

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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: 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

Contact Name and Title

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Charter Director

Email and Phone

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2017-20 Plan Summary

The Story

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.

LCAP Highlights

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

This year's LCAP is virtually the same as last year's with only minor adjustments made to strengthen our program and address new funding. We utilized our previous years to develop an LCAP and made minor adjustments to the current needs of our students. Actions and services provide the guidance we need to articulate our mission and vision. In our fourteenth year of operation, we are working on refining the programs we have and adding enrichment and extra-curricular activities that will round out our program. Next year we will take part in the MTSS Scale-Up initiative, which will support the evaluation of our program and LCAP actions and services.

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 2017-2018 LCAP goals, but the goal that stands out most is our progress on the California Assessment for Student Performance and Progress. Our students made gains in both English and Math test scores. The English Language Arts scores increased by 4.5 points to 33.1 points above level 3. In math the score significantly increased by 24.3 to 11.3 points above level 3. While our scores are higher in English, we have a green Harvey Ball in English and a Blue Harvey ball in math. This is due to the significant increase in achievement in math whereas in English, scores only increased slightly. 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. In addition we are in the second year of implementing a math curriculum that is aligned with Common Core State Standards. To build on this our LCAP includes use of the interim assessments. In addition, our teachers counseled each student on their test scores, guiding them to create goals for themselves for this year's test. This year we also introduced a typing program that will hope will help our students to demonstrate their knowledge on tests as well as being prepared as a 21st Century learner.

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 maintain and steadily increase student achievement. One way we will achieve this is to participate in the MTSS Scale-Up Coalition. This will enable us to provide a full 360 evaluation of our program based on student needs of the whole child. As a whole, our program does very well with the LCFF Evaluation Rubrics and therefore our goal is to ensure that we are participating in continuous growth through current day best practices. The training and tools that will be acquired through the MTSS coalition will greatly support this effort.

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

As a small school we only have a student sub group that includes white students. The one area that there is a gap is in the area of school suspensions where the one student who was suspended last year was white which resulted in an orange rating for the white student group for suspension.

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.

Increased or Improved Services

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. As needed, 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 our participation in the MTSS Scale-Up Coalition.

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	\$1,352,119
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,166,459

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	1,013,740

Annual Update

LCAP Year Reviewed: 2017-18

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 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 Priorities: 1, 2, 3, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric: LEA SBAC distance from level 3

Baseline: ELA: 28.5 points above 3 Dashboard color: Blue

Math: 19.3 points below 3

Dashboard color: Green

17/18: ELA: Maintain Dashboard color blue

Math: Maintain Dashboard color blue or green

Not Met

ELA: NOT MET blue has decreased to green 33.1 points above 3, increase of 4.5 points.

Math: Met, green has increased to blue

Metric: English Language Progress on the CELDT test

Baseline: Individual baseline data only, due to low number of EL students

17/18: Move every student up one EL level.

N/A No EL students to measure

Metric: Teachers appropriately assigned and fully credentialed in subject area teaching. (SARC)

Baseline: 6 teachers fully credentialed

1 teacher on short-term staff permit

17/18: 6 teachers fully credentialed

1 teacher on intern credential

Met

6 fully credentialed teachers

1 teacher on intern credential

Expected

Metric: Instructional Materials – every student has access (SARC)

Baseline: All students have access to core curricular materials

17/18: All students continue to have access to curricular materials

Metric: Implementation of academic content and performance standards.

Baseline: CCSS are fully implemented NGSS need to be adopted and implemented based on teacher input

17/18: Maintain CCSS implementation Research potential to adopt NGSS curriculum and materials

Metric: EL access to programs and services to gain academic content knowledge/proficiency

Baseline: EL student numbers are very low. 1-1 services provided daily with adequate materials.

17/18: Maintain 1-1 services or small group instruction and adequate materials depending on number of EL students enrolled

Actual

Met

All students have access to core curricular materials

Met

CCSS implementation maintained

NGSS curriculum research in progress

N/A No EL students

Expected

Metric: Master Schedule

Baseline: Broad course of study is offered to all students including unduplicated count, EL and foster students

17/18: Maintain broad course of study

Metric: Spanish language classroom assessment reported by teacher

Baseline: Classroom teachers report 70% of students are working at grade level in Spanish.

17/18: Classroom teachers report 72% of students are working at grade level in Spanish.

Metric: 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.

Baseline: 6 parents serve on Fuente Nueva Charter Council
5 parents serve on Amigos de Fuente Nueva

17/18: 6 parents serve on Fuente Nueva Charter Council
5 parents serve on Amigos de Fuente Nueva

Actual

Met

Broad course of student maintained

Met

73% of students are working at grade level in Spanish language arts as measured by trimester 2 Spanish language arts grades on report cards.

Met

6 parents serve on Fuente Nueva Charter Council
5 parents serve on Amigos de Fuente Nueva (one vacancy, secretary)

Expected

Metric: Increase the number of parents attending LCAP stakeholder and planning meetings

Baseline: An average of 5 parents attended this year’s stakeholder and planning meetings.

17/18: Increase to 7-10 parents on average at stakeholder and planning meetings

Actual

Met
10-15 parents attended the stakeholder planning meetings

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

- 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

Actual Actions/Services

- A. Recruited and retained highly qualified teachers
- B. Maintained rate of 0% misassignment
- C. Recruited and retained highly qualified instructional aides
- D. Maintained qualified administrative team with adequate FTE

Budgeted Expenditures

Amount
\$866,579

Source
LCFF

Budget Reference
0013

Estimated Actual Expenditures

Amount
\$844,427

Salaries and Benefits, LCFF, Title I

Action 2

Planned Actions/Services

- 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.

Actual Actions/Services

- A. Four of our teachers took a total of 8 release days to deepen knowledge of delivery and instruction through observations of fellow teachers.
- B. Collaboration time for teachers and administration was provided through early release days and inservice days
- C. All teachers attended professional development opportunities to aide them in meeting their goals.
- D. Professional Development plans include goals in technology and math.
- E. Instructional coaches were not deemed necessary due to the to support teacher received through collaboration time and release days to observe in other classrooms.

Budgeted Expenditures

Amount
See Goal 1 Action 1, \$9,703

Source
LCFF

Budget Reference
0013

Estimated Actual Expenditures

Amount
See Goal 1 Action 1, 4,459

Contracted Services
LCFF

Action 3

Planned Actions/Services

A. Maintain qualified Resource Specialist Teacher to provide IEP and intervention services to students in need. Intervention services principally directed towards unduplicated students.

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.

C. Maintain agreement with HCOE for School Psychology services to provide IEP services to students in need.

D. Maintain School counselor who provides IEP services and intervention services principally directed towards unduplicated students.

E. Maintain qualified Special Education Paraprofessional who provides services principally directed towards unduplicated students.

Actual Actions/Services

A. Maintained qualified Resource Specialist Teacher (.5 FTE) to provide IEP and intervention services to students in need. Intervention services were principally directed towards unduplicated students.

B. Maintained qualified Speech and Language Pathologist Teacher (.2 FTE) to provide IEP and intervention services to students in need. Intervention services principally directed towards unduplicated students.

C. Maintained agreement with HCOE for School Psychology services to provide IEP services to students in need.

D. Maintained School counselor (.5 FTE) who provides IEP services and intervention services principally directed towards unduplicated students.

E. Maintained qualified Special Education Paraprofessional who provides services principally directed towards unduplicated

Budgeted Expenditures

Amount
See Goal 1 Action 1, \$57,947, \$34,648, \$2,844, \$34,648

Source
LCFF S/C, LCFF, REAP, SPED

Budget Reference
0013, 0013, 5820, 6500

Estimated Actual Expenditures

Amount
See Goal 1 Action 1, \$53,640, \$35,607

Salaries and Benefits
LCFF S/C, LCFF, REAP, SPED

Planned Actions/Services

F. Maintain after school tutoring with services principally directed towards unduplicated students.

G. Provide instruction, including accommodations and modifications, to students with exceptional needs.

H. Maintain push-in and pull-out ELD and targeted intervention services provided by classroom teachers, and the English teacher

I. Offer evening course for parent education on support for their student. Parents with students who are at-risk will be individually invited.

J Maintain use of progress monitoring assessments and tracking in ELA, SLA and Math.

K. Administer interim assessments on an agreed upon schedule.

Actual Actions/Services

students.

F. Maintained after school tutoring with services principally directed towards unduplicated students. All teachers had after school tutoring 3 days a week for 30 of the 37 school weeks.

G. All teachers were given the IEP at a glance and access to collaboration time with the resource teacher at the beginning of the year so that they were prepared to provide instruction, including accommodations and modifications, to students with exceptional needs.

H. This year we had no EL students. We did however assess a student who tested IFEP, but still required additional support. That student received both push-in and pull-out ELD and targeted intervention services provided by classroom teachers, and the English teacher.

I. Two evening courses for

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

parent education on support for their student were offered.
 Parents with students who are at-risk were no individually invited, instead we invited all parents.
 J We maintained the use of progress monitoring assessments and tracking in ELA, SLA and Math.
 K. While we administer interim assessments, there was not a specific schedule in place for teachers to follow.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A. Technology plan implemented TK-5th Grade
B. Equipment inventory is maintained and equipment is upgraded as necessary.
C. Infrastructure is maintained to services the connectivity necessary to meet demands.

A. Technology plan was adopted and implemented TK-5th Grade
B. An equipment inventory was created and maintained and equipment is upgraded as necessary.
C. Infrastructure was maintained to services the connectivity necessary to meet demands by installing new equipment for our networking system.

Amount
See Goal 1 Actin 1, \$6023, \$1500

Source
LCFF, Lottery

Budget Reference
0013, 1100

Amount
See Goal 1 Actin 1, \$5023, \$1500

Salaries and Benefits, Materials and Supplies
LCFF, Lottery

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

A. The students were offered authentic opportunities for use reading, writing, listening and speaking Spanish skills at minimum once per trimester.
 B. The students attended culturally rich classrooms that explore diverse perspectives as evidenced through implementation of restorative practices, the library collections, assignments in history include offering multiple perspectives.
 C. Teachers further defined how we maintain grade level connections to the 5 c's of National Language Standards through the creation of grade level scope and sequence development.
 D. We have sustained the pathway to achieve Bi-Literacy award which will be given to students upon graduation

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

Source
 LCFF, Lottery

Budget Reference
 0013, 1100

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

Salaries and Benefits, Materials and Supplies
 LCFF, Lottery

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

A. Teachers were provided multiple funding sources to increase the appropriate grade level materials and supplies
 B. Each class went on at minimum one field trips that connect to the CCSS per trimester.
 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.

Amount
 See Goal 1 Action 1, \$20,534, \$5000
 Source
 LCFF, Lottery
 Budget Reference
 0013, 6300

Amount
 See Goal 1 Action 1, \$17,238, \$10,284
 Salaries and Benefits, Materials and Supplies
 LCFF, Lottery

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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.

Amount
\$7795, See Goal 1 Action 1, \$9006, \$2000

Source
Parent Donation, LCFF, Lottery

Budget Reference
0013, 0013, 1100

Amount
See Goal 1 Action 6, See Goal 1 Action 1, See Goal 1 Action 6, See Goal 1 Action 5,

Materials and Supplies, Salaries and Benefits
Parent Donation, LCFF, Lottery

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 implementation of the actions and services was carried out with near likeness to what we projected to do. This LCAP was finely created to encapsulate our current practices with very little new services added. Therefore it was a seamless implementation of actions/services to promote student achievement.

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

As evidenced by our CAASPP scores and other local measures, our student achievement levels are increasing. The systems in place are familiar and working well for the school. There are some actions that were implemented but require more support for greater effectiveness. An example of this is to create a stipend position to oversee the Parent University program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any discrepancies in estimated actual costs were small and not worth considering as significant to the plan. Examples of differences include changes in salaries and benefits where the budgeted amount did not account for the teacher salary costs which were adjusted due to a high paid teacher leaving and a lower paid teacher being hired. In the area of materials and supplies the estimated costs were sometimes high and sometimes low but again, the amount of the differences are not significant.

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 systems of actions and services that are in place all require a small amount of adjustment to continuously improve, but no major changes are

warranted. We will include our federal dollars in this goal to increase transparency in our budget. Stakeholders agree that we will consider alternative assessment tools, but not change the process or procedure of assessment. In addition there are five new stipend positions that will be created to ensure that we fully implement services and actions.

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 Priorities: 1, 3, 5, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Metric: Facilities Condition Report

Baseline: Facilities are in good repair

17/18: Maintain good repair status

Actual

Met

FIT administered in Fall 2017 and demonstrated a good repair status.

Expected

Metric: School Attendance Rate

Baseline: P2 Attendance rate 96%

17/18: Maintain attendance rate between 94- 96%

Actual

Met:

P2 attendance rate was 94.92%

We did apply for a material decrease for 6 days in P2 attendance reporting due to a loss of more than 10% of student attendance in that time.

Metric: Chronic Absenteeism Rate

Baseline: As of April, Chronic Absenteeism rate 2%

17/18: Maintain rate of 2-3%

Not Met

16/17 chronic absenteeism was 4.3%

The rate that was used as a baseline for 17/18 was not correctly calculated. Therefore we will reset the baseline for SY 16/17 as 4.3% as reported on data quest.

Metric: Pupil Suspension Rates

Baseline: As of 4/4/17 .8% pupil suspension rate 16/17

17/18: Maintain .8%- 1.5 pupil suspension rate

Met

Fall dashboard suspension is 1.5%

Expected

Metric: Parent Survey

Baseline: 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

17/18: 72% participation rate

Maintain scores that are at a 4 or better.

Improve scores that are at a 3.9 or below.

Metric: Student Connectedness

Baseline: Develop student survey

17/18: Set baseline

Actual

Not Met

Due to the low number of parent respondents on the annual survey we did not meet this goal. We did however do well on the scores as reported below.

Respondents: 55/122

Parent Engagement: 4 out of 5 in all areas

School Climate (from student perspective as reported by parents):

4 out of 5 in all areas

Overall School climate: 4 out of 5 in all areas

School Facilities: 4 out of 5 in all areas

Extended Day Program 4 out of 5 overall, 3.8 in the area of clear communication

Met

Student connectedness survey has been developed and a baseline has been set. 90% of students report being happy at Fuente Nueva.

Expected

Metric: Student lunch participation rates

Baseline: As of April, participation rate is 63%

17/18: Increase by 5%

Actual

Not met

As of April, student lunch participation decreased to 62%. At the same time the average number of daily lunches ordered increased by approximately 2 lunches per day.

Metric: 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.

Baseline: 6 parents serve on Fuente Nueva Charter Council
5 parents serve on Amigos de Fuente Nueva

17/18: 6 parents serve on Fuente Nueva Charter Council
5 parents serve on Amigos de Fuente Nueva

Not Met

6 parents serve on Fuente Nueva Charter Council
3 parents serve on Amigos de Fuente Nueva

Metric: Increase the number of parents attending LCAP stakeholder and planning meetings

Baseline: An average of 5 parents attended this year's stakeholder and planning meetings.

17/18: Increase to 7-10 parents on average at stakeholder and planning meetings

Met

We had over 10 parents participate in stakeholder and planning meetings.

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

- 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.

Actual Actions/Services

- A. We used the FIT tool in the fall of 2017
- B. Maintenance items were identified and completed as needed
- C. Adequate custodial and maintenance staff are in place
- D. Campus committee formed but the meetings did not occur
- E. Indoor recess options are being explored for implementation in the fall 2018

Budgeted Expenditures

Amount
See Goal 1 Action 1, \$

Source
LCFF

Budget Reference
0013

Estimated Actual Expenditures

Amount
See Goal 1 Action 1, \$

Source
LCFF

Budget Reference
0013

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

A. The lunch program incorporated scratch cooking using local and organic ingredients
 B. The lunch program daily participation did not increase. At the same time, on the school survey 94% of respondents reported that their child uses the school lunch program.
 C. Students continued to eat in their own classrooms as we are still in progress of researching options.

Amount
 See Goal 1 Action 1, \$50,774

 Source
 LCFF, NSLP

 Budget Reference
 0013, 5310

\$26,145

 NSLP
 Salaries and Benefits, Materials and Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

A. Restorative practices was implemented in all grade levels. Formal conferences were held with students at all grade levels.
 B. School counselor met with students in both small group and 1-1 settings. In addition, push-in services were provided for our highest need students.
 C. Both in person and phone meetings were held with parents who had chronically absent students.

Amount
 See Goal 1 Action 1 and Action 3

 Source
 LCFF, REAP

 Budget Reference
 0013, 5820

See Goal 1, Action1, Goal 1 Action 3

 LCFF, REAP
 Salaries and Benefits

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.)

A. Mindfulness education was fully implemented across the grade levels with the primary instruction occurring through weekly lessons and daily activities.

B. Early release days and in-service days allow for PLC time for Restorative Practices implementation.

C. School counselor services were principally directed to unduplicated count students.

D. Aide meetings allowed for training of classified staff

E. Running clubs and local partnerships with Safe Routes to School and HSU continued.

Amount
See Goal 1 Action 1 and Action 3

Source
LCFF, REAP

Budget Reference
0013, 5820

See Goal 1 Action 1, Goal 1 Action 3

LCFF, REAP
Salaries and Benefits
Contracted Services

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

A. Coffee with the Director was offered twice with no attendees
 B. Monthly newsletters and weekly classroom letters were provided
 C. Research is on going for individual classroom web page options, new laws have slowed this progress.
 D. AFN meetings, stakeholder meetings, FNCC meetings were held and annual surveys were completed.

Amount
 See Goal 1 Action 1

 Source
 LCFF

 Budget Reference
 0013

See Goal 1, Action 1

 LCFF
 Salaries and Benefits

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.)

A. Extended Day program was maintained with clubs and enrichment offerings.
B. STEM and service learning research was began, there will be a STEM summer day camp week. More research is required.
C. Running Club was offered in the fall and spring. Need to expand offerings to include other options as listed in the action.

Amount
See Goal 1 Action 1

Source
LCFF, Parent funding, Changing Tides, grant funding

Budget Reference
0013

See Goal 1, Action 1

LCFF, Parent funding, Changing Tides, grant funding
Salaries and Benefits

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 we made good progress and met many of our outcomes. The Local Indicators on the LCFF Evaluation Rubrics were all met and the analysis helped to guide our actions and services in the LCAP. The annual parent survey provided feedback to our progress towards goals and helped us to identify areas where parents wish to see projects to move forward. An example of this is the beautification of our campus, which was stalled this year due to competing priorities.

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

The actions and services are well defined to enable us to meet the goal as measured by our outcomes. In the case of chronic absenteeism, the outcomes that was not met was due to the incorrect metric baseline. For our parent survey, while we met our outcome in the area of response, we did not have as many respondents. This will require some analysis of how we can increase participation. The Amigos de Fuente Nueva continues to struggle to build capacity in the area of board members. It is unclear what we can do to increase this participation rate, but efforts will continue. We also did not meet our lunch participation goal, but daily lunch counts did increase. Efforts to increase participation will continue.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school lunch program was inputted incorrectly last year so that the material difference, is actually just a mistake of data from the prior year. No additional significant material differences were present.

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.

No major changes will be made at this time. We are participating in the MTSS Scale-Up coalition which will lead to some adjustments to our LCAP in future years. At this time we feel that to make changes would be premature and that the platform we have enables us to meet the LCFF Evaluation Rubric goals with overall ratings in as Blue and Green, the highest possible, in all areas.

Stakeholder Engagement

LCAP Year: 2018-19

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): 10/11/17, 11/8/17, 12/13/17, 1/17/18, 2/14/18, 3/14/18, 4/11/18, 5/9/18
Community Stakeholder meeting: 2/5/18, 2/6/18
Teacher Stakeholder meetings: 11/6/17, 12/4/17, 1/8/18, 2/26/18, 4/2/18, 5/7/18
Classified Stakeholder meetings: 2/1/17, 3/1/17, 4/11/17
Student Stakeholder meetings: 12/8/17, 3/9/18, 4/6/18
Community Stakeholder Survey: 4/24/18-5/11/18
Public Hearing 6/11/18
Adoption 6/11/18

Impact on LCAP and Annual Update

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

- Compiled data
- Identified actions in priority order in terms of needing attention
- Identified actions that are priority but need little energy to continue
- Guided creation of new stipend positions to enable us to meet goals such as parent workshops and enrichment offerings after school
- Identified what we are doing that is not represented in LCAP to include
- Reorganization of action and services to place like with like

- Adjusted metrics as needed
- Added tracking systems for ease of data collection

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)

Modified

Goal 1

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 Priorities: 1, 2, 3, 4

Local Priorities:

Identified Need:

Per the California Dashboard, there was an increase in academic achievement in both English (4 point increase) and Math (21-point increase) and are now above level 3 in both areas. A combination of both our overall scores and the increases gave us Harvey balls of green and blue respectively. As a small school, we are unable to see achievement gaps between subsets of students. Therefore, we see our greatest need is to maintain and continue to increase our student's scores. A technology plan has been adopted, with and implemented during 2017-18. We look forward to seeing the results of increased instruction in typing and word processing.

Expected Annual Measureable 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 or green Math: Maintain Dashboard color blue or green	ELA: Maintain Dashboard color blue or green Math: Increase to Dashboard color blue or green	ELA: Maintain Dashboard color blue or green Math: Maintain Dashboard color blue or green
English Language Progress on the ELAP	Individual baseline data only, due to no and or low number of EL students	N/A	Set baseline	Maintain and increase student level by one measure
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	6 teachers fully credentialed 1 teacher on intern credential	6 teachers fully credentialed 1 teacher on intern credential

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Spanish language classroom assessment reported by teacher

Classroom teachers report 60% of students are working at grade level in Spanish.

Classroom teachers report 62% of students are working at grade level in Spanish.

Classroom teachers report 64% of students are working at grade level in Spanish.

Classroom teachers report 66% 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
3 parents serve on Amigos de Fuente Nueva

6 parents serve on Fuente Nueva Charter Council
4 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 an average of 7-10 parents at stakeholder and planning meetings

Maintain and average of 7-10 parents at stakeholder and planning meetings

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A. Recruit and retain highly qualified teachers

A. Recruit and retain highly qualified teachers

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

B. Maintain rate of 0% misassignment
 C. Recruit and retain highly qualified instructional aides
 D. Maintain qualified administrative team with adequate FTE

B. Maintain rate of 0% misassignment
 C. Recruit and retain highly qualified instructional aides
 D. Maintain qualified administrative team with adequate FTE

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$866,579	104,6024	104,6024
Source	LCFF	LCFF	LCFF
Budget Reference	0013	Salaries and Benefits	Salaries and Benefits

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

- 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 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1, \$4,459		
Source	LCFF		
Budget Reference	Salaries and Benefits, Professional Development		

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

- A. Maintain qualified Resource Specialist Teacher to provide IEP and intervention services to students in need. Intervention services principally directed towards unduplicated students.
- 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.
- C. Maintain agreement with HCOE for School Psychology services to provide IEP services to students in need.
- D. Maintain School counselor who provides IEP services and intervention services principally directed towards unduplicated students.
- E. Maintain qualified Special Education Paraprofessional who provides services principally directed towards unduplicated students.
- F. Maintain after school tutoring with services principally directed towards unduplicated

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

Modified

2018-19 Actions/Services

- A. Maintain qualified Resource Specialist Teacher to provide IEP and intervention services to students in need. Intervention services principally directed towards unduplicated students.
- 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.
- C. Maintain agreement with HCOE for School Psychology services to provide IEP services to students in need.
- D. Maintain School counselor who provides IEP services and intervention services principally directed towards unduplicated students.
- E. Maintain qualified Special Education Paraprofessional who provides services principally directed towards unduplicated students.
- F. Maintain after school tutoring with services principally directed towards unduplicated

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

Modified

2019-20 Actions/Services

- A. Maintain qualified Resource Specialist Teacher to provide IEP and intervention services to students in need. Intervention services principally directed towards unduplicated students.
- 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.
- C. Maintain agreement with HCOE for School Psychology services to provide IEP services to students in need.
- D. Maintain School counselor who provides IEP services and intervention services principally directed towards unduplicated students.
- E. Maintain qualified Special Education Paraprofessional who provides services principally directed towards unduplicated students.
- F. Maintain after school tutoring with services principally directed towards unduplicated

students.
 G. Provide instruction, including accommodations and modifications, to students with exceptional needs.
 H. Maintain push-in and pull-out ELD and targeted intervention services provided by classroom teachers, and the English teacher
 I. Offer evening course for parent education on support for their student. Parents with students who are at-risk will be individually invited.
 J Maintain use of progress monitoring assessments and tracking in ELA, SLA and Math.
 K. Administer interim assessments on an agreed upon schedule.

students.
 G. Provide instruction, including accommodations and modifications, to students with exceptional needs.
 H. Maintain push-in and pull-out ELD and targeted intervention services provided by classroom teachers, and the English teacher
 I. Offer evening course for parent education on support for their student. Parents with students who are at-risk will be individually invited.
 J Maintain use of progress monitoring assessments and tracking in ELA, SLA and Math.
 K. Administer interim assessments on an agreed upon schedule.

students.
 G. Provide instruction, including accommodations and modifications, to students with exceptional needs.
 H. Maintain push-in and pull-out ELD and targeted intervention services provided by classroom teachers, and the English teacher
 I. Offer evening course for parent education on support for their student. Parents with students who are at-risk will be individually invited.
 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

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1, \$3860, See Goal 1 Action 1	See Goal 1, Action 1, 3860, See Goal 1, Action 1	See Goal 1, Action 1, 3860, See Goal 1, Action 1
Source	LCFF S/C, LCFF, SPED, REAP-SRSA,	LCFF S/C, LCFF, REAP-SRSA, SPED, Title I	LCFF S/C, LCFF, REAP-SRSA, SPED, Title I

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries and Benefits, Contracted Services, Salaries and Benefits	Salaries and Benefits, Contracted Services, Salaries and Benefits	Salaries and Benefits, Contracted Services, Salaries and Benefits

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A. Technology plan implemented TK-5th Grade
 B. Equipment inventory is maintained and equipment is upgraded as necessary.
 C. Infrastructure is maintained to services the connectivity necessary to meet demands.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Actin 1, \$5023, \$1500		
Source	LCFF, Lottery		
Budget Reference	Salaries and Benefits, Contracted Services, Materials and Supplies		

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

- 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

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1, \$15,424		
Source	LCFF, Lottery		
Budget Reference	Salaries and Benefits, Materials and Supplies		

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Modified

2017-18 Actions/Services

- 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.

for 2018-19

Modified

2018-19 Actions/Services

- 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.

for 2019-20

Modified

2019-20 Actions/Services

- 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

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1, \$20,534, \$5000	See Goal 1, Action 1, \$17238, \$5490	See Goal 1, Action 1, \$17238, \$5490

Year	2017-18	2018-19	2019-20
Source	LCFF, Lottery	LCFF, Restricted Lottery	LCFF, Restricted Lottery
Budget Reference	0013, 6300	Salaries and Benefits, Materials and Supplies, Contracted Services, Materials and Supplies	Salaries and Benefits, Materials and Supplies, Contracted Services, Materials and Supplies

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

2017-18 Actions/Services

- 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.

Modified

2018-19 Actions/Services

- 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.

Modified

2019-20 Actions/Services

- 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

Year	2017-18	2018-19	2019-20
Amount	\$7795, See Goal 1 Action 1, \$9006, \$2000	See Goal 1, Action 6, Goal 1, Action 1, Goal 1, Action 6, Goal 1, Action 5	See Goal 1, Action 6, Goal 1, Action 1, Goal 1, Action 6, Goal 1, Action 5
Source	Parent Donation, LCFF, Lottery	Donations, LCFF, LCFF, Unrestricted Lottery	Donations, LCFF, LCFF, Unrestricted Lottery

Year

2017-18

2018-19

2019-20

**Budget
Reference**

0013, 0013, 1100

Materials and Supplies, Salaries and
Benefits, Materials and Supplies,
Materials and Supplies

Materials and Supplies, Salaries and
Benefits, Materials and Supplies,
Materials and Supplies

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

Modified

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 Priorities: 1, 3, 5, 6, 7

Local Priorities:

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 Measureable 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 was 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%	16/17 Data Quest reports Chronic Absenteeism rate of 4.3%	Maintain 17/18 Chronic Absenteeism rate of 4.3%	Decrease 18/19 Chronic Absenteeism rate of .5%
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.	Maintain 75% participation rate Maintain scores that are at a 4 or better. Improve scores that are at a 3.9 or below.

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

Student
Connectedness

Set baseline

Maintain or improve
baseline

Maintain or improve
baseline

Maintain or improve
baseline

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
3 parents serve on Amigos de Fuente Nueva

6 parents serve on Fuente Nueva Charter Council
4 parents serve on Amigos de Fuente Nueva

6 parents serve on Fuente Nueva Charter Council
5 parents serve on Amigos de Fuente Nueva

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

Maintain 7-10 parents on average at stakeholder

Student lunch participation rates

As of April, participation rate is 63%

Increase by 5%

Increase by 5%

Maintain participation rate

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1, \$42,114		
Source	LCFF		
Budget Reference	Salaries and Benefits, Materials and Supplies, Contracted Services		

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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)

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 C. Research and implement ways for students to eat lunch indoors outside of their general classroom.
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 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

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1, \$50,774	See Goal 1, Action 1, \$25,443	See Goal 1, Action 1, \$25,443
Source	LCFF, NSLP	LCFF, NSLP	LCFF, NSLP
Budget Reference	0013, 5310	Salaries and Benefits, Materials and Supplies, Contracted Services	Salaries and Benefits, Materials and Supplies, Contracted Services

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

- 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.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1 and Action 3		
Source	LCFF, REAP		

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries and Benefits		

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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
New	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

- 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.)

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1 and Action 3		
Source	LCFF, REAP		
Budget Reference	Salaries and Benefits		

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

- 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

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

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

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1		
Source	LCFF		
Budget Reference	Salaries and Benefits		

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 Routes to School, Pedestrian Education, etc.)

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1		
Source	LCFF, Other local sources, grants and donations,		
Budget Reference	Salaries and Benefits		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

66,320

Percentage to Increase or Improve Services

7%

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.

In Goal 1, Action 3 we outline the services that are provided on a school-wide basis and are principally directed towards the unduplicated count students. This year we increase services from a resource teacher at .5 FTE to .6 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 school-wide 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. The tutoring service alone accounts for \$22,503 of the supplemental concentration funds