LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuestro Elementary
CDS Code: 51714230000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Joe Hendrix | Joeh@sutter.k12.ca.us | 530-822-5100

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).
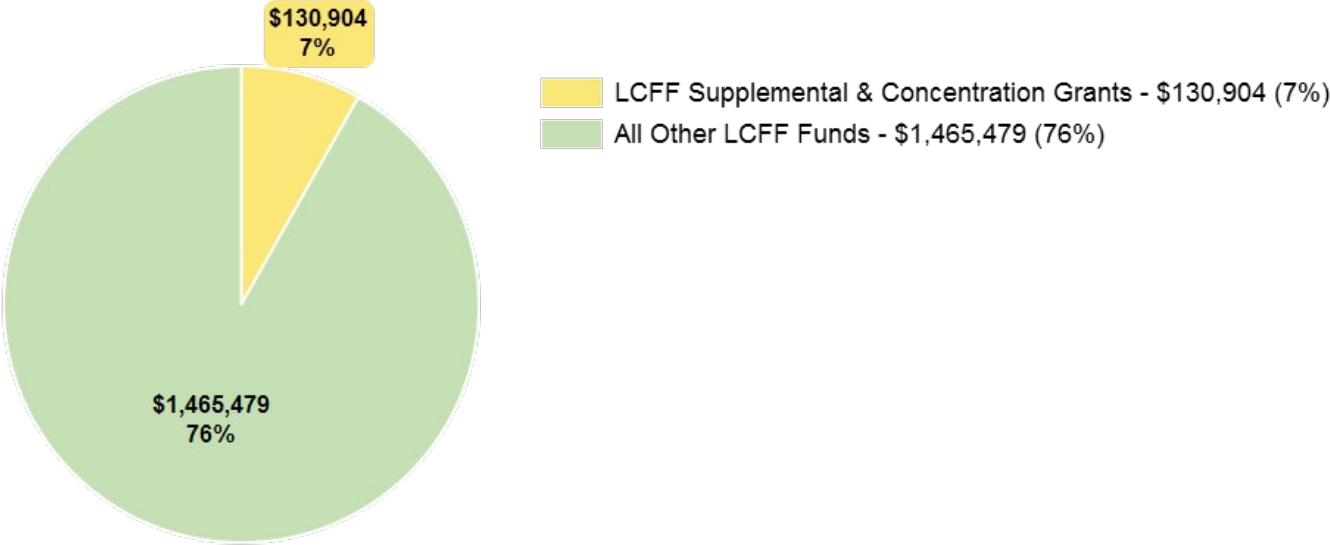
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source
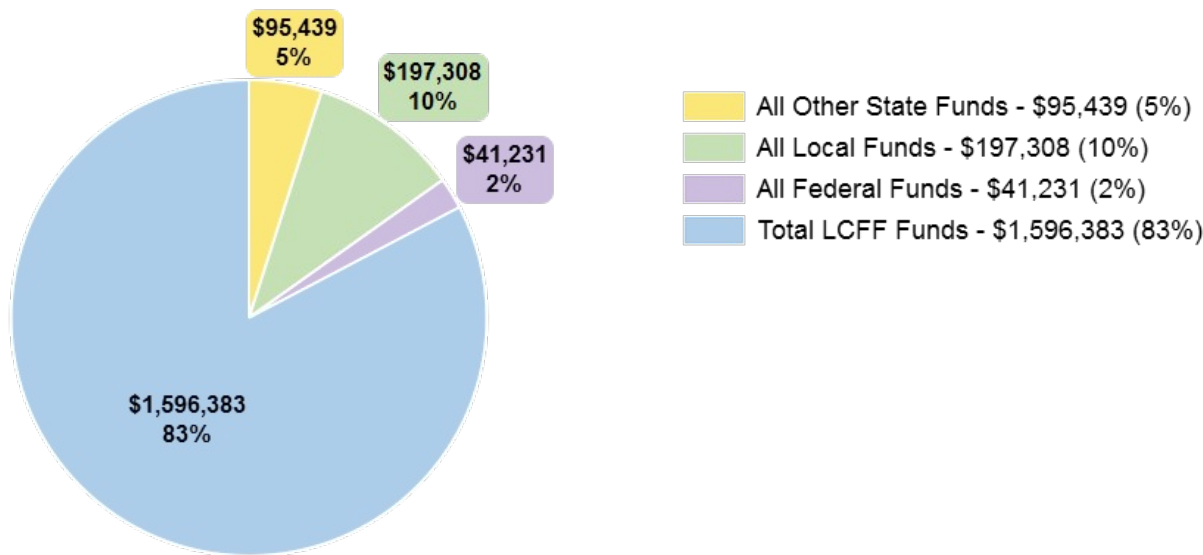
Source	Funds	Percentage
All Other State Funds	$95,439	5%
All Local Funds	$197,308	10%
All Federal Funds	$41,231	2%
Total LCFF Funds	$1,596,383	83%

Breakdown of Total LCFF Funds

$130,904
7%

$1,465,479
76%

LCFF Supplemental & Concentration Grants - $130,904 (7%)
All Other LCFF Funds - $1,465,479 (76%)

Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$130,904	7%
All Other LCFF Funds	$1,465,479	76%

These charts show the total general purpose revenue Nuestro Elementary expects to receive in the coming year from all sources.

The total revenue projected for Nuestro Elementary is $1,930,361, of which $1,596,383 is Local Control Funding Formula (LCFF), $95,439 is other state funds, $197,308 is local funds, and $41,231 is federal funds. Of the $1,596,383 in LCFF Funds, $130,904 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
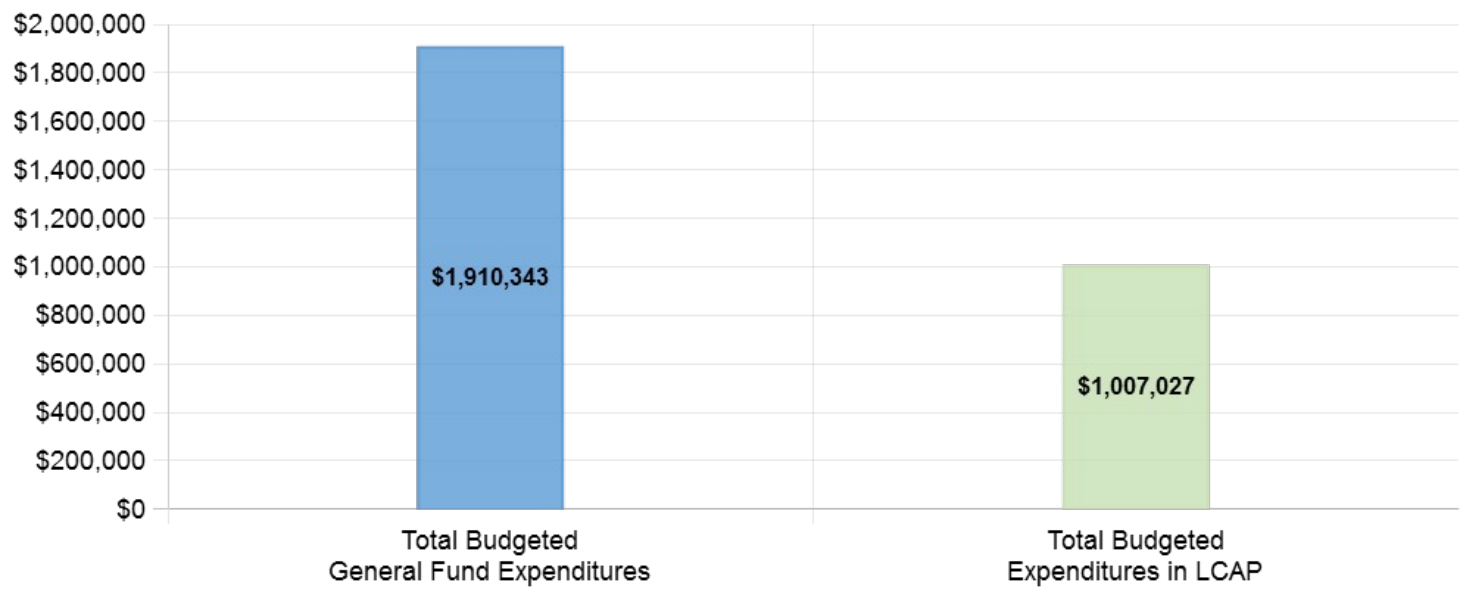
Source	Funds
Total Budgeted General Fund Expenditures	$1,910,343
Total Budgeted Expenditures in LCAP	$1,007,027

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

Nuestro Elementary plans to spend $1,910,343 for the 2019-20 school year. Of that amount, $1,007,027 is tied to actions/services in the LCAP and $903,316 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in this plan are funds that are being budgeted for the annual operation of the district. This includes budgeting, instructional materials, services and other operating expenses, supplies, insurance, operation and housekeeping, special education, capital projects, as well as other expenditures necessary for operating the school district.

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

In 2019-20, Nuestro Elementary is projecting it will receive $130,904 based on the enrollment of foster youth, English learner, and low-income students. Nuestro Elementary 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 Nuestro Elementary plans to spend $175,573 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
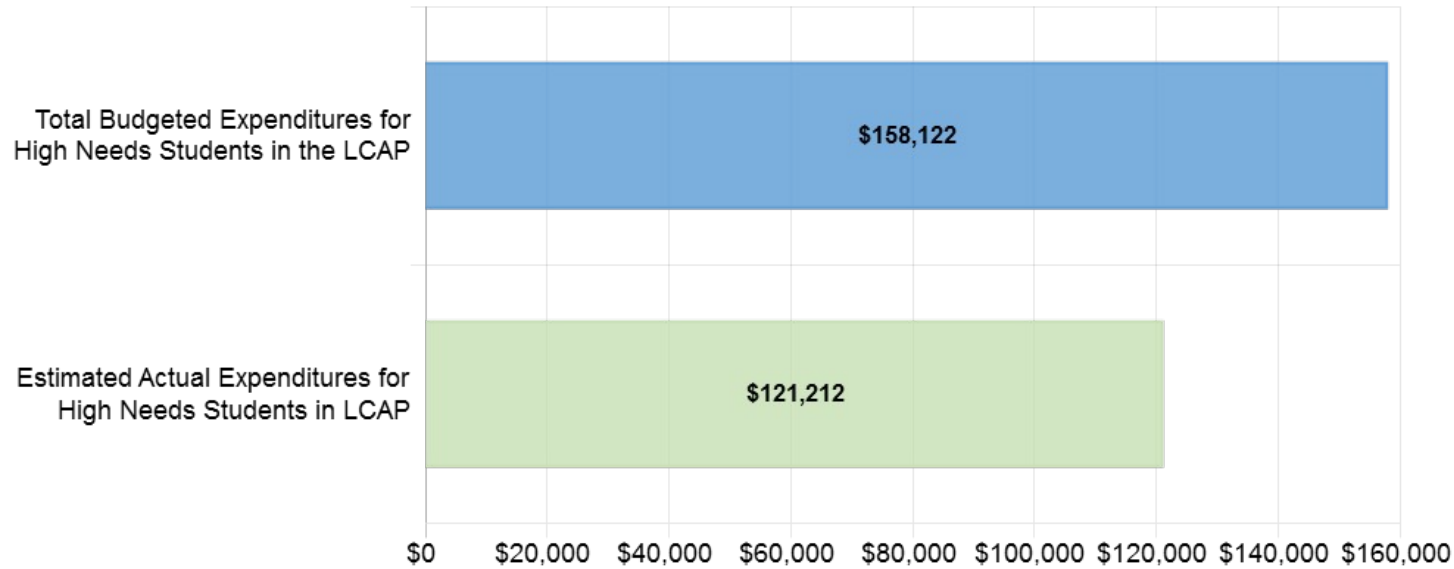
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$158,122
Estimated Actual Expenditures for High Needs Students in LCAP	$121,212

This chart compares what Nuestro Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nuestro Elementary 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, Nuestro Elementary's LCAP budgeted $158,122 for planned actions to increase or improve services for high needs students. Nuestro Elementary estimates that it will actually spend $121,212 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $36,910 had the following impact on Nuestro Elementary's ability to increase or improve services for high needs students:

The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 was less than the total budgeted expenditures because a teacher was hired at a lower salary than budgeted and we were not able to fill two positions with qualified employees for much of the year.

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	Contact Name and Title	Email and Phone
Nuestro Elementary	Joe Hendrix	Joeh@sutter.k12.ca.us
	Superintendent/Principal	530-822-5100

2017-20 Plan Summary

The Story

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

The Nuestro Elementary School District serves approximately 170 students in grades TK-8. A small percentage 4.7% of our students speak languages other than English in their homes and are limited in their English proficiency. About 75% of our English learner students come from Spanish speaking backgrounds. 25% come from Punjabi speaking backgrounds. The District supports an English language development (ELD) program that provides a means for limited English proficient (LEP) students to acquire English skills and academic proficiencies needed to succeed in school.

The Nuestro Elementary School District (NESD) has a rich history, traditional values, and highly effective educational practices. As a learning community, we ardently believe failure is not an option and support our beliefs by putting effective practices into place. The school began serving students of the rural farming communities of North Sutter County in 1916, and many of our students' parents and grandparents, attended school here. While we have strong roots in the past, we are a forward thinking, high quality school. Our gymnasium is utilized most every weeknight, whether it is community based indoor soccer team practicing or adults from the community exercising by playing basketball. We also hold family fun nights most every month.

Our student body is comprised of about 83% interdistrict transfer students who come to us by choice due to our reputation for providing a high quality education in a safe and nurturing environment. We accept a wide variety of students for enrollment, including students with behavioral problems and special needs. About 48% of our students qualify for free and reduced lunch. Our English Learner population is

less than 4.7% of our total population. Our 2017-18 SBAC baseline results were higher than the state and county average, with 72.09% of students meeting or exceeding standards in ELA and 56.98% of students meeting or exceeding standards in math. There was also no significant gap between outcomes for our subgroups. Our two significant subgroups are White and Socioeconomically Disadvantaged.

LCAP Highlights

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

Through analysis of state and local data as well as input from staff, parents, and students we decided to continue our three overarching goals. Those goals are:
Goal 1: Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.
Goal 2: Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community.
Goal 3: Provide modern, safe school facilities that support student success.

Each goal is supported by actions developed with stakeholder input. Actions include hiring and retaining classified and certificated staff to provide high quality instruction, intervention, and support; providing professional development to ensure effective implementation of state standards as well as to improve outcomes for all students, but especially low income students, foster youth, and English learners; providing targeted instructional materials, including individualized online instruction, to improve student outcomes; providing activities to improve the school climate; providing for the security and safety of students; and maintaining facilities that promote positive attitudes and student success. These actions cost many times more than the estimated supplemental and concentration funding amount, but they have been identified as important in supporting student success. While these actions benefit all students, our low income, foster youth, and English learner students will benefit more because they need support such as lower class sizes, targeted interventions, student support, positive climate, additional instructional materials, and individualized learning and assessment software more than other students to be successful. Providing for these students in a school-wide approach also better ensures the supports will continue.

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

The District is proud of our students' progress on the CAASPP assessment. We are awaiting our current report, but on our previous report, we achieved the second to highest level for "all students'

performance" in Mathematics and the second highest level for "all student performance" in English Language Arts. We also maintained a low level of suspension. Our average student scored 33.8% above Standard in ELA and 19.2% above Standard in Math. Only 0.6% of students were suspended. Regarding LCAP goals, we are proud of our socioeconomically disadvantaged students' being 27.8 points above standard on the ELA standards assessment and 4.1 points above standard on the Mathematics standards assessment. It is comforting to know that, while making this academic progress, most of our parents and students are happy with the school climate and level of inclusion.
To continue this progress, we plan to continue providing many of the LCAP actions we believe significantly contributed to students' success.

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 only state indicator where Nuestro's overall performance was in the "red" or "orange" was for Chronic Absenteeism. 7.4% of students were identified as being chronically absent. We have discussed this area of need and will address this by continuing to implement the actions/services already included in our LCAP as well as improving proactive communications with parents of students who are at-risk of chronic absenteeism. While doing this, we will focus on better implementation of activities designed to maintain a positive school climate and providing academic supports for students.

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

There were no state indicators to which the performances for any student group was two or more performance levels below the "all student" performance on the state's dashboard. Most are one or two performance levels above the State levels.

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.

No schools were identified.

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: 2018-19

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

Goal 1

Ensure that all students are college and career ready by providing rigorous, relevant, high quality instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities: District Assessments, Daily Schedule

Annual Measurable Outcomes

Expected   **Actual**

1.1 CA Schools Dashboard Academic Indicator for ELA and Math & CAASPP data for ELA and Math

2018-19:
On the CAASPP, the average student will score:
ELA 14 points above level 3
Math 10 points above level 3
ELA 60% standard met/exceeded (CAASPP) Math 60% standard met/exceeded (CAASPP)

According to preliminary 2018-19 Summative CAASPP data:
ELA 64% standard met/exceeded (CAASPP) Math 50% met/exceeded (CAASPP)

1.2 Academic Indicator & CAASPP data for ELA and Math for Socioeconomically Disadvantaged subgroup

2018-19:
The average student will score:
ELA 5 points above level 3 Math 5 points above level 3
ELA 60% standard met/exceeded (CAASPP) Math 58% standard met/exceeded (CAASPP) All Subgroups will also meet growth toward meeting or exceeding the standards on both ELA and Math.

According to the preliminary Summative CAASPP data:
ELA 54% standard met/exceeded (CAASPP) Math 47% met/exceeded (CAASPP)

1.3 District Assessments (Star Reading & Star Math 1st-8th & ESGI-K)
2018-19:
Kindergarten:
ELA: 92% at or above benchmark
Math: 95% at or above benchmark
1st through 8th grades: ELA 70% at or above benchmark
Math 60% at or above benchmark

Kindergarten:
ELA: 77% at or above benchmark
Math: 88% at or above benchmark
1st through 8th grades: ELA 56% at or above benchmark
Math 44% at or above benchmark

Expected	Actual
1.4 SARC report on teacher credentialing 2018-19: 100% fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers
1.5.A SARC report on Broad course of study/sufficient access to standards-aligned instructional materials.	Met SARC expectations.
1.5.B Daily Instructional Schedule 2018-19: Maintain broad course access	Health instruction must be improved to have instruction well aligned with standards. This is addressed in actions for 2019-20.
1.6 CELDT data - Switch to ELPAC data after baseline scores are received. 2018-19: Adjust expected outcomes after baseline scores are received.	According to the 2018-19 Summative Testing ELPAC testing, data reflects the following: Level 1 - 0% Level 2 - 29% Level 3 - 57% Level 4 - 14%

Expected	Actual
1.7 API 2018-19: API has been replaced with an updated accountability system, the CA Schools Dashboard.	API has been replaced with an updated accountability system, the CA Schools Dashboard

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
1.1 Continue funding teaching position created to break up combination classes and enable the school to provide improved ELD instruction as well as improved learning opportunities and interventions for all students.	1.1 Continued funding teaching position created to break up combination classes and enable the school to provide improved ELD instruction as well as improved learning opportunities and interventions for all students.	$75,367	$60,599

Action 2

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

1.2 Place Classified staff, such as Instructional Aides, Technology Aide, and Tutor to support academic programs and student success.	1.2 Placed Classified staff, such as Instructional Aides, Technology Aide, and Tutor to support academic programs and student success.	$55,010	$40,551

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Purchase technology hardware and software to support student learning.	1.3 Purchased technology hardware and software to support student learning.	$20,730	$17,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Continue providing certificated and classified staff with professional development to support the implementation of the CA standards, improve student success, and ensure access to a broad course of study-especially for English learners, foster youth, and low-income students.	1.4 Continued providing certificated and classified staff with professional development to support the implementation of the CA standards, improve student success, and ensure access to a broad course of study-especially for English learners, foster youth, and low--income students.	$3,184	$3,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Improve Physical Education instruction by engaging in professional development and purchasing instructional materials and equipment.	1.5 Improved Physical Education instruction by engaging in professional development and purchasing instructional materials and equipment.	$600	$500

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Provide, standards aligned curriculum and highquality instruction for Health.	1.6 Provided, standards aligned curriculum and high quality instruction for Health.	$1,500	$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Provide career education activities.	1.7 Provided career education activities.	$3,841	$0

Action 8

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

1.8 Provide standards-aligned curriculum and hig-hquality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education.	1.8 Provided standards-aligned curriculum and high-quality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education.	$651,225	$600,000

| 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, the actions/services were implemented well. Based on initial analysis, the actions/services that need better implementation during the 2019-20 school year are: 1.5 Improve Physical Education, which we plan to hire a PE Aide to improve our PE program; 1.6 Provide, standards aligned curriculum and high-quality instruction for Health, which we are planning to pay a service provider to assist in improving health instruction; and 1.7 Provide career education activities, which we have participated in the planning of county-wide career education where elementary school students will be better served through grant funding; and 1.8 Provided standards-aligned curriculum and high-quality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education--which we are planning to improve ELD instruction through updated curriculum and professional development and science instruction through piloting better aligned science curriculum and providing more professional development for science instruction.

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

We utilized the more rigorous measure for benchmark in our Star Reading and Star Math district assessments (aligned with CAASPP) which showed less students at or above benchmark than expected (44% for Math and 56% for ELA). Based on online instruction outcomes and assessment results in our iReady program, our actions/services appear to be effectively supporting student growth at the individual level. We believe the actions/services have been effective, but a major shift in our student population affected our ability to achieve our outcome goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1:
While there was no material difference in the budgeted expenditures of supplemental funding and the estimated actual expenditures, there was a material difference in other funding expenditures included in the LCAP Goal 1.

Action 1.1 is estimated to cost approximately $14,000 less than budgeted because a teacher was hired at a lower salary than budgeted.

Action 1.2 is estimated to cost approximately $14,000 less than budgeted because we were not able to fill two positions with qualified employees for much of the year.

Action 1.3 is estimated to cost approximately $5,230 less than budgeted because we did not need to replace as many laptops, projectors, and other hardware as anticipated

Action 1.6 is estimated to cost approximately $1,500 less than budgeted because we did not hire a health consultant or purchase new health materials.

Action 1.7 is estimated to cost approximately $3,841 less than budgeted because our students were allowed to attend the career expo at no cost and transportation for career activites were provided at no cost. Costs for 8th grade girls to attend an event was paid out of another account.

Action 1.8 is estimated to cost approximately $51,000 less than budgeted because we did not purchase History or Science Curriculum. We are in the process of purchasing Science curriculum to pilot in the 2019-20 school year and will address History curriculum after that.

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.

We made the following changes:

Action 1.1: Changed $ amount pg. 38.

Action 1.2: Changed $ amount, Source, and Reference pg. 39

Action 1.3: Change $ amount and Reference pg. 41

Action 1.4: Changed $ amount, Source, and Reference pg. 43 - we plan on adding a curriculum coach with funds identified for professional development.

Action 1.5: Changed $ amount, Source, and Reference pg. 44-45 - we will be adding a Part-Time Health and Physical Education Aide Position.

Action 1.6: Changed $ amount, Source, and Reference pg. 46 - we will be providing new standards aligned curriculum and high quality instruction for Health with our new Part-Time Health and Physical Education Aide position.

Action 1.7: Changed $ amount, Source, and Reference pg. 47-48 - we will be adding new Career Education Activities.

Action 1.8: Changed $ amount, Source, and Reference pg. 49

Goal 2

Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Stakeholder Surveys

Annual Measurable Outcomes

Expected

Actual

2.1 Middle School Dropout rate data

2018-19:
Maintain 0%

2018-19:
Maintained 0%

2.2 P2 District Attendance

2018-19:
Increase to 97%

2017-18 P2: 95.27%
2018-19 P2: 95.53%
Increase of .26%

Expected

Actual

2.3 P2 District Chronic Absences 2018-19: Decrease by 20%	>=10% 2017-18 P2 Total is 12 students out of 164: 7.32% 2018-19 P2 Total is 15 students out of 182: 8.24%

2.4 Pupil Suspension/Expulsion rate 2018-19: Maintain < 3% Suspension rate Maintain 0% Expulsion rate	2018-19: 0% Suspensions and 0% Expulsions

2.5 Stakeholder Survey school safety 2018-19: Achieve >90% agree or strongly agree the school is a safe place for their children.	2018-19: 100% agree or strongly agree the school is a safe place for their children.

2.6 Student Survey school safety & bullying 2018-19: Maintain >90% agree or strongly agree they feel safe at school. Decrease to 1% agree or strongly agree they are a victim of bullying.	2018-19: 79% agree or strongly agree they feel safe at school. 18% agree or strongly agree they are a victim of bullying.

Expected	Actual
2.7 Stakeholder Survey involvement valued input valued 2018-19: Involvement valued – achieve >85% agree or strongly agree involvement is valued. Input valued – achieve > 80% agree or strongly agree input is valued.	2018-19: 100% agree or strongly agree involvement is valued.

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
2.1 Place Classified staff, such as a Library/Student Services Aide and Music Aide to improve the school climate.	2.1 Placed Classified staff, such as a Library/Student Services Aide and Music Aide to improve the school climate.	$20,245	$ 11,700

Action 2

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

2.2 Provide technology to increase students' safety and improve communications with staff and parents.	2.2 Provided technology to increase students' safety and improve communications with staff and parents.	$1,800	$2,350

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Continue supplementing the After-School Program to support all families with a safe place for their children after dismissal and for students to benefit from extended learning opportunities - especially to avoid forwarding on costs to low income families and families of English learners, foster youth, and Redesignated fluent English proficient students.	2.3 Continued supplementing the After-School Program to support all families with a safe place for their children after dismissal and for students to benefit from extended learning opportunities especially to avoid forwarding on costs to low income families and families of English learners, foster youth, and Redesignated fluent English proficient students.	$7,500	$8,362

Action 4

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

2.4 Paint facilities colors that promote a positive school climate.	2.4 Painted facilities colors that promote a positive school climate.	$3,293	$2,467

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Provide activities that promote a positive school climate; including purchasing supplies for activities, purchasing snacks for students who may not be able to afford snacks at recess, and paying for speakers or events focused on improving the school climate.	2.5 Provided activities that promote a positive school climate; including purchasing supplies for activities, purchasing snacks for students who may not be able to afford snacks at recess, and paying for speakers or events focused on improving the school climate.	$3,296	$674

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Provide online surveys for stakeholder input	2.6 Provided online surveys for stakeholder input	$206	$0 (used free Google Survey)

| 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, the actions/services were implemented well. To improve providing activities to promote a positive school climate, the Superintendent/principal met with the Student Services Aide at the beginning of the year to produce a calendar of events for the year. While the calendar changed due to field-trips and other unforeseen circumstances, there were more events this year. We also purchased more prizes and provided more treats for students which students enjoyed. While there is still room for improvement, this was improved over the previous year.

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

There were mixed results on the overall effectiveness of the actions and services used to achieve goal 2. Overall, the school climate was positive, chronic absenteeism remained the same unfortunately, and student responses on surveys showed an elevated number of students agreed or strongly agreed they were the victims of bullying. As a note, our Kindergarten class had approximately fifty (50) percent of the students indicating they were the victims of bullying. When we looked into this, we found that a student was disrupting the class and bothering students on the day of the survey. The teacher believed students identified that as bullying, but did not alter responses. Further follow-up revealed that students did not believe they were being bullied, but we chose not to re-administer the survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We estimate that expenses will be approximately $10,587 less than budgeted on Goal 2. The greatest differences are spending approximately $8545 less on the Library/Student Services Aide and Music Aide than expected. One reason for this was a certificated teacher taught 5th through 8th grade music classes, reducing the need for a Music Aide in those classes. We also spent approximately $2,622 less than budgeted for providing activities to promote a positive school climate. Some of the expenses were made from a different budget and we did not use as many services from outside presenters as planned.

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.

We made the following changes:
Action 2.1: Changed $ amount pg. 53
Action 2.2: Changed $ amount, Source, and Reference pg. 55
Action 2.3: Changed $ amount, Source, and Reference pg. 56-57
Action 2.5: Changed $ amount pg. 60
Action 2.6: Changed $ amount pg. 61

Goal 3

Provide modern, safe school facilities that support student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: Stakeholder Survey

Annual Measurable Outcomes

Expected	Actual
3.1 Facilities Inspection Tool Physical environment 2018-19: Maintain "Fair" or "Good" status until maintenance and modernization activities listed in the Facilities Plan are completed.	2018-19: Maintained "Fair" and "Good" status.
3.2 Williams Complaints 2018-19: No complaints	2018-19: No complaints

Expected	Actual
3.3 Stakeholder Survey 2018-19: Achieve > 90% who agree or strongly agree the school is safe Achieve > 85% who agree or strongly agree the school is clean Pending results of latest survey.	2018-19: 89% of respondents agreed or strongly agreed that the school is safe 74.5% of respondents agreed or strongly agreed that the school is clean

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
3.1 Continue maintenance, repair, and modernization projects congruent with the District's facilities plan.	3.1 Continued maintenance, repair, and modernization projects congruent with the District's facilities plan.	Total: $258,420 a. $86,200 b. $154,408 c. $17,812	$283,562

Action 2

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

3.2 Continue purchasing and updating technology infrastructure congruent with the District's technology plan.	3.2 Continued purchasing and updating technology infrastructure congruent with the District's technology plan.	$1,030	$500.48

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.

Obstacles to meeting Goal 3 (Provide modern, safe school facilities that support student success) were the age of buildings and available resources. Even with these obstacles, our strategy for meeting the goal allowed us to have facilities that are constantly being modernized, repaired, and kept in good repair. By spreading out repairs and modernization over time in a targeted manner, as well as using funding sources such as E-Rate and Prop 39 effectively, we have exceeded our benchmark for having buildings in good repair with no Williams Complaints; our facilities truly support 21st century education.
Normal maintenance, repairs, and modernization were carried out and Proposition 39 projects were finished. The technology infrastructure is strong and supports our 1 to 1 chrome book initiative with a significantly meshed campus. Designs are being finalized for upgrading surveillance and public address systems.

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

Our analysis of expected outcomes on the FIT and surveys indicate these actions/services were very effective in achieving goal 3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted expenditures and estimated actual expenditures are due to spending approximately $30,000 more for maintenance, repair, and modernization projects than budgeted.

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.

We made the following changes:
Identified Need 3.1: Language change (not significant) pg. 63
Identified Need 3.2: Language change (not significant) pg. 63
Action 3.1: Changed $ amount, and Reference pg. 67
Action 3.2: Changed $ amount, and Reference pg. 69

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?

The District consulted with stakeholders through formal and informal meetings, surveys, and Board Workshops.

Students were surveyed during the months of April, 2019.

Parents were surveyed during the months of March and April, 2019.

Staff were surveyed during the month of April, 2019.

The Superintendent consulted with Certificated staff on October 10, 2018 and February 27, 2019, and April 26, 2019. This is our only bargaining unit.

The Superintendent consulted with Classified staff on May 3, 2019.

The Superintendent/Principal met with the Parent Teacher Organization (PTO) to discuss the LCAP and receive input during the October 2, 2018, January 8, 2019, and February 5, 2019 PTO Meetings.

The Advisory Committee members met to review data, provide input, and review the LCAP and Annual Update on February 12, 2019, April 30, 2019, and June 10, 2019.

Furthermore, the LCAP was placed on the Board agenda for discussion each month with LCAP workshops during the following Board meeting dates: October 16, 2018, January 15, 2019, February 19, 2019, March 12, 2019, April 9, 2019, and May 21, 2019.

Finally, the LCAP was placed on the Board agenda for public hearing on June 11th and on June 13th for adoption.

Impact on LCAP and Annual Update

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

Nuestro Elementary School District staff, advisory committee members, site council members, Parent club members, and Board members reviewed

input from stakeholders. Input was synthesized into a decision to continue our three main goals:

Goal 1: Ensure that all students are college and career ready by providing rigorous, relevant, and highquality instruction.

Goal 2: Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community.

Goal 3: Provide modern, safe school facilities that support student success.

Because of our consultations, we decided to continue all of our actions/services for the 2019-20 school year, based on original identified needs.

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

Ensure that all students are college and career ready by providing rigorous, relevant, high quality instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: District Assessments, Daily Schedule

Identified Need:

1.1 Academic Indicator indicates the average student scored 33.8 points above level 3 (Standard Met) for ELA and 19.2 points above level 3 (Standard Met) for Math on latest results available.

1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup indicates this group scored 11.1 points below level 3 (Standard Met) in ELA and 12.5 points below level 3 (standard met) in Math on latest results available.

1.3 District assessments indicate a lower percent of students scored at or above benchmark on both ELA and mathematics when compared to the previous year (55.6% from 83.6% of students scored at or above benchmark in ELA and 44% from 87.9% scored at or above benchmark in Mathematics). This includes grades K-2 students as well as grades that take the state test.

1.4 SBAC student achievement data, district assessment data, teacher input, and observational walk-through data indicate there is a continued need for professional development on CA state standard, NGSS pedagogy, high quality instructional practices, and curriculum materials. Our analysis and stakeholder input also identified that professional development may be best provided by incorporating a curriculum coach with funds identified for professional development.

1.5 SARC report indicates 100% of staff fully credentialed and appropriately placed.

1.6 Williams report indicates 100% of students are offered a board course of study and have sufficient access to standard-saligned instructional materials. There is a need to maintain broad course access for all students.

1.7 Fall 2016 CELDT data indicates 50% of students increased one or more CELDT levels. One student was reclassified.

1.8 Enrollment data shows a significant change in student population with more students with disabilities and English Learner students entering the district during the 2018-19 school year and the 2019-20 school year. While district assessments show the district has a solid academic program to support growth for every student, the percent of students meeting or exceeding the standard is likely to be lower. This supports the need for a curriculum coach and/or professional development to support teachers in meeting students' needs.

Expected Annual Measureable Outcomes

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

1.1 CA Schools Dashboard Academic Indicator for ELA and Math & CAASPP data for ELA and Math

ELA 7.9 points above level 3
Math 3.6 points above level 3
ELA 54% standard met/exceeded (CAASPP) Math 50% standard met/exceeded (CAASPP)

2017-18: According to the FALL, 2017 Dashboard and CAASPP results: ELA-32.9 points above level 3, increasing significantly at 25.1 points. Math 19.7 points above lecel 3, increasing significantly at 16.1 points. ELA-64.77% standard met/exceeded (CAASPP) Math 56.82% standard met/exceeded(CAASPP)

On the CAASPP, the average student will score:
ELA 14 points above level 3
Math 10 points above level 3
ELA 60% standard met/exceeded (CAASPP) Math 60% standard met/exceeded (CAASPP)

On the CAASPP, the average student will score:
ELA 35 points above level 3
Math 21 points above level 3
ELA 70% standard met/exceeded (CAASPP) Math 70% standard met/exceeded (CAASPP)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.2 Academic Indicator & CAASPP data for ELA and Math for Socioeconomically Disadvantaged subgroup	ELA 11.1 points below level 3 Math 12.5 points below level 3 ELA 56% standard met/exceeded (CAASPP) Math 47% standard met/exceeded (CAASPP)	2017-18: According to the FALL, 2017 Dashboard and CAASPP results: ELA-39.8 points above level 3, increasing significantly at 50.9 points. Math12.7 points above level 3, increasing significantly at 25.2 points. ELA-63.33% standard met/exceeded (CAASPP) Math 53.33% standard met/exceeded (CAASPP)	The average student will score: ELA 5 points above level 3 Math 5 points above level 3 ELA 60% standard met/exceeded (CAASPP) Math 58% standard met/exceeded (CAASPP) All Subgroups will also meet growth toward meeting or exceeding the standards on both ELA and Math.	The average student will score: ELA 30 points above level 3 Math 8 points above level 3 ELA 70% standard met/exceeded (CAASPP) Math 65% standard met/exceeded (CAASPP) All Subgroups will also meet growth toward meeting or exceeding the standards on both ELA and Math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.3 District Assessments (Star Reading & Star Math 1st-8th & ESGI-K)	Kindergarten scores were included with 1st through 8th grade scores to generate school-wide scores. ELA: 83.6% at or above benchmark Math: 87.9%at or above benchmark	According to District Assessments: Kindergarten: ELA: 92% at or above benchmark Math: 100% at or above benchmark 1st through 8th grades: ELA 66% at or above benchmark (This was lower than expected due to the district increasing expectations for benchmark and the district's shift in intervention curriculum) Math 55% at or above benchmark (This was lower than expected due to the district increasing expectations for benchmark and the district's shift in intervention curriculum)	Kindergarten: ELA: 92% at or above benchmark Math: 95% at or above benchmark 1st through 8th grades: ELA 70% at or above benchmark Math 60% at or above benchmark	Kindergarten: ELA: 92% at or above benchmark Math: 95% at or above benchmark 1st through 8th grades: ELA 70% at or above benchmark Math 65% at or above benchmark

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.4 SARC report on teacher credentialing	100% fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers
1.5.A SARC report on Broad course of study/sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
1.5.B Daily Instructional Schedule	All students have access to a broad course of study	Maintain broad course access	Maintain broad course access	Maintain broad course access

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.6 ELPAC data. All English Learners should advance one level. Reclassification data	Students took the ELPAC this year. Results were not available during LCAP development. Under the previous baseline, one student was to be reclassified. A new baseline for the ELPAC will be created after baseline scores are analyzed.	One student was reclassified. The ELPAC was administered in the spring of 2018.	Adjust expected outcomes after baseline scores are received.	All English Learners will advance one level. Two English Learner students will be reclassified.
1.7 API	API is not currently reported	Await guidance from the state	Await guidance from the state	API has been replaced with an updated accountability system, the CA Schools Dashboard.

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

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	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

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**
1.1 Continue funding teaching position created to break up combination classes and enable the school to provide improved ELD instruction as well as improved learning opportunities and interventions for all students.	1.1 Continue funding teaching position created to break up combination classes and enable the school to provide improved ELD instruction as well as improved learning opportunities and interventions for all students.	1.1 Continue funding teaching position created to break up combination classes and enable the school to provide improved ELD instruction as well as improved learning opportunities and interventions for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$73,000	$75,367	$71,515
Source	Supplemental	Supplemental	Supplemental and Concentration
Budget Reference	Certificated Teacher Salaries & Benefits	Certificated Teacher Salaries & Benefits	Certificated Salaries & Benefits

Action #2

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	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18

Unchanged

for 2018-19

Modified

for 2019-20

Modified

2017-18 Actions/Services

1.2 Place Classified staff, such as Instructional Aides, Technology Aide, and Tutor to support academic programs and student success.

2018-19 Actions/Services

1.2 Place Classified staff, such as Instructional Aides, Technology Aide, and Tutor to support academic programs and student success.

2019-20 Actions/Services

1.2 Place Classified staff, such as Instructional Aides, Technology Aide, and Tutor to support academic programs and student success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,464	a. $18,657 b. $36,353	a. $59,663 b. $16,129
Source	Supplemental & Base (Note: any supplemental left over from action 1.1 will be used to pay for action 1.2. The remainder of action 1.2 will be paid from LCFF Base)	a. Supplemental b. Base	a. Supplemental and Concentration b. Title 1

Year	2017-18	2018-19	2019-20
Budget Reference	Classified Salary & Benefits	Classified Salary & Benefits	a. Classified Salaries and Benefits b. Classified Salaries and Benefits

Action #3

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**
1.3 Purchase technology hardware and software to support student learning.	1.3 Purchase technology hardware and software to support student learning.	1.3 Purchase technology hardware and software to support student learning.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$22,200	$20,730	A) $10,403 B) $12,127
Source	Base & REAP	REAP	A) REAP B) REAP
Budget Reference	Supplies Services	Supplies Services	A) Books and Supplies B) Services & Other Operating Expenditures

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 Continue providing certificated and classified staff with professional development to support the implementation of the CA standards, improve student success, and ensure access to a broad course of study-especially for English learners, foster youth, and low-income students.	1.4 Continue providing certificated and classified staff with professional development to support the implementation of the CA standards, improve student success, and ensure access to a broad course of study-especially for English learners, foster youth, and low-income students.	1.4 Continue providing certificated and classified staff with professional development to support the implementation of the CA standards, improve student success, and ensure access to a broad course of study-especially for English learners, foster youth, and low-income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$21,000	$3,184	a) $17,784 b) $20,000 c) $32,047 d) $2,010 e) $562 f) $0.0
Source	Supplemental & REAP	Base: $1,896 T Title 2: $1088	a) LPSBG b) MTSS c) Base d) Title II e) Title I f) Title III
Budget Reference	Certificated Teacher Salaries & Benefits Classified Salaries & Benefits Mileage Travel & Conference Consultant Supplies Food	Certificated Teacher Salaries & Benefits Travel & Conference	a) Certificated Salaries and Benefits b) Certificated Salaries and Benefits c) Certificated Salaries and Benefits d) Travel and Conferences e) Services and Other Expenditures f) Not found in Budget because funds go directly to SCSOS who serves as consortium lead.

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

1.5 Improve Physical Education instruction by engaging in professional development and purchasing instructional materials and equipment.

2018-19 Actions/Services

1.5 Improve Physical Education instruction by engaging in professional development and purchasing instructional materials and equipment.

2019-20 Actions/Services

1.5 Improve Physical Education instruction by engaging in professional development and purchasing instructional materials and equipment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$600	a) $17,784 b) $2,000
Source	Supplemental	Base	a) Base b) Base
Budget Reference	Services & other operational expenditures Instructional Materials	Services & other operational expenditures: $100 Instructional Materials: $500	a) Classified Salaries and Benefits b) Services and Other Operating Expenditures

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 Provide, standards-aligned curriculum and high-quality instruction for Health.	1.6 Provide, standards-aligned curriculum and high-quality instruction for Health.	1.6 Provide, standards-aligned curriculum and high-quality instruction for Health.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,600	$1,500	a) $500 b) $2,500
Source	Base Restricted Lottery	Restricted Lottery	a) Restricted Lottery b) Base
Budget Reference	Instructional Materials Textbooks Services and Other Operational Expenses	Supplies: (object 4100)	a) Books and Supplies b) Services and Other Operating Expenditures

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

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

2017-18 Actions/Services

1.7 Provide career education activities.

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

Modified

2018-19 Actions/Services

1.7 Provide career education activities.

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

Modified

2019-20 Actions/Services

1.7 Provide career education activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$2,495	$3,841	$3,000
Source	Base	Base	Base
Budget Reference	Instructional Materials Services and Other Operational Expenses Food Classified Salaries & benefits	Instructional Materials: $1,841 Services and Other Operational Expenses: $2,000	Services and Other Operating Expenditures

Action #8

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

1.8 Provide standards-aligned curriculum and high-quality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education.

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

Modified

2018-19 Actions/Services

1.8 Provide standards-aligned curriculum and high-quality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education.

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

Modified

2019-20 Actions/Services

1.8 Provide standards-aligned curriculum and high-quality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education. Including ancilliary services, supplies, books, and operating expenses to operate the District's programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount

$624,184	$651,225	A) $3,255 B) $11,251 C) $14,500 D) $419,793 E) $21,636 (originally $37,765, moved $16,129 to 1.2 Title 1 for accuracy) F) $61,664 G) $94,683 (originally $95,245, moved $562 to 1.2 Title 1 for accuracy)

Source

Base, REAP, Title 1, Title	Base	A) MTSS B) Lottery C) Lottery D) Base E) Base F) Base G) Base

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Teacher Salaries & Benefits Instructional Materials Services and Other Operational Expenses Supplies	Certificated Teacher Salaries & Benefits: $639,225 Instructional Materials: $12,000	A) Services & Other Operating Exp B) Books & Supplies C) Sevices & Other Operating Exp D)Certificated Salaries & Benefits E) Classified Salaries & Benefits F) Books & Supplies G) Services & Other Operating Exp

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

Modified

Goal 2

Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: Stakeholder Surveys

Identified Need:

2.1 A review of attendance data indicates the continued need to reduce the number of students who are chronically absent and to increase our attendance rate.

2.2 Stakeholders indicated a need for maintaining appropriate security measures, safety communications, student progress communications, such as online grade books, and continuing activities designed to reduce student harassment and bullying.

2.3 The District's suspension rate is low. We also had no expulsions. There is a need to maintain low suspension and expulsion rates.

2.4 Family and Community Engagement has a strong correlation to student success. Parents and the advisory committee identified a need to improve ongoing communication with parents.

Expected Annual Measureable Outcomes

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

2.1 Middle School Dropout rate data	0%	Maintain 0%	Maintain 0%	Maintain 0%
2.2 P2 District Attendance	96.52%	Maintain 96%	Maintain 97%	Maintain 97%
2.3 P2 District Chronic Absences	5.3%	Decrease by 20%	Decrease by 20%	Decrease by 20%
2.4 Pupil Suspension/Expulsion rate	Maintain < 3% Suspension rate 0% Expulsion rate	Maintain < 3% Suspension rate 0% Expulsion rate	Maintain < 3% Suspension rate 0% Expulsion rate	Maintain < 3% Suspension rate 0% Expulsion rate
2.5 Stakeholder Survey school safety	New Metric/No Baseline established.	84.6% of parents feel the school is a safe place for their children.	Achieve >90% agree or strongly agree the school is a safe place for their children.	Maintain >95% agree or strongly agree the school is a safe place for their children.
2.6 Student Survey - school safety & bullying	New Metric/No Baseline established.	85.5% of students feel they are safe at school. 7.6% of students feel they are bullied at school.	Maintain >90% agree or strongly agree they feel safe at school. Decrease to 1% agree or strongly agree they are a victim of bullying.	Maintain >95% agree or strongly agree they feel safe at school. Decrease to 0% agree or strongly agree they are a victim of bullying.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.7 Stakeholder Survey - involvement valued input valued	New Metric/No Baseline established.	84.6% feel Nuestro values parent and community involvement and input.	Involvement valued – achieve >85% agree or strongly agree involvement is valued. Input valued – achieve > 80% agree or strongly agree input is valued.	Involvement valued - Maintain >85% agree or strongly agree involvement is valued. Input valued Increase to 85% agree or strongly agree input is valued.

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)
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	LEA-Wide	All Schools

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**
2.1 Place Classified staff, such as a Library/Student Services Aide and Music Aide to improve the school climate.	2.1 Place Classified staff, such as a Library/Student Services Aide and Music Aide to improve the school climate.	2.1 Place Classified staff, such as a Library/Student Services Aide and Music Aide to improve the school climate.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$18,181	$20,245	$20,066
Source	Supplemental	Base	Base
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits	Classified Salaries & 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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

2.2 Provide technology to increase students' safety and improve communications with staff and parents.

2018-19 Actions/Services

2.2 Provide technology to increase students' safety and improve communications with staff and parents.

2019-20 Actions/Services

2.2 Provide technology to increase students' safety and improve communications with staff and parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$2,700	$1,800	a) $1,800 b) $14,000
Source	Supplemental	Base	a) Base b) Base
Budget Reference	Services & Other Operational Expenses	Services & Other Operational Expenses	a) Services & Other Operating Expenditures b) Services & Other Operating Expenditures and Equipment

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	LEA-Wide	All Schools

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**
2.3 Continue supplementing the After-School Program to support all families with a safe place for their children after dismissal and for students to benefit from extended learning opportunities - especially to avoid forwarding on costs to low income families and families of English learners, foster youth, and Redesignated fluent English proficient students.	2.3 Continue supplementing the After-School Program to support all families with a safe place for their children after dismissal and for students to benefit from extended learning opportunities - especially to avoid forwarding on costs to low income families and families of English learners, foster youth, and Redesignated fluent English proficient students.	2.3 Continue supplementing the After-School Program to support all families with a safe place for their children after dismissal and for students to benefit from extended learning opportunities - especially to avoid forwarding on costs to unduplicated students and students with exceptional needs, including low income families and families of English learners, foster youth, and Redesignated fluent English proficient students,

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$7,000	$7,500	a) $6,000 b) $400 c) $1,800

Year	2017-18	2018-19	2019-20
Source	Supplemental	Base	a) Base b) Base c) Base
Budget Reference	Classified salaries Supplies Food Services & Other Operational Experiences	Classified salaries: $6,000 Supplies: $1,000 Food: $500	a) Classified Salaries and Benefits b) Food c) Services and Other Operating Expenditures

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**
Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.4 Paint facilities colors that promote a positive school climate.	2.4 Paint facilities colors that promote a positive school climate.	2.4 Paint facilities colors that promote a positive school climate.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$3,197	$3,293	$3,392
Source	Supplemental	Base	Base
Budget Reference	Classified Salaries & Benefits Supplies Food (for volunteers)	Supplie	Books & 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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

2.5 Provide activities that promote a positive school climate; including purchasing supplies for activities, purchasing snacks for students who may not be able to afford snacks at recess, and paying for speakers or events focused on improving the school climate.

2018-19 Actions/Services

2.5 Provide activities that promote a positive school climate; including purchasing supplies for activities, purchasing snacks for students who may not be able to afford snacks at recess, and paying for speakers or events focused on improving the school climate.

2019-20 Actions/Services

2.5 Provide activities that promote a positive school climate and increased parent involvement, especially for unduplicated students and students with exceptional needs; including purchasing supplies for activities, purchasing snacks for students who may not be able to afford snacks at recess, and paying for speakers or events focused on improving

the school climate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,200	$3,296	a) $1,500 b) $1,500 c) $395
Source	Supplemental	Base	a) Base b) Base c) Base
Budget Reference	Supplies Services & Other Operating Expenditures Food	Supplies: $1,500 Services & Other Operating Expenditures: $1,200 Food: $596	a) Books & Supplies b) Services and Other Operating Expenditures c) Food

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
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.6 Provide online surveys for stakeholder input	2.6 Provide online surveys for stakeholder input	2.6 Provide online surveys for stakeholder input, including parents of unduplicated students and students with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200	$206	a) $163 b) $50

Year	2017-18	2018-19	2019-20
Source	Supplemental	Base	a) Base b) Base
Budget Reference	Salaries and Benefits Services & Other Operating Expenditures	Services & Other Operating Expenditures: $150 Supplies: $56	a) Services and Other Operating Expenditures b) Supplies

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

Modified

Goal 3

Provide modern, safe school facilities that support student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: Stakeholder Survey

Identified Need:

3.1 Clean, pleasant, and safe learning environments are conducive to student learning. Survey results and stakeholder input highlighted a need to improve the cleanliness of the school. .

3.2 The District's facilities plan, technology plan, and stakeholder input identify a need to continue maintenance, repair, and modernization of facilities and purchasing technology infrastructure to support student learning.

3.3 Stakeholder input identified a need to continue painting classrooms with colors that promote a positive atmosphere and support student learning.

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Facilities Inspection Tool - Physical environment	Good	Maintain "Fair" or "Good" status until maintenance and modernization activities listed in the Facilities Plan are completed.	Maintain "Fair" or "Good" status until maintenance and modernization activities listed in the Facilities Plan are completed.	Maintain "Fair" or "Good" status until maintenance and modernization activities listed in the Facilities Plan are completed.
3.2 Williams Complaints	No Complaints	Establish a baseline for the percent of stakeholders who believe the school is a safe and clean place.	No Complaints	No Complaints

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.3 Stakeholder Survey	No Baseline	A revised survey was created and given to stakeholders to gather data for a new baseline. 88.5% of stakeholders agree or strongly agree that Nuestro is a safe place for their child. While 84.4% of students felt the school was a clean place, the question about cleanliness was accidently left off the stakeholder survey given to parents. This has been added for the 201819 survey.	Achieve > 90% who agree or strongly agree the school is safe Achieve > 85% who agree or strongly agree the school is clean Pending results of latest survey.	Achieve > 95% who agree or strongly agree the school is safe Achieve > 90% who agree or strongly agree the school is clean Pending results of latest survey.

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

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

3.1 Continue maintenance, repair, and modernization projects congruent with the District's facilities plan.

2018-19 Actions/Services

3.1 Continue maintenance, repair, and modernization projects congruent with the District's facilities plan.

2019-20 Actions/Services

3.1 Continue maintenance, repair, and modernization projects congruent with the District's facilities plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$336,460	Total: $258,420 a. $86,200 b. $154,408 c. $17,812	a. $50,282 b. $8,812
Source	Base Proposition 39 $37,507.63	a. Base: $86,200 b. Prop 39: $154,408 c. Base: $17,812	a) Base b) Base
Budget Reference	Classified Salaries & Benefits Routine Restricted Services or other operational expenditures Maintenance	a. Classified Salaries & Benefits b. Services or other operational expenditures c. Services or other operational expenditures	a) Classified Salaries & Benefits b) Services and Other Operating Expenditures

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
3.2 Continue purchasing and updating technology infrastructure congruent with the District's technology plan.	3.2 Continue purchasing and updating technology infrastructure congruent with the District's technology plan.	3.2 Continue purchasing and updating technology infrastructure congruent with the District's technology plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,030	a) $1,061 b) $1,000
Source	Base	Base	a) Base b) Base

Budget Reference

Classified Salaries & Benefits
Services & Other Operating
Expenditures Capital
NonCapitalized Equipment
Ending Balance Assignments

Non-Capitalized Equipment

a) Non-Capitalized Equipment
b) Services and Other Operating
Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$90,606

Percentage to Increase or Improve Services

8.03%

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.

Nuestro Elementary School District's goals and actions are designed to close the achievement gap experienced by our unduplicated students while meeting the needs of ALL students. It is our goal to provide individualized instruction and intervention for each student based on their needs as determined by district assessments, state assessments, and/or curriculum embedded assessments. The actions/services identified in the LCAP are principally directed to English learners, low income students, and foster youth because those students' outcomes and needs were the basis for determining which actions were included in the plan and their needs will be the basis for determining plan details such as which instructional materials best meet our needs and what skills or concepts will be taught in interventions. Furthermore, by weighting the needs of English learners, low income students, and foster youth more heavily than the needs of "all students" during decision making, we ensure services are principally directed to those students even though actions/services are available school-wide. By focusing on these students, we ensure at least an 8.03% increase or improvement in services to those unduplicated students.

We considered utilizing our supplemental funding on serving our English Learner students, foster youth, and students from low income families, but realized that, due to the size of our school/district, the best model to deliver improved services to these students is by making it available schoolwide with an emphasis on our English learners, low income students, Redesignated Fluent English Proficient students, and Foster Youth students. School-wide implementation is also the most effective use of supplemental funds because English Learners, Low Income students, foster youth, and Redesignated Fluent English Proficient students will benefit more than "other/all students" from lower class sizes, improvement in instruction, placement of Instructional Aides to support student success, improved communication between the school and home, access to aligned curriculum, technology based instructional materials and individualized learning software, technology skills support, and access to after school support including free/affordable after school care and tutoring. By providing these services school-wide, we can most effectively reach and serve the populations who generated the funds.

The District's past state assessment results also indicate the actions/services in our plan are the most effective use of funds to meet our goals for English learners, low income students and foster youth, in the state and our local priorities. The success we have experienced also indicates that, for our population, the best approach is schoolwide implementation. Utilizing schoolwide implementation of services and actions has resulted in no subgroup scoring in "orange" or "red" in any category on the state dashboard. It has also resulted in the District outscoring both the county and state averages on the CAASPP assessments for ELA and Mathematics. In fact, 56% of our socioeconomically disadvantaged students achieved "standard met or exceeded" on the 2016 CAASPP ELA assessment while only 54% of "all students" reached that level. The success our students have achieved from schoolwide implementation of actions/services is solid evidence that this approach works best in the Nuestro Elementary School district.

We also reviewed educational theory regarding our actions and found:
a. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year. The research indicated that, "to help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs." ("Using Student Achievement Data to Support Instructional Decision Making" National Association of Elementary School Principals, 2011).
b. Research identified that, "the "importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010). This supports our use of professional development time for collaboration as well as our decision to purchase instructional materials and services that provide teachers with data to be used in collaboration meetings.
c. Research has shown that colors in rooms affect mood and can promote student success. Colors can also negatively affect mood and student success. (https://smithsystem.com). This supports our action to paint facilities colors that promote students success.
d. Several studies have found that after-school programs do have positive effects on children's academic performance as well as on other factors. The U.S. Department of Education conducted a study on after-school programs across the country in 1998 and found student-achievement gains in school

districts in New York, Illinois, New Hampshire, Louisiana, California, Texas, and Tennessee that had initiated after-school programs (Brickman , 1996; Chicago Public Schools, 1998; Gregory, 1996; Louisiana Department of Education, 1996; Brooks and Mojica, 1995; McLennan Youth Collaboration Inc., 1997; Ross, et al., 1996). Cities in Texas, New York, and Maryland also reported substantial decreases in juvenile crime after the inception of various after-school programs (McLennan Youth Collaboration Inc., 1997; Schinke, et al., 1992; Baltimore Police Department, 1998). Editorial Projects in Education Research Center. (2004, August 3). Issues AZ: After-School Programs. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/after-schoolprograms/

e. Research indicates that professional development can be used to affect teaching practices related to language and literacy learning among preschool Latin English Language Learners. Results of a random assignment experiment (Total N=60) showed that teacher quality improvement interventions yielded gains in teacher classroom practices related to the promotion of language and literacy in children. The interventions yielded gains in the creation of a classroom environment that promotes language an d literacy in English language learners. Also, children in the intervention classrooms had moderately higher scores in the spring (after adjusting for fall) than children in the control classrooms for varied English and Spanish phonological awareness skills. From: The Nuestros Niño s Early Language and Literacy Program: A Teacher Quality Improvement Intervention Author and Presenter: Dina C. Castro, University of North Carolina–Chapel Hill http://www.acf.hhs.gov/sites/default/files/opre/ell_summary_sheet.pdf

Based on the FCMAT LCFF calculator, NESD's 2017-2018 supplemental grant was projected to be $90,606. This was based on a projected unduplicated pupil percentage of 39.86%. The estimated $90,606 in supplemental funds and additional funds are being utilized as follows:

ACTION GENERAL DESCRIPTION AMOUNT
1.1 Teacher $73,000 (supplemental)
1.2 Instructional Aides, Tutor, Tech Aide 29,434 (remainder of supplemental & Base)
1.3 Technology to Support Learning 22,200
1.4 Professional Development 21,000
1.5 PE Improvement 1,000
1.6 Health instruction/Curriculum 3,600
1.7 Careers & Electives 2,495
1.8 Broad Course Access 624,184
2.1 Music & Student Svcs/Library Aide 20,245
2.2 Safety Tech/Parent Communication 2,700
2.3 Supplement After School Program 7,000
2.4 Painting 3,197

2.5 Positive Climate Activities 3,200
2.6 Online Surveys 200
3.1 Repairs, maintenance, modernization 336,430
3.2 Technology infrastructure 1,000 Total Plan Expenditures $1,077,885

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$94,024

7.83%

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.

Nuestro Elementary School District's goals and actions are designed to close the achievement gap experienced by our unduplicated students while meeting the needs of ALL students. It is our goal to provide individualized instruction and intervention for each student based on their needs as determined by district assessments, state assessments, and/or curriculum embedded assessments. The actions/services identified in the LCAP are principally directed to English learners, low income students, and foster youth because those students' outcomes and needs were the basis for determining which actions were included in the plan and their needs will be the basis for determining plan details such as which instructional materials best meet our needs and what skills or concepts will be taught in interventions. Furthermore, by weighting the needs of English learners, low income students, and foster youth more heavily than the needs of "all students" during decision making, we ensure services are principally directed to those students even though actions/services are available schoolwide. By focusing on these students, we ensure at least an 9% increase or improvement to services to those unduplicated students.

Due to the size of our school/district, the best model to deliver improved services to these students is by making it available school-wide with an emphasis on our English learners, low income students, Redesignated Fluent English Proficient students, and Foster Youth students. Schoolwide

implementation is also the most effective use of supplemental funds because English Learners, Low Income students, foster youth, and Redesignated Fluent English Proficient students will benefit more than "other/all students" from lower class sizes, improvement in instruction, placement of Instructional Aides to support student success, improved communication between the school and home, access to aligned curriculum, technology based instructional materials and individualized learning software, technology skills support, and access to after school support including free/affordable after school care and tutoring. By providing these services schoolwide, we can most effectively reach and serve the populations who generated the funds.

The District's past state assessment results indicate the actions/services in our plan are the most effective use of funds to meet our goals for English learners, Redesignated Fluent English Proficient students, low income students and foster youth, in the state and local priorities. The success we have experienced also indicates that, for our population, the best approach is school-wide implementation. Utilizing school-wide implementation of services and actions has resulted in no sub-group scoring in "orange" or "red" in any category (except suspensions) on the state dashboard. It has also resulted in the District outscoring both the county and state averages on the CAASPP assessments for ELA and Mathematics. In fact, 56% of our socioeconomically disadvantaged students achieved "standard met or exceeded" on the 2016 CAASPP ELA assessment while only 54% of "all students" reached that level.

The success our unduplicated students have achieved from school-wide implementation of actions/services is solid evidence that this approach works best in the Nuestro Elementary School district.

We also reviewed educational theory regarding our actions and found:
a. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year. The research indicated that, "to help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs." ("Using Student Achievement Data to Support Instructional Decision Making" National Association of Elementary School Principals, 2011).
b. Research identified that, "the "importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010). This supports our use of professional development time for collaboration as well as our decision to purchase instructional materials and services that provide teachers with data to be used in collaboration meetings.
c. Research has shown that colors in rooms affect mood and can promote student success. Colors can also negatively affect mood and student success. (https://smithsystem.com). This supports our action to paint facilities colors that promote students success.
d. Several studies have found that after-school programs do have positive effects on children's academic performance as well as on other factors. The U.S. Department of Education conducted a study on after-school programs across the country in 1998 and found student-achievement gains in school

districts in New York, Illinois, New Hampshire, Louisiana, California, Texas, and Tennessee that had initiated after-school programs (Brickman , 1996; Chicago Public Schools, 1998; Gregory, 1996; Louisiana Department of Education, 1996; Brooks and Mojica, 1995; McLennan Youth Collaboration Inc., 1997; Ross, et al., 1996). Cities in Texas, New York, and Maryland also reported substantial decreases in juvenile crime after the inception of various after-school programs (McLennan Youth Collaboration Inc., 1997; Schinke, et al., 1992; Baltimore Police Department, 1998). Editorial Projects in Education Research Center. (2004, August 3). Issues AZ: AfterSchool Programs. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/after-schoolprograms/

e. Research indicates that professional development can be used to affect teaching practices related to language and literacy learning among preschool Latin English Language Learners. Results of a random assignment experiment (Total N=60) showed that teacher quality improvement interventions yielded gains in teacher classroom practices related to the promotion of language and literacy in children. The interventions yielded gains in the creation of a classroom environment that promotes language an d literacy in English language learners. Also, children in the intervention classrooms had moderately higher scores in the spring (after adjusting for fall) than children in the control classrooms for varied English and Spanish phonological awareness skills. From: The Nuestros Niño s Early Language and Literacy Program: A Teacher Quality Improvement Intervention Author and Presenter: Dina C. Castro, University of North Carolina–Chapel Hill http://www.acf.hhs.gov/sites/default/files/opre/ell_summary_sheet.pdf

Based on the FCMAT LCFF calculator, NESD's 201819 supplemental grant is projected to be $94,024. This was based on a projected unduplicated pupil percentage of 39.91%. The estimated $ 94,024 in supplemental funds and additional funds are being utilized as follows:

ACTION GENERAL DESCRIPTION AMOUNT
1.1 Teacher $75,367 (supplemental)
1.2 Instructional Aides, Tutor, Tech Aide 39,317 (remainder of supplemental & Base)
1.3 Technology to Support Learning 20,730
1.4 Professional Development 4,500
1.5 PE Improvement 600
1.6 Health instruction/Curriculum 1,500
1.7 Careers & Electives 3,481
1.8 Broad Course Access 753,082
2.1 Music Aide & Student Svcs/Library Aide 20,245
2.2 Safety Tech/Parent Communication 1,800
2.3 Supplement After School Program 7,500
2.4 Painting 3,293

2.5 Positive Climate Activities 3,296
2.6 Online Surveys 206
3.1 Repairs, maintenance, modernization 290,188
3.2 Technology infrastructure 1,030 Total Plan Expenditures $1,226,135

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$130,904

8.97%

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).

Nuestro Elementary School District's goals and actions are designed to close the achievement gap experienced by our unduplicated students while meeting the needs of ALL students. It is our goal to provide individualized instruction and intervention for each student based on their needs as determined by district assessments, state assessments, and/or curriculum embedded assessments. The actions/services identified in the LCAP are principally directed to English learners, low income students, and foster youth because those students' outcomes and needs were the basis for determining which actions were included in the plan and their needs will be the basis for determining plan details such as which instructional materials best meet our needs and what skills or concepts will be taught in interventions. Furthermore, by weighting the needs of English learners, low income students, and foster youth more heavily than the needs of "all students" during decision making, we ensure services are principally directed to those students even though actions/services are available schoolwide. By focusing on these students, we ensure at least an 9% increase or improvement to services to those unduplicated students.

Due to the size of our school/district, the best model to deliver improved services to these students is by making it available school-wide with an emphasis on our English learners, low income students, Redesignated Fluent English Proficient students, and Foster Youth students. Schoolwide

implementation is also the most effective use of supplemental funds because English Learners, Low Income students, foster youth, and Redesignated Fluent English Proficient students will benefit more than "other/all students" from lower class sizes, improvement in instruction, placement of Instructional Aides to support student success, improved communication between the school and home, access to aligned curriculum, technology based instructional materials and individualized learning software, technology skills support, and access to after school support including free/affordable after school care and tutoring. By providing these services schoolwide, we can most effectively reach and serve the populations who generated the funds.

** I updated this part: ** The District's past state assessment results also indicate the actions/services in our plan are the most effective use of funds to meet our goals for English learners, low income students and foster youth, in the state and our local priorities. The success we have experienced also indicates that, for our population, the best approach is school-wide implementation. Utilizing school-wide implementation of services and actions has resulted in no sub group scoring in "yellow", "orange" or "red" in any category on the state dashboard. It has also resulted in the District outscoring both the county and state averages on the CAASPP assessments for ELA and Mathematics. Our socioeconomically disadvantaged students achieved 27.8 points "above standard" on the 2018 CAASPP ELA assessment while "all students" reached 33.8 points "above standard." Our socioeconomically disadvantaged students achieved 4.1 points "above standard" on the 2018 CAASPP MATH assessment while "all students" reached 19.2 points "above standard." The success our students have achieved from school-wide implementation of actions/services is solid evidence that this approach works best in the Nuestro Elementary School district.

The success our unduplicated students have achieved from school-wide implementation of actions/services is solid evidence that this approach works best in the Nuestro Elementary School district.

We also reviewed educational theory regarding our actions and found:
a. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year. The research indicated that, "to help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs." ("Using Student Achievement Data to Support Instructional Decision Making" National Association of Elementary School Principals, 2011).
b. Research identified that, "the "importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010). This supports our use of professional development time for collaboration as well as our decision to purchase instructional materials and services that provide teachers with data to be used in collaboration meetings.
c. Research has shown that colors in rooms affect mood and can promote student success. Colors can also negatively affect mood and student success. (https://smithsystem.com). This supports our action to paint facilities colors that promote students success.

d. Several studies have found that after-school programs do have positive effects on children's academic performance as well as on other factors. The U.S. Department of Education conducted a study on after-school programs across the country in 1998 and found student-achievement gains in school districts in New York, Illinois, New Hampshire, Louisiana, California, Texas, and Tennessee that had initiated after-school programs (Brickman , 1996; Chicago Public Schools, 1998; Gregory, 1996; Louisiana Department of Education, 1996; Brooks and Mojica, 1995; McLennan Youth Collaboration Inc., 1997; Ross, et al., 1996). Cities in Texas, New York, and Maryland also reported substantial decreases in juvenile crime after the inception of various after-school programs (McLennan Youth Collaboration Inc., 1997; Schinke, et al., 1992; Baltimore Police Department, 1998). Editorial Projects in Education Research Center. (2004, August 3). Issues AZ: AfterSchool Programs. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/after-schoolprograms/

e. Research indicates that professional development can be used to affect teaching practices related to language and literacy learning among preschool Latin English Language Learners. Results of a random assignment experiment (Total N=60) showed that teacher quality improvement interventions yielded gains in teacher classroom practices related to the promotion of language and literacy in children. The interventions yielded gains in the creation of a classroom environment that promotes language an d literacy in English language learners. Also, children in the intervention classrooms had moderately higher scores in the spring (after adjusting for fall) than children in the control classrooms for varied English and Spanish phonological awareness skills. From: The Nuestros Niño s Early Language and Literacy Program: A Teacher Quality Improvement Intervention Author and Presenter: Dina C. Castro, University of North Carolina–Chapel Hill http://www.acf.hhs.gov/sites/default/files/opre/ell_summary_sheet.pdf

Based on the FCMAT LCFF calculator, NESD's 2019-20 supplemental grant is projected to be $130,904. This was based on a projected unduplicated pupil percentage of 45.84%. The estimated $130,904 supplemental funds and additional funds are being utilized as follows:

ACTION GENERAL DESCRIPTION AMOUNT
1.1 Teacher $71,515 (supplemental)
1.2 Instructional Aides, Tutor, Tech Aide $75,792
1.3 Technology to Support Learning $22,530
1.4 Professional Development $72,403
1.5 PE Improvement $19,784
1.6 Health instruction/Curriculum $3,000
1.7 Careers & Electives $3,000
1.8 Broad Course Access $626,782
2.1 Music Aide & Student Svcs/Library Aide $20,068
2.2 Safety Tech/Parent Communication $15,800

2.3 Supplement After School Program $8,200

2.4 Painting $3,392

2.5 Positive Climate Activities $3,395

2.6 Online Surveys $213

3.1 Repairs, maintenance, modernization $59,094

3.2 Technology infrastructure Total Plan Expenditures $2,061