

LCAP Introduction

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Sequoia Union Elementary School District

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LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

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Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

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Involvement Process	Impact on LCAP
<p>Sequoia Union Elementary School outlined a plan to actively involve the stakeholders in the development of the Sequoia Union Local Control Accountability Plan (LCAP). The involvement included but is not limited to:</p> <p><u>Board Meetings</u></p> <ul style="list-style-type: none"> ○ August 2015 ○ September 2015 ○ October 2015 ○ November 2015 ○ December 2015 ○ January 2016 ○ February 2016 ○ March 2016 <p><u>LCAP Information Distribution</u></p> <ul style="list-style-type: none"> ○ August 20, 2015-Back to School Night ○ September 26, 2015-Carnival <p><u>Tulare County Office of Education Administration Trainings</u></p> <ul style="list-style-type: none"> ○ September 25, 2015-Administrator Training ○ November 20, 2015- Administrator Training ○ January 22, 2016- Administrator Training ○ March 18, 2016- Administrator Training ○ March 30, 2016-Site Visit with TCOE Staff ○ April 8, 2016- Administrator Training <p><u>School Advisory Committee:</u></p> <ul style="list-style-type: none"> ○ March 17, 2016-Overview of LCAP and 2015-2016 LCAP <p><u>School Site Council</u></p> <ul style="list-style-type: none"> ○ September 2015-Introduction ○ October 2015-Information ○ November 2015-Information <p><u>School Website</u></p> <ul style="list-style-type: none"> ○ Posted July 2015 <p><u>Strategic Planning Meetings (including Focus Groups)</u></p> <ul style="list-style-type: none"> ○ January 24, 2016 ○ February 2, 2016 ○ February 9, 2016 	<p>For the last three years, the Sequoia Union School District has embarked on a vision building process through involving all stakeholder groups.</p> <p><u>May of 2013:</u> District established a “District Priority List” focusing on the current needs of the school.</p> <p><u>Spring 2014:</u> Sequoia Union held a series of Strategic Planning Sessions. During these sessions, parents, staff, school board, and community members used survey data, the “Priority List” information, and student input to create a vision building document to guide the school for the next five years.</p> <p><u>Fall of 2014:</u> The Sequoia Union School Board reviewed updates as to the progress and implementation of the Strategic Plan.</p> <p><u>Spring of 2015:</u> Sequoia Union again held a series of Strategic Planning Sessions in which the group reviewed the progress of the implementation and then worked to create district “Core Beliefs”.</p> <p><u>2015-2016:</u> During our Strategic Planning Sessions, a review of the work accomplished the last three years was conducted, as well as, a vision for the future was set forward to support our school and our students. There was strong support for continuing the focus on our current three goals that were established during the 2015-2016 school year. This same sentiment continued during our School Advisory Meetings, School Site Council meetings, School Board Meetings, and meeting with the teachers and students. A specific focus was on the afterschool program and the effectiveness it is having on supporting our students in their academic endeavors. All groups felt strongly this was a worthwhile use of our funds and strongly recommended continuing to fund this program with LCFF. A recommendation that has arisen during these meetings is how to broaden the opportunities for our students by participating in county and state level academic competitions and how the LCAP can support these students in participating in these events. Additionally, during meetings with our teachers and student groups recommended an infusion of instructional technology to help support quality Tier One instruction and student engagement through the use of Smart Boards. Following this recommendation, we will be piloting five Smart Boards during the 2016-2017 school year.</p> <p>As determined during these most recent Strategic Planning meetings, the Sequoia Union LCAP will focus on the following priorities:</p> <ul style="list-style-type: none"> ● Implementation of California’s Academic Standards ● Implementation of 21st Century Skills ● Increasing Parental Involvement and Participation
Annual Update:	Annual Update:

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<p><u>Board Meetings</u></p> <ul style="list-style-type: none"> • April 2016 • June 2016 <p><u>School Advisory Committee:</u></p> <ul style="list-style-type: none"> ○ April 14, 2016- Assess funding needs for 2015-2016 and 2016-2017 school years ○ April 28, 2016-Establish 2016-2017 LCAP funding and distribution ○ May 5, 2016-Review adjustments to LCAP. <p><u>Strategic Planning Sessions</u></p> <ul style="list-style-type: none"> • January 24, 2016 • February 2, 2016 • February 9, 2016 <p><u>SETA Meeting Review</u></p> <ul style="list-style-type: none"> • May 2, 2016 	<p><u>TCOE Administration Meetings</u></p> <ul style="list-style-type: none"> • March 30, 2016 <p><u>School Site Council</u></p> <ul style="list-style-type: none"> • April 12, 2016-Draft Review #1 • May 10, 2016-Approval <p><u>Student Feedback Sessions</u></p> <ul style="list-style-type: none"> • January 2015, April 2015 <p><u>PTC Presentation:</u></p> <ul style="list-style-type: none"> • May 4, 2016 <p><u>School Website:</u></p> <ul style="list-style-type: none"> • Posted July 2014 • Updated April 2015 	<p>Our stakeholder involvement showed there is a continued strong support of our established goals from the 2015-2016 LCAP. There was seen a need to increase funds towards a broad course of study and also looking at ways to have more social/emotional support for our struggling students in looking at extending our school psychologist services.</p> <p><u>Goal #1:</u></p> <p>We have continued to offer a Self-Funded After School Program that is serving all students. Our daily attendance has increased from 35 students per day in 2014-2015 to over 60 students per day during the 2016-2017 school year. Much of this growth is from the implementation of elective programs including Spanish, Art, and Technology and also the extension of the bus route from one stop to five stops in various locations throughout the district to accommodate more students whose parents are unable to pick them up. Currently 95% of the students utilizing the bus are included in our unduplicated student count. These additional stops account for the overage in our actual cost from our estimated cost. For the 2016-2017 school year we have adjusted our estimated cost to include the extension of our bus route.</p> <p><u>Goal #2:</u></p> <p>We are on target to meet all budgets and expectations. We have purchased Chromebooks not only for all 3rd-5th grade students but we have also purchased Chromebooks for our 6-8th grade students brining our school to a 1:1 learning environment. We will continue to focus our professional development on educating teacher on best strategies for online learning and allow them to purchase web based programs to meet the needs of all students. We are looking ahead during the 2016-2017 school year to infuse more instructional technology through the piloting of Smart Boards in five classrooms.</p> <p><u>Goal #3:</u></p> <p>Although we were not able to hire an academic coach, we were able to add a part time intervention teacher and a part time attendance clerk to monitor our most at risk students academically and those students who struggle with regular attendance. The district held multiple parent information nights and provided opportunities for parent to communicate with the school through surveys, email, and telephone conversations.</p>
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LCAP Section 2

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

LCAP Section 2

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

LCAP Section 2

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

FUNDING SOURCE LEGEND FOR EXPENDITURES

LCFF Base Grant-07200	Local Control Funding Formula Unrestricted Base/Ongoing funds from the CDE to meet the needs of our students.
LCFF S/C-Supplemental funding	Local Control Funding Formula Supplemental/Concentration Grant Funding

LCAP Section 3 – Supplemental and Concentration Grant Funds

GOAL:	#1) Ensure all Students achieve within the Common Core State Standards Framework	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : C&I: 1; FR&G:1; Academics 1	
Identified Need :	To effectively implement Common Core Standards, there is a need for additional training, supports, and instructional materials.		
Goal Applies to:	Schools: Sequoia Union Elementary School		
	Applicable Pupil Subgroups: All		
Goal #1-LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	For all students and all sub groups: 1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials. 2. All students will show 1% growth on locally developed, state, and federal assessments. 3. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching. 4. Annual Measurable Achievement objectives for English Learners set by the state will be met. 5. Reclassification of English Language Learners will increase by 1%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) Continued implementation of an extended day program for all students that include both remedial and accelerated learning for students including meeting the needs of English Learners and students with special needs.	Schoolwide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Est Cost: \$4,499 Resource code: LCFF S/C Salaries & Benefits - \$3,000, Materials & Supplies-\$1,499
B) Standards-aligned instructional materials that address the needs of students including all subgroups. Teachers will be trained in and receive materials as needed in Common Core State Standards in English Language Arts, Math, and new ELD standards and maintaining that all teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Est Cost: \$1,505 Resource code: LCFF S/C Instructional Materials: \$1,000 Professional Development: \$505
C) Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$165 Resource code: LCFF S/C Instructional Materials: \$100 Professional Development: \$65

LCAP Section 3 – Supplemental and Concentration Grant Funds

<p>D) Continue to utilize multiple data systems to monitor student progress including AIMS Web, Renaissance Place STAR 360, and other systems to track and monitor student academic progress.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$715 Resource code: LCFF S/C Educational Software</p>
<p>E) Continue to operate a Language Lab to support all students, including all subgroups, in the acquisition, support, and enrichment in reading, writing, and language acquisition.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$0 No additional funds required</p>

LCAP Section 3 – Supplemental and Concentration Grant Funds

Goal #1- LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	For all students and all sub groups: 1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials. 2. All students will show 1% growth on locally developed, state, and federal assessments. 3. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching. 4. Annual Measurable Achievement objectives for English Learners set by the state will be met. 5. Reclassification of English Language Learners will increase by 1%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) A focus in the after school program in elective courses that may range from one week to multi-months projects and programs. Continued implementation of an extended day program for all students that include both remedial and accelerated learning for students including meeting the needs of English Learners and students with special needs.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups(Specify) _____	Est Cost: \$4,499 Resource code: LCFF S/C Salaries & Benefits - \$4,000 Materials & Supplies-\$499
B) Standards-aligned instructional materials that address the needs of students including all subgroups. Teachers will be trained in and receive materials as needed in Common Core State Standards in English Language Arts, Math, and new ELD standards and maintaining that all teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups(Specify) _____	Est Cost: \$1,100 Resource code: LCFF S/C Instructional Materials: \$700 Professional Development: \$400
C) Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups(Specify) _____	\$330 Resource code: LCFF S/C Instructional Materials: \$200 Professional Development: \$130
D) Continue to utilize multiple data systems to monitor student progress including AIMS Web, Renaissance Place STAR 360, and other systems as necessary.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups(Specify) _____	\$715 Resource code: LCFF S/C Educational Software
E) Continue to operate a Language Lab to support all students, including all subgroups, in the acquisition, support, and enrichment in reading, writing, and language acquisition.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$0 No additional funds required

LCAP Section 3 – Supplemental and Concentration Grant Funds

Goal #1-LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	For all students and all sub groups: <ol style="list-style-type: none"> 1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials. 2. All students will show 1% growth on locally developed, state, and federal assessments. 3. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching. 4. Annual Measurable Achievement objectives for English Learners set by the state will be met. 5. Reclassification of English Language Learners will increase by 1%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) A focus in the after school program in elective courses that may range from one week to multi-months projects and programs. Continued implementation of an extended day program for all students that include both remedial and accelerated learning for students including meeting the needs of English Learners and students with special needs.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$1,650 Resource code: LCFF S/C Salaries & Benefits - \$1,000, Materials & Supplies-\$650
B) Standards-aligned instructional materials that address the needs of students including all subgroups. Teachers will be trained in and receive materials as needed in Common Core State Standards in English Language Arts, Math, and new ELD standards and maintaining that all teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$1,100 Resource code: LCFF S/C Instructional Materials: \$700 Professional Development: \$400
C) Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$330 Resource code: LCFF S/C Instructional Materials: \$300 Professional Development: \$30
D) Continue to utilize multiple data systems to monitor student progress including AIMS Web, Renaissance Place STAR 360, and other systems as necessary.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$715 Resource code: LCFF S/C Educational Software
E) Further development of the Language Lab to include numeracy and the understanding of mathematical concepts to support all students, including all subgroups, in the acquisition, support, and enrichment in reading, writing, and language acquisition.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 No additional funds required

LCAP Section 3 – Supplemental and Concentration Grant Funds

GOAL:	#2) Ensure that all students develop 21 st Century learning skills and are academically prepared and have the mindset for successful high school, college, and career pathways.	Related State and/or Local Priorities: 1__ 2X 3_ 4X 5_ 6_ 7X 8X COE only: 9__ 10__ Local : FR&G: 1; Academics 1	
Identified Need :	Based on community input through surveys and other data to help our students succeed on local, state and federal mandates, as well as function in a technologically advanced society, we will provide a technologically rich learning environment for all students.		
Goal Applies to:	Schools:	Sequoia Union Elementary School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	For all students and all sub groups: 1. We will establish a baseline for all students to show growth/proficiency at grade level Technology Mastery Standards. 2. All students will have access to 1:1 individualized learning in a technology rich classroom environment. 3. A Library/Media Specialist will be hired to support all students. 4. All students will be allowed a broad course of study and allowed self-exploration in areas of interest including opportunities for participating in academic based events hosted outside of the campus and outside of the regular school day.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) Sequoia Union School District will allocate funds to continue to provide a technology rich, individualized learning environment for all students including the purchase of Chromebooks and piloting of Interactive Whiteboards.	Schoolwide	__X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est Cost: \$2,173 Resource code: LCFF S/C Non-Capitalized Equipment (Chromebooks & Smartboards)
B) Staff will be trained in locally developed technology mastery standards with a focus on each grade level and teachers and staff will receive training on how to best utilize instructional technology to support student learning.	Schoolwide	__X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est Cost: \$ 660 Resource code: LCFF S/C Professional Development
C) Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.	Schoolwide	__X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est Cost: \$ 440 Resource code: LCFF S/C Educational Software
D) Sequoia Union will continue employ, and provide supplies and materials for, a part time library/media specialist to increase student reading, math, and ELD development to help with research, and train students in 21st Century skills.	Schoolwide	__X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Est Cost: \$1,375 Resource code: LCFF S/C Salary & Benefits

LCAP Section 3 – Supplemental and Concentration Grant Funds

<p>E) Students will have a broad course of study in English, Math, Science, History, Visual and Performing Arts, and other academic areas and will be allowed additional methods to show their understanding and knowledge in each subject area including participating in TCOE and other County and State sponsored academic events and field trips.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Est Cost: \$640 Resource code: LCFF S/C Program Participation</p>
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LCAP Section 3 – Supplemental and Concentration Grant Funds

Goal #2-LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	For all students and all sub groups: 1. All students will show proficiency at grade level Technology Mastery Standards. 2. All students in grades K-8 grade will have access to 1:1 individualized learning in a technology rich environment. 3. A Library/Media Specialist will be hired to support all students. 4. All students will be allowed a broad course of study and allowed self-exploration in areas of interest including opportunities for participating in academic based events hosted outside of the campus and outside of the regular school day.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) Sequoia Union School District will allocate funds to continue to support student learning in a technology rich learning environment.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$2,200 Resource code: LCFF S/C Non-Capitalized Equipment (Purchase/ Replace devices as needed).
B) Teachers will be trained in locally developed technology mastery standards with a focus on each grade level and teachers and staff will receive training on how to best utilize instructional technology to support student learning.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$55 Resource code: LCFF S/C Professional Development
C) Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$440 Resource code: LCFF S/C Educational Software
D) Sequoia Union will continue employ, and provide supplies and materials for, a part time library/media specialist to increase student reading, math, and ELD development to help with research, and train students in 21st Century skills.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$1,595 Resource code: LCFF S/C Salaries & Benefits
E) Students will have a broad course of study in English, Math, Science, and History and will be allowed additional methods to show their understanding and knowledge in each subject area.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 No additional funds required
E) Students will have a broad course of study in English, Math, Science, History, Visual and Performing Arts, and other academic areas and will be allowed additional methods to show their understanding and knowledge in each subject area including participating in TCOE and other County and State sponsored academic events and field trips.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$660 Resource code: LCFF S/C Program Participation

LCAP Section 3 – Supplemental and Concentration Grant Funds

Goal #2-LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

For all students and all sub groups:

1. All students will show proficiency at grade level Technology Mastery Standards.
2. All students will have access to 1:1 individualized learning.
3. A Library/Media Specialist will be hired to support all students.
4. All students will be allowed a broad course of study and allowed self-exploration in areas of interest including opportunities for participating in academic based events hosted outside of the campus and outside of the regular school day.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) Sequoia Union School District will allocate funds to continue to support student learning in a technology rich classroom environment.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$2,200 Resource code: LCFF S/C Non-Capitalized Equipment (Purchase/Replace devices as needed).
B) Staff will be trained in locally developed technology mastery standards with a focus on each grade level and teachers and staff will receive training on how to best utilize instructional technology to support student learning.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$398 Resource code: LCFF S/C Professional Development
C) Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$275 Resource code: LCFF S/C Educational Software
D) Sequoia Union will continue employ, and provide supplies and materials for, a part time library/media specialist to increase student reading, math, and ELD development to help with research, and train students in 21st Century skills.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$1,595 Resource code: LCFF S/C Salaries & Benefits
E) Students will have a broad course of study in English, Math, Science, and History and will be allowed additional methods to show their understanding and knowledge in each subject area.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 No additional funds required
E) Students will have a broad course of study in English, Math, Science, History, Visual and Performing Arts, and other academic areas and will be allowed additional methods to show their understanding and knowledge in each subject area including participating in TCOE and other County and State sponsored academic events and field trips.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$660 Resource code: LCFF S/C Program Participation

LCAP Section 3 – Supplemental and Concentration Grant Funds

GOAL:	#3) Ensure that all students, staff, parents, and community members are engaged as partners in the achievement of academically successful outcomes for students.	Related State and/or Local Priorities: 1X 2__ 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Academics:1; FR&G:2; Comm:1; Culture: 1	
Identified Need :	Current ADA does not meet the current expectation for our school district. To learn, students need to be at school and on time on a daily basis and be comfortable within the school campus. Current ADA does not meet the current expectation for our school district and based on community and staff surveys, the district is in need of facility upgrades.		
Goal Applies to:	Schools:	Sequoia Union Elementary School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	For all students and all sub groups: 1. Increase in Average Daily Attendance by .5% from 95% to 95.5% and ensure a drop in chronic absenteeism by 2%. 2. The school will hold three parent education nights 3. Documents will be translated into English and Spanish 4. District leadership will annually evaluate suspension rates to verify they are less than 10% of ADA for all students and subgroups. 5. District leadership will annually evaluate expulsion rates to verify they are less than 2% of ADA for all students and subgroups. 6. District leadership will annually evaluate Middle School Dropout rate in maintaining a 0% rate. 7. The school will review facility needs through community surveys and update as needed. 8. The school will hire a strategic planning consultant to help address current needs in facility and plan for future growth.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) The school will employ an additional teacher and support staff to provide outreach and support to parents on academic and attendance issues. Also, these positions would support students who are struggling emotionally, socially, and/or academically ensuring a drop of Chronic Absenteeism.	Schoolwide	__ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Est Cost: \$5,423 Resource code: LCFF S/C Salary & Benefits
B) The school will hold three parent education nights with a minimum of one parent night per trimester. There will be a focus on involving the parents of unduplicated students and those with exceptional needs in the decision making process in supporting their children’s learning.	Schoolwide	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Est Cost: \$0 Resource code: LCFF S/C Materials & Supplies
C) The school will continue to utilize Infinite Campus as a unified Student Information System to support communication between school and home.	Schoolwide	__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Est Cost: \$770 Resource code: LCFF S/C Educational Software

LCAP Section 3 – Supplemental and Concentration Grant Funds

D) The school will employ a part time Spanish translator to translate parental correspondence from English to Spanish	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$55 Resource code: LCFF S/C Salaries & Benefits
E) District administration will continue to monitor suspension, expulsion, and Middle School Dropout rates to ensure they are less than 10% suspension (including all subgroups) and 2% expulsion (including all subgroups), and continued 0% for Middle School Dropout.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 No additional funds required
F) District administration will provide surveys in the fall and spring to parents and students to measure various aspects of school safety and school connectedness	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 No additional funds required
G) The school will hire a facilities strategic planning consultant to help with addressing current facility needs plus support the district looking into future needs.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$330 Resource code: LCFF S/C Consultant Fee

LCAP Section 3 – Supplemental and Concentration Grant Funds

Goal #3-LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

For all students and all sub groups:

1. Increase in Average Daily Attendance by .5% from 95.5% to 96% and ensure a drop in Chronic absenteeism by 2%.
2. The school will hold three parent education nights
3. Documents will be translated into English and Spanish
4. District leadership will annually evaluate suspension rates to verify they are less than 8% of ADA for all students and subgroups.
5. District leadership will annually evaluate expulsion rates to verify they are less than 1.5% of ADA for all students and subgroups.
6. District leadership will annually evaluate Middle School Dropout rate in maintaining a 0% rate.
7. The school will review facility needs through community surveys and update as needed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) The school will employ an academic coach that will also provide outreach and provide professional development to parents on academic and attendance issues as well as support students who are struggling emotionally, socially, and/or academically ensuring a drop of Chronic Absenteeism.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$7,011 LCFF S/C Certificated Employee
B) The school will hold three parent education nights with a minimum of one parent night per trimester.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 Resource code: LCFF S/C Materials & Supplies
C) The school will continue to utilize Infinite Campus as a unified Student Information System to support communication between school and home.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$770 Resource code: LCFF S/C Educational Software
D) The school will employ a part time Spanish translator to translate parental correspondence from English to Spanish	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$55 Resource code: LCFF S/C Classified Employee
E) District administration will continue to monitor suspension, expulsion, and Middle School Dropout rates to ensure they are less than 10% suspension (including all subgroups) and 2% expulsion (including all subgroups), and continued 0% for Middle School Dropout.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 No additional funds required
F) District administration will annually send out and review surveys focusing on district facility needs to support a positive learning environment for all students.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 No additional funds required

LCAP Section 3 – Supplemental and Concentration Grant Funds

<p>G) The school will hire a facilities strategic planning consultant to help with addressing current facility needs plus support the district looking into future needs.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Est Cost: \$330 Resource code: LCFF S/C Consultant Fee</p>
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LCAP Section 3 – Supplemental and Concentration Grant Funds

Goal #3-LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Increase in Average Daily Attendance by .5% from 96% to 96.5% and ensure a drop in Chronic absenteeism by 2%. 2. The school will hold three parent education nights 3. Documents will be translated into English and Spanish 4. District leadership will annually evaluate suspension rates to verify they are less than 6% of ADA for all students and subgroups. 5. District leadership will annually evaluate expulsion rates to verify they are less than 1% of ADA for all students and subgroups. 6. District leadership will annually evaluate Middle School Dropout rate in maintaining a 0% rate. 7. The school will review facility needs through community surveys and update as needed. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A) The school will employ an academic coach that will also provide outreach and provide professional development to parents on academic and attendance issues as well as support students who are struggling emotionally, socially, and/or academically ensuring a drop of Chronic Absenteeism.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$7,513 Resource code: LCFF S/C Certificated Employee
B) The school will hold three parent education nights with a minimum of one parent night per trimester.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0 Resource code: LCFF S/C Materials & Supplies
C) The school will continue to utilize Infinite Campus as a unified Student Information System to support communication between school and home.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$770 Resource code: LCFF S/C Educational Software
D) The school will employ a part time Spanish translator to translate parental correspondence from English to Spanish	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$55 Resource code: LCFF S/C Classified Employee
E) District administration will continue to monitor suspension, expulsion, and Middle School Dropout rates to ensure they are less than 10% suspension (including all subgroups) and 2% expulsion (including all subgroups), and continued 0% for Middle School Dropout.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est Cost: \$0

LCAP Section 3 – Supplemental and Concentration Grant Funds

<p>F) District administration will annually send out and review surveys focusing on district facility needs to support a positive learning environment for all students.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Est Cost: \$0</p>
<p>G) The school will hire a facilities strategic planning consultant to help with addressing current facility needs plus support the district looking into future needs.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Est Cost: \$330 Resource code: LCFF S/C Consultant Fee</p>
<p>H) The school will employ a part time elective teacher(s) to focus on a schoolwide systemic theme for student learning which may include Spanish, Environmental Engineering, Music, or another area of interest or look to hire additional instructional aides as needed.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Est Cost: \$4,120 Resource code: LCFF S/C Certificated Employee</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

LCAP Section 3 – Supplemental and Concentration Grant Funds

Original GOAL from prior year LCAP:	#1) Ensure all Students achieve within the Common Core State Standards Framework		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u>x</u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : C&I: 1; FR&G:1; Academics 1
Goal Applies to:	Schools:	ALL	Applicable Pupil Subgroups: All, including English Learners, Low Socio Eco. and Foster Youth

LCAP Section 3 – Supplemental and Concentration Grant Funds

<p>Expected Annual Measurable Outcomes:</p>	<p>For all students and all sub groups:</p> <ol style="list-style-type: none"> 1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials. 2. All students will show 1% growth on locally developed, state, and federal assessments. 3. Annual Measurable Achievement Objectives for English Learners set by the state will be met. 4. Reclassification of English Language Learners will increase by 1%. 	<p>Actual Annual Measurable Outcomes:</p>	<p>All teachers on our staff have access to CCSS aligned ELA, Math and ELD Materials. The district has invested heavily in the Go Math Program will full implementation in grades K-8 with some success. Although this program has been implemented, teachers have found holes in the concepts and standards. We will continue to utilize this program, however, we will also be looking at other materials to help support our students in their learning.</p> <table border="1" data-bbox="1276 397 2005 792" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">2014-2015 California Assessment of Student Performance and Progress (CAASPP)</th> </tr> <tr> <th></th> <th style="text-align: center;">3rd Grade</th> <th style="text-align: center;">4th Grade</th> <th style="text-align: center;">5th Grade</th> <th style="text-align: center;">6th Grade</th> <th style="text-align: center;">7th Grade</th> <th style="text-align: center;">8th Grade</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">English (Met or Exceeded Standard)</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">54%</td> </tr> <tr> <td style="text-align: center;">Math (Met or Exceeded Standard)</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">19%</td> </tr> </tbody> </table> <p>2. In locally developed assessments including STAR Screener for ELA and Math and AIMS Web we have seen tremendous growth in all students, however, we have seen the largest growth in our at-risk students including English Language Learners, Low Socioeconomic and Foster Youth.</p> <table border="1" data-bbox="1348 987 1927 1421" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">STAR SCREENER ELA Grade Equivalent Growth : (As of 5-27-16)</th> </tr> <tr> <th></th> <th style="text-align: center;">Overall Grade Growth (+1.0 is 1 Year)</th> <th style="text-align: center;">% of Students Meeting Grade Expectations</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1st Grade:</td> <td style="text-align: center;">+0.7</td> <td style="text-align: center;">66%</td> </tr> <tr> <td style="text-align: center;">2nd Grade:</td> <td style="text-align: center;">+0.9</td> <td style="text-align: center;">76%</td> </tr> <tr> <td style="text-align: center;">3rd Grade:</td> <td style="text-align: center;">+1.5</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">4th Grade:</td> <td style="text-align: center;">+1.1</td> <td style="text-align: center;">67%</td> </tr> <tr> <td style="text-align: center;">5th Grade:</td> <td style="text-align: center;">+0.9</td> <td style="text-align: center;">71%</td> </tr> <tr> <td style="text-align: center;">6th Grade:</td> <td style="text-align: center;">+0.9</td> <td style="text-align: center;">71%</td> </tr> <tr> <td style="text-align: center;">7th Grade:</td> <td style="text-align: center;">+0.6</td> <td style="text-align: center;">64%</td> </tr> <tr> <td style="text-align: center;">8th Grade:</td> <td style="text-align: center;">+0.6</td> <td style="text-align: center;">58%</td> </tr> </tbody> </table>	2014-2015 California Assessment of Student Performance and Progress (CAASPP)								3rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	English (Met or Exceeded Standard)	56%	32%	48%	39%	39%	54%	Math (Met or Exceeded Standard)	66%	25%	41%	11%	8%	19%	STAR SCREENER ELA Grade Equivalent Growth : (As of 5-27-16)				Overall Grade Growth (+1.0 is 1 Year)	% of Students Meeting Grade Expectations	1 st Grade:	+0.7	66%	2 nd Grade:	+0.9	76%	3 rd Grade:	+1.5	75%	4 th Grade:	+1.1	67%	5 th Grade:	+0.9	71%	6 th Grade:	+0.9	71%	7 th Grade:	+0.6	64%	8 th Grade:	+0.6	58%
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LCAP Section 3 – Supplemental and Concentration Grant Funds

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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A) Continued implementation of an extended day program for all students that include both remedial and accelerated learning for students including meeting the needs of English Learners and students with special needs. LCFF S/C	Est Cost: \$30,900 Resource code: LCFF S/C Salaries & Benefits - \$24,400, Materials & Supplies-\$6,500	We have continued our After School Program. This year it has included support for struggling students, as well as, the implementation of Spanish, Art, and Technology to meet the needs of accelerated students.	Actual Cost: \$37,900 Resource code: LCFF S/C Salaries & Benefits - \$24,400, Materials & Supplies-\$6,500
Scope of service:	School Wide	Scope of service:	School Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

LCAP Section 3 – Supplemental and Concentration Grant Funds

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
B) Standards-aligned instructional materials that address the needs of students including all subgroups. Teachers will be trained in and receive materials as needed in Common Core State Standards in English Language Arts, Math, and new ELD standards and maintaining that all teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching. LCFF S/C	Est Cost: \$7,159 Resource code: LCFF S/C Instructional Materials: \$5,000 Professional Development: \$2,159	We have purchased materials and supplies to help support teachers in their implementation of common core materials including: Go Math, Teachers Curriculum Institute for Social Studies, and we are currently piloting a new ELA Program. We are working to ensure that all teachers are correctly credentialed in the areas they are teaching in. Currently we have two teachers who are working on completing their Credentials while employed in SUED.	Actual Cost: \$7,159 Resource code: LCFF S/C Instructional Materials: \$5,000 Professional Development: \$2,159
Scope of service: School Wide <input checked="" type="checkbox"/> ALL		Scope of service: School Wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
C) Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math.	Est Cost: \$1,500 Resource code: LCFF S/C Instructional Materials: \$1,000, PD: \$500	We had multiple staff members attend a CELDT Training in the Fall of 2015 including Dr. Powell, Mrs. Petlachi, Mrs. Hellwig, and Mrs. Myers.	Actual Cost: \$1,500 Resource code: LCFF S/C Instructional Materials: \$1,000, PD: \$500
Scope of service: School Wide <input checked="" type="checkbox"/> ALL		Scope of service: School Wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
D) Continue to utilize multiple data systems to monitor student progress including AIMS Web, Renaissance Place STAR 360, and other systems as necessary.	Est Cost: \$6,500 Resource code: LCFF S/C Educational Software	Multiple data systems were utilized to track and monitor student learning throughout the school year.	Actual Cost: \$6,500 Resource code: LCFF S/C Educational Software
Scope of service: School Wide		Scope of service: School Wide	

LCAP Section 3 – Supplemental and Concentration Grant Funds

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
E) Implementation of a Language Lab to support all students, including all subgroups, in the acquisition, support, and enrichment in reading, writing, and language acquisition.		Est Cost: \$0 No additional funds required	A Language Lab was created and served over 75 students weekly to support them in language acquisition, reading, writing, and math skills.		Actual Cost: \$0 No additional funds required
Scope of service:	School Wide		Scope of service:	School Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We have continued to offer a Self-Funded After School Program that is serving all students. Our daily attendance has increased from 35 students per day in 2014-2015 to over 60 students per day during the 2016-2017 school year. Much of this growth is from the implementation of elective programs including Spanish, Art, and Technology and also the extension of the bus route from one stop to five stops in various locations throughout the district to accommodate more students whose parents are unable to pick them up. Currently 95% of the students utilizing the bus are included in our unduplicated student count. These additional stops account for the overage in our actual cost from our estimated cost. For the 2016-2017 school year we have adjusted our estimated cost to include the extension of our bus route.			

LCAP Section 3 – Supplemental and Concentration Grant Funds

Original GOAL from prior year LCAP:	#2) Ensure that all students develop 21 st Century learning skills and are academically prepared and have the mindset for successful high school, college, and career pathways.		Related State and/or Local Priorities: 1__ 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : FR&G: 1; Academics 1		
Goal Applies to:	Schools:	Sequoia Union Elementary School			
	Applicable Pupil Subgroups:	All Students			
Expected Annual Measurable Outcomes:	For all students and all sub groups: 1. We will establish a baseline for all students to show growth/proficiency at grade level Technology Mastery Standards. 2. All students in grades K-5 will have access to 1:1 individualized learning. 3. A Library/Media Specialist will be hired to support all students. 4. All students will be allowed a broad course of study and allowed self-exploration in areas of interest.		Actual Annual Measurable Outcomes:	1. While we have continued to develop and implement our technology mastery standards, we were not able to baseline all students to show growth/mastery. This is something we can further develop in the coming school year. 2. We have not only achieved this goal, but have exceeded it by implementing a 1:1 learning environment in all grades for all students K-8. 3. We have continued to employ a library/media specialist that is supporting all students. 4. 100% of our students have been offered and have been allowed to explore a broad course of study and allowed to focus on their individual areas of interest.	
LCAP Year: 2015-2016					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
A) Sequoia Union School District will allocate funds to move towards a 1:1 technology rich, individualized learning environment for all students in 3 rd , 4 th , and 5 th grade.		Est Cost: \$35,000 Resource code: SP-00018 Non-Capitalized Equipment (140 Chromebooks)	We have allocated funds not just to allow a 1:1 learning environment in grades 3-5, but also have expanded it to include a 1:1 learning environment for grades 6-8. Actual Cost: \$35,000 Resource code: SP-00018 Non-Capitalized Equipment (140 Chromebooks)		
Scope of service:	School Wide		Scope of service:	School Wide	
<u>X</u> ALL		<u>X</u> ALL			

LCAP Section 3 – Supplemental and Concentration Grant Funds

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
B) Staff will be trained in locally developed technology mastery standards with a focus on each grade level and teachers and staff will receive training on how to best utilize instructional technology to support student learning.	Est Cost: \$6,000 Resource code: LCFF S/C Professional Development	During the summer of 2015, multiple school employees including four teachers, an instructional aide, our Director of Technology, and Superintendent/Principal attended a Tulare County Office of education three day Google Classroom Training.	Actual Cost: \$2,000 Resource code: LCFF S/C Professional Development
Scope of service: School Wide		Scope of service: School Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
C) Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.	Est Cost: \$4,000 Resource code: LCFF S/C Educational Software	The school district has allocated \$500 per teacher in grades K-2 to purchase grade specific apps for their Nexus Chromebooks. We have also utilized multiple web based programs including Lexia, ALEKS, and other programs for student intervention and learning.	Actual Cost: \$6,000 Resource code: LCFF S/C Educational Software
Scope of service: School Wide		Scope of service: K-5 th Grade	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
D) Sequoia Union will continue employ a part time library/media specialist to increase student reading, math, and ELD development to help with research, and train students in 21 st Century skills.	Est Cost: \$ 12,500 Resource code: LCFF S/C Salary & Benefits	We have continued to employ a part time library/media clerk to support our teachers and students.	Actual Cost: \$ 12,500 Resource code: LCFF S/C Salary & Benefits
Scope of Service: School Wide		Scope of Service: School Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

LCAP Section 3 – Supplemental and Concentration Grant Funds

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
E) Students will have a broad course of study in English, Math, Science, and History and will be allowed additional methods to show their understanding and knowledge in each subject area.	Est Cost: \$0 No additional funds required	Sequoia Union continues to offer a broad range of courses to meet the needs of our students. We have added Project Based Learning, Technology, and Media Center oppurtunties for K-5 and these same electives for our Jr. High Students.	\$0 No additional funds required
Scope of service: School Wide		Scope of service: School Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are on target to meet all budgets and expectations. We have purchased Chromebooks not only for all 3 rd -5 th grade students but we have also purchased Chromebooks for our 6-8 th grade students brining our school to a 1:1 learning environment. We will continue to focus our professional development on educating teacher on best strategies for online learning and allow them to purchase web based programs to meet the needs of all students.		

LCAP Section 3 – Supplemental and Concentration Grant Funds

Original GOAL from prior year LCAP:	#3) Ensure that all students, staff, parents, and community members are engaged as partners in the achievement of academically successful outcomes for students.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Academics:1; FR&G:2; Comm:1; Culture: 1	
Goal Applies to:	Schools:	Sequoia Union Elementary School	
	Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	For all students and all sub groups: 1. Increase in Average Daily Attendance by .5% from 95% to 95.5% and ensure a drop in Chronic absenteeism by 2%. 2. The school will hold three parent education nights 3. Documents will be translated into English and Spanish 4. District leadership will annually evaluate suspension rates to verify they are less than 10% of ADA for all students and subgroups. 5. District leadership will annually evaluate expulsion rates to verify they are less than 2% of ADA for all students and subgroups. 6. The school will review facility needs through community surveys and update as needed.	Actual Annual Measurable Outcomes:	1. The district average daily attendance at Sequoia Union was estimated to be 96.21%. 2. The district has held seven parent nights with the primary focus being on student learning, meeting the classroom teachers, and our transition to a charter school for the 2016-2017 school year. 3. We continue to work to provide documents in multiple languages for our parent who are non-English speaking as necessary. 4. Suspension rates for all students, including all subgroups, are below 10%. 5. Expulsion rates for all students, including all subgroups, are less than 2% of ADA, this year had zero expulsions. 6. The school had a series of Strategic Planning Sessions and has sent out surveys in the Spring of 2016 to help receive input on the facility needs of our campus and district.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A) The school will employ an academic coach that will also provide outreach and provide professional development to parents on academic and attendance issues as well as support students who are struggling emotionally, socially, and/or academically ensuring a drop of Chronic Absenteeism.	Est Cost: \$52,137 Resource code: LCFF S/C Salary & Benefits	The school was not able to hire an academic coach, however, we were able to hire a part time intervention teacher to support students who were struggling academically or socially and a part time attendance clerk to monitor and contact the parents of students who were absent. We also created an attendance committee including attendance clerk, secretary, intervention aide, and ELD aide to monitor and contact chronically absent students. We will begin a SARB committee with the support of Woodlake in the Fall of 2016	Actual Cost: \$37,000 Resource code: LCFF S/C Salary & Benefits of Intervention Teacher \$12,000 Resource code: LCFF S/C Salary & Benefits of Attendance Clerk
Scope of service:	School Wide	Scope of service:	School Wide

LCAP Section 3 – Supplemental and Concentration Grant Funds

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
B) The school will hold three parent education nights with a minimum of one parent night per trimester.	Est Cost: \$500 Resource code: LCFF S/C Materials & Supplies	The school district held a total of seven parent nights including Back to School Night (August 20), Charter School Information Night (December 1), Strategic Planning Nights (January 26, February 2, and February 9), Charter School Enrollment Night (April 6), and Open House (Mary 19)	Actual Cost: \$0
Scope of service: School Wide		Scope of service: School Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
C) The school will continue to utilize Infinite Campus as a unified Student Information System to support communication between school and home.	Est Cost: \$7,000 Resource code: LCFF S/C Educational Software	The school continues to utilize Infinite Campus as a unified Student Information System to support communication between the school and home.	Actual Cost: \$7,000 Resource code: LCFF S/C Educational Software
Scope of service: School Wide		Scope of service: K-5 th Grade	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
D) The school will employ a part time Spanish translator to translate parental correspondence from English to Spanish	Est Cost: \$3,000 Resource code: LCFF S/C Salaries & Benefits	The school used a Spanish translator for multiple documents and is working to improve the translations available for Spanish speaking parents.	Actual Cost: \$250 Resource code: LCFF S/C Salaries & Benefits
Scope of Service: School Wide		Scope of Service: School Wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

LCAP Section 3 – Supplemental and Concentration Grant Funds

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
E) District administration will continue to monitor suspension and expulsion rates to ensure they are less than 10% suspension (including all subgroups) and 2% expulsion (including all subgroups).	Est Cost: \$0 No additional funds required	Current Suspension rates for the 2015-2016 school year are: Current Expulsion rate for the 2015-2016 school year are 0% including all subgroups.	Actual Cost: \$0 No additional funds required
Scope of Service: School Wide <input checked="" type="checkbox"/> ALL		Scope of Service: School Wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
F) District administration will annually send out and review surveys focusing on district facility needs to support a positive learning environment for all students.	Est Cost: \$0 No additional funds required	Surveys were sent out to all families and students via flyers home and electronically. Parents and students were given three weeks to complete the surveys and return to the school. These results were used to focus on the 2016-2017 LCAP.	Actual Cost: \$0 No additional funds required
Scope of service: School Wide <input checked="" type="checkbox"/> ALL		Scope of service: School Wide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Although we were not able to hire an academic coach, we were able to add a part time intervention teacher and a part time attendance clerk to monitor our most at risk students academically and those students who struggle with regular attendance. The district held multiple parent information nights and provided opportunities for parent to communicate with the school through surveys, email, and telephone conversations.		

LCAP Section 3 – Supplemental and Concentration Grant Funds

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 27,439
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In utilizing our district supplemental funds, the district has focused on the following actions for our unduplicated students:

- Providing an Extended learning day
- Utilization of 1:1 technology
- Employment of a Library/media support
- Employment of additional certificated and classified staff to help support student learning and parent participation.

The details of these expenditures are itemized in section 2 of this plan and include a, certificated new hire, professional development, technology upgrades, and supplemental materials to better serve our targeted student population. All decisions, actions, and expenditures of Supplemental and Concentration funds were determined necessary to meet the needs of all of our student population inclusive of our unduplicated students. Taking into account that our school is in a Single School District with an unduplicated student population of 43.1%, school wide implementation is believed to be the most efficient delivery of services to all students. Currently, school wide we have a strong Response to Intervention program that is focusing on students who are either above or below grade level and this includes in class and pull out intervention, enrichment, and additional support either during the regular school day or through after school programs. Teachers have continued to attend Common Core Standards trainings as well as Project Based Learning initiatives including those hosted by TCOE and utilizing our 1:1 student learning platform. The library/media center continues to be a hub of interests for students and teachers alike with the support provided, teachers are receiving curricular support and students are able to check in/check out materials as needed. Our parent education has continued to grow and included multiple parent nights focusing on understanding Common Core Standards, transition to Charter School, and building a Strategic Plan (both academically and facilities).

LCAP Section 3 – Supplemental and Concentration Grant Funds

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Using the calculation tool provided by the state, the Sequoia Union School District has calculated that it will receive \$27,439 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 5.88%. The services provided to the unduplicated count are listed in the LCAP which provide for students to be able to achieve through interventions for qualified staff throughout the school. These services also include clean and safe facilities. The services will be provided on school wide bases, as it is the most efficient method of providing these services. Sequoia Union Elementary School has demonstrated that the District is meeting its minimum proportionality requirement by expenditure of the total 2016-17 Supplemental and Concentration Grant funding for qualifying purposes.

The Sequoia Union Elementary School District is continuing to look to expand opportunities and support for our unduplicated students. We continue to expand the educational opportunities through our After School Program, continue to employ a Library/Media specialist to help support our most struggling students, and have expanded our campus staff to include a part time support teacher and office aide who focus on the education and involvement of our students and their families.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

LCAP Annual APPENDIX

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

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

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

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

8-22-14 [California Department of Education]