement and raise student achievement. In order to ensure that this goal is met, continuous ongoing monitoring of the effectiveness of the units needs to

be established and maintained. Upcoming CAASPP Test results in ELA, Math and 5th Grade Science will be utilized as one measurement to ensure that student achievement is increased and these units are effective. If we would like to measure the effectiveness of our units we should consider incorporating unit assessment with targeted standards as part of our data collection. We will also investigate the use of STEM-based EL instruction programs such as the OPAL project.

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 2

Closing the Achievement Gap

Refine systematic and tiered approach to address the achievement gap; preventing school failure through the provision of intervention support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Expected

Metric/Indicator

Priority 4:

Pupil Achievement

A.

Statewide assessments -

The percentage of students in English Language Arts (ELA) and Math in grade 3-6, and Science in grade 5 will increase by the following annual growth targets as determined by the

SBAC:

All Students: 5%

English Language Learners: 5%

Socioeconomically Disadvantaged: 5%

Hispanic: 5%

Special Education: 5%

B.

The Academic Performance Index:

Academic Performance Index scores and growth measures from standardized tests are not available at this time.

C.

The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks. This is not addressed at the TK-6th grade level.

D.

The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board. 5% more English Learners will make progress toward English proficiency.

E.

The English learner reclassification rate:

3% more English Learners will be reclassified.

F.

The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. This is not addressed at the TK-6th grade level.

G.

The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. This is not addressed at

Actual

A.

ELA: All students increased by 10% in the area of ELA. All subgroups met or exceed the 5% increase goal with the exception of English Language Learners. Socioeconomically Disadvantaged populations increased by 6%. Hispanic populations increased by 5%. Special Education populations increased by 5%.

B.

API is no longer available.

C. F. G.

Not applicable

D.

21% English Learners met or exceeded ELA standards.

E.

17-18 21 RFEP/118 Total ELs =17% Reclassified

18-19 14 RFEP/112 Total ELs = 12% Reclassified

Goal not met

Expected

Metric/Indicator

Priority 8:
Other Pupil Outcomes

A.
Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.

5% or more students will meet the kindergarten level reading proficiency.
5% or more students will meet the 3rd grade level reading proficiency.
Metric: Local Reading benchmark assessment (BRI for 3rd, DRA for K)

18-19
Priority 8:
Other Pupil Outcomes

A.
K - 90% will meet the kindergarten level reading proficiency

3rd - 99% will meet the 3rd grade level reading proficiency.

Baseline
Priority 8:
Other Pupil Outcomes

A.
K - 80% met the kindergarten level reading proficiency

3rd - 89% met the 3rd grade level reading proficiency

Actual

Priority 8.

Goal was not met.

DRA 2017-18 87%
DRA 2018-19 83%

BRI 2017-18 92%
BRI 2018-19 88%

BRI	2017-18	2018-19
3rd Grade	91%	92%
4th Grade	83%	85%
5th Grade	89%	77%
6th Grade	91%	92%

HFW Site Words
2017-18 93%
2018-19 90%

BPST
2017-18 93%
2018-19 93%

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

A.1 Refine school wide best practices in the Rtl system by continuing to monitor and provide services to students. Students will be identified using universal screening, multiple measures in ELA and Math, and grade level formative assessments. Implement Action meetings, Snap shot days, Academic conferencing as well as guided reading PDs. Principally directed toward unduplicated student population.

We have monitored student achievement using multiple measures to address student needs. We held Action Meetings bi-weekly, Snap Shot Days and Academic Conferences were held three times a year. We had three guided reading PDs for K-2 teachers.

4000-4999: Books And Supplies Supplemental \$20,000

1000-1999: Certificated Personnel Salaries Title I \$10,000
3000-3999: Employee Benefits Title I \$2,000

Action 2

Planned Actions/Services
A.2 Provide ongoing professional development (workshops, coaching, planning time) to support interventions and English Language Development instructional strategies for all staff. Principally directed toward unduplicated student population.

Actual Actions/Services
We have had professional development for implementation of the Okapi Reading Program. We analyzed the results of DRA to target specific skills and strategies needed. Professional development was offered for all k-2 teachers in the area of guided reading. All ELD three teachers attended district level

Budgeted Expenditures
5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

Estimated Actual Expenditures
1000-1999: Certificated Personnel Salaries Supplemental \$1,500
3000-3999: Employee Benefits Supplemental \$500

Action 3

Planned Actions/Services
A.3 Site Data Coach and Rtl Coordinator provide professional development (workshops, coaching, planning time) to

Actual Actions/Services
Site Data Coach and RTI Coordinator have provided professional development analyzing assessment results at

Budgeted Expenditures
1000-1999: Certificated Personnel Salaries Supplemental \$5,000

Estimated Actual Expenditures
1000-1999: Certificated Personnel Salaries Supplemental \$2,000

increase alignment between schoolwide internal assessments measures and standardized/external assessment measures.

grade level meetings and at Academic Conferences.

3000-3999: Employee Benefits Supplemental \$1,000

3000-3999: Employee Benefits Supplemental \$500

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 LCFF Evaluation Rubrics, as applicable.

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

A comprehensive system of support in the area of ELA is a strength at Fairmont. WIN provides instruction at each student's level. Every six to eight weeks students were reassessed to determine needs. Groups are flexible. Extra staffing is provided to small group instruction. The most struggling students are placed with the most qualified staff members. Snap Shot Days and Academic Conferencing were utilized throughout the year and resulted in targeted interventions based on identified student needs. Interventions in ELA are proving effective however additional interventions in mathematics are needed.

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

We had varied results in student achievement. Staff is analyzing a variety of factors that have impacted student success. There were challenges with staffing. There was a significant decrease in fifth grade reading scores and staff believes that the increase in class size negatively effected scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funding was used to support release time for staff to meeting during academic conferencing and Snap Shots. Due to administrative changes site level professional development was not offered and funds were not expended.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A systematic approach to identifying students current level of performance and providing targeted interventions to address specific needs is still an ongoing focus. Frequent monitoring allows students to receive interventions at the appropriate level. During the upcoming school year staff will provide additional interventions in the area of mathematics. Our site is changing from using STAR assessment for reading and math and will be implementing NWEA assessment for the 2019-2020 school year. We will be offering guided reading professional development in the area of guided reading. We will be piloting Benchmark Workshop for 3rd and 4th grade.

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 3

Enhancing School Climate

Ensure the school site has a safe, welcoming, healthy and inclusive climate for all students and their families, so that all students are in their classes ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Increase Parent Participation

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3:

Parent Involvement

A.

Efforts the school makes to seek parent input in making decisions for the school. Fairmont Charter will build capability to communicate with families through email and/or text messages. Fairmont administration and leadership teams will work with site governance committees (English Learner Advisory Committee, School Site Council) to identify site specific family engagement needs and goals.

B.

How the school will promote parental participation in programs for unduplicated pupils. Fairmont Charter will provide at least 3 family centered workshops each year in the areas of academics, attendance and positive school climate and increase parent participation by at least 5%.

C.

How the school will promote parental participation in programs for individuals with exceptional needs. Fairmont Charter will provide at least 3 family centered workshops each year in the areas of academics, attendance and positive school climate and increase parent participation by at least 5%.

Actual

A.

The messaging program blackboard connect was implemented and frequently utilized throughout the year. Families report positive feedback for the system. The English Learner Advisory Committee met with regularity and provided quality parent involvement. The School Site Council will seek to improve parent involvement in the coming year. School Climate Survey has not yet been sent out.

B.

The following opportunities were provided to families: Math workshop night, breakfast with books, game night, and family reading night. The goal of providing 3 family centered workshops was met. INSERT DATA HERE (CONFERENCES AND PARENT ATTENDANCE FOR FAMILY NIGHTS).

C.

Goal not met as written. All special education families are invited to workshops provided by the district and parent involvement nights provided by the school. Goal will be rewritten to address family involvement specific to unduplicated populations of students.

Expected

18-19

Priority 3:

Parent Involvement

A.

All school-wide parent communication will be sent with students or U.S. mail, phone calls and text messages were applicable. ELAC and SSC agendas will have an agenda item at every meeting to identify site specific family engagement needs. 5% more parents will complete and return the School Climate Survey.

B.

5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.

C.

5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.

Actual

Expected

Baseline

Priority 3:
Parent Involvement

A.
All school-wide parent communication from Fairmont Charter was via paper copies sent home with students or U.S. mail and phone calls. The English Learner Advisory Committee (ELAC) and School Site Council (SSC) met several times throughout the school year to receive information and provide feedback to site administration in regards to student needs; the emphasis was on students not family engagement needs. The School Climate Survey was completed and returned by 267 parents.

B.
Fairmont Charter held 2 family centered workshops (technology and math) with low attendance by parents: 23 parents attended representing 28 students. This is 5% of our student population. Parent-Teacher conferences were attended by parents for 90% of students in grades TK-6th. Family Reading/Story Teller Night had similar participation: 41 parents with 53 students. This is 10% of our student population.

C.
Fairmont Charter held 2 family centered workshops (technology and math) with low attendance by parents: 23 parents attended representing 28 students. This is 5% of our student population. Parent-Teacher conferences were attended by parents for 90% of students in grades TK-6th. Family Reading/Story Teller Night had similar participation: 41 parents with 53 students. This is 10% of our student population.

Metric/Indicator

Priority 5:
Pupil Engagement

A.
School attendance rates:
Increase attendance rate by 1%.

B.
Chronic absenteeism rates:
The percent of students who are chronically absent (18 days or more) will be reduced by 3% or more each year overall.

Actual

A.
Goal was not met, will continue to work to improve attendance rate.

B.
According to the CA Dashboard, we currently at 8.7% chronically absent which as a decrease of 2.1% from the previous year.

C-E.
Not applicable

Expected

C.
Middle school dropout rates

D.
High school dropout rates

E.
High school graduation rates

18-19
Priority 5:
Pupil Engagement

A.
Attendance rate for 2018-19 of 97%.

B.
Chronic absentee rate for 2018-19 of 13%.

C. D. E.
Middle and High School Dropout Rates: Fairmont Charter is an elementary school serving TK-6th grades. Fairmont Charter students are below the age/grade range for dropout and graduation data.

Baseline
Priority 5:
Pupil Engagement

A.
Attendance rate for 2015-16 was 95.5% and as of 4-17-17 attendance rate was 95.1%.

B.
Chronic absentee rate for 2015-16 was 21.3%. As of 4-17-17, the chronic absentee rate for 2016-17 was 19.5%.

Final baselines for 2016-17 school year will be available in June 2017.

C. D. E.
Middle and High School Dropout Rates: Fairmont Charter is an

Actual

Expected

elementary school serving TK-6th grades. Fairmont Charter students are below the age/grade range for dropout and graduation data.

Metric/Indicator

Priority 6:
School Climate

A.
Pupil suspension rates:
Decrease school suspensions by 1%.

B.
Pupil expulsion rates
Maintain expulsion rate of 1% or less.

C.
Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

The percentage of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino reporting a warm, safe, and inviting school (positive levels of school connectedness) will be at 97% or higher.

The percentage of students reporting a warm, safe and inviting school (positive levels of school connectedness) will increase by at least 1% annually.

The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone will increase by 4% in the Aerobic Capacity (Fairmont growth target is 38.4%).

18-19

Priority 6:
School Climate

A.
Suspension rate for 2018-19 of less than 1%.

Actual

A.
There has been a decrease in suspensions and this was met. According to CA dashboard we are currently at 1.8% and this was a decline of .8%

B.
Goal was met, expulsion rate is 0.

C.
NEED TO SEND OUT PARENT AND STUDENT SURVEY
NEED TO GET 5TH GRADE HEALTHY FITNESS INFO (EMAIL CAR)

Expected

B.

The expulsion rate will be 1% or less.

C.

98% percent of families who indicate that they are English Learners,

Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino will report a warm, safe, and inviting school (positive levels of school connectedness).

The following areas on the Student Climate Survey will show at least 1% increase annually:

- I feel safe at school and accepted for who I am
- If I have a problem, I have a teacher or staff member with whom I can talk to
- I feel that teachers and staff respect me
- Students respect each other

The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone in Aerobic Capacity will increase to 50.7%.

Baseline

Priority 6:
School Climate

A.

2015-16 suspension were 3%.
As of 4-17-17 suspensions were 1.8%.

Final baselines for 2016-17 school year will be available in June 2017.

B.

There were no expulsion in the current or prior year.

C.

Actual

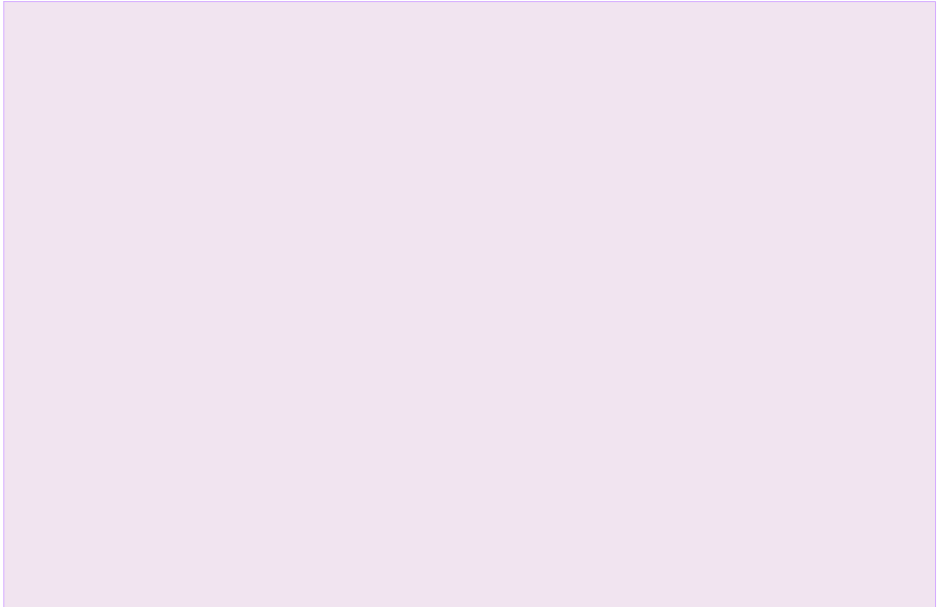
Expected

96% percent of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino reported a warm, safe, and inviting school (positive levels of school connectedness).

The following areas on the Student Climate Survey shows an increase over the previous year:
 I feel safe at school and accepted for who I am - 1% increase
 If I have a problem, I have a teacher or staff member with whom I can talk to - 3% increase
 I feel that teachers and staff respect me - 5% increase
 Students respect each other - 3% increase

The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone in Aerobic Capacity: 42.7%

Actual



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
A.1 Improve the effectiveness of parent communication by using social media and other electronic means. Having more family oriented events (game nights ect...)	Social media and technology have been utilize to increase the effectiveness of communication with families. Work will continue to increase the number of family oriented events.	No additional cost \$0	No additional cost \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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A.2
PBIS Tier 3 training will be completed, including training in Restorative Practices.

No action was taken in this area.

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000

4000-4999: Books And Supplies LCAP \$500

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A.3
Continue support staff: Spanish Speaking Parent Liaison who performs a wide variety of duties to plan, coordinate, and facilitate parent contact and involvement at the school site for parents with limited English skills and principally directed toward unduplicated student population.

Translation and interpretation was provided on an as need basis, the Parent Liaison position was not filled.

2000-2999: Classified Personnel Salaries Supplemental \$10,000

\$0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A.4
Continue and Increase the effectiveness of the Physical Education instruction for students.

Physical Education instruction was provided throughout the year by a dedicated PE teacher.

1000-1999: Certificated Personnel Salaries Supplemental \$65,000

1000-1999: Certificated Personnel Salaries Supplemental \$45,000

3000-3999: Employee Benefits Supplemental \$20,000

3000-3999: Employee Benefits Supplemental \$10,000

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A.5
Coordinate and provide parent/family learning opportunities

Family learning opportunities for CCSS Math, ELA and Technology were provided as family activity nights throughout the year.

4000-4999: Books And Supplies Supplemental \$500

4000-4999: Books And Supplies Title I \$750

for CCSS Math, ELA and Technology.

Certificated Personnel Salaries - hourly 1000-1999: Certificated Personnel Salaries Supplemental \$4,000

Certificated Salaries-hourly 1000-1999: Certificated Personnel Salaries Title I \$1,500

3000-3999: Employee Benefits Title I \$500

Action 6

Planned Actions/Services
 A.6 Complete staff training and implement a comprehensive home visit program. Complete at least 2 home visits for each selected student. Principally directed toward unduplicated students.

Actual Actions/Services
 A comprehensive home visit program utilized however, the program was not completed with fidelity. Home visits have been made throughout the year.

Budgeted Expenditures
 4000-4999: Books And Supplies Supplemental \$8,000

Estimated Actual Expenditures
 1000-1999: Certificated Personnel Salaries Title I \$3,000

3000-3999: Employee Benefits Title I \$500

Action 7

Planned Actions/Services
 Continue the 1.0 FTE elementary counselor to provide individual and group counseling for referred students as well as other school-wide support services (e.g. Tier 2 social skills groups, Safe School Ambassador Family Group Leader, etc.). Principally directed towards unduplicated students.

Actual Actions/Services
 A 1.0 FTE elementary counselor was provided however, individual and group counseling was limited due to emergency behavior intervention.

Budgeted Expenditures
 1000-1999: Certificated Personnel Salaries Supplemental \$65,000

Estimated Actual Expenditures
 1000-1999: Certificated Personnel Salaries Title I \$68,000

3000-3999: Employee Benefits Supplemental \$20,000

3000-3999: Employee Benefits Title I \$15,000

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 LCFF Evaluation Rubrics, as applicable.

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

The actual actions taken did not correlate with our planned actions. This directly affected our ability to meet our goal successfully. Social media and technology was used successfully for communication. Family learning opportunities were offered throughout the year. However, actions to address social-emotional needs of our students were not carried out with fidelity. This includes Tier 3 PBIS Programs and proper utilization our school counselor to successful implement Tier 2 social skills group.

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

Due to the fact that planned actions were not carried out as anticipated the overall effectiveness of our programs was minimal. As a result our goals were not meant in their entirety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to support our students social-emotional well being we will focus on using the PBIS program in its entirety, enhancing our Tier 2 and Tier 3 intervention support systems. An assistant principal will be hired for the following school year. This will allow our counselor to focus on Tier 2 social groups and supporting Tier 3 interventions. The parent liaison position is expected to be filled in the next school year as well. This will eliminate communication barriers for parents with limited English and allow them to feel a connection with the school.

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?

OVERVIEW: Stakeholder engagement and participation in Fairmont Charter School's Local Control Accountability Plan (LCAP) has been an ongoing process. A variety of 10+ site based meetings and events were organized and held to in consultation with approximately 1,700 parents, students, school staff, district office personnel, local bargaining units, and the community. The meetings were held to provide updates and to gather feedback in the development of the 2017-2020 LCAP and annual update. School events and meetings below outline the stakeholder engagement process. All translated materials, tools, fliers and announcements were distributed and posted near our school office and on our school website.

LCAP Engagement Meetings:

The following meetings were used to consult in person, build collaboration, and increase the stakeholders' understanding of the development, review and implementation of the LCAP. The engagement meetings also provided multiple opportunities for stakeholders to provide input and feedback on the services, actions, and goals of the LCAP. The input and feedback was collected throughout the process and incorporated into the 2017-2020 LCAP and Annual Update as appropriate.

1. Fairmont Charter Staff meetings

- a. September 6, 2017: Reviewed the LCAP Annual Update process with the entire staff. Shared data that will be reported to the VUSD School Board. Celebrated growth and discussed current needs. In depth data discussions and future goals task assigned to grade levels for whole staff discussion at future meeting.
- b. October 17, 2017: Grade levels shared grade level data statements regarding growth and current needs. Administration reviewed school-wide academic, behavioral and social emotional progress. Collected feedback and recommendations for revised and/or additional annual goals.
- c. August 15, 2018 Reviewed CAASP results and school-wide achievement. Celebrated growth and determined current needs.
- d. Developed grade level achievement goals during Academic Conferences in fall of 2018

2. Parent Welcome and Back to School Night

- a. August 30, 2017: Administration provided annual update for parents/guardians. Reviewed the Annual Update process, shared initial school-wide data and progress from last year, and introduced the new positions and programs added this school year as a result of the LCAP and stakeholder feedback.

3. English Learner Advisory Committee

(all agendas, minutes and materials translated to Spanish)

- a. September 8, 2017: All parents accept nominations as members of ELAC. The parents elected a DELAC member for the VUSD ELAC. Reviewed EL services and all additional positions from the LCAP process. A parent liaison primarily for the ELAC parents is advertised and will be filled as soon as possible. Reviewed the CELDT process - scores to be reported in January 2016.
- b. November 3, 2017: Reviewed the LCAP Annual Update process. Reviewed the Safe School Plan and PBIS (positive behavior interventions and supports). Gathered parent feedback and input for LCAP and Safe School Plan.
- c. February 16, 2018: Presentation by the district EL coordinator regarding the annual language census. Reviewed the LCAP goals and gathered feedback.

4. School Site Council

- a. October 23, 2017: Reviewed the LCAP Annual Update process. Reviewed the Annual Update process, shared initial school-wide data and progress from last year, and introduced the new positions and programs added this school year as a result of the LCAP and stakeholder feedback. Reviewed the Safe School Plan and school safety, including the Standard Response Protocol.
- b. February 4, 2018: Reviewed and approved the Safe School Plan. Discussed potential changes for the charter as revision process occurs, including LCAP goals, actions and services. Shared how the LCAP and charter are tied together and align with each other.
- c. March 26, 2018: Reviewed the LCAP goals and progress so far this school year. Collected feedback and recommendations for revised and/or additional annual goals.

5. Parent/Community Participation Events

- a. October 18, 2017: Math/Technology Parent Education Classes - These classes were held for K-6th grade parents to attend math and technology classes. Teachers provided a brief review of the LCAP and why the classes were organized as a result of parent feedback the previous year. Classroom teachers provided an overview of the key standards students are expected to master by the end of the year as well as ways to support their children at home. The Digital Education Specialist provided an overview of the online resources for students, including student log-in information and how to navigate the Fairmont Gateway and website.
- b. December 13, 2017: Family Reading/Story Teller Night - This was an event for families to share reading and story telling together. The evening began with cookies and punch and a brief review of the LCAP and the desire for increased parent involvement and participation in school events and as partners in educating their children. Then families were encouraged to read a story or two together. Finally, the evening ended with a professional story teller telling several holiday/traditional stories from around the world.
- c. February 15, 2018: Science and Art Faire Open House "Starry Night" - This was an evening for parents to visit classrooms and the school-wide Science and Art Faire. Integrated Science, Art and Technology into daily curriculum is our charter and LCAP's focus to increase student achievement. This event was to share the products and outcomes of the integrated curriculum and provide an opportunity for current, new and prospective families to learn about our charter school. Administration and support staff we on hand to give tours of the school and review the charter school brochure.
- d. March 21, 2018 Family Game Night: This event was to have parents (guardians), students and school staff interact in a way that positive relationships can be built. Families and staff played board games, enjoyed some ice cream and had opportunities to get to know other families and school members.

- e. October 17, 2018 Math and Tech Night- this was an evening for parents to visit classroom to show parents programs that are available assist students in academic success.
- f. December 19, 2018 Family Literacy Night- An opportunity to listen, read and enjoy stories.
- g. March 20, 2019 Family Game Night- Parents and students enjoyed playing games together.
- h. May 3, 2019 Breakfast and Books- Parents and students enjoyed reading together. Each child received and a free book.

6. Student Feedback Forum via Google Forms Survey

- a. April 2018: Administration discussed the importance of student feedback and input via morning announcements and email for teachers to talk with their classes in first through sixth grade. Reviewed the LCAP Annual Update process and collected feedback via a Google Forms survey.
- b. March 2019: Fourth through sixth graders completed a student survey and results were shared and analyzed with staff in March. The staff discussed the need for revitalizing PBIS.

Materials and Communication

The following communications and materials were used to provide information to parents and the community on the development of the LCAP and Annual Update:

1. Website - Our school website has an LCAP link and all documents related to or pertaining to the LCAP and charter can be accessed.
2. Parent and Student School Climate Survey annually.
2. Parent Link - Parent phone calls, texts, and emails are sent home to remind families about upcoming events, meetings and ways to provide feedback.
3. Monthly Newsletter - A monthly newsletter is another communication tool to inform our families and community about our LCAP, progress and student growth, and reminders of meetings and forums.
4. VUSD Board of Education - Our board presentations and links to our website can be accessed through the District website.

*All materials and communication should be translated into Spanish.

Impact on LCAP and Annual Update

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

Our stakeholder engagement process placed much emphasis on sharing the implementation of our LCAP and how it aligns with the district's LCAP, and gathering input and feedback for our LCAP. We used the input to inform our Annual Update, adjust the goals, and refine the development of our 2017-2020 LCAP.

The stakeholder feedback demonstrated that Fairmont Charter School should prioritize its efforts as follows:

1. Improve academic achievement, especially in math - State Priority 4
2. Increase and improve parent involvement and participation in the school - State Priority 3
3. Improve climate and culture, specifically in the area of behavior and social emotional learning - State Priority 6

Recommendations that actually resulted in modifications, additions or deletions include the following:

- simplify how goals are measured - incorporated into all LCAP metrics used to demonstrate goal attainment
- provide Tier 3 positive behavior strategy training for staff - incorporated into Goal 3
- provide coaching support for teachers in instructional practices and positive behavior strategies - incorporated into Goals 1, 2, and 3
- increase communication between parents and teachers, parents and the school - incorporated into Goal 3
- provide additional academic support opportunities (interventions and enrichment) for students during and after school - incorporated into Goal 2
- provide additional classroom intervention supplies and materials to support student learning - incorporated into Goal 2
- provide additional Science and Art supplies and materials to support student learning - incorporated into Goal 1
- increase opportunities for parents to learn how to support their children at home with school work - incorporated into Goal 3

Specific Actions and Services added as a result of this stakeholder engagement process include:

1. PBIS training will be completed, including training in Restorative Practices. Goal 3
3. An English Language Development Team will be created to support teachers in moving toward a more integrated ELD instructional model. Goals 1 and 2
4. Fairmont Charter School will implement additional interventions, including the purchase of new materials, professional development, and coaching. Goals 1 and 2

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Student Achievement/Quality Teaching:

Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success. Improve instructional practice through professional development and the development of a professional learning community.

Research shows that the number one indicator of student success is teacher quality. Therefore, in order to focus on student success, we need to first insure quality instruction. Additional professional development to better serve our students is a need identified by staff and parents. 2016-17 scores for the CAASPP show that the majority of students are not meeting standards. In English Language Arts (ELA), the overall percentage of students scoring at or above the Meets Standards level was 35.89%. That represents an +.89%% growth from the previous year. In Math, the overall percentage of students scoring at or above the Meets Standards level was 26.09%. That represents +7% growth. These scores indicate a strong need for improved teaching practices and strategies to better meet the needs of our students. Our students need to develop the ability to persevere and they need increased confidence in their abilities. Additionally, students need access to curriculum that integrates technology into their daily learning for the development of 21st Century skills. It is also essential that students be able to collaborate, problem solve, and engage in critical thinking. Teachers need additional professional development and support with regards to technology use in the classroom.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Research shows that the number one indicator of student success is teacher quality. Therefore, in order to focus on student success, we need to first insure quality instruction. Additional professional development to better serve our students is a need identified by staff and parents. 2016-17 scores for the CAASPP show that the majority of students are not meeting standards. In English Language Arts (ELA), the overall percentage of students scoring at or above the Meets Standards level was 35.89%. That represents +.89% growth from the previous year. In Math, the overall percentage of students scoring at or above the Meets Standards level was 26.09%. That represents +7% growth. These scores indicate a strong need for improved teaching practices and strategies to better meet the needs of our students. Our students need to develop the ability to persevere and they need increased confidence in their abilities.

Additionally, students need access to curriculum that integrates technology into their daily learning for the development of 21st Century skills. It is also essential that students be able to collaborate, problem solve, and engage in critical thinking. Teachers need additional professional development and support with regards to technology use in the classroom. There is a need to provide high quality classroom instruction and curricula so that all Fairmont Charter School students are compassionate, thoughtful, creative, and responsible citizens of a global society in the 21st century. Our goals are:

1. to have each student meet or exceed grade level state standards in English Language Arts and Math
2. to incorporate an integrated curriculum with a focus on science and technology in the learning process
3. to prepare students to make good choices, act responsibly, and continue successful learning in middle school and beyond

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 1: Basic</p> <p>A. All teachers at Fairmont Charter School are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</p> <p>B.</p>	<p>Priority 1: Basic</p> <p>A. 100% of staff fully credentialed in the subject areas for the pupils that are teaching.</p> <p>B. Every pupil has sufficient access to standards aligned instructional materials.</p>	<p>Priority 1: Basic</p> <p>A. 100% of staff will be fully credentialed in the subject areas for the pupils that are teaching.</p> <p>B. Every pupil will have sufficient access to standards aligned instructional materials.</p>	<p>Priority 1: Basic</p> <p>A. 100% of staff will be fully credentialed in the subject areas for the pupils that are teaching.</p> <p>B. Every pupil will have sufficient access to standards aligned instructional materials.</p>	<p>Priority 1: Basic</p> <p>A. 100% of staff will be fully credentialed in the subject areas for the pupils that are teaching.</p> <p>B. Every pupil will have sufficient access to standards aligned instructional materials.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Every pupil in the school has sufficient access to standards aligned instructional materials.</p> <p>C. School facilities are maintained and in good repair.</p>	<p>C. School facilities are maintained and in good repair.</p>	<p>C. School facilities continue to be maintained and in good repair.</p>	<p>C. School facilities continue to be maintained and in good repair.</p>	<p>C. School facilities continue to be maintained and in good repair.</p>
<p>Priority 2: Implementation of State Standards</p> <p>A. Implementation of the academic content and performance standards adopted by the state board. All teachers will receive continued training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula. All teachers will receive site level support in implementation of the common core state standards.</p> <p>B. How the progress and services will enable English learners to</p>	<p>Priority 2: Implementation of State Standards</p> <p>A. 100% of teachers received training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.</p> <p>100% of trained teachers received site level support in implementation of the common core state standards.</p> <p>B. 20% English Learners met or exceeded ELA standards.</p> <p>12.6% English Learners were reclassified.</p>	<p>Priority 2: Implementation of State Standards</p> <p>A. 100% of teachers will receive continued training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.</p> <p>100% of trained teachers will receive continued site level support in implementation of the common core state standards.</p> <p>B. 5% more English Learners will meet or exceed ELA standards on the SBAC ELA</p>	<p>Priority 2: Implementation of State Standards</p> <p>A. 100% of teachers will receive continued training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.</p> <p>100% of trained teachers will receive continued site level support in implementation of the common core state standards.</p> <p>B. 5% more English Learners will meet or exceed ELA standards on the SBAC ELA</p>	<p>Priority 2: Implementation of State Standards</p> <p>A. 100% of teachers will receive continued training in Common Core State Standards and Next Generation Science Standards instructional practices/curricula.</p> <p>100% of trained teachers will receive continued site level support in implementation of the common core state standards.</p> <p>B. 5% more English Learners will meet or exceed ELA standards on the SBAC ELA</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 5% more English Learners will meet or exceed ELA standards on the SBAC ELA assessment for grades 3-6. 3% more English Learners will be reclassified. All English Learner Students will receive appropriate language assistance services (access to ELD standards based instruction) in order to become proficient in English and to participate equally in the standard instructional program.</p>	<p>All English Learners provided English Language Development in designated and integrated settings.</p>	<p>assessment for grades 3-6.</p> <p>3% more English Learners will be reclassified.</p> <p>All English Learners will be provided English Language Development in designated and integrated settings.</p>	<p>assessment for grades 3-6.</p> <p>3% more English Learners will be reclassified.</p> <p>All English Learners will be provided English Language Development in designated and integrated settings</p>	<p>assessment for grades 3-6.</p> <p>3% more English Learners will be reclassified.</p> <p>All English Learners will be provided English Language Development in designated and integrated settings</p>
<p>Priority 7: Course Access</p> <p>A. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. 5% more students in grades 3-6</p>	<p>Priority 7: Course Access</p> <p>A. All Students ELA: 35% Math: 19% Science: 34% (CST 2016 - last year of administration)</p>	<p>Priority 7: Course Access</p> <p>A. All Students ELA: 40% Math: 24% Science: 39% (CST 2016 - last year of administration)</p>	<p>Priority 7: Course Access</p> <p>A. All Students ELA: 42% Math: 29% Science: 44%</p> <p>B.</p>	<p>Priority 7: Course Access</p> <p>A. All Students ELA: 50% Math: 34% Science: 49% (CST 2016 - last year of administration)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>will meet or exceed ELA and Math standards on SBAC. 5% more students in 5th grade will meet or exceed Science standards on CAST.</p> <p>B. Programs and services developed and provided to unduplicated pupils. 5% more unduplicated students in grades 3-6 will meet or exceed ELA and Math standards on SBAC. 5% more unduplicated students in 5th grade will meet or exceed Science standards on CAST.</p> <p>C. Programs and services developed and provided to individuals with exceptional needs. 4% more students with disabilities in grades 3-6 will meet or exceed ELA and Math standards on SBAC. 4% more students with disabilities in 5th grade will meet or exceed Science standards on CAST.</p>	<p>B. English Learner Students ELA: 20% Math: 10% Science: no scores reported - 10 or fewer students had valid scores</p> <p>Socioeconomically Disadvantaged Students ELA: 34% Math: 15% Science: 35%</p> <p>C. Students with Disabilities ELA: 8% Math: 0% Science: no scores reported - 10 or fewer students had valid scores</p>	<p>B. English Learner Students ELA: 25% Math: 15% Science: baseline unless 10 or fewer students have valid scores</p> <p>Socioeconomically Disadvantaged Students ELA: 39% Math: 20% Science: 40%</p> <p>C. Students with Disabilities ELA: 12% Math: 4% Science: baseline unless 10 or fewer students have valid scores</p>	<p>English Learner Students ELA: 20% Math: 20% Science: baseline unless 10 or fewer students have valid scores</p> <p>Socioeconomically Disadvantaged Students ELA: 37% Math: 30% Science: 45%</p> <p>C. Students with Disabilities ELA: 17% Math: 12% Science: baseline unless 10 or fewer students have valid scores</p>	<p>B. English Learner Students ELA: 35% Math: 25% Science: baseline unless 10 or fewer students have valid scores</p> <p>Socioeconomically Disadvantaged Students ELA: 49% Math: 30% Science: 50%</p> <p>C. Students with Disabilities ELA: 22% Math: 14% Science: baseline unless 10 or fewer students have valid scores</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's 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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

A.1

Continue to ensure all teachers are qualified and appropriately credentialed by providing Beginning Teacher Support and Assessment (BTSA) for all new teachers.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

A.1

Continue to ensure all teachers are qualified and appropriately credentialed by providing Beginning Teacher Support and Assessment (BTSA) for all new teachers.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Continued to ensure all teachers are qualified and appropriately credentialed by providing Induction Support. Induction is currently funded by the district. Release days are provided as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$1,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$6,500	\$6,500	\$250
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

A.2

Provide on-going professional development (workshops, coaching, planning time) to support the implementation of the Common Core State Standards, Next Generation State Standards, integrated instruction and first best teaching, including the utilization of formative and summative assessments.

PD and Instructional Coaching including:

1. PD activities focused on rigor and relevance of CCSS/NGSS units of study.
2. PD activities focused on the differentiation of instruction to meet the needs of our unduplicated students.
3. PD activities focused on the integration of technology into instruction.

A.2

Provide on-going professional development (workshops, coaching, planning time) to support the implementation of the Common Core State Standards, Next Generation State Standards, integrated instruction and first best teaching, including the utilization of formative and summative assessments.

PD and Instructional Coaching including:

1. PD activities focused on rigor and relevance of CCSS/NGSS units of study.
2. PD activities focused on the differentiation of instruction to meet the needs of our unduplicated students.
3. PD activities focused on the integration of technology into instruction

Develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices. Principally directed towards closing the achievement gap for unduplicated students.

Provide on-going professional development (workshops, coaching, planning time) to support the implementation of the Common Core State Standards, Next Generation State Standards, integrated instruction and first best teaching, including the utilization of formative and summative assessments.

PD and Instructional Coaching including:

1. PD activities focused on rigor and relevance of CCSS/NGSS units of study.
2. PD activities focused on the differentiation of instruction to meet the needs of our unduplicated students.
3. PD activities focused on the integration of technology into instruction
4. PD to support English Language Development in the classroom.

Develop a more accountable system for PLC and collaboration work, which ensures that we are analyzing student work to determine and implement best practices. Principally directed towards closing the achievement gap for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$30,000	\$30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 3

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A.3
Provide enrichment opportunities for students in Science, Engineering, Art and Technology.

2018-19 Actions/Services

A.3
Provide enrichment opportunities for students in Science, Engineering, Art and Technology.

- Specially Designed Super Saturdays

2019-20 Actions/Services

A.3
Provide enrichment opportunities for students in Science, Engineering, Art and Technology.

- Robotics/Art Club
- Coding Club
- Royal Kings dance Academy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$30,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$8,500
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$1,500
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits

Action 4

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

Students to be Served:

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

All
 [Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

A.4

Provide math instructional coaching, training and support to improve instructional practices and utilization of the adopted math curriculum.

2018-19 Actions/Services

A.4

Provide math instructional coaching, training and support to improve instructional practices and utilization of the adopted math curriculum. PD opportunities that will focus on integrating ELL strategies in all subject areas.

2019-20 Actions/Services

A.4

Provide math instructional coaching, training and support to improve instructional practices and utilization of the adopted math curriculum. PD opportunities that will focus on integrating ELL strategies in all subject areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,200	\$7,200	\$17,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount	\$9,100	\$9,100	\$14,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$2,000	\$2,000	\$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

A.5
Extend the before/after school small group ELA and Math interventions in grades K-6 with classroom teachers using research based intervention practices.

A.5
Extend the before/after school small group ELA and Math interventions in grades K-6 with classroom teachers using research based intervention practices; principally directed towards unduplicated students.

Extend the before/after school small group ELA and Math interventions in grades K-6 with classroom teachers using research based intervention practices; principally directed towards unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$12,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$4,000	\$5,000	\$2,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$10,000	\$5,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And 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)

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A.6
1.0 FTE Science/Art Support Teacher: Continue Science and Art coaching, training and support for the integration of Science and Art into instructional practice.

2018-19 Actions/Services

A.6
1.0 FTE Science/Art Support Teacher: Continue Science and Art coaching, training and support for the integration of Science and Art into instructional practice.

2019-20 Actions/Services

Eliminate 1.0 FTE Science Support Teacher. Provide support for maintaining and organizing science materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$80,000	\$17,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$20,000	\$25,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount			\$10,000
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies

Action 7

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

Students to be Served:

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

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

A.7
Maintain class size ratio 24:1 in TK-3rd.

2018-19 Actions/Services

A.7 Maintain class size ratio 24:1 in Tk-3rd .

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No additional cost		No additional cost

Action 8

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Actions/Services

New Action

Modified Action

A. 8
1. Develop a system of identifying English Language learners and create a schedule by which English Learners and Redesignated Fluent English Proficient students are monitored and reclassified to support their individual needs through specific interventions.
2. Strengthen the instructional delivery and monitoring system for English Language Development instruction.

Strengthen the instructional delivery and monitoring system for English Language Development instruction within the classroom.

Budgeted Expenditures

Amount

\$35,000

\$5,000

Source

Supplemental

Supplemental

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Closing the Achievement Gap

Refine systematic and tiered approach to address the achievement gap; preventing school failure through the provision of intervention support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

There is a need to improve the achievement outcomes for all unduplicated students and students who are underperforming, This is based on state and local assessment data, quantitative outcomes on percentages of students making progress, qualitative yearlong observations and recommendations.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement
A. Statewide assessments - The percentage of students in English	A. SBAC ELA All Students: 35% English Language Learners: 20%	A. SBAC ELA All Students: 40% English Language Learners: 25%	A. SBAC ELA All Students: 45% English Language Learners: 20%	A. SBAC ELA All Students: 50% English Language Learners: 35%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Language Arts (ELA) and Math in grade 3-6, and Science in grade 5 will increase by the following annual growth targets as determined by the SBAC: All Students: 5% English Language Learners: 5% Socioeconomically Disadvantaged: 5% Hispanic: 5% Special Education: 5%	Socioeconomically Disadvantaged: 34% Hispanic: 35% Special Education: 8% SBAC Math All Students: 19% English Language Learners: 10% Socioeconomically Disadvantaged: 15% Hispanic: 40% Special Education: 0% CAST Science All 5th grade students: 34%	Socioeconomically Disadvantaged: 39% Hispanic: 40% Special Education: 13% SBAC Math All Students: 24% English Language Learners: 15% Socioeconomically Disadvantaged: 20% Hispanic: 45% Special Education: 5% CAST Science All 5th grade students: 39%	Socioeconomically Disadvantaged: 40% Hispanic: 40% Special Education: 18% SBAC Math All Students: 29% English Language Learners: 15% Socioeconomically Disadvantaged: 30% Hispanic: 45% Special Education: 10% CAST Science All 5th grade students: 44%	Socioeconomically Disadvantaged: 49% Hispanic: 50% Special Education: 23% SBAC Math All Students: 34% English Language Learners: 25% Socioeconomically Disadvantaged: 30% Hispanic: 55% Special Education: 15% CAST Science All 5th grade students: 49%
B. The Academic Performance Index: Academic Performance Index scores and growth measures from standardized tests are not available at this time.	B. Academic Performance Index scores and growth measures from standardized tests are not available at this time.	B. Academic Performance Index scores and growth measures from standardized tests are not available at this time.	B. Academic Performance Index scores and growth measures from standardized tests are not available at this time.	B. Academic Performance Index scores and growth measures from standardized tests are not available at this time.
C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that	C. F. G. As a TK-6th grade elementary school, we do not address the following: students meeting the required entrance to UC and CSU, students passing Advanced Placement exams, and students determined prepared for	C. F. G. As a TK-6th grade elementary school, we do not address the following: students meeting the required entrance to UC and CSU, students passing Advanced Placement exams, and students determined prepared for	C. F. G. As a TK-6th grade elementary school, we do not address the following: students meeting the required entrance to UC and CSU, students passing Advanced Placement exams, and students determined prepared for	C. F. G. As a TK-6th grade elementary school, we do not address the following: students meeting the required entrance to UC and CSU, students passing Advanced Placement exams, and students determined prepared for

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>align with state board approved career technical education standards and frameworks. This is not addressed at the TK-6th grade level.</p> <p>D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board. 5% more English Learners will make progress toward English proficiency.</p> <p>E. The English learner reclassification rate: 3% more English Learners will be reclassified.</p> <p>F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.</p>	<p>college by the Early Assessment Program.</p> <p>D. 42.7% of English Learners made progress of one or more levels on the CELDT</p> <p>E. 12.6% of English Learners were reclassified</p>	<p>college by the Early Assessment Program.</p> <p>D. 47.7% of English Learners will make progress of one or more levels on the CELDT or other assessment of English proficiency</p> <p>E. 15.6% of English Learners were reclassified</p>	<p>college by the Early Assessment Program.</p> <p>D. 52.7% of English Learners will make progress of one or more levels on the CELDT or other assessment of English proficiency</p> <p>E. 18.6% of English Learners were reclassified</p>	<p>college by the Early Assessment Program.</p> <p>D. 57.7% of English Learners will make progress of one or more levels on the CELDT or other assessment of English proficiency</p> <p>E. 21.6% of English Learners were reclassified</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>This is not addressed at the TK-6th grade level.</p> <p>G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. This is not addressed at the TK-6th grade level.</p>				
<p>Priority 8: Other Pupil Outcomes</p> <p>A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.</p> <p>5% or more students will meet the kindergarten level reading proficiency. 5% or more students will meet the 3rd grade level reading proficiency.</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>A. K - 80% met the kindergarten level reading proficiency</p> <p>3rd - 89% met the 3rd grade level reading proficiency</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>A. K - 85% will meet the kindergarten level reading proficiency</p> <p>3rd - 94% will meet the 3rd grade level reading proficiency</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>A. K - 90% will meet the kindergarten level reading proficiency</p> <p>3rd - 99% will meet the 3rd grade level reading proficiency.</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>A. K - 95% will meet the kindergarten level reading proficiency</p> <p>3rd - 99% or more will meet the 3rd grade level reading proficiency.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Local Reading benchmark assessment (BRI for 3rd, DRA for K)				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's 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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A.1

2018-19 Actions/Services

A.1

2019-20 Actions/Services

Continue school wide best practices in the RTI system by continuing to monitor

Refine school wide best practices in the RtI system by continuing to monitor and provide services to students. Students will be identified using universal screening, multiple measures in ELA and Math, and grade level formative assessments.

Refine school wide best practices in the RtI system by continuing to monitor and provide services to students. Students will be identified using universal screening, multiple measures in ELA and Math, and grade level formative assessments. Implement Action meetings, Snap shot days, Academic conferencing as well as guided reading PDs. Principally directed toward unduplicated student population.

achievement levels and provide appropriate services. Students will be identified using universal screening, formative assessments and multiple measures in ELA and math, Continue to implement Action and Snap Shot Days. Provide professional development for guided reading.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$20,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$3,500
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$500
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits

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)

Specific Student Groups: underperforming students
[Add Students to be Served selection here]

[Add Location(s) selection here]

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A.2
Provide ongoing professional development (workshops, coaching, planning time) to support interventions and English Language Development instructional strategies for all staff.

2018-19 Actions/Services

A.2
Provide ongoing professional development (workshops, coaching, planning time) to support interventions and English Language Development instructional strategies for all staff. Principally directed toward unduplicated student population.

2019-20 Actions/Services

Provide ongoing professional development through workshops, coaching, and collaborative planning to support instructional strategies for universal access for all students with emphasis on providing support for unduplicated student population. PD related to supporting ELL students in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$20,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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
 Specific Student Groups: underperforming students
 [Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A.3
 Site Data Coach and Rtl Coordinator provide professional development

2018-19 Actions/Services

A.3
 Site Data Coach and Rtl Coordinator provide professional development

2019-20 Actions/Services

(workshops, coaching, planning time) to increase alignment between schoolwide internal assessments measures and standardized/external assessment measures.

(workshops, coaching, planning time) to increase alignment between schoolwide internal assessments measures and standardized/external assessment measures.



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$0
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$1,000	\$1,000	
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Enhancing School Climate

Ensure the school site has a safe, welcoming, healthy and inclusive climate for all students and their families, so that all students are in their classes ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Increase Parent Participation

Identified Need:

There is a need to improve the overall school climate and increase parent engagement school wide as determined through analysis of school discipline data, attendance rates, and overall parent participation data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3: Parent Involvement</p> <p>A. Efforts the school makes to seek parent input in making decisions for the school. Fairmont</p>	<p>Priority 3: Parent Involvement</p> <p>A. All school-wide parent communication from Fairmont Charter was via paper copies sent</p>	<p>Priority 3: Parent Involvement</p> <p>A. All school-wide parent communication will be sent with students or U.S. mail, phone calls</p>	<p>Priority 3: Parent Involvement</p> <p>A. All school-wide parent communication will be sent with students or U.S. mail, phone calls</p>	<p>Priority 3: Parent Involvement</p> <p>A. All school-wide parent communication will be sent with students or U.S. mail, phone calls</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Charter will build capability to communicate with families through email and/or text messages. Fairmont administration and leadership teams will work with site governance committees (English Learner Advisory Committee, School Site Council) to identify site specific family engagement needs and goals.</p> <p>B. How the school will promote parental participation in programs for unduplicated pupils. Fairmont Charter will provide at least 3 family centered workshops each year in the areas of academics, attendance and positive school climate and increase parent participation by at least 5%.</p> <p>C. How the school will promote parental participation in programs for individuals with</p>	<p>home with students or U.S. mail and phone calls. The English Learner Advisory Committee (ELAC) and School Site Council (SSC) met several times throughout the school year to receive information and provide feedback to site administration in regards to student needs; the emphasis was on students not family engagement needs. The School Climate Survey was completed and returned by 267 parents.</p> <p>B. Fairmont Charter held 2 family centered workshops (technology and math) with low attendance by parents: 23 parents attended representing 28 students. This is 5% of our student population. Parent-Teacher conferences were attended by parents for 90% of students in grades TK-6th. Family Reading/Story Teller</p>	<p>and text messages were applicable. ELAC and SSC agendas will have an agenda item at every meeting to identify site specific family engagement needs. 5% more parents will complete and return the School Climate Survey.</p> <p>B. 5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.</p> <p>C. 5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.</p>	<p>and text messages were applicable. ELAC and SSC agendas will have an agenda item at every meeting to identify site specific family engagement needs. 5% more parents will complete and return the School Climate Survey.</p> <p>B. 5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.</p> <p>C. 5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.</p>	<p>and text messages were applicable. ELAC and SSC agendas will have an agenda item at every meeting to identify site specific family engagement needs. 5% more parents will complete and return the School Climate Survey.</p> <p>B. 5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.</p> <p>C. 5% more students/parents will attend the family centered workshops. Parent-Teacher conferences will be attended for 92% of students in grades TK-6th.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>exceptional needs. Fairmont Charter will provide at least 3 family centered workshops each year in the areas of academics, attendance and positive school climate and increase parent participation by at least 5%.</p>	<p>Night had similar participation: 41 parents with 53 students. This is 10% of our student population.</p> <p>C. Fairmont Charter held 2 family centered workshops (technology and math) with low attendance by parents: 23 parents attended representing 28 students. This is 5% of our student population. Parent-Teacher conferences were attended by parents for 90% of students in grades TK-6th. Family Reading/Story Teller Night had similar participation: 41 parents with 53 students. This is 10% of our student population.</p>			
<p>Priority 5: Pupil Engagement</p> <p>A. School attendance rates: Increase attendance rate by 1%.</p>	<p>Priority 5: Pupil Engagement</p> <p>A. Attendance rate for 2015-16 was 95.5% and as of 4-17-17 attendance rate was 95.1%.</p>	<p>Priority 5: Pupil Engagement</p> <p>A. Attendance rate for 2018-19 of 96.1%.</p> <p>B.</p>	<p>Priority 5: Pupil Engagement</p> <p>A. Attendance rate for 2018-19 of 97%.</p> <p>B.</p>	<p>Priority 5: Pupil Engagement</p> <p>A. Attendance rate for 2019-20 of 97%.</p> <p>B.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>B. Chronic absenteeism rates: The percent of students who are chronically absent (18 days or more) will be reduced by 3% or more each year overall.</p> <p>C. Middle school dropout rates</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>	<p>B. Chronic absentee rate for 2015-16 was 21.3%. As of 4-17-17, the chronic absentee rate for 2016-17 was 19.5%.</p> <p>Final baselines for 2016-17 school year will be available in June 2017.</p> <p>C. D. E. Middle and High School Dropout Rates: Fairmont Charter is an elementary school serving TK-6th grades. Fairmont Charter students are below the age/grade range for dropout and graduation data.</p>	<p>Chronic absentee rate for 2018-19 of 16%.</p> <p>C. D. E. Middle and High School Dropout Rates: Fairmont Charter is an elementary school serving TK-6th grades. Fairmont Charter students are below the age/grade range for dropout and graduation data.</p>	<p>Chronic absentee rate for 2018-19 of 13%.</p> <p>C. D. E. Middle and High School Dropout Rates: Fairmont Charter is an elementary school serving TK-6th grades. Fairmont Charter students are below the age/grade range for dropout and graduation data.</p>	<p>Chronic absentee rate for 2019-20 of 10%.</p> <p>C. D. E. Middle and High School Dropout Rates: Fairmont Charter is an elementary school serving TK-6th grades. Fairmont Charter students are below the age/grade range for dropout and graduation data.</p>
<p>Priority 6: School Climate</p> <p>A. Pupil suspension rates: Decrease school suspensions by 1%.</p> <p>B.</p>	<p>Priority 6: School Climate</p> <p>A. 2015-16 suspension were 3%. As of 4-17-17 suspensions were 1.8%.</p>	<p>Priority 6: School Climate</p> <p>A. Suspension rate for 2018-19 of 1%.</p>	<p>Priority 6: School Climate</p> <p>A. Suspension rate for 2018-19 of less than 1%.</p>	<p>Priority 6: School Climate</p> <p>A. Suspension rate for 2019-20 of less than 1%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Pupil expulsion rates Maintain expulsion rate of 1% or less.</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>The percentage of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino reporting a warm, safe, and inviting school (positive levels of school connectedness) will be at 97% or higher.</p> <p>The percentage of students reporting a warm, safe and inviting school (positive levels of school connectedness) will increase by at least 1% annually.</p> <p>The percentage of 5th grade students taking the Physical Fitness test</p>	<p>Final baselines for 2016-17 school year will be available in June 2017.</p> <p>B. There were no expulsion in the current or prior year.</p> <p>C. 96% percent of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino reported a warm, safe, and inviting school (positive levels of school connectedness).</p> <p>The following areas on the Student Climate Survey shows an increase over the previous year: I feel safe at school and accepted for who I am - 1% increase If I have a problem, I have a teacher or staff member with whom I can talk to - 3%</p>	<p>B. The expulsion rate will be 1% or less.</p> <p>C. 97% percent of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino will report a warm, safe, and inviting school (positive levels of school connectedness).</p> <p>The following areas on the Student Climate Survey will show at least 1% increase annually:</p> <ul style="list-style-type: none"> • I feel safe at school and accepted for who I am • If I have a problem, I have a teacher or staff member with whom I can talk to • I feel that teachers and staff respect me 	<p>B. The expulsion rate will be 1% or less.</p> <p>C. 98% percent of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino will report a warm, safe, and inviting school (positive levels of school connectedness).</p> <p>The following areas on the Student Climate Survey will show at least 1% increase annually:</p> <ul style="list-style-type: none"> • I feel safe at school and accepted for who I am • If I have a problem, I have a teacher or staff member with whom I can talk to • I feel that teachers and 	<p>B. The expulsion rate will be 1% or less.</p> <p>C. 98% percent or more of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, and Hispanic or Latino will report a warm, safe, and inviting school (positive levels of school connectedness).</p> <p>The following areas on the Student Climate Survey will show at least 1% increase annually:</p> <ul style="list-style-type: none"> • I feel safe at school and accepted for who I am • If I have a problem, I have a teacher or staff member with whom I can talk to • I feel that teachers and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and demonstrating skills in the Healthy Fitness Zone will increase by 4% in the Aerobic Capacity (Fairmont growth target is 38.4%).	<p>increase I feel that teachers and staff respect me - 5% increase Students respect each other - 3% increase</p> <p>The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone in Aerobic Capacity: 42.7%</p>	<ul style="list-style-type: none"> Students respect each other <p>The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone in Aerobic Capacity will increase to 46.7%.</p>	<p>staff respect me</p> <ul style="list-style-type: none"> Students respect each other <p>The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone in Aerobic Capacity will increase to 50.7%.</p>	<p>staff respect me</p> <ul style="list-style-type: none"> Students respect each other <p>The percentage of 5th grade students taking the Physical Fitness test and demonstrating skills in the Healthy Fitness Zone in Aerobic Capacity will increase to 54.7%.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

A.1
Improve the effectiveness of parent communication by using social media and other electronic means.

2018-19 Actions/Services

A.1
Improve the effectiveness of parent communication by using social media and other electronic means. Having more family oriented events (game nights ect...)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No additional cost	No additional cost	No additional cost

Action 2

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

Students to be Served:

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

All

Location(s):

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

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Modified Action

2017-18 Actions/Services

A.2
PBIS Tier 3 training will be completed, including training in Restorative Practices.

2018-19 Actions/Services

A.2
PBIS Tier 3 training will be completed, including training in Restorative Practices.

2019-20 Actions/Services

PBIS Planning Committee will strengthen and fully implement multi-tiered system of supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries
Amount			\$1,000
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits
Amount			\$2,000
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

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

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

A.3
Continue support staff: Spanish Speaking Parent Liaison who performs a wide variety of duties to plan, coordinate, and facilitate parent contact and involvement at the school site for parents with limited English skills and for families of unduplicated students.

2018-19 Actions/Services

A.3
Continue support staff: Spanish Speaking Parent Liaison who performs a wide variety of duties to plan, coordinate, and facilitate parent contact and involvement at the school site for parents with limited English skills and principally directed toward unduplicated student population.

2019-20 Actions/Services

Provide a Spanish speaking Parent Liaison who performs a wide variety of duties to plan, coordinate, and facilitate parent contact and involvement at the school site for parents with limited English skills and principally directed toward unduplicated student population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,500	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		\$3,000	\$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

A.4
Continue and Increase the effectiveness of the Physical Education instruction for students.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

A.4
Continue and Increase the effectiveness of the Physical Education instruction for students.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

A. 4
Continue and Increase the effectiveness of the Physical Education instruction for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,400	\$65,000	\$66,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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
[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

A.5
Coordinate and provide parent/family learning opportunities for CCSS Math, ELA and Technology.

A.5
Coordinate and provide parent/family learning opportunities for CCSS Math, ELA and Technology.

Coordinate and provide parent/family learning opportunities for CCSS Math, ELA and Technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$4,000	\$4,000	\$4,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

Specific Student Groups: underperforming/truant students
[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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
[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A.6
Complete staff training and implement a comprehensive home visit program. Complete at least 2 home visits for each selected student.

2018-19 Actions/Services

A.6
Complete staff training and implement a comprehensive home visit program. Complete at least 2 home visits for each selected student. Principally directed toward unduplicated students.

2019-20 Actions/Services

A.6
Complete staff training and implement a comprehensive home visit program. Complete at least 2 home visits for each selected student. Principally directed toward unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$8,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$5,000	\$2,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits		

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue the 1.0 FTE elementary counselor to provide individual and group counseling for referred students as well as

2018-19 Actions/Services

Continue the 1.0 FTE elementary counselor to provide individual and group counseling for referred students as well as

2019-20 Actions/Services

Continue the 1.0 FTE elementary counselor to provide individual and group counseling for referred students as well as

other school-wide support services (e.g. Tier 2 social skills groups, Safe School Ambassador Family Group Leader, etc.).

other school-wide support services (e.g. Tier 2 social skills groups, Safe School Ambassador Family Group Leader, etc.). Principally directed towards unduplicated students.

other school-wide support services (e.g. Tier 2 social skills groups, Safe School Ambassador Family Group Leader, etc.). Principally directed towards unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,400	\$65,000	\$66,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Actions/Services

New Action

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

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).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$616,905

14.42%

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).

2018-19 increased or improved services for unduplicated students:

As a Charter School the LCAP includes services provided to all of the students. The Actual unduplicated student count is around 73% (405 students). The supplemental funds will be expended to continue to enhance the site goals as a means to raise student achievement for all Fairmont Charter School students; specifically the 72.91% unduplicated count of low income, foster youth, and English Learner population (targeted students). Since Fairmont Charter has historically had a 50-60% achievement gap school wide, services and actions within the LCAP aimed at improving student learning, student engagement and closing the achievement gap will benefit all students, with specific emphasis on the targeted populations.

Goal1: Research shows that the number one indicator of student success is teacher quality. Therefore, in order to focus on student success, we need to first insure quality instruction. Additional professional development to better serve our students is a need identified by staff and parents. 2017-18 scores for the CAASPP show that the majority of students are not meeting standards. In English Language Arts (ELA), the overall percentage of students scoring at or above the Meets Standards level was 39%. That represents an 1 point growth from the previous year. In Math, the overall percentage of students scoring at or above the Meets Standards level was 26%. That represents +8% growth. These scores indicate a strong need for improved teaching practices and strategies to better meet the needs of our students. Our students need to develop the ability to persevere and they need increased confidence in their abilities. Additionally, students need access to curriculum that integrates technology into their daily learning for the development of 21st Century skills. It is also essential that students be able to collaborate, problem solve, and engage in critical thinking. Teachers need additional professional development and support with regards to technology use in the classroom.

Goal 2: In order to ensure that students master the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) there is a need to: *Ensure grade level proficiency in literacy in order to access curriculum and instruction *Ensure that all staff are cohesively implementing a program which heavily emphasizes literacy and numeracy across the curriculum *Provide adequate Common Core aligned materials for students *Ensure that instruction is differentiated to meet the individual needs of each student Research shows that students who do not read proficiently by the end of third grade experience academic, social, and behavioral difficulties in school. These students are more likely to drop out of high school, and are

Goal 3: Student engagement in school is promoted through positive home-school connections. Research shows that schools who find ways to improve communication between home and school have higher levels of student engagement. Schools can increase the level of parent engagement in school by improving two-way communication, hosting parent trainings and workshops, and providing progress reports on student academics and behavior. Helping parents feel comfortable and welcome on our campus is a priority, especially parents from underrepresented groups. Some of the greatest indicators of school success are strong home, school, and

community partnerships. The ability for parents and stakeholders to have common vision and understanding of how best to provide support and opportunities for students is essential to their social, emotional, behavioral, and academic achievement. Research (Dufur, et al., 2012) suggests that schools can support the academic achievement of students through promoting the social capital of families. Family social capital includes those resources that families bring and the practices they engage in to support their children's learning, such as checking homework, discussing school activities, and attending meetings. School social capital includes those practices schools engage in to promote the achievement of students, such as teachers providing interventions to meet the individual needs of students, extracurricular activities, and communicating with parents. Family social capital has been shown to be more effective in increasing student achievement than school social capital, even when controlling for the variables of family socioeconomic status, size, race, and marital status.

LCAP Goals:

Goal 1: Student Achievement: Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 2: Closing the Achievement Gap: Refine systematic and tiered approach to address the achievement gap; preventing school failure through the provision of intervention support.

Goal 3: Enhancing School Climate: Ensure the school site has a safe, welcoming, healthy and inclusive climate for all students and their families, so that all students are in their classes ready to learn.

Most of the following proposed services were selected to address all students while also addressing the needs of unduplicated students through improved instruction, reduced class size and the monitoring of instructional practices. Other actions and services were more specific to uncomplicated students.

All students and unduplicated students:

- Goal 2 Action 2- Teachers will continue the implementation of California Common Core State Standards in English Language arts/English Language Development and Mathematics. Provide all Fairmont Charter staff, including teachers, paraprofessionals and administrators with professional development related to instructional practices addressing the standards.
- Goal 1 Action 1- Ensure that all teachers are qualified and appropriately credentialed (BTSA)
- Goal 1 action 2- Provide on-going professional development (workshops, coaching, planing time, NGSS).
- Goal 1 Action 3- Provide Enrichment opportunities (Super Saturday, Robotics, Coding Club, GOT)
- Goal 1 Action 4- Provide instructional coaching, training, and support to improve isnructional practices, with the focus on integrating ELD.

- Goal 1-Action 5- Extend the before/after school small group intervention in ELA/Math in grades K-6.
- Goal 1- Action 6- 1.0 FTE Science/Art Support teacher: Continue science and art coaching, training and support for the integration of NGSS and Science/Art into instructional practices.
- Goal 1- Action 7- Maintain class size size ratio 24:1 in Tk-3rd.

English Learners, Foster Youth, Socioeconomically Disadvantaged (unduplicated Students)

Goal 1 Action 5 -Extend the before/after school small group intervention in ELA/Math in grades K-6.

Goal 1 Action 8- A. 8-Develop a system of identifying English Language learners and create a schedule by which English Learners and Redesignated Fluent English Proficient students are monitored and reclassified

to support their individual needs through specific interventions.

Goal 2 Action 2- Provide systematic, ongoing professional development to support intervention and ELD instruction.

Goal 2 Action 1- Refine school wide best practices in the RTI model.

Goal 3 Action 3- Spanish Speaking Parent Liaison

Goal 3 Action 6- Complete staff training and implement a comprehensive home visit program.

Goal 3 Action 7- 1.0 FTE School Counselor

All Students

Goal 1-A.6.0 FT Science/Art Support teacher

Goal 1-A.5- Extend before/after school intervention in ELA and Math

A.4-Provide math instructional coaching

Goal 1-A.3-Provide Enrichment opportunities (Super Saturday, Robotics, Coding Club, GOT)

Goal 1-A.2-On-Going professional development-NGSS-integrated instruction

A.1-Ensure all teachers are qualified and appropriately credentialed (BTSA)

Goal 3- A.1- Improve the effectiveness of parent communication.

Goal 3- A.2. PBIS Tier 3 training

Goal 3- A.5-Coordinate and provide parent/family learning opportunities fo CCSS Math/ELA and Technology.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$500,064

Percentage to Increase or Improve Services

13.38%

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).

Fairmont Charter has an unduplicated count of 403 students or 72.91% as determined by CALPADS. The GAP funding figure for the 2016-17 school year is 23.67% . The total estimated Supplemental Grant funds for Fairmont Charter School for the 2017-18 school year is \$500,064. This is an increase of 4.2%. The 2016-17 funds of \$400,123 were allocated to support English Learners, Socioeconomically Disadvantaged and Foster Youth school-wide for all students. Fairmont Charter identified three goals to impact the academic, social and emotional needs of all students. These goals place an emphasis on teaching and learning, professional development, engagement of stakeholders, and parent education.

4.2% increase to actions and services for 2017-18:

The supplemental funds will be expended to continue to enhance the site goals as a means to raise student achievement for all Fairmont Charter School students; specifically the 72.91% unduplicated count of low income, foster youth, and English Learner population (targeted students). Since Fairmont Charter has historically had a 50-60% achievement gap school wide, services and actions within the LCAP aimed at improving student learning, student engagement and closing the achievement gap will benefit all students, with specific emphasis on the targeted populations.

LCAP Goals:

Goal 1: Student Achievement: Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 2: Closing the Achievement Gap: Refine systematic and tiered approach to address the achievement gap; preventing school failure through the provision of intervention support.

Goal 3: Enhancing School Climate: Ensure the school site has a safe, welcoming, healthy and inclusive climate for all students and their families, so that all students are in their classes ready to learn.

The How, What and Why of these decisions:

These decisions were based on several factors including research, best practices and expert consultants. For each of our goals, we immersed ourselves in relevant research and best practices to ensure our path included best practices for teachers, engaging learning strategies for students and data to support our decisions. In conjunction with VUSD we consulted with Pam Hutchinson (UC Davis) and Marnie Lynch (Solano County Office of Education); Adria Klein and Amy Robinson have steered our direction to support English Language Learners. Our County Office experts continue to support our efforts with NGSS and social emotional learning.

Fairmont Charter School has dedicated personnel on campus to help address the needs of students in the areas of academics, behavior, and attendance. The school community is committed to providing a climate and school culture that supports all students in reaching their academic, behavior and attendance goals. In the area of academics, there is dedicated time every day for intervention and enrichment opportunities for students in grades K-6. Universal Access and WIN (What I Need) periods are designed to provide students concentrated time to address their individual academic needs in the areas of reading and math. In the areas of attendance

and behavior, Fairmont Charter School has systems in place through the Positive Behavior Supports and Interventions program (PBIS). Through a tiered intervention system, students are able to get additional support to address attendance and behavior needs from the Learning Support Coordinator and school counselor.

Response to Instruction and Intervention:

According to Judy Elliott in *The School Administrator*, September 2008 Number 8, Vol. 65 Inclusion and Intervention:

Response to intervention is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important education decisions. This approach is not about placing the problems within the student, but rather examining the student's response to instruction and/or intervention. In essence, RTI expands the practice of looking at students' risk of learning and behavioral failure beyond the student and takes into consideration a host of factors. Effective implementation of RTI requires leadership, collaborative planning and implementation by professionals across the education system. RTI as a framework or model should be applied to decisions for general, remedial and special education, creating a well-integrated system of instruction and intervention guided by student performance data that is close to the classroom. Today in public education, we are faced with more diversity and challenges than ever before. Too often, fields within education work in isolation — from our English language learners and gifted students to our special education students. We hear about “special ed” and we hear about “general ed,” but it is really about “every ed.” With scarce resources available, both fiscal and human capital, we need to align our education system to meet the learning needs of everyone in the education system. The No Child Left Behind Act has brought the issues of student learning and accountability for that learning front and center.

The CCSS System Implementation Plan for California - California Department of Education, April 2013, pp.: 6-18. This document provides guidelines for CCSS implementation, which includes the necessity to:

- a. Provide high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.
- b. Develop CCSS-aligned instructional resources designed to meet the diverse needs of all students.
- c. Design a plan to develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

Additional support for struggling math students has been identified as a schoolwide priority. To support continued instructional growth, an instructional math coach will be hired to work alongside classroom teachers. The math instructional coach will collaborate with teachers to plan lessons, look at student work to identify goals, co-teach, and model instructional practices. Additionally, during the school year teachers and paraprofessionals will be available to provide math support and intervention at least 60 minutes per week.

To support access to high quality intervention books and supplies at differentiated levels monetary support will be given to the Data Coach and Rtl Coordinator to select materials for K-6th grade.

Increased support for enrichment opportunities for science, technology, engineering, art and math will be provided. The funding may be used for supplies and materials and/or events or activities.

English Language Development

1. The provision of ELD is a vital service provided to EL students.
2. Current research and best practices for EL indicate that English learners need placement in grade level content classes with English proficient students and also require dedicated time for second language learning and practice. A number of researchers have observed that effective content teaching is not synonymous with effective language teaching (Gersten & Baker, 2000; Ramirez, 1992). There is ample evidence that proficiency in English requires targeted, systematic and explicit instruction in a clear course of second language study rather than ad hoc, incidental lessons within another discipline (Norris & Ortega, 2006; Saunders & Goldberg, 2010). Without informed, intentional instruction in how English works - vocabulary, word usage, grammatical features, syntactic structures and daily structured rehearsals, English learners will not develop a competent command of English (Kinsella 2010).

Increased support and PD for teachers to improve instruction and student achievement via a stronger relationship between integrated ELD and designated ELD.

Writing Curriculum

The CCSS outlines a distribution across the grades of the core purposes and types of student writing. The Standards cultivate the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development resulted in a shifting emphasis in types of writing. A focus on writing is an important step towards closing the achievement gap. A focus on writing improvement has been an important feature of model academic programs (read the results from the 90-90-90 studies; <http://www.leadandlearn.com/sites/default/files/articles-source/90-90-90-schools-case-study.pdf>).

Being a Writer: "There are few commercially-available elementary school curricula that really address growth in writing," says Richard Sterling, Director Emeritus of the National Writing Project. "Not just writing as a way to improve reading," he adds, "but writing on its own terms. Being a Writer is one of them. I served as advisor and Trustee for the Developmental Studies Center (DSC), the non-profit organization in Oakland that developed the program for several years, and I am pleased to see this program made available to schools and districts nation-wide." These research-driven and standards-aligned programs develop the academic writing critical to success with state assessments, college, and career. The Being a Writer program was field-tested in the Newark, CA school district in 2006–07. All eight of the district's elementary schools participated. The percentage of students who tested at Below or Far Below Basic, declined from 22% to 3%; The percentage of students who tested at Basic, declined from 63% to 39%; The percentage of students who tested at Proficient, increased from 14% to 50%; and The percentage of students who tested at Advanced, increased from 1% to 7%.

Being a Writer is fully implemented in K-5th grades and 6th grade uses the writing component of their Spring Board ELA curriculum. Additional support will be provided to teachers at least twice per year to work in collaborative grade spans (K-2nd and 3rd-5th) for Being a Writer PD, to review student work and to align expectations for student performance at each rubric level.

Technology

Research indicates technology must be aligned and integrated into the standards-based curriculum in order to improve student achievement and learning. This research has had a significant impact on the programs being developed at Fairmont Charter and within the district. The literacy program demonstrates the tight integration between content aligned standards and technology used to support those standards and improve academic achievement. Based on this research, technology is infused in areas where it can help support, assess and inform instruction each school's website. Significant research was done into the ways technology can be used to improve teaching and learning. It indicates that the integration of technology improves test scores and deepens a students' understanding of the subject. This research extends into the best use of technology for assessment, record keeping, professional development, as well as the deployment of resources such as hardware, software, and technical support in order to provide equal access to all student populations. Funding through the Local Control Accountability Plan is being provided to enhance and maintain technology and provide for professional development.

Increased Parent Involvement

Parent involvement in the education process, and more specifically in their child's school and education, is a key component to a student's academic success especially with low income students, English Language Learners, and foster youth. This involvement allows a parent to build relationships and access supports for their child. Fairmont Charter plans to increase Parent Involvement as outlined in the goals and services in the Local Control Accountability Plan. Fairmont Charter will increase Parent University events to three annually, and work to increase our communication and family engagement throughout the year. These practices meet or exceed The Family Engagement Framework: A Tool for California School Districts (CDE, 2011) identified 5 model standards for family involvement (adapted from Family Area Network):

1. Build Capacity
2. Demonstrate Leadership
3. Resources: Fiscal and Other
4. Monitor Progress
5. Access and Equity

Parent Liaison

Fairmont Charter's various stakeholder groups identified a need for a site level staff member to serve as a parent liaison. The Parent Liaison will work under the direct supervision of the site principal or administrative designee and will perform a wide variety of duties to plan, coordinate, and facilitate parent contact and involvement at the school site. The liaison will have the necessary skills and

abilities to support and communicate with all parents, including parents with limited English skills. The liaison will act as a conduit between the Fairmont Charter, VUSD, and the families throughout our city.

Attendance

Fairmont Charter recognizes the importance of attendance and the need to monitor and support students and families. The addition of a Home Visit Program, being developed by the Learning Support Coordinator and Elementary Counselor, will increase the community's understanding of attendance, be an additional connection to families of at-risk children, thereby increasing attendance. This is the next step for Fairmont Charter in regards to the list of best practices and intervention.

Parent Engagement

Development of comprehensive Home Visit Program through The Parent Teacher Home Visit Project: Home visits provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child's academic standing. Family engagement has been proven to end the cycle of blame between families and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved. The increased communication, trust and support between families and teachers via home visits result in: increased attendance rates, decreased suspension rates, increased test scores and students do better socially.

Elementary School Counselor

Fairmont Charter School's elementary counseling program provides direct services for students through the guidance curriculum, individual student planning, and preventative and responsive services. It is developmentally appropriate with prevention-oriented group activities to meet student needs and school goals. The program is designed to assist all students, individually or in groups, with developing academic, and personal/social skills, goals and plans. The counselor also acts as a liaison between school/district supports and community/county supports and services.

PE Teacher

Our physical education program is driven by the California State Standards for Physical Education. Students in physical education combine academic and gross/fine motor skills to demonstrate mastery of the California State Standards for Physical Education. The program's resource includes but is not limited to: Generic Levels of Skill Proficiency created by George Graham.

Science/Art Support Teacher

With an integrated science focus, Fairmont Charter School's specialized teacher oversees this component of the educational program. The purpose of this position is to work alongside the classroom teachers and the Digital Education Specialist to provide supports to enrich students' STEAM experiences. Providing challenging and fun hands on projects encourages collaboration, problem-solving, decision making, creativity and innovation. Students will work together in the classroom and enrichment center to solve real problems, while developing a love of Science, Technology, Engineering, Art, and Math. Recently updated with science

equipment (e.g. state of the art microscopes, robotics construction kits, and FOSS kits) Fairmont Charter School's Enrichment Center gives all students the opportunities to experience education through projects that combine scientific, technological, engineering, and mathematical analysis. The STEAM teacher and classroom teachers have a wide variety of science materials and supplies in order to develop and provide STEAM challenges in the classroom that integrates with the core curriculum.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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.
- **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.
- **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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	571,800.00	331,250.00	413,100.00	578,300.00	368,150.00	1,359,550.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	36,500.00	0.00	36,500.00	36,500.00	1,250.00	74,250.00
LCAP	0.00	500.00	0.00	0.00	0.00	0.00
Supplemental	535,300.00	195,500.00	376,600.00	541,800.00	366,900.00	1,285,300.00
Title I	0.00	135,250.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	571,800.00	331,250.00	413,100.00	578,300.00	368,150.00	1,359,550.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	278,100.00	206,500.00	269,900.00	286,100.00	186,200.00	742,200.00
2000-2999: Classified Personnel Salaries	10,000.00	0.00	5,500.00	10,000.00	27,000.00	42,500.00
3000-3999: Employee Benefits	79,000.00	58,500.00	74,500.00	85,500.00	58,750.00	218,750.00
4000-4999: Books And Supplies	108,500.00	66,250.00	37,000.00	100,500.00	39,000.00	176,500.00
5800: Professional/Consulting Services And Operating Expenditures	96,200.00	0.00	26,200.00	96,200.00	57,200.00	179,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	571,800.00	331,250.00	413,100.00	578,300.00	368,150.00	1,359,550.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	30,000.00	0.00	30,000.00	30,000.00	1,000.00	61,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	248,100.00	116,500.00	239,900.00	256,100.00	185,200.00	681,200.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	90,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	10,000.00	0.00	5,500.00	10,000.00	27,000.00	42,500.00
3000-3999: Employee Benefits	Base	6,500.00	0.00	6,500.00	6,500.00	250.00	13,250.00
3000-3999: Employee Benefits	Supplemental	72,500.00	39,000.00	68,000.00	79,000.00	58,500.00	205,500.00
3000-3999: Employee Benefits	Title I	0.00	19,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCAP	0.00	500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	108,500.00	40,000.00	37,000.00	100,500.00	39,000.00	176,500.00
4000-4999: Books And Supplies	Title I	0.00	25,750.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	96,200.00	0.00	26,200.00	96,200.00	57,200.00	179,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	284,300.00	170,000.00	208,800.00	284,800.00	147,150.00	640,750.00
Goal 2	46,000.00	16,500.00	16,000.00	46,000.00	14,000.00	76,000.00
Goal 3	196,500.00	144,750.00	188,300.00	202,500.00	207,000.00	597,800.00
Goal 4	45,000.00	0.00	0.00	45,000.00	0.00	45,000.00
Goal 8			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					