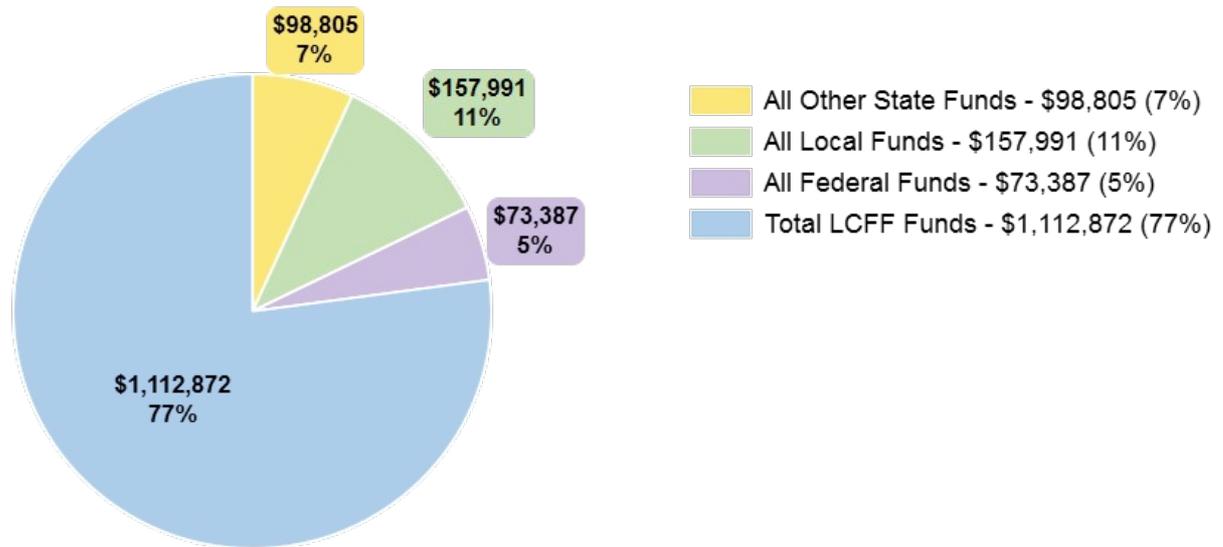


# LCFF Budget Overview for Parents

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

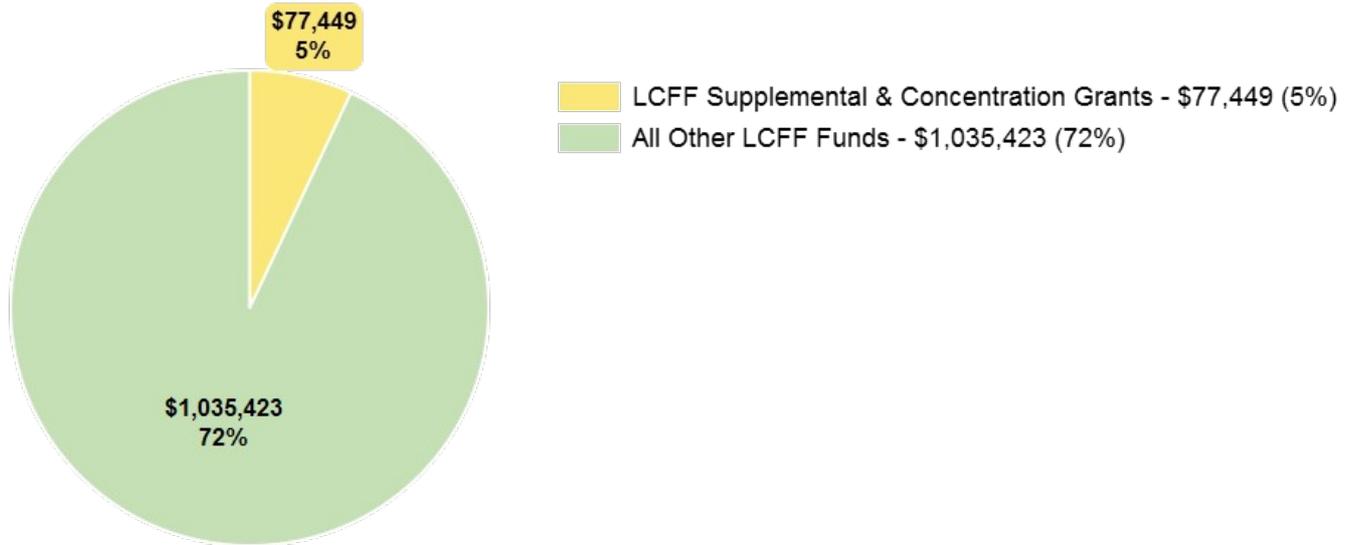
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$98,805	7%
All Local Funds	\$157,991	11%
All Federal Funds	\$73,387	5%
Total LCFF Funds	\$1,112,872	77%

## Breakdown of Total LCFF Funds



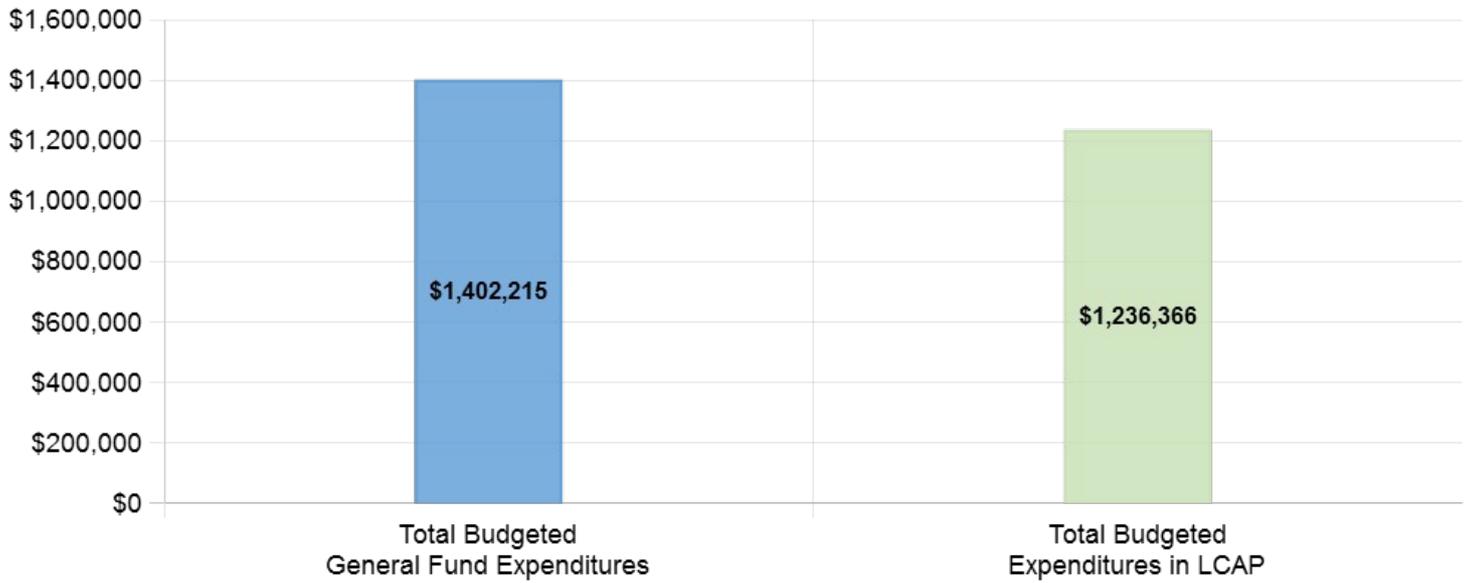
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$77,449	5%
All Other LCFF Funds	\$1,035,423	72%

*These charts show the total general purpose revenue Fuente Nueva Charter expects to receive in the coming year from all sources.*

The total revenue projected for Fuente Nueva Charter is \$1,443,055, of which \$1,112,872 is Local Control Funding Formula (LCFF), \$98,805 is other state funds, \$157,991 is local funds, and \$73,387 is federal funds. Of the \$1,112,872 in LCFF Funds, \$77,449 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$1,402,215
Total Budgeted Expenditures in LCAP	\$1,236,366

*This chart provides a quick summary of how much Fuente Nueva Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Fuente Nueva Charter plans to spend \$1,402,215 for the 2019-20 school year. Of that amount, \$1,236,366 is tied to actions/services in the LCAP and \$165,849 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

We do not name services such as rent, 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 not included in the LCAP. Property and student insurance, legal fees, and memberships to professional organizations are also not included in the LCAP.

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

In 2019-20, Fuente Nueva Charter is projecting it will receive \$77,449 based on the enrollment of foster youth, English learner, and low-income students. Fuente Nueva Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Fuente Nueva Charter plans to spend \$77,449 on actions to meet this requirement.

## Update on Increased or Improved Services for

# High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



### Source

### Funds

Total Budgeted Expenditures for High Needs Students in the LCAP

\$77,449

Estimated Actual Expenditures for High Needs Students in LCAP

\$77,449

*This chart compares what Fuente Nueva Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fuente Nueva Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Fuente Nueva Charter's LCAP budgeted \$77,449 for planned actions to increase or improve services for high needs students. Fuente Nueva Charter estimates that it will actually spend \$77,449 for actions to increase or improve services for high needs students in 2018-19.

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

**LCAP Year:** 2019-20

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

Beth Wylie

Charter Director

## Email and Phone

[bwylie@fuentenueva.org](mailto:bwylie@fuentenueva.org)

707-822-3348

## 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 120-125 students, the campus feels warm and caring.

Our student demographics include a free and reduced lunch count of approximately 36%. 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 EL services with Initial Full English Proficiency levels on the ELPAC test. At present, we no EL students. We do not serve 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.

As 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, regardless of socio-economic status.

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 in addition to opportunities for improvement. We maintained a rating of blue or green on the California School Dashboard in both English Language arts and math. In addition, our school suspension rate maintained a status of green. 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 second year of 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 California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or

build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Our greatest progress is to maintaining the status of green or blue in both English language arts and math. As a Spanish immersion school our students are learning to read and write in Spanish first, which leads to a delay in acquiring English at grade level. We are very proud of our students' acquisition of English and the overall rating of blue on the dashboard that demonstrates their success. This year we created an MTSS team that took part in the third cohort to be trained in how to scale up our school's MTSS initiative. With the training completed we have begun to initiate an evaluation of our MTSS services and are in the process of ensuring that the policies and practices that are in place are equitable to serve all students.

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

## Greatest Needs

The chronic absenteeism rate increased last year from 4.3% to 6.5% to Our greatest need as a school is to address chronic absenteeism before it becomes a larger problem. One way we will achieve this is to purchase a school information system. This will enable us to track student attendance and monitor those who are on the path of becoming chronically absent so we can intervene early. In addition, the school information system will provide parents access to their child's attendance and academic progress allowing them to further engage in their child's academic success.

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

## Performance Gaps

The chronic absenteeism rate for Socioeconomically Disadvantaged Students and Hispanic Students were both orange while the overall rating for student performance is green. To address the performance gaps we will work with the school counselor, classroom teachers and administration to meet with families that are on track for their child to be chronically absent and place early intervention services in place. We will evaluate our policies and procedures through an equity lens and make changes as appropriate.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the

Every Student Succeeds Act must respond to the following prompts.

## **Schools Identified**

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

N/A

## **Support for Identified Schools**

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

N/A

## **Monitoring and Evaluating Effectiveness**

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

N/A

# Annual Update

## LCAP Year Reviewed:

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

ELA: Maintain Dashboard color blue or green  
Math: Increase to Dashboard color blue or green

### Actual

Met:  
ELA Dashboard gage is green  
Math Dashboard gage is blue

**Expected**

6 teachers fully credentialed  
1 teacher on intern credential

All students continue to have access to curricular materials

Maintain CCSS implementation  
Adopt NGSS curriculum and materials

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

Maintain broad course of study

**Actual**

Met:  
6 teachers fully credentialed  
1 teacher on intern credential

Met:  
All students have access to core curricular materials

Not Met:  
CCSS implementation maintained  
NGSS not adopted

N/A No EL students

Met  
Broad course of study maintained

**Expected**

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

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

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

**Actual**

Not Met: Classroom teachers report that on average our students are at grade level in listening and speaking in Spanish. But when we look at the school's overall grade-level proficiency in Spanish Language Arts including reading, writing, listening and speaking they are nearly meeting grade level standard. The metric will be adjust accordingly, with the new outcome based on this baseline information of school-wide average performance in each area. The baseline is set using standards based grading and averaged across the school and is as follows; Listening and Speaking-3.15, Writing-2.84, Reading-2.69.

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

Met  
An average of 7-10 parents were present at 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**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

A. All positions are filled with teachers who are highly qualified. Updating certificated salary schedule with a goal of adoption by May 2019 to assist with retention.  
 B. All teachers are assigned correctly  
 C. All positions filled Classified Salary Schedule adopted in 12/2018  
 D. Adequate FTE in place with all administrative positions filled

\$1,046,024

\$1,024,814

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

A. Teachers all participated in observations of their fellow teachers using a total of six release days  
 B. Early release days provided collaboration time on all Monday school days  
 C. Professional development priorities were determined by the team and teachers attended on average one full day per teacher.  
 D. Professional development priorities included goals in technology  
 E. Instructional coaches were not in place for teachers

See Goal 1 Action 1, \$4,459

See Goal 1 Action 1, \$7,700

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

A. Qualified Resource Specialist Teacher is in place to provide IEP and intervention services to students in need. Intervention services principally directed towards unduplicated students.

See Goal 1, Action 1, \$3,860,

See Goal 1 Action 1, \$6,175

**Planned Actions/Services**

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.

**Actual Actions/Services**

B. Qualified Speech and Language Pathologist Teacher to provide IEP and intervention services to students in need.

Intervention services principally directed towards unduplicated students.

C. Agreement with HCOE for School Psychology services to provide IEP services to students in need was maintained.

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

E. Special Education Paraprofessional who provides services principally directed towards unduplicated students was not maintained, the position was eliminated.

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

G. Instruction, including accommodations and modifications, to students with

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

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**

exceptional needs were provided by teachers, paraprofessionals and resource educators.  
 H. Push-in and pull-out ELD and targeted intervention services provided by classroom teachers, and the English teacher were provided however we had only one ELD student for about one month.  
 I. Five Parent University sessions were offered.  
 J. Progress monitoring assessments and tracking in ELA, SLA and Math were maintained in all grade levels.  
 K. Interim assessments were administered per an agreed upon schedule.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**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 has been implemented TK-5th Grade  
B. Equipment inventory is maintained and equipment upgrades have included 56 new chromebooks, two chromebook carts, and seven new laptops.  
C. Infrastructure is maintained to services the connectivity necessary to meet demands, upgrades to connectivity and the infrastructure are scheduled for spring 2019.

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

See Goal 1 Action 1, \$18,000, \$1500

**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. Provide authentic opportunities for students to use reading, writing, listening and speaking Spanish skills were provided for some grade levels at minimum once per trimester and for others less and others more.  
 B. Culturally rich classrooms that explore diverse perspectives are in place at all grade levels.  
 C. Grade level connections to the 5 c's of National Language Standards are incorporated into Spanish Language Arts Scope and Sequence  
 D. Pathway to achieve Bi-Literacy sustained

See Goal 1 Action 1, \$15,424

See Goal 1 Action 1, \$15,308

**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. Adequate materials and supplies were maintained  
 B. On average there were 5 field trips per grade level 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. Next Generation Science Standards and explore curriculum adoption options were explored by teaching team through inservice days and also the curriculum fair.  
 E. Science standards are integrated with our garden and school lunch program were 5th graders are assistants.  
 F. Garden program is implemented school-wide.

See Goal 1, Action 1, \$17,238, \$5490

See Goal 1 Action 1, \$10,816, \$8,100

**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. Access to music, visual arts and physical education programs was provided by both classroom teachers and specialist teachers.
- B. Funding was provided for instruments, materials and equipment were kept current and in working order.
- C. Artist in residency program in operation was not in operation this school year.
- D. Teachers had the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction but none took advantage.
- E. All teachers maintained Physical education required minutes through various activities that include Tai Chi, yoga, running and games.

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

## 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 implementations of the actions and services for both Goal 1 and Goal 2 was carried out with near likeness to what we planned to accomplish in school year 18-19. The LCAP was crafted to capture our current practices while also continuously improving. There are some areas that we did not accomplish an action but we did make progress. An example of this is the adoption of Next Generation Science Standards curriculum.

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 our Multi Tiered System of Support. There are effective services strategies in place for student's who need additional support, but we do not have clear exit and entry criteria for those services. In addition, we have implemented more uniform progress monitoring systems that enable us to track student progress in English language arts, Spanish language arts and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 action 1 refers to teachers salaries. It had a material difference that can be explained because we had budgeted based on employing a higher cost teacher who had more years of experience and education but instead we hired a teacher who feel at the bottom of the pay scale. For Goal 1 action 4 we had an increase in expenditure that is attributed to purchasing technology for the classrooms to replace ailing equipment that we had thought would last longer.

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 metrics and expected outcomes will be adjusted for local measures of student performance in Spanish language arts. (can be found in Goal 1, metrics) We plan to continue to deepen our process of scaling up our MTSS by adding .2FTE to our resource teacher's contract. (can be found in Goal 1, action3)

## 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

Maintain good repair status

Maintain attendance rate between 94- 96%

Maintain 16/17 Chronic Absenteeism rate of 4.3%

### Actual

Met: The Facilities Inspection tool was administered with an overall good repair status rating.

Met: Attendance at P1 was 97.25% and at P2 it was 95.39%. During the P2 reporting period we had an extreme round of illness that has led us to apply for Allowance for Daily Attendance.

Not Met: The 17/18 Chronic Absenteeism rate increased to 6.3%

**Expected**

Maintain .8% pupil suspension rate

75% participation rate  
 Maintain scores that are at a 4 or better.  
 Improve scores that are at a 3.9 or below.

Maintain 85% or more of students report feeling connected to the school.

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

Maintain 7-10 parents on average at stakeholder

Lunch participation rate increase by 5% from 62%

**Actual**

Met: As of Fall Dashboard, we maintained a .8% pupil suspension rate. As of May 24, 2019, we have zero suspension for the 2018/2019 school year.

Not met: 63% participation rate  
 Scores at 4 or better maintained and scores that are at 3.9 or below were improved

Met: 87.5% of students report feeling connected to the school as per a survey administered in Fall 2018

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

Met:  
 7 parents attended the stakeholder meeting

Met: As of May 1 the lunch participation rate is 68%

**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. The local facilities inspection tool was administered in the Fall of 2018
- B. Maintenance items were prioritized and are either completed or on track to be completed
- C. Custodial and maintenance staff positions are filled, including a substitute custodian
- D. Campus Committee worked to install new display boards outside all the classrooms and begin a mural
- E. Indoor recess options were not identified

### Budgeted Expenditures

See Goal 1 Action 1, \$42,114

### Estimated Actual Expenditures

See Goal 1 Action 1, \$30,482

## 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. School lunch program was in place that was entirely cooking from scratch using local and organic ingredients.  
B. The lunch team created a few new menu items this year. In addition, they are exploring adding a healthy dessert.  
C. Students ate lunches indoors in the general education setting, we did not manage to provide alternative area.

See Goal 1, Action 1, \$25,443

See Goal 1 Action 1, \$26,719

### 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 were implemented through regular classroom circles and more formal restorative conferences as needed to solve conflicts.  
B. A school counselor was in place for the majority of the school year, we did have to hire a new one with an interruption of services for 1-2 months.  
C. Parent meetings with students who on track to be chronically absent occurred as needed.

See Goal 1 Action 1 and Action 3

See Goal 1 Action 1, and Action 3

### 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 instructed to all students on a regular basis through out the year. Restorative practices was implemented in all classrooms.
- B. Teacher early release time was used to provide PLC time to discuss the implementation of restorative practices.
- C. A school counselor was provided for students in need and principally directed to unduplicated count students.
- D. CPI training was attended by 2 employees, restorative practices training was attended by 1 new certificated employee, mindfulness, restorative practices and CPI training and strategies were shared with all classified staff.
- E. 50 students participated in Safe Routes to School Walk to School Day, 20-30 students participated in running club in both fall and spring.

See Goal 1 Action 1 and Action 3

See Goal 1 Action 1 and Action 3

## Action 5

**Planned 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 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.

**Actual Actions/Services**

- A. Coffee with the director was offered only two times during the year and no one attended.
- B. School-wide monthly newsletters were sent to all students, weekly classroom newsletters were sent by the classroom teachers. Three teachers created a google doc to share weekly with their parents so they could easily look back on previous week's information.
- C. Individual classroom web pages were researched with no conclusion. We did eliminate google classroom as a parent communication tool.
- D. Opportunities for input to all families was provided, 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**

See Goal 1 Action 1

**Estimated Actual Expenditures**

See Goal 1 Action 1

**Action 6**

**Planned 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 Routs to School, Pedestrian Education, etc.)

**Actual Actions/Services**

- A. Extended Day program increased the enrichment program by adding clubs that occur weekly.
- B. Additional ways to incorporate STEAM included a weekly makers lab. Service learning options were researched and decided against for now.
- C. An extra-curricular activity such as Running Clubs was offered

**Budgeted Expenditures**

See Goal 1 Action 1

**Estimated Actual Expenditures**

See Goal 1 Action 1

**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 Goal 2 was implemented with fidelity to achieve the goal. The actions and services support the school's goal to maintain a facility that is welcoming and in alignment with our school culture. This year parents participated in campus improvements that included a mural and display cases outside of every classroom. Of the 64% of parents surveyed 99% reported feeling welcome at school and the 90% of the students reported a feeling of belonging at the school.

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

The facilities inspection tool demonstrated that our facilities is in good repair. The increase in participation in our lunch program demonstrates the program is valued by the community. Restorative practices and mindfulness are fully implemented and this year we have no school suspensions. Parent and family engagement continues to be high with a large number of parent volunteers at the school on a regular basis as well as all of our positions filled on all leadership committees. The Extended Day program has increased its enrichment offerings and is on track to increase those next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference in Goal 2 action 1 due to less contracted service expenditures than were originally planned. We were unable to complete a project on our public announcement system and we also did not purchase as many supplies. In addition, we had less equipment needing maintenance than anticipated.

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 goal will remain the same, but we will adjust some actions and services. Goal 2 action 5, coffee with the director will change to a brown bag lunch hour to discuss various challenges that parents may face while supporting their child through elementary school. All certificated staff have now been trained on restorative practices so we will continue to train classified staff (goal 2, action 3). Due to our chronic absenteeism rate increase we will add an action to enable us to maintain better records on student attendance (goal 2 action 5).

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# Stakeholder Engagement

**LCAP Year:** 2019-20

## Involvement Process for LCAP and Annual Update

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

Meeting dates for Parent/Teacher Advisory Committee (open to the public): 11/6/18, 12/4/18, 1/15/19, 2/12/19, 3/12/19, 4/9/19, 5/7/19  
Community Stakeholder meetings: 11/1/18, 12/3/18, 2/4/19, 2/25/19, 3/4/19, 4/1/19, 4/29/19  
Classified Stakeholder meetings: 12/5/18, 1/9/19, 4/3/19  
Student Stakeholder meetings: 2/4/19, 2/8/19, 4/8/19, 4/12/19  
Community Stakeholder Survey: 5/13/19-5/28/19  
Public Hearing: 6/11/19  
Adoption: 6/11/19

## Impact on LCAP and Annual Update

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

- Complied data
- Identified actions that have not yet been implemented in priority order and determined next steps
- Identified actions that are a priority but are low effort to maintain
- Guided continuation of stipend positions
- Identified what we are doing that is not represented in LCAP
- Identified need for Student Information System to track chronic absenteeism
- Identified need for additional personnel support for acquisition of Spanish as a second language

- Identified need for additional personnel to support the MTSS Scale-Up initiative.
- Gave feedback on new services and actions and adjusted as needed.

# 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 (18.8 point increase) and Math (6.9-point increase) and continue to be above level 3 in both areas. A combination of both our overall scores and the increases gave us ratings of of blue and green respectively. As a small school, we are unable to see achievement gaps between groups of students because we only have one student group. Therefore, we see our greatest need is to maintain and continue to increase our student's scores. In addition, we were a part of the Multi Tier System of Support (MTSS) cohort this year and received training on how to scale up our services to ensure that we are providing an equitable education for all students. Next year we will increase our attention to defining and giving structure to our MTSS. In addition, we will take a deeper dive into our policies and procedures to evaluate them through the lens of equity.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LEA Dashboard ELA and Math CAASPP Scores	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	Set baseline

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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
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 Purchase agreed upon 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

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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
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
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	N/A	N/A	6 Parents serve on Fuente Nueva Charter Council 5 Parent serve on Amigos de Fuente Nueva

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Overall student performance in Spanish Language Arts as reported on 2nd trimester report cards.

The baseline is set using standards based grading and averaged across the school and is as follows; Listening and Speaking-3.15, Writing-2.84, Reading-2.69.

N/A

N/A

Maintain Listening and Speaking average over 3.0. Increase Reading average at 2.8. Increase writing average to 2.95.

## 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

Unchanged

### 2017-18 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

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

Modified

### 2018-19 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

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

Modified

### 2019-20 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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$866,579	104,6024	\$1,060,597
Source	LCFF	LCFF	LCFF, REAP, Title I
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

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

Modified

### 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

### 2018-19 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

### 2019-20 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.

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.

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. Coordinate instructional coaches partners to support all teachers in their SLA and Math instruction for all students.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	See Goal 1 Action 1, \$4,459	See Goal 1 Action 1, \$4,459	See Goal 1 Action 1, \$6410
<b>Source</b>	LCFF	LCFF	LCFF, Title I and Title II
<b>Budget Reference</b>	Salaries and Benefits, Professional Development	Salaries and Benefits, Professional Development	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**

English Learners, 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**

Modified

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

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

**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

**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.

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.

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

K. Administer interim assessments on an agreed upon schedule.

services to students in need.

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

E. Provide 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 (Parent University) for parent education on support for their student.

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

K. Administer interim assessments on an agreed upon schedule.

L. Add .2 FTE Resource Specialist Teacher for one year to lead the Multi Tier System of Support scale up initiative.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	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, \$7000, See Goal 1, Action 1, \$14,100, \$13,514
<b>Source</b>	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, Low Performing Block Grant, MTSS Grant,
<b>Budget Reference</b>	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

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

Modified

Unchanged

Modified

### 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.

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 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 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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Actin 1, \$5023, \$1500	See Goal 1 Actin 1, \$5023, \$1500	See Goal 1 Actin 1,\$19,523, \$1500
Source	LCFF, Lottery	LCFF, Lottery	LCFF, Unrestricted Lottery

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	Salaries and Benefits, Contracted Services, Materials and Supplies	Salaries and Benefits, Contracted Services, Materials and Supplies	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	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
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

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. 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. 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

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

**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

Modified

Modified

**2017-18 Actions/Services****2018-19 Actions/Services****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

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- 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.

standards with our garden and school lunch program.  
F. Garden program is implemented school-wide.

standards with our garden and school lunch program.  
F. Garden program is implemented school-wide.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	See Goal 1 Action 1, \$20,534, \$5000	See Goal 1, Action 1, \$17238, \$5490	See Goal 1, Action 1, \$16808, \$8100
<b>Source</b>	LCFF, Lottery	LCFF, Restricted Lottery	LCFF, Lottery and Restricted Lottery
<b>Budget Reference</b>	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

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**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**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.

- 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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$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
<b>Source</b>	Parent Donation, LCFF, Lottery	Donations, LCFF, LCFF, Unrestricted Lottery	Parent Donations, LCFF, LCFF, Unrestricted Lottery
<b>Budget Reference</b>	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	17/18 Chronic Absenteeism rate 6.5%	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 by .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.

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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.

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 B. Prioritize and complete maintenance as needed.  
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 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

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

- 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. Maintain school lunch program that incorporates scratch cooking using local and organic ingredients.
- B. Maintain methods to maintain 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
<b>Amount</b>	See Goal 1 Action 1, \$50,774	See Goal 1, Action 1, \$25,443	See Goal 1, Action 1, \$25,791
<b>Source</b>	LCFF, NSLP	LCFF, NSLP	LCFF, NSLP
<b>Budget Reference</b>	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

### 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.

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

Unchanged

### 2018-19 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.

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

Modified

### 2019-20 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.
- D. Implement adoption of School Information System to track chronic absenteeism.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1 Action 1 and Action 3	See Goal 1 Action 1 and Action 3	See Goal 1, Action 1 and Action 3, \$5485

Year	2017-18	2018-19	2019-20
Source	LCFF, REAP	LCFF, REAP	LCFF, REAP, MTSS Grant
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and Benefits, Contracted Services

## Action #4

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

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.)

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- 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**

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

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

## Action #5

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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 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. 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. Offer brown bag lunch meetings with the Director monthly to discuss a topic that relates  
 B. Promote family engagement and participation through monthly school-wide and weekly classroom newsletters.  
 C. Implement classroom webpages through current website using blog feature.  
 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	See Goal 1 Action 1	See Goal 1 Action 1
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries and Benefits	Salaries and Benefits	Salaries and benefits

## Action #6

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. 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.

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- B. Research additional ways to incorporate STEM and Service-Learning into Extended Day Program.
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- 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.)

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Bike/Running Clubs, Yoga, Choir, Safe Routes to School, Pedestrian Education, etc.)

### Budgeted Expenditures

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

## LCAP Year: 2019-20

## Estimated Supplemental and Concentration Grant Funds

77449

## 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 (see instructions).

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 .6 FTE to .8 FTE, which enables us to both scale up our MTSS while also serving IEP and foster youth, English language learners and low-income students. An additional resource paraprofessional will be in place to provide 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.