

# 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)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Fuente Nueva Charter School		
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Students at Fuente Nueva Charter School learn in a dynamic and supportive environment that recognizes the unique needs and talents of the whole child. Students acquire Spanish as a second language in a one-way full immersion program following the “5 c’s” of the National Foreign Language standards; communication, culture, comparison, connections and community. Through the study of Spanish students are given windows into another place and culture. This exploration prepares students to integrate into the global community with strong critical thinking and creative problem-solving skills.

Located on the edge of the Arcata Bottoms, Fuente Nueva enjoys the benefits of a neighborhood setting with nature just out our back door. The campus offers spacious classrooms in a small school setting. As a small school with approximately 110-125 students, the campus feels warm and caring.

Our student demographics include a free and reduced lunch count of approximately 38%. Students are primarily English speakers learning Spanish as a second language. Students who enter the program with Spanish as their first language most often test out of ELL services with Initial Full English Proficiency levels on the CELDT test. At present, we have one ELL student. We do not have any of foster students. Parents are generally responsive to students needs and are actively engaged in our school community.

### *Mission and Values*

The Fuente Nueva Charter School mission is to empower transitional kindergarten through fifth grade students to become engaged world citizens through a challenging and creative Spanish immersion program that emphasizes academic excellence, the arts, community involvement and social responsibility.

We value:

- A supportive and stimulating academic environment that nurtures the whole child;
- Multilingual communication abilities and appreciation;
- Empathy, compassion, and respect for cultural and ecological diversity;
- A lifelong love of learning;
- Collaboration and team work among community members.

Our student population has a small number of free and reduced, foster care and EL students that hovers around 38%. Since we are a charter school, parents must choose to send their children to Fuente Nueva. This demonstrates that our parents all share a commonality in that they wanted to choose the best school to fit their child's needs. With that choice, parents often come to charter schools with a higher level of engagement.

Our student groups are small and therefore our data does not often show data for groups, but only as a whole student class or school. This makes it difficult to measure progress with state-wide data on specific sub groups. Using local academic assessment tools, we keep track of student progress on a school-wide tracking list. This provides an excellent snapshot of the student's achievement and services.

As an elementary program, we have a list of metrics that do not apply. These include API, UC/CSU (s-g) course completion, AP scores 3 or greater, EAP college preparedness, Middle School Dropout Rate, High School Drop-out and Graduation rates, Pupil Expulsion Rates and EL reclassification.

According to the California School Dashboard, we have much to celebrate and growth still to be made. The following chart is a summary of performance at this point. This data, along with significant stakeholder engagement input has informed and influenced this plan.

# Student Group Report

## Fuente Nueva Charter - Humboldt County

Enrollment: 115   Socioeconomically Disadvantaged: 31%   English Learners: 1%   Foster Youth: N/A   Grade Span: K-8   Reporting Year: Spring 2017

Charter School: Yes

[Equity Report](#)   
 [Status and Change Report](#)   
 [Detailed Reports](#)   
 [Student Group Report](#)

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A		*	*	*	*	*	*	*	*	
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	N/A	N/A	*	*	*	*	*	*	*	*	*	
<u>Mathematics (3-8)</u>		*	N/A	N/A	*	*	*	*	*	*	*	*	*	

Performance Levels: Blue (Highest)   Green   Yellow   Orange   Red (Lowest)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

## LCAP HIGHLIGHTS

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

This year’s LCAP represents our school’s growth and development with this process. We utilized our experience from previous years to develop an LCAP that can provide a solid foundation with room for us to adjust to the current needs of our program. Of note is the reduction from four goals down to two. By doing so we can better define the work that we do with overarching goals that clearly represent our mission, vision and values. Actions and services are listed out under a more detailed description of the umbrella goal. As a young charter school, much of our program has been developed over time. At this point in our evolution we are looking towards refining the programs we have and adding enrichment and extra-curricular activities that will round out our program. In addition, we plan to work on increased parent engagement through the implementation of parent evening workshops on ways to support their children. Over-all the LCAP process this year will provide the course to steer our ship. Our leadership teams, stakeholders, teachers and students agree we are on the right path.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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**

There are many ways that we have met our 2016-2017 LCAP goals, but the goal that stands out most is our progress on the California Assessment for Student Performance and Progress. Our students made significant gains in both English and Math test scores. In 2015, the SBAC Average Distance from level 3 Math test scores were -39 and in 2016 we improved to -18 (increase of 21 points closer to level 3). In English, the SBAC Average Distance from Level 3 was 8 in 2015 and 30 in 2016. This is a significant increase of 22 points. Looking at the data from a different direction, we also improved. In 2015, the percent of students who met or exceeded standards in math was 26% and in 2016 we had a 13% increase to 39%. In English Language Arts, in 2015 52% of students met or exceeded standards and in 2016, 65% met or exceeded standards which is a 13% increase. There are many factors that may have contributed to this success, but a main strategy that we believe helped was increased explicit instruction using the practice and training test. To build on this our 2016-2017 LCAP included goals to train teacher on the interim assessments and to administer at minimum, one block assessment during the school year. Our teachers are now trained on how to use the interim assessments and students have completed at minimum three block assessments, including a performance task. In addition, our teachers counseled each student on their test scores, guiding them to create goals for themselves for this year's test.

Referring to the LCFF Evaluation Rubrics, 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**

There are no state indicators that Fuente Nueva scored either red or orange. Our greatest need as a school is to improve our math test scores. To address this goal, we adopted a new math curriculum that was written for the CCSS and this is our first year of implementation. Teachers are focusing their academic intervention support on math in grades four and five. Next year the LCAP will expand these services to create a school-wide focus on improving math instruction and student achievement. Additional professional development, PLC time and the addition of a progress monitoring math assessment will help us to achieve this goal.

Referring to the LCFF Evaluation Rubrics, 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**

We do not have any such areas due to our small student groups and the data only being presented as all students. ELA and Math have the same rating as our only significant sub group. Our dashboard did show one yellow rating for our suspension rate with white students. We had one suspension in the 14/15 school year, which is when this data was collected. In 15/16 we had one suspension as well, but this time it was of an EL, IEP Latino student. With our small school size, the dashboard does not provide insight into our practices. Our overall goal for next year is no student suspensions with a focus on using Restorative Practices.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We plan to continue to offer both push-in and pull-out intervention services to help students who are at-risk of not meeting grade level benchmarks. Teachers will provide after school tutoring for at minimum 7% of their students. Our school counselor will continue to provide services for students both one on one and in small groups. Explicit EL services will be provided in small group setting while the classroom teachers will also provide support with-in the regular classroom. We plan on improving services to students through the implementation of a Student Assistance Team that will meet bi-weekly to discuss student needs.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$ 1,281,357

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 1,145,987

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

We do not name services such as phone, security system, gas, electric and water which are all paid for out of LCFF funds. In addition to general services, we pay a 5.5% business services fee to the district and have a 1% oversight fee which is paid for through LCFF. Property and student insurance, legal fees, and memberships to professional organizations are also not included in the LCAP.

\$ 959,350

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

Through a full Spanish Immersion Program, all students will continue to improve academic achievement in the core content areas.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. CAASPP Scores: Number of students scoring at met or exceeded standards will increase by 5% in Math and 2% in English Language Arts.
2. Staff are trained in SBAC interim assessments and have administered them at minimum once in each grade level and content area
3. Qualified teachers are in place in all grade levels
4. All teachers correctly assigned
5. Qualified administrative team with adequate FTE in place
6. Continued use of progress monitoring assessments: DIBELS (English), IDEL (Spanish), and implement CPM Math
7. Math curriculum aligned with CCSS in place in all grade-levels
8. Teachers have access to 8 hours minimum of professional development in CCSS and immersion practices
9. Qualified classroom aides in place
10. Three local members of the Latino community make classroom presentations
11. A minimum of three field trips connected to the CCSS occur in all grades
12. Intervention services occur weekly for at-risk students
13. After school tutoring occurs for at minimum 7% of students
14. A parent course for how to support struggling students is offered
15. Qualified RSP employed at .50 FTE, support staff employed at .50 FTE
16. Qualified school counselor employed at .50 FTE
17. Quality ELD instruction available in small group instruction for all ELL

#### ACTUAL

1. MET: CAASPP Scores: Number of students scoring at met or exceeded standards increased by 13% in Math and 13% in English Language Arts.
2. MET: Staff are trained in SBAC interim assessments and have administered them at minimum once in each grade level and content area. Lori Breyer provided training to ALL staff on 11/28/16 and interim assessments have been implemented in grades 3-5 with one test complete and at minimum 2 more by May 2017.
3. MET: Qualified teachers are in place in all grade levels – All teacher qualified and properly credentialed. One teacher is employed on a Short-Term Staff Permit 16/17 SY, will be Intern Credential in the 17/18 SY
4. MET: All teachers correctly assigned – 100%
5. MET: Qualified administrative team with adequate FTE in place – FTE 3.44 in place (Beth, Kelly, Edith, Marai)
6. NOT MET: Continued use of progress monitoring assessments: DIBELS (English), IDEL (Spanish). Did not implement CBM Math due to technical difficulties that are now remedied.
7. MET: Math curriculum aligned with CCSS in place in all grade-levels – Origo Stepping Stones K-5
8. MET: Teachers had access to 8 hours minimum of professional development in CCSS and immersion practices

<p>students</p> <p>18. Develop school-wide tracking system</p> <p>19. Materials and supplies needed are accessible to teachers and students as reported by teachers</p>	<p>9. MET: Qualified classroom aides in place – All classrooms have at minimum a 3.75 hour/day classroom aide. Classrooms with 24 student or more have a 5 hour/day classroom aide.</p> <p>10. MET: Three local members of the Latino community make classroom presentations/</p> <p>11. MET: A minimum of three field trips connected to the CCSS occurred in all grades.</p> <p>12. MET: Intervention services occur weekly for at-risk students or 18% of students over the course of the school year.</p> <p>13. MET: After school tutoring occurs for 37% of students</p> <p>14. Not MET: A parent course for how to support struggling students was not offered. <i>Not completed due to staff changes.</i></p> <p>15. MET: Qualified RSP employed at .50 FTE, support staff employed at .50 FTE</p> <p>16. MET: Qualified school counselor employed at .50 FTE</p> <p>17. MET: Quality ELD instruction occurred 1-1 for the ELL students</p> <p>18. MET: School-wide tracking system in place</p> <p>19. MET: Materials and supplies were accessible to teachers and students as reported by teachers</p>
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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**

<p>Actions/Services</p>	<p><b>PLANNED</b> 1.1 Improve student performance on the CAASP assessment by 2% in ELA and 5% in Math</p>	<p><b>ACTUAL</b> 1.1 CAASPP Scores: Number of students scoring at met or exceeded standards increased by 13% in Math and 13% in English Language Arts</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 1.1 Teachers' salaries and benefits \$485,000 – LCFF</p>	<p><b>ESTIMATED ACTUAL</b> Teachers': \$461,776 LCFF</p>

Action **2**

Actions/Services	<b>PLANNED</b> 1.2 Train and familiarize teachers in all grade levels how to use the interim assessments and interim assessments are given in each content area in grades 3-5	<b>ACTUAL</b> 1.2 Teachers were trained on 11/28 and interim assessments are being administered in grades 3-5.
	<b>BUDGETED</b> 1.2 Administrative salary and benefits \$99,500 –LCFF Teachers’ salaries and benefits \$485,000 - LCFF	<b>ESTIMATED ACTUAL</b> <b>Admin: \$96,505 LCFF</b> <b>Teacher’s see goal 1 action 1</b>

Action **3**

Actions/Services	<b>PLANNED</b> 1.3 Retain and recruit highly qualified teachers	<b>ACTUAL</b> <b>1.3</b> Qualified teachers are in place in all grade levels – All teacher qualified and properly credentialed. One teacher is employed on a Short-Term Staff Permit 16/17 SY, will be Intern Credential in the 17/18 SY
	<b>BUDGETED</b> 1.3 Teachers’ salaries and benefits \$485,000 - LCFF	<b>ESTIMATED ACTUAL</b> <b>See goal 1 action 1</b>

Action **4**

Actions/Services	<b>PLANNED</b> 1.4 Maintain 0% rate of teacher misassignment.	<b>ACTUAL</b> All teachers correctly assigned – 100%
	<b>BUDGETED</b> 1.5 Administrative salary and benefits \$99,500 –LCFF	<b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2</b>

Action **5**

Actions/Services	<b>PLANNED</b> 1.5 Maintain qualified administrative team with adequate FTE to meet the needs of supporting the educational program.	<b>ACTUAL</b> Qualified administrative team at 3.44 FTE is in place.
Expenditures	<b>BUDGETED</b> 1.6 Administrative salary and benefits \$99,500 –LCFF Administrative support staff salaries and benefits \$64,200 –LCFF	<b>ESTIMATED ACTUAL</b> <b>Admin support: \$66,072 LCFF</b>

Action **6**

Actions/Services	<b>PLANNED</b> 1.6 Maintain use of student progress monitoring assessments DIBELS, IDELS and add use of CPM Math.	<b>ACTUAL</b> DIBELS and IDELS are both in place. CPM Math was not utilized because the team felt that implementing it the same year that we are implementing a new curriculum. The team agreed to implement a math progress monitoring program for 2017-2018
Expenditures	<b>BUDGETED</b> 1.7 Resource Specialist Professional and paraprofessional salaries and benefits \$27,071 – SPED, REAP	<b>ESTIMATED ACTUAL</b> <b>RSP: \$29,414 SPED</b> <b>Para: \$8803 REAP</b>

Action **7**

Actions/Services	<b>PLANNED</b> 1.7 Train teachers and admin in newly adopted CCSS math curriculum and implement program with loyalty	<b>ACTUAL</b> Teachers and Administrator attended three-hour training in August on Origo Stepping Stones math. Collaboration and administrative observation time used to ensure program is implemented with loyalty.
Expenditures	<b>BUDGETED</b> 1.8 Administrative salary and benefits \$99,500 –LCFF Teachers salaries and benefits \$485,000 - LCFF	<b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2 &amp; 1</b>

Action **8**

Actions/Services	<b>PLANNED</b> 1.8 Provide access to Professional Development for teachers in CCSS and Immersion practices	<b>ACTUAL</b> Teachers were provided access to multiple trainings. Funding was offered, and consistent notifications of training opportunities were given.
	<b>BUDGETED</b> 1.9 \$2500 Title I	<b>ESTIMATED ACTUAL</b> <b>\$1517 TITLE I</b>

Action **9**

Actions/Services	<b>PLANNED</b> 1.9 Maintain recruitment and retention of qualified classroom aides	<b>ACTUAL</b> Classroom aides in place in all grade levels.
	<b>BUDGETED</b> 1.9 Advertising \$1000 – LCFF, Classroom Aide Salaries and benefits -\$67,000 -LCFF, Professional development \$1000 – LCFF	<b>ESTIMATED ACTUAL</b> <b>Advertise: \$1300 LCFF</b> <b>Classified: \$57, 625 LCFF</b> <b>Admin: Goal 1 action 2</b>

Action **10**

Actions/Services	<b>PLANNED</b> 1.10 Increase connection with Latino Community by having 3 guest speakers' presentations a year	<b>ACTUAL</b> As of 4/4/17, two out of three guest speaker presentations have occurred. By the end of the school year, there will be three presentations completed.
	<b>BUDGETED</b> 1.10 Administrative salary and benefits \$99,500 –LCFF	<b>ESTIMATED ACTUAL</b> <b>See Goal 1 action 2</b>

Action **11**

Actions/Services	<b>PLANNED</b> 1.11 Maintain CCSS field trips for all grades	<b>ACTUAL</b> Field trips connected to the CCSS were attended by all grade levels.
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Expenditures	<b>BUDGETED</b> 1.11 Lottery \$1100	<b>ESTIMATED ACTUAL</b> \$3100 Lottery – cost of buses increased
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Action **12**

Actions/Services	<b>PLANNED</b> 1.12 Maintain materials and supplies in all grades	<b>ACTUAL</b> Adequate materials and supplies are available in all grade levels.
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Expenditures	<b>BUDGETED</b> 1.12 \$10,000 LCFF \$8,000 Lottery	<b>ESTIMATED ACTUAL</b> \$8,934 LCFF \$9,234 Lottery
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Action **13**

Actions/Services	<b>PLANNED</b> 1.1 Maintain both push-in and pull out intervention services for at risk students	<b>ACTUAL</b> Push-in and pull out services in place for at-risk students
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Expenditures	<b>BUDGETED</b> 1.1 Resource Specialist Professional and paraprofessional salaries and benefits \$27,071 – SPED, REAP	<b>ESTIMATED ACTUAL</b> See goal 1 action 6
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Action **14**

Actions/Services	<b>PLANNED</b> 1.2 Maintain after school tutoring for at-risk students	<b>ACTUAL</b> After school tutoring is occurring for all at-risk students
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Expenditures	<b>BUDGETED</b> 1.2 Teachers' salaries and benefits \$485,000 - LCFF	<b>ESTIMATED ACTUAL</b> See goal 1 action 1
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Action **15**

Actions/Services	<b>PLANNED</b> 1.3 Offer a parent course for how to support struggling students.	<b>ACTUAL</b> As of 4/4/17, no parent course has been offered through our school. We offered free access to classes through the Arcata School District.
Expenditures	<b>BUDGETED</b> 1.3 Resource Specialist Professional salary and benefits \$15,879	<b>ESTIMATED ACTUAL</b> <b>See Goal 1 Action 6, Duties reallocated since this action was not completed.</b>

Action **16**

Actions/Services	<b>PLANNED</b> 1.4 Recruit and retain a qualified RSP and support staff with adequate FTE to serve at-risk students.	<b>ACTUAL</b> RSP in place with .5FTE
Expenditures	<b>BUDGETED</b> 1.4 Resource Specialist Professional salary and benefits \$15,879	<b>ESTIMATED ACTUAL</b> <b>See Goal 1 Action 6</b>

Action **17**

Actions/Services	<b>PLANNED</b> 1.5 Recruit and retain a qualified school counselor.	<b>ACTUAL</b> Qualified school counselor in place at .5FTE
Expenditures	<b>BUDGETED</b> 1.5 School Counselor salary and benefits \$17,015.44 – REAP, LCFF	<b>ESTIMATED ACTUAL</b> <b>\$25616 (SPED and LCFF) health and welfare and benefits account for increase</b>

Action **18**

Actions/Services	<b>PLANNED</b> 1.6 Develop school-wide tracking system for student achievement	<b>ACTUAL</b> School-wide tracking system in place. Created by RSP with monitoring by all staff.
Expenditures	<b>BUDGETED</b> 1.6 Resource Specialist Professional and paraprofessional salaries and benefits \$27,071 – SPED, REAP	<b>ESTIMATED ACTUAL</b> <b>See goal 1 action 6</b>

Action **19**

Actions/Services	<p><b>PLANNED</b> 1.1 Maintain quality ELD instruction for English Language Learners both in small and whole group instruction</p>	<p><b>ACTUAL</b> ELD services in place on a 1-1 basis for our EL learner.</p>
Expenditures	<p><b>BUDGETED</b> 1.1 Resource Specialist Professional salary and benefits \$15,879</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 6</b></p>

Action **20**

Actions/Services	<p><b>PLANNED</b> 1.2 Offer parent courses for how to support struggling students.</p>	<p><b>ACTUAL</b> As of 4/4/17, no parent course has been offered through our school. We offered free access to classes through the Arcata School District.</p>
Expenditures	<p><b>BUDGETED</b> 1.2 School Counselor salary and benefits \$17,015.44 – REAP, LCFF</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 17</b></p>

Action **21**

Actions/Services	<p><b>PLANNED</b> 1.3 Recruit and retain a qualified RSP and support staff with adequate FTE to serve at-risk students.</p>	<p><b>ACTUAL</b> RSP in place at .5FTE with services principally directed towards at unduplicated count.</p>
Expenditures	<p>1.3 Resource Specialist Professional salary and benefits \$15,879 – SPED</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 6</b></p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall goal of increasing student achievement was implemented. Two key positions were increased to .5FTE, which allows us to principally direct services to our unduplicated students. Most our actions were implemented, with only one action that is not met. We had challenges in offering parent courses for struggling students, due to a lack of clarity on what topics will help parents. Parents did not attend the one course that was offered which the feedback was due to the topic.

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

The overall goal of increasing student achievement was met as reflected by our SBAC scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budget and expenditures were small. The primary reason for any discrepancies is due to:

- Estimated placements on salary schedule adjusted for actual placement
- Positions that remained open for part of the school year.
- School counselor H/W benefits were higher than anticipated
- Field trips costs increased due to raise in cost of buses and decrease in grant funding opportunities.

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.

The goals will now focus more on increasing student achievement in math. These actions will be seen in goal 1. In addition, we are combining the 16-17 goal 1, 2, and 3 into one goal. We are also changing metrics to better reflect state metric guidelines. We will implement CPM progress monitoring and offer evening parent workshops.

## Goal 2

Fuente Nueva will continue to provide a secure environment with adequate facilities and services for all students and staff.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- A. Lunch room tables will be available for grades 2-5
- B. At minimum we will partner with 1 local farms for our school lunch program
- C. Of the students who are chronically absent, we will improve their attendance by 5%
- D. Student daily attendance rate will be maintained at 96%
- E. Student safe schools survey in place for all grade levels
- F. Adequate services in place to maintain a clean and safe school site
- G. HCOE JPA facility inspection needs are 100% addressed
- H. Additional playground structures targeted for 3<sup>rd</sup>-5<sup>th</sup> grade will be installed in main playground
- I. Site improvements will continue with the first priority being new floor coverings
- J. Prop 39 Energy plan approved by state and project planned and/or completed

#### ACTUAL

- A. NOT MET: but in process. The charter council and parents are reconsidering the best option and we are now looking at using room 7 & 8 for rainy day lunch
- B. Met: We purchase ingredients for our school lunch program from two farms, Willow Creek Farm and Fieldbrook Apple Farm.
- C. NOT MET: Chronically absent students improved attendance by 4%
- D. MET: Attendance rates maintained at 96%
- E. NOT MET: Student safe school survey's not in place
- F. MET: Custodial and maintenance positions fully staffed and school was maintained and in good condition as reported by FIT too.
- G. MET: All findings have been corrected
- H. NOT MET: Playground equipment is purchased and delivered, installation is underway now that the inclement weather has cleared.
- I. MET: New floor covering bids are in process and the job is scheduled for summer 2017
- J. MET: Prop 39 Energy plan is approved by the state and projects are in process and will be completed by May 2017.

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**

Actions/Services	<p><b>PLANNED</b> 2.1 Purchase lunch room tables to accommodate students in grades 2-5.</p>	<p><b>ACTUAL</b> Not complete, but in process. The charter council and parents are reconsidering the best option and we are now looking at using room 7 &amp; 8 for rainy day lunch</p>
Expenditures	<p><b>BUDGETED</b> 2.1 \$2500, SB740</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$0 Parents and teachers did not want students to eat indoors in lunch room, we paused to reconsider.</b></p>

Action **2**

Actions/Services	<p><b>PLANNED</b> 2.2 Partner with 1 local farmer for our school lunch program</p>	<p><b>ACTUAL</b> We purchase ingredients for our school lunch program from two farms, Willow Creek Farm and Fieldbrook Apple Farm</p>
Expenditures	<p><b>BUDGETED</b> 2.2 Kitchen Manager salary and benefits \$12,450, NSLP, LCFE</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$13,340 NSLP,</b></p>

Action **3**

Actions/Services	<p><b>PLANNED</b> 2.3 Revise attendance letters</p>	<p><b>ACTUAL</b> Attendance letters revised</p>
Expenditures	<p><b>BUDGETED</b> 2.3 Administrative support staff salaries and benefits \$64,200 – LCFE</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 5</b></p>

Action **4**

Actions/Services	<p><b>PLANNED</b> 2.4 Hold regular meetings with parents whose students are on track to be chronically absent</p>	<p><b>ACTUAL</b> Chronically absent students have held meetings with the teacher and or director.</p>
Expenditures	<p><b>BUDGETED</b> 2.4 Administrative salary and benefits \$99,500 –LCFF Teachers’ salaries and benefits \$485,000 – LCFF</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 1 &amp; 2</b></p>

Action **5**

Actions/Services	<p><b>PLANNED</b> 2.4 Continue student attendance awards.</p>	<p><b>ACTUAL</b> Attendance awards are distributed at the end of each school month.</p>
Expenditures	<p><b>BUDGETED</b> 2.5 Administrative support staff salaries and benefits \$64,200 – LCFF</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 5</b></p>

Action **6**

Actions/Services	<p><b>PLANNED</b> 2.6 Maintain custodial and maintenance staff</p>	<p><b>ACTUAL</b> Custodial and maintenance positions fully staffed.</p>
Expenditures	<p><b>BUDGETED</b> 2.6 Custodial and Maintenance salaries and benefits \$28,500</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$26,659 LCFF</b></p>

Action **7**

Actions/Services	<p><b>PLANNED</b> 2.7 HCOE facility inspection needs fully addressed</p>	<p><b>ACTUAL</b> All findings have been corrected including securing tanks, treating fabric and removing items from high shelves.</p>
Expenditures	<p><b>BUDGETED</b> 2.7 Administrative salary and benefits \$99,500 –LCFF</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2</b></p>

Action **8**

Actions/Services	<p><b>PLANNED</b> 2.8 Purchase and install playground equipment on the main playground to meet the needs of the 3<sup>rd</sup>-5<sup>th</sup> graders.</p>	<p><b>ACTUAL</b> Playground equipment is purchased and delivered, waiting for weather to clear for installation.</p>
Expenditures	<p><b>BUDGETED</b> 2.8 Structure and installation costs \$16,000 – Amigos de Fuente Nueva</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$22,000</b></p>

Action **9**

Actions/Services	<p><b>PLANNED</b> 2.9 New floor coverings are selected and scheduled to be installed.</p>	<p><b>ACTUAL</b> New floor covering bids are in process and the job is scheduled for summer 2017</p>
Expenditures	<p><b>BUDGETED</b> 2.9 Administrative salary and benefits \$99,500 –LCFF, Cost of flooring \$25,000 – SB740</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2</b> <b>\$35,000</b></p>

Action **10**

Actions/Services	<p><b>PLANNED</b></p> <p>2.10 Prop 39 Energy plan developed and submitted to the state for approval</p>	<p><b>ACTUAL</b></p> <p>Prop 39 Energy plan is approved by the state and projects are in process and will be completed by May 2017. Heaters installed in all classrooms and lighting upgraded in both outdoor and indoor areas.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>2.10 Administrative salary and benefits \$99,500 –LCFF, RCEA contract work, \$7,500</p>	<p><b>ESTIMATED ACTUAL</b></p> <p><b>Admin: See goal 1 action 2</b></p> <p><b>Prop 39: \$71,668</b></p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall actions and services were implemented or on track to be completed. We have had significant challenges with the installation of the playground due to a very wet winter. In addition, new floors are coming summer 2017 and we are exploring options for lunch room tables.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall effectiveness of the actions and services are effective in our goal of adequate services that are both safe and secure.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Prop 39 expenditure plan was adopted and approved by the state in the middle of the summer, so the LCAP did not have the projected expenditures at the time of the LCAP adoption. The playground cost more since the AFN had more funds to spend. No lunch tables were purchased.
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.	This goal is being modified to expand on the concept of safety to include student and parent engagement. The lunch tables have been eliminated but new options are being explored. The school is safer because of new floor coverings, and effective lighting.

## Goal 3

All students will have access to gain mastery of 21<sup>st</sup> Century Learning Outcomes with regards to technology.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Technology plan will be written and adopted by the state.
2. Technology will be inventoried, and equipment that is failing will be replaced
3. Staff and teachers' professional development plans will include technology needs
4. Teachers will include access to technology in their weekly communication with parents
5. Parent satisfaction with access to technology will increase 2-5%
6. Technology equipment is in regular weekly use in all grade levels

#### ACTUAL

- 3.1 We have a draft of the technology plan with an expected date of adoption in the Fall of 2017
- 3.2 Equipment is inventoried and on track to be labeled by June 2017
- 3.3 PD plans include Technology goals
- 3.4 Teachers report notifying parents intermittently about the use of technology in the classroom.
- 3.5 Parent surveys with questions on student access to technology are in place with a 3% increase
- 3.6 As reported by the teachers technology is in use 3 to 5 times weekly in all grade levels.

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**

Actions/Services	<p><b>PLANNED</b> 3.1 Technology plan stipend filled to compete technology plan or administration completes technology plan.</p>	<p><b>ACTUAL</b> As of 4/4/17, the technology plan is still in draft form with a target date for adoption in June.</p>
Expenditures	<p><b>BUDGETED</b> 3.1 Stipend \$1950</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$1950 LCFF</b></p>

Action **2**

Actions/Services	<p><b>PLANNED</b> 3.2 Equipment will be inventoried and failing technology replaced.</p>	<p><b>ACTUAL</b> Equipment is inventoried, teacher’s computers purchased, identified needs for increase number of devices for students K-2</p>
Expenditures	<p><b>BUDGETED</b> 3.2 Administrative support staff salaries and benefits \$64,200 – LCFF</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 5</b></p>

Action **3**

Actions/Services	<p><b>PLANNED</b> 3.3 Teachers and staff will complete professional development plans that include identified areas of need with regards to technology to complete their job function.</p>	<p><b>ACTUAL</b> As of 4/4/17, the professional development plans are in development and will be completed by the end of the school year.</p>
Expenditures	<p><b>BUDGETED</b> 3.3 Administrative salary and benefits \$99,500 –LCFF, professional development \$1700 – Title I</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2</b> Title I \$1517</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> 3.4 Weekly classroom newsletters and the monthly school-wide newsletter will include information about student access to technology.</p>	<p><b>ACTUAL</b> Weekly classroom newsletters and monthly school-wide newsletters have inconsistently been mentioned technology. This has been due to a lack of formal guidance on what should be in a class newsletter.</p>
Expenditures	<p><b>BUDGETED</b> 3.4 Administrative salary and benefits \$99,500 –LCFF Teachers’ salaries and benefits \$485,000 – LCFF</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 1 &amp; 2</b></p>

Action **5**

Actions/Services	<p><b>PLANNED</b> 3.5 Parent surveys will include questions on student access to technology.</p>	<p><b>ACTUAL</b> Parent surveys in place with data coming available on 4/7/17</p>
Expenditures	<p><b>BUDGETED</b> 3.5 Administrative salary and benefits \$99,500 –LCFF</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2</b></p>

Action **6**

Actions/Services	<p><b>PLANNED</b> 3.6 Technology equipment is in regular weekly use in all grade levels.</p>	<p><b>ACTUAL</b> Teachers report regular weekly use of technology.</p>
Expenditures	<p><b>BUDGETED</b> 3.6 Teachers’ salaries and benefits \$485,000 – LCFF</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 1</b></p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	This goal is in place due address the rapidly changing use of technology in our society. The actions we have in place have been implemented. With regards to teachers access to training on technology, there is a lot available but the skill level of our teachers is diverse and therefore the trainings are more effective for some. Tech plan will be finalized in the Fall 2017 with implementation occurring at the same time. Individual equipment needs are being funded in priority order. PD plans have identified needs and we are seeking options for fulfilling them.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The SBAC scores remain the best way for us to measure our success towards this goal. While we did have an increase in our scores between year 1 and 2, it will take another year to see if the trend continues. Classroom newsletters were moderately effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We were on target with 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.	This goal will better be served under goal one so we plan to merge actions and services in this area into goal 1. Our metrics will be changed to better reflect indicators requested by the state.

## Goal 4

All students will participate in a balanced program that incorporates consistent access to visual and performing arts instruction and health and fitness education.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Garden Program Coordinator position filled with a teacher, staff, community member and/or parent
2. Written plan with defined integration between classroom and art program goals is developed
3. Students are literate with media/technology for the arts (number of units taught in 4<sup>th</sup> and 5<sup>th</sup> grade)
4. Students have a deepened cultural understanding that is demonstrated through the number of lessons that provide exposure to culture in art, music and PE.
5. Artist in residence program feasibility study completed
6. Guest artists' presentations occur at all grade levels
7. Parent satisfaction rate on surveys will increase to 80%

#### ACTUAL

- 4.1 MET: Garden program coordinator in place. Grade level goals and lessons have been presented to teachers and will implement them spring 2017.
- 4.2 MET: Garden Program coordinator has not built volunteer capacity but has offered to help find parents who can assist teachers as needed. Weather has kept us out of the garden this winter. In addition, the timing of the program goals and lessons are set to begin in April.
- 4.3 MET: Arts and classroom teachers defined integration between classrooms and arts program with a goal to add to the connections for the 2017-2018 school year.
- 4.4 NOT MET: Media/technology is used by 4<sup>th</sup> and 5<sup>th</sup> graders to study rhythm and pitch.
- 4.5 NOT MET: No guest series has begun, instead the arts instructor has made cultural connections with art through the art and music appreciation portion of each lesson.
- 4.6 MET: Artist in residency program feasibility study is complete and funding will be requested from AFN at the September 2017 meeting.
- 4.7 NOT MET: Parent satisfaction rate is 59.4% in art, 68.8% in music and 65.6% in music.
- 4.8 MET: Parents have a separate survey to provide feedback to the arts program teacher.

### 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**

Actions/Services	<p><b>PLANNED</b> 4.1 Garden Program coordinator will create a plan to incorporate gardening into all grade level goals</p>	<p><b>ACTUAL</b> Garden program coordinator in place. Grade level goals and lessons have been presented to teachers and will implement them this spring.</p>
Expenditures	<p><b>BUDGETED</b> 4.1 Stipend \$1950</p>	<p><b>ESTIMATED ACTUAL</b> <b>\$1950 LCFF</b></p>

Action **2**

Actions/Services	<p><b>PLANNED</b> 4.2 Garden Program coordinator will build volunteer capacity and engagement in committee</p>	<p><b>ACTUAL</b> Garden Program coordinator has not built volunteer capacity but has offered to help find parents who can assist teachers as needed. Weather has kept us out of the garden his winter. In addition, the timing of the program goals and lessons are set to begin in April.</p>
Expenditures	<p><b>BUDGETED</b> 4.2 Stipend \$1950</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 4 action 1</b></p>

Action **3**

Actions/Services	<p><b>PLANNED</b> 4.3 Arts and classroom teachers will work together with administration to define integration between classroom and art program goals.</p>	<p><b>ACTUAL</b> Arts and classroom teachers defined integration between classrooms and arts program with a goal to add to the connections for the 2017-2018 school year.</p>
Expenditures	<p><b>BUDGETED</b> 4.3 Administrative salary and benefits \$99,500 –LCFF Teachers’ salaries and benefits \$485,000 – LCFF, Arts instructor salary and benefits \$15,000</p>	<p><b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2 &amp; 1</b> <b>Arts instructor \$16,203</b></p>

Action **4**

Actions/Services	<b>PLANNED</b> 4.4 Ensure media/technology is incorporated into the arts for students in 4 <sup>th</sup> and 5 <sup>th</sup> grade.	<b>ACTUAL</b> Media/technology is used by 4 <sup>th</sup> and 5 <sup>th</sup> graders to study rhythm and pitch
Expenditures	<b>BUDGETED</b> 4.4 Arts instructor salary and benefits \$15,000	<b>ESTIMATED ACTUAL</b> <b>See goal 4 action 3</b>

Action **5**

Actions/Services	<b>PLANNED</b> 4.5 Students will gain insight into cultural art appreciation through a guest artist series offered in all grade levels.	<b>ACTUAL</b> No guest series has begun, instead the arts instructor has made cultural connections with art through the art and music appreciation portion of each lesson.
Expenditures	<b>BUDGETED</b> 4.5 Arts instructor salary and benefits \$15,000	<b>ESTIMATED ACTUAL</b> <b>See goal 4 action 3 LCFF and parent donation</b>

Action **6**

Actions/Services	<b>PLANNED</b> 4.6 Artist in residency program feasibility study completed to include possible funding, artists and curriculum connections.	<b>ACTUAL</b> Artist in residency program feasibility study is completed and will be presented to the Amigos de Fuente Nueva for funding in September 2017.
Expenditures	<b>BUDGETED</b> 4.6 Administrative salary and benefits \$99,500 –LCFF	<b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2</b>

Action **7**

Actions/Services	<b>PLANNED</b> 4.7 Parent survey will be used to determine satisfaction with arts program	<b>ACTUAL</b> Parent satisfaction rate is 59.4% in art, 68.8% in music and 65.6% in music.
Expenditures	<b>BUDGETED</b> 4.7 Administrative salary and benefits \$99,500 –LCFF	<b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2</b>

Action **8**

Actions/Services	<b>PLANNED</b> 4.8 Parents will have a separate survey to provide feedback to the arts program teacher.	<b>ACTUAL</b> Parents have a separate survey to provide feedback to the arts program teacher. As a result direct feedback was received by the teacher in such a way that it can be used for improvement.
Expenditures	<b>BUDGETED</b> 4.8 Administrative salary and benefits \$99,500 –LCFF	<b>ESTIMATED ACTUAL</b> <b>See goal 1 action 2</b>

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.	Overall the goal enabled us to further connect our core program with the arts program. Actions and services that are not currently implemented are on track to be implemented next school year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	In alignment with our values statements, enrichment programs, such as the garden, give students a deepened understanding of their environment.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Only minor differences due to positions that are not salaried.
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.	The progress made on this goal has led the team to decide to incorporate further actions and services into Goal 1 of next years LCAP.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  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?

Meeting dates for Parent/Teacher Advisory Committee (open to the public): 10/4/16, 11/2/16, 12/7/16, 1/11/17, 2/7/17, 3/14/17, 4/11/17, 5/3/17

Community Stakeholder meeting: 3/21/17

Teacher Stakeholder meetings: 11/28/16, 1/9/17, 2/6/17, 3/6/17, 4/3/17, 5/1/17

Classified Stakeholder meetings: 2/1/17, 3/1/17, 4/11/17

Student Stakeholder meetings: 12/3/16, 12/5/16, 4/10/17, 4/15/17

Sandwich board posting with feedback forms: 4/3/17-4/14/17, 5/1-5/15/17

Public Hearing 6/6/17

Adoption 6/6/17

## IMPACT ON LCAP AND ANNUAL UPDATE

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

- Compiled data
- Eliminated actions and services met and not ongoing such as installation of new heaters, floors and lighting
- Eliminated actions that did not serve school as we intended such as the lunch room tables.
- Guided creation of new actions and services such as enrichment goals and parent workshops
- Chose to combine goals and reduced goals from 4 to 2
- Identified what we are doing that is not represented in LCAP so that it can be included
- Reorganization of action and services to place like with like

# 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.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<h3><u>Goal 1</u></h3>	Through a full Spanish Immersion program, all students will improve in the core content areas with access to a broad range of academic offerings that include access to technology, instruction in the arts and physical education.		

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Per the California Dashboard, there was an increase in academic achievement in both English (22-point increase) and Math (21-point increase) we are still overall below Level 3 in Math. A combination of both our overall scores and the increases gave us Harvey balls of blue and green respectively. As a small school, we are unable to see achievement gaps between subsets of students. Therefore, we see our greatest need is to increase our student's math scores. A technology plan is in the process of being adopted, with a target of implementing in 2017-18.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LEA SBAC distance from level 3	ELA: 28.5 points above 3 Dashboard color: Blue Math: 19.3 points below 3 Dashboard color: Green	ELA: Maintain Dashboard color blue Math: Maintain Dashboard color blue or green	ELA: Maintain Dashboard color blue Math: Increase to Dashboard color blue	ELA: Maintain Dashboard color blue Math: Maintain Dashboard color blue
English Language Progress on the CELDT test	Individual baseline data only, due to low number of EL students	Move every student up one EL level.	Move every student up one EL level.	Move every student up one EL level.
Teachers appropriately assigned and fully credentialed in subject area teaching. (SARC)	6 teachers fully credentialed 1 teacher on short-term staff permit	6 teachers fully credentialed 1 teacher on intern credential	7 fully credentialed teachers	7 fully credentialed teachers

Instructional Materials – every student has access (SARC)	All students have access to core curricular materials	All students continue to have access to curricular materials	All students continue to have access to curricular materials	All students continue to have access to curricular materials
Implementation of academic content and performance standards	CCSS are fully implemented NGSS need to be adopted and implemented based on teacher input	Maintain CCSS implementation Research potential to adopt NGSS curriculum and materials	Maintain CCSS implementation Adopt NGSS curriculum and materials	Maintain CCSS implementation Maintain NGSS curriculum and materials
El access to programs and services to gain academic content knowledge/proficiency	EL student numbers are very low. 1-1 services provided daily with adequate materials.	Maintain 1-1 services or small group instruction and adequate materials depending on number of EL students enrolled	Maintain 1-1 services or small group instruction and adequate materials depending on number of EL students enrolled	Maintain 1-1 services or small group instruction and adequate materials depending on number of EL students enrolled
Master Schedule	Broad course of study is offered to all students including unduplicated count, EL and foster students	Maintain broad course of study	Maintain broad course of study	Maintain broad course of study
Spanish language classroom assessment reported by teacher	Classroom teachers report 70% of students are working at grade level in Spanish.	Classroom teachers report 72% of students are working at grade level in Spanish.	Classroom teachers report 74% of students are working at grade level in Spanish.	Classroom teachers report 76% of students are working at grade level in Spanish.
Parents serve on a variety of boards including the Fuente Nueva Charter Council and Amigos de Fuente Nueva, our primary leadership organizations with oversight over school activities, programs and legal/fiscal matters.	6 parents serve on Fuente Nueva Charter Council 5 parents serve on Amigos de Fuente Nueva	6 parents serve on Fuente Nueva Charter Council 5 parents serve on Amigos de Fuente Nueva	6 parents serve on Fuente Nueva Charter Council 5 parents serve on Amigos de Fuente Nueva	6 parents serve on Fuente Nueva Charter Council 5 parents serve on Amigos de Fuente Nueva
Increase the number of parents attending LCAP stakeholder and planning meetings	An average of 5 parents attended this year's stakeholder and planning meetings.	Increase to 7-10 parents on average at stakeholder and planning meetings	Maintain 7-10 parents on average at stakeholder and planning meetings	Maintain 7-10 parents on average at stakeholder and planning meetings

PLANNED ACTIONS / SERVICES

Action **1** **Recruit and maintain a highly-qualified team of teachers and administrators.**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Recruit and retain highly qualified teachers B. Maintain rate of 0% misassignment C. Recruit and retain highly qualified instructional aides D. Maintain qualified administrative team with adequate FTE		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$866,579	Amount: \$866,579	Amount: \$866,579
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 0013	Budget Reference: 0013	Budget Reference: 0013

**Action 2 Increase the delivery of high quality instruction through ongoing professional development.**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

A. Teachers will deepen knowledge of delivery and instruction through observations of fellow teachers.  
 B. Collaboration time for teachers and administration is provided through early release days.  
 C. Ongoing professional development plans are developed for all teachers including induction.  
 D. Professional Development plans include goals in technology and math.  
 E. Provide instructional coaches to support all teachers in their SLA and Math instruction for all students.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

**Amount** See Goal 1 Action 1, \$9,703  
**Source** LCFF  
**Budget Reference** 0013

**2018-19**

**Amount** See Goal 1 Action 1, \$9,703  
**Source** LCFF  
**Budget Reference** 0013

**2019-20**

**Amount** See Goal 1 Action 1, \$9,703  
**Source** LCFF  
**Budget Reference** 0013

**Action 3** Ensure all students have access to a multi-tiered system of supports with a focus on math, Spanish language arts (SLA), English language arts (ELA) and English Language Development (ELD).

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>A. Maintain qualified Resource Specialist Teacher to provide IEP and intervention services to students in need. Intervention services principally directed towards unduplicated students.</p> <p>B. Maintain qualified Speech and Language Pathologist Teacher to provide IEP and intervention services to students in need. Intervention services principally directed towards unduplicated students.</p> <p>C. Maintain agreement with HCOE for School Psychology services to provide IEP services to students in need.</p> <p>D. Maintain School counselor who provides IEP services and intervention services principally directed towards unduplicated students.</p> <p>E. Maintain qualified Special Education Paraprofessional who provides services principally directed towards unduplicated students.</p> <p>F. Maintain after school tutoring with services principally directed towards unduplicated students.</p> <p>G. Provide instruction, including accommodations and modifications, to students with exceptional needs.</p> <p>H. Maintain push-in and pull-out ELD and targeted intervention services provided by classroom teachers, and the English teacher</p> <p>I. Offer evening course for parent education on support for their student. Parents with students who are at-risk will be individually invited.</p>		

J Maintain use of progress monitoring assessments and tracking in ELA, SLA and Math.  
 K. Administer interim assessments on an agreed upon schedule.

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	See Goal 1 Action 1, \$57,947, \$34,648, \$2,844, \$34,648	Amount	See Goal 1 Action 1, \$57,947, \$34,648, \$2,844, \$34,648	Amount	See Goal 1 Action 1, \$57,947, \$34,648, \$2,844, \$34,648
Source	LCFF S/C, LCFF, REAP, SPED	Source	LCFF S/C, SPED, REAP	Source	LCFF S/C, SPED, REAP
Budget Reference	0013, 0013, 5820, 6500	Budget Reference	0013, 0013, 5820, 6500	Budget Reference	0013, 0013, 5820, 6500

Action 4 Students, teachers, operational and administrative staff will have access to adequate technology to meet the demands of a 21<sup>st</sup> Century School.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Technology plan implemented TK-5 <sup>th</sup> Grade B. Equipment inventory is maintained and equipment is upgraded as necessary. C. Infrastructure is maintained to services the connectivity necessary to meet demands.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> See Goal 1 Actin 1, \$6023, \$1500	<b>Amount</b> See Goal 1 Actin 1, \$6023, \$1500	<b>Amount</b> See Goal 1 Actin 1, \$6023, \$1500
<b>Source</b> LCFF, Lottery	<b>Source</b> LCFF, Lottery	<b>Source</b> LCFF, Lottery
<b>Budget Reference</b> 0013, 1100	<b>Budget Reference</b> 0013, 1100	<b>Budget Reference</b> 0013, 1100

Action **5** Spanish Immersion Program offers authentic with cross cultural encounters and language use experiences.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

A. Provide **authentic** opportunities for students to use reading, writing, listening and speaking Spanish skills at minimum once per trimester.  
 B. Offer culturally rich classrooms that explore diverse perspectives.  
 C. Maintain grade level connections to the 5 c's of National Language Standards.  
 D. Sustain pathway to achieve Bi-Literacy

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount See Goal 1 Action 1, \$15,424

Amount See Goal 1 Action 1, \$15,424

Amount See Goal 1 Action 1, \$15,424

Source LCFF, Lottery

Source LCFF, Lottery

Source LCFF, Lottery

Budget Reference 0013, 1100

Budget Reference 0013, 1100

Budget Reference 0013, 1100

**Action 6** Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) are taught thematically with connections through field trips, guest speakers and other authentic experiences.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Maintain adequate materials and supplies B. Maintain field trips that connect to the CCSS C. Social studies standards are connected to our local community with an emphasis on promoting critical thinking and collaboration skills. D. Research the Next Generation Science Standards and explore curriculum adoption options. E. Explore ways to integrate science standards with our garden and school lunch program. F. Garden program is implemented school-wide.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> See Goal 1 Action 1, \$20,534, \$5000	<b>Amount</b> See Goal 1 Action 1, \$20,534, \$5000	<b>Amount</b> See Goal 1 Action 1, \$20,534, \$5000
<b>Source</b> LCFF, Lottery	<b>Source</b> LCFF, Lottery	<b>Source</b> LCFF, Lottery
<b>Reference</b> 0013, 6300	<b>Budget Reference</b>	<b>Budget Reference</b>

Action **7** Increase student participation in a broad course of study including physical, visual arts and musical arts education.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

A. Provide student access to music, visual arts and physical education programs.  
 B. Provide funding for instruments, materials and equipment that is kept current and in working order.  
 C. Artist in residency program in operation.  
 D. Teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.  
 E. Ensure all teachers are maintaining Physical education required minutes.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

**Amount** \$7795, See Goal 1 Action 1, \$9006, \$2000  
**Source** Parent Donation, LCFF, Lottery  
**Budget Reference** 0013, 0013, 1100

**Amount** \$7795, See Goal 1 Action 1, \$9006, \$2000  
**Source** Parent Donation, LCFF, Lottery  
**Budget Reference** 0013, 0013, 1100

**Amount** \$7795, See Goal 1 Action 1, \$9006, \$2000  
**Source** Parent Donation , LCFF, Lottery  
**Budget Reference** 0013, 0013, 1100

Action **8**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

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BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

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Amount

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Amount

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Source

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Source

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Source

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Budget Reference

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Budget Reference

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Budget Reference

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New Modified Unchanged

## Goal 2

The Fuente Nueva School campus reflects our school culture, enables us to provide desired services while also providing a safe and engaging environment that promotes student and parent engagement.

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

STATE  1  2  3  4  5  6  7  8COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Our facilities are in good repair and meet our basic needs, but there are areas of improvement that we must address such as indoor lunch and recess space. In addition, while our program has very low suspension rates, and parents and students report that we have a safe school environment the programs we are using are new and we must ensure proper implementation through continued support of the teachers and classroom aides. The extended day program is a great way for us to serve students outside of the school day. Unduplicated students can qualify for low or no cost care through outside agencies.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Condition Report	Facilities are in good repair	Maintain good repair status	Maintain good repair status	Maintain good repair status
School Attendance Rate	P2 Attendance rate 96%	Maintain attendance rate between 94- 96%	Maintain attendance rate between 94- 96%	Maintain attendance rate between 94- 96%
Chronic Absenteeism Rate	As of April, Chronic Absenteeism rate 2%	Maintain rate of 2-3%	Maintain rate of 2-3%	Maintain rate of 2-3%
Pupil Suspension Rates	As of 4/4/17 .8% pupil suspension rate 16/17	Maintain .8%- 1.5 pupil suspension rate	Maintain .8% pupil suspension rate	Maintain .8% pupil suspension rate
Parent Survey	81/115 parent respondents Parent Engagement: 4/5 School Climate (from student perspective as reported by parents): 4/5 Overall School climate: 4/5 School Facilities: 3/5 Extended Day Program 4/5	72% participation rate Maintain scores that are at a 4 or better. Improve scores that are at a 3.9 or below.	75% participation rate Maintain scores that are at a 4 or better. Improve scores that are at a 3.9 or below.	78% participation rate Maintain scores that are at a 4 or better. Improve scores that are at a 3.9 or below.

Student Connectedness	Develop student survey	Set baseline	Maintain or improve baseline	Maintain or improve baseline
Student lunch participation rates	As of April, participation rate is 63%	Increase by 5%	Increase by 5%	Maintain participation rate
Parents serve on a variety of boards including the Fuente Nueva Charter Council and Amigos de Fuente Nueva, our primary leadership organizations with oversight over school activities, programs and legal/fiscal matters.	6 parents serve on Fuente Nueva Charter Council 5 parents serve on Amigos de Fuente Nueva	6 parents serve on Fuente Nueva Charter Council 5 parents serve on Amigos de Fuente Nueva	6 parents serve on Fuente Nueva Charter Council 5 parents serve on Amigos de Fuente Nueva	6 parents serve on Fuente Nueva Charter Council 5 parents serve on Amigos de Fuente Nueva
Increase the number of parents attending LCAP stakeholder and planning meetings	An average of 5 parents attended this year's stakeholder and planning meetings.	Increase to 7-10 parents on average at stakeholder and planning meetings	Maintain 7-10 parents on average at stakeholder and planning meetings	Maintain 7-10 parents on average at stakeholder and planning meetings

**Action 1**

Maintain and continuously improve facilities to meet the demands of the programs and services of the school.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Use local facilities inspection tool annually. B. Prioritize and complete maintenance as needed. C. Maintain custodial and maintenance staff. D. Create a Campus Committee to identify ways to increase campus aesthetics and the connection to our mission and vision. E. Research ways to provide indoor recess options outside of the general education classroom.		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> See Goal 1 Action 1, \$	<b>Amount</b> See Goal 1 Action 1	<b>Amount</b> See Goal 1 Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 0013	<b>Budget Reference</b> 0013	<b>Budget Reference</b> 0013

**Action 2** Maintain school lunch program with access to local and organic options.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Maintain school lunch program that incorporates scratch cooking using local and organic ingredients. B. Research and implement methods to increase daily lunch program participation. C. Research and implement ways for students to eat lunch indoors outside of their general classroom. (grades 2-5)		

**BUDGETED EXPENDITURES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b> See Goal 1 Action 1, \$50,774	<b>Amount</b> Goal 1 Action 1, \$50,774	<b>Amount</b> Goal 1 Action 1, \$50,774
<b>Source</b> LCFF, NSLP	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 0013, 5310	<b>Budget Reference</b> 0013, 5310	<b>Budget Reference</b> 0013, 5310

**Action 3** Maintain an environment with a very low suspension rate for all students with consistent student attendance.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Increase positive school climate and engagement through Restorative Practices Implementation. B. Provide school counselor services principally directed towards unduplicated students. C. Hold meetings with parents whose students are on track to be chronically absent.		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> See Goal 1 Action 1 and Action 3	<b>Amount</b> See Goal 1 Action 1 and Action 3	<b>Amount</b> See Goal 1 Action 1 and Action 3
<b>Source</b> LCFF, REAP	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 0013, 5820	<b>Budget Reference</b> 0013, 5820	<b>Budget Reference</b> 0013, 5820

**Action 4** Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Fully implement Mindfulness education and Restorative Practices. B. Provide ongoing PLC time for Restorative Practices implementation. C. Offer school counselor for students in need principally directed to unduplicated count students. D. Provide CPI/RP/Mindfulness training and strategies to classified and new certificated staff. E. Partner with community resources/agencies to promote student physical well-being (e.g. HSU, Bike/Running Clubs, Safe Routes to School, Pedestrian Education etc.)		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> See Goal 1 Action 1 and Action 3	<b>Amount</b> See Goal 1 Action 1 and Action 3	<b>Amount</b> See Goal 1 Action 1 and Action 3
<b>Source</b> LCFF, REAP	<b>Source</b> LCFF, REAP	<b>Source</b> LCFF, REAP
<b>Budget Reference</b> 0013, 5820	<b>Budget Reference</b> 0013, 5820	<b>Budget Reference</b> 0013, 5820

Action **5** Increase the number and types of opportunities for families to meaningfully engage in our schools.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Offer coffee with the Director monthly. B. Build family engagement and participation through monthly school-wide and weekly classroom newsletters. C. Research individual classroom web page options. D. Provide opportunities for input to all families, including targeted students and students with disabilities through Amigos de Fuente Nueva (PTO) meetings, open stakeholder meetings, FNCC (Board) meetings, and annual surveys.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount See Goal 1 Action 1	Amount See Goal 1 Action 1	Amount See Goal 1 Action 1
Source LCFF	Source LCFF	Source LCFF
Budget Reference 0013	Budget Reference 0013	Budget Reference 0013

Action **6** Maintain and increase after school programs enrichment offerings and school extra-curricular activities.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
A. Maintain our Extended Day program with rich offerings in enrichment. B. Research additional ways to incorporate STEM and Service-Learning into Extended Day Program. C. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Yoga, Choir, Safe Routs to School, Pedestrian Education, etc.)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> See Goal 1 Action 1	<b>Amount</b> See Goal 1 Action 1	<b>Amount</b> See Goal 1 Action 1
<b>Source</b> LCFF, Parent funding, Changing Tides, grant funding	<b>Source</b> LCFF, Parent funding, Changing Tides, grant funding	<b>Source</b> LCFF, Parent funding, Changing Tides, grant funding
<b>Budget Reference</b> 0013	<b>Budget Reference</b> 0013	<b>Budget Reference</b> 0013

Action **7**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 57,947

Percentage to Increase or Improve Services:

6.37 %

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

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

In Goal 1, Action 3 we outline the services that are provided on a schoolwide basis and are principally directed towards the unduplicated count students. The services include maintaining a resource teacher at .5 FTE, which enables us to serve both IEP and foster youth, English language learners and low-income students. In the same way, the school counselor is also maintained at .5 FTE as well as the Speech and Language Teacher at .2 FTE. These three teachers provide services schoolwide that are principally directed to unduplicated count students. A resource paraprofessional is maintained to offer services principally directed towards unduplicated pupils. All classroom teachers, the resource teacher and resource paraprofessional provide after school tutoring to students in need of extra support.

