

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sequoia Union Elementary School (8 th)		
Contact Name and Title	Mr. Perry D. Jensen, Superintendent	Email and Phone	pjensen@sequoiaunion.org

2017-20 Plan Summary

THE STORY

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

The Sequoia Union Elementary School District has provided a strong K-8 learning environment for the community of Lemon Cove and surrounding eastern Tulare County communities for nearly 100 years. While we serve the rural community of Lemon Cove, the district also incorporates the small community of Lindcove, Meherten, and Badger Hill. Approximately 55% of our students live within the school boundaries. The remaining 45% of students come from the surrounding communities of Exeter, Woodlake, and Visalia. During the last four years, the district has looked to expand the opportunities for students to attend our school, as well as, providing more opportunities for enrichment and support programs. In an effort to provide these opportunities, the Sequoia Union School Board approved for the 2016-2017 school year a dependent Charter School supporting grades Kindergarten through 7th grade. In the near future, the district plans to move towards a Whole School Charter District.

LCAP HIGHLIGHTS

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

Our stakeholder involvement showed there is a continued strong support of our established goals from the 2016-2017 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.

Goal #1:

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. We look to continue to grow this program to allow for more "electives" to be offered during this time. 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.

Goal #2:

We have purchased Chromebooks for all 2nd-8th grade students over the last two years, and tablets for Kindergarten through 1st grade, 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 2017-2018 school year to infuse more instructional technology through additional in classroom support from a Learning Director and also building of instructional technology within the classroom.

Goal #3:

During the 2016-2017 school year, 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. For the 2017-2018 school year, we are looking at hiring a Learning Director to help provide direct services in the classroom to support teachers, as well as, a link to our families as a further resource to support attendance and learning.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Sequoia Union Elementary School District has made tremendous strides in supporting our struggling students over the last two years. In both local and state assessment results, there has been strong growth in all areas by all subgroups.

To maintain this progress:

- 1) The Sequoia Union School District will continue to implement a Language Lab to support our academically struggling students.
- 2) The Sequoia Union School District will continue to offer more programs that allow students a greater depth of understanding, as well as expand their opportunities to grow academically.

To Build on this success:

- 1) Sequoia Union school district will to build on this success by looking to add additional programs that support our most at risk students.

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

GREATEST NEEDS

Sequoia Union is still working towards improving our overall mathematics achievement. While there has been strong growth overall, we are still below the state average for overall math achievement. To improve on this, Sequoia Union will adopt a K-8 math program that will provide a strong curricular foundation of support for our teachers and students. We will also look to Tulare County Office of Education to help with Math support and training for our teachers.

We are also working on improving our student behavioral support services. While our overall suspension rate is very low, we still struggle in supporting our students who have behavioral or emotional struggles. To help support these students, we are hiring a Learning director who will focus on the social, emotional, and academic support for our most struggling students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Again, we are continuing to refine and focus our intervention programs to identify students as soon as possible and pinpoint exact needs for each student. We are looking at increasing staffing support for students and providing continuing education for those who are supporting our students including our English Learners, Low-Socioeconomic students, and any other student who is two or more years behind academically in English and/or Math.

INCREASED OR IMPROVED SERVICES

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

See LCAP Highlights

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$767,971.00

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

\$ 22, 930

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

The district currently provides many additional services not included in the LCAP. These include Teacher, Classified, and Administrative staff salaries and benefits. The district also funds all facilities, maintenance, transportation and school operations and services (none of which are included in the LCAP).

\$ 553,725

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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

Goal 1 Ensure all Students achieve within the Common Core State Standards Framework

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL C&I: 1; FR&G:1; Academics 1

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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%.

ACTUAL

For all students and all sub groups:

1. 100% of teachers were trained and did receive access to CCSS ELA, Math, and ELD materials.
2. Based on local measurements, all student subgroups showed a greater than 2.5% growth on locally developed assessment. State and Federal data is still pending.
3. All teachers were 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 are still pending.
5. Reclassification of English Language Learners was at 3%.

ACTIONS / SERVICES

Action **1**

Actions/Services	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p> <p>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.</p>
Expenditures	<p>BUDGETED</p> <p>\$ 4,499 of LCFF S/C for Salaries & Benefits, Supplies</p>	<p>ESTIMATED ACTUAL</p> <p>\$4,999</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p> <p>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.</p>
Expenditures	<p>BUDGETED</p> <p>\$ 1,505 of LCFF S/C for Supplies and Prof. Development</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,505</p>

Action

3

Actions/Services

PLANNED
 Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math.

ACTUAL
 We had multiple staff members attend a CELDT Training in the Fall of 2016 including Dr. Powell and Mrs. Petlachi. We also had multiple staff members attend various other trainings throughout the school year offered by TCOE.

Expenditures

BUDGETED
 \$ 165 of LCFF S/C for Supplies and Prof. Development

ESTIMATED ACTUAL
 \$165

Action

4

Actions/Services

PLANNED
 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.

ACTUAL
 Multiple data systems were utilized to track and monitor student learning throughout the school year. The cost of these programs has increased more than expected.

Expenditures

BUDGETED
 \$715 of LCFF S/C for Educational Software

ESTIMATED ACTUAL
 \$715

Action

5

Actions/Services

PLANNED
 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.

ACTUAL
 A Language Lab was maintained and served over 100 students weekly to support them in language acquisition, reading, writing, and math skills.

Expenditures

BUDGETED
 \$0 no additional funds required

ESTIMATED ACTUAL
 \$0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>For Goal #1, 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 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.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>This goal, and its implementation, have been very effective in supporting our students in their learning, especially those students who are struggling academically. When looking at academic grades and STAR test scores, 90% of students showed an increase in homework completed, increased grades, and growth on the STAR screener for Math and ELA.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>No Material Differences.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>No changes will be made to the goal and actions/services for 2017-20. Metrics will be updated to align with the California School Dashboard and new template requirements.</p>

Goal 2

Ensure that all students develop 21st Century learning skills and are academically prepared and have the mindset for successful high school, college, and career pathways.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL C&I: 1; FR&G:1; Academics 1

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

For all students and all sub groups:

1. During the 2016-2017 school year, we worked towards accomplishing our Technology Mastery Standards, however, we did not establish a baseline for all students to show growth/proficiency at grade level.
2. All students had access to 1:1 individualized learning in a technology rich classroom environment. All students in 8th grade had access to a Chromebook checked out to them.
3. A Library/Media Specialist continued to be employed to support all students.
4. All students were 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

Action **1**

Actions/Services

PLANNED
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.

ACTUAL
Sequoia Union School District was able to purchase Chromebooks for all students. We have also met with representatives from Promethean and are looking at either Smart Boards or Smart Panels to help support teacher instruction.

Expenditures

BUDGETED
\$2,173 of LCFF S/C for Non-Capitalized Equipment

ESTIMATED ACTUAL
\$2,173

Action **2**

Actions/Services

PLANNED
Staff will be trained in locally developed technology mastery standards with a focus on each grade level and teachers and staff will receive instructional technology to support student learning.

ACTUAL
Staff has reviewed the Technology Mastery Standards and we are in the process of reviewing and updating those standards through our School Advisory Committee.

Expenditures

BUDGETED
\$660 of LCFF S/C for Professional Development

ESTIMATED ACTUAL
\$0

Action **3**

Actions/Services

PLANNED
Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.

ACTUAL
We have continued to review, purchase, and utilize web based apps and supplemental programs to support student learning.

Expenditures

BUDGETED
\$440 of LCFF S/C for Educational Software

ESTIMATED ACTUAL
\$440

Action

4

Actions/Services

PLANNED
 Sequoia Union will continue to 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.

ACTUAL
 We have continued to employ a part time library/media specialist and she has helped to support the teachers in creation and acquisition of their curriculum and supporting materials.

Expenditures

BUDGETED
 \$1,375 of LCFF S/C for Salary & Benefits and Materials and Supplies

ESTIMATED ACTUAL
 \$1,375

Action

5

Actions/Services

PLANNED
 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.

ACTUAL
 The district has funded multiple events to provide a broad course of student including Science Olympiad, History Day, Drama and other TCOE sponsored student events.

Expenditures

BUDGETED
 \$640 of LCFF S/C for Program Participation

ESTIMATED ACTUAL
 \$640

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	For this goal, we are excited to continue to provide a solid 21 st century learning environment that will prepare our students to be ready to exceed in high school and beyond. We do need to continue to work with our staff in further refining our Technology Mastery Standards and the implementation and tracking of those standards.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This goal, and its implementation, have been very effective in supporting our students in their learning to function in a 21 st century, technology rich environment. All students have Chromebooks and all teachers have had the opportunity to receive training to help support technology implementation within their classrooms.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We are very close to our expected budget. The only area that we were not able to accomplish our goals was the further development of our Technology Mastery Standards.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes will be made to the goal, expected annual measureable outcomes and actions/services for 2017-20.

Goal 3

Ensure that all students, staff, parents, and community members are engaged as partners in the achievement of academically successful outcomes for students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Academics 1; FR&G 2; Comm 1; Culture 1

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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 from 2.44% to 1.0%.
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.

ACTUAL

For all students and all sub groups:

1. Our current attendance rate for the 2016-2017 school year was 97.12% and chronic absenteeism 2.44%
2. The school district held three Strategic Planning nights, a back to school night, and will hold an Open House.
3. We continue to utilize Mrs. Petlachi to translate documents as needed.
4. Our suspension rate for the 2016-2017 school year was 3.5% of our student enrollment.
5. For the 2016-2017 school year, we did not have any expulsions.
6. For the 2016-2017 school year, we did not have any Middle School Dropouts.
7. A survey was conducted in the fall to evaluate needs of the school and reviewed during our Strategic Planning Sessions with multiple recommendations put forward for school facility improvements.
8. We have hired a consultant to help with finding alternative funding opportunities. The district has received three grants totaling over \$5,500 with multiple other grants outstanding.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p>PLANNED 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.</p>	<p>ACTUAL The school has added additional hours to our LVN (Kaile Morris) to help support attendance issues. We have also utilized an attendance committee comprised of Mrs. Petlachi, Mrs. Meyers, Mrs. Navarro, and Dr. Powell to meet monthly to review attendance concerns and contact parents directly.</p>
<p>Expenditures</p>	<p>BUDGETED \$5,423 of LCFF S/C for Salary & Benefits</p>	<p>ESTIMATED ACTUAL \$5,423</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED 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.</p>	<p>ACTUAL We held three Strategic Planning nights with 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.</p>
<p>Expenditures</p>	<p>BUDGETED \$0</p>	<p>ESTIMATED ACTUAL \$0</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED The school will continue to utilize Infinite Campus as a unified Student Information System to support communication between school and home.</p>	<p>ACTUAL We have continued to utilize Infinite Campus. The interactive aspect of Infinite Campus will be used to improve attendance, parent awareness, and improve CAASPP Results and AMO’s.</p>
-------------------------	---	--

Expenditures	BUDGETED \$770 of LCFF S/C for Educational Software	ESTIMATED ACTUAL \$770
--------------	---	----------------------------------

Action **4**

Actions/Services	PLANNED The school will employ a part time Spanish translator to translate parental correspondence from English to Spanish	ACTUAL We have been able to cover any translation concerns with the use of Mrs. Petlachi.
------------------	--	---

Expenditures	BUDGETED \$55 of LCFF S/C for Salary & Benefits	ESTIMATED ACTUAL \$0
--------------	---	--------------------------------

Action **5**

Actions/Services	PLANNED 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.	ACTUAL The district has continued to monitor suspension, expulsion, dropout rates for all students. As of April 7 th , we are well on pace to meet these goals.
------------------	---	--

Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0
--------------	------------------------	--------------------------------

Action **6**

Actions/Services	PLANNED District administration will provide surveys in the fall and spring to parents and students to measure various aspects of school safety and school connectedness.	ACTUAL The district sent out surveys in the Fall focused on school programs and facilities and plans on sending out surveys in the Spring that focus on campus culture and student safety. Administration ensures a presence on campus in parent meetings, around students during recess and transitional periods, as well as connecting by email and maintaining an “Open Door” policy for
------------------	---	---

		parents/students/staff to hear/listen to their wants/needs/concerns.
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

Action **7**

Actions/Services	PLANNED The school will hire a facilities strategic planning consultant to help with addressing current facility needs plus support the district looking into future needs.	ACTUAL The district has hired a consultant to help with finding alternative funding opportunities
Expenditures	BUDGETED \$330 of LCFF S/C for Consultant Fee	ESTIMATED ACTUAL \$330

ANALYSIS

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

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

This goal has been well implemented except for the hiring of someone to specifically focus on the parental support of academic needs. Beyond that, we have done well to meet this goal.

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

The actions within this goal have worked to improve attendance rates beyond our expected growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences within this goal for the 2016-2017 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district will look to hire a Learning Director for the 2017-2018 school year to meet the needs of our struggling students.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Sequoia Union Elementary School outlined a plan to actively involve the stakeholders in the development of the Sequoia Union Local Control Accountability Plan (LCAP). Multiple stakeholder groups assisted in the decision making process including our School Site Council, Parent-Teacher Organization, Sports Boosters, Students, School Advisory Committee (Comprised of both classified and certificated employees). The involvement included but is not limited to:

Board Meetings

- August 2016
- September 2016
- October 2016
- November 2016
- December 2017
- January 2017
- February 2017
- March 2017

LCAP Information Distribution

- August 10, 2016, Back to School Night
- October 1, 2016-Carnival

Parental Survey:

- Fall 2016-Evaluatin of programs and future goals.

Tulare County Office of Education Administration Trainings

- September 25, 2016-Administrator Training
- February 1, 2017-Admininstrator Training

School Advisory Committee:

- March 21, 2017-Overview of LCAP and 2016-2017 LCAP Review

School Site Council

- September 2016-Introduction
- November 2016-Information
- February 2017- Review of New Format
- March 2017-Review of past LCAP

School Website

- Posted July 2016

Student Survey

- May 2017

Strategic Planning Meetings (including Focus Groups)

- January 25, 2017
- February 1, 2017
- February 22, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

For the last four years, the Sequoia Union School District has embarked on a vision building process through involving all stakeholder groups.

May of 2013: District established a “District Priority List” focusing on the current needs of the school.

Spring 2014: 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.

Fall of 2014: The Sequoia Union School Board reviewed updates as to the progress and implementation of the Strategic Plan.

Spring of 2015: 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”.

2015-2016: 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.

2016-2017: The Sequoia Union School District continued to hold Strategic Planning sessions and utilizing survey data that was acquired during the Fall of 2016, it was decided that to continue our growth in adding additional support services and programs to our district we would add a Learning Director and the first of several Instructional Specialists with the support of LCFF funds. The Instructional Specialist would act as a first line up support for teachers and support staff directly supporting classroom primary instruction and support. The Instructional Specialist would also lead the attendance committee, organize the many school events held annually, and help to support the Superintendent/Principal as needed. The Instructional Specialist position would add to the Enrichment Program by providing instruction in Project Based Learning with a focus on Environmental Engineering in a unified K-8 approach.

As determined during these most recent Strategic Planning meetings, the Sequoia Union LCAP will focus on the following priorities:

- Implementation of California’s Academic Standards
- Implementation of 21st Century Skills
- Increasing Parental Involvement and Participation

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Ensure all Students achieve within the Common Core State Standards Framework

State and/or Local Priorities Addressed by this goal:

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials.	All Teachers,	All Teachers	All Teachers	All Teachers
2) Students will have access to standards-aligned materials.	100% of Students	100% of Students	100% of Students	100% of Students
3) All students and subgroups will show growth towards meeting/exceeding standards on locally developed, state, and federal assessments	<u>2015-2016 California Dashboard</u> ELA: <ul style="list-style-type: none"> All Students: Met Standard 7.2 points above standard English Learners: 27.6 points below standard 	<ul style="list-style-type: none"> Increase Met/Exceed in ELA by 5 points compared to standard. 	<ul style="list-style-type: none"> Increase Met/Exceed in ELA by 5 points compared to standard. 	<ul style="list-style-type: none"> Increase Met/Exceed in ELA by 5 points compared to standard.

	<ul style="list-style-type: none"> ○ Socioeconomic disadvantaged: 16.2 points below standard ○ Hispanic: 13.6 points below standard ○ White: 16 points above standard <p>Math:</p> <ul style="list-style-type: none"> ○ All students: 35.5 points below standard ○ English Learners: 92.7 points below standard ○ Socioeconomically disadvantaged: 48.5 points below standard ○ Hispanic: 53.1 points below standard ○ White: 27.4 points below standard 	<ul style="list-style-type: none"> ○ Increase Met/Exceed in Math by 7 points compared to standard. 	<ul style="list-style-type: none"> ○ Increase Met/Exceed in Math by 7 points compared to standard. 	<ul style="list-style-type: none"> ○ Increase Met/Exceed in Math by 7 points compared to standard.
4) All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.	2016-2017: All teachers appropriately credentialed.	All teachers fully credentialed	All teachers fully credentialed	All teachers fully credentialed
5) Annual Measurable Achievement objectives for English Learners set by the state will be met.	Baseline Data is still being collected	Student improvement by 2.5%	Student improvement by 2.5%	Student improvement by 2.5%
6) Reclassification of English Language Learners will increase by 1%.	2016-2017: Reclassification rate for the school year was 3%	Student reclassification rate will be equitable in proportion to the number of EL students attending school	Student reclassification rate will be equitable in proportion to the number of EL students attending school	Student reclassification rate will be equitable in proportion to the number of EL students attending school

PLANNED ACTIONS / SERVICES

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

A 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.		
--	--	--

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$4,499	Amount	\$1,650	Amount	\$1,650
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Salaries & Benefits -\$4,400, Materials & Supplies-\$99	Budget Reference	Salaries & Benefits -\$1,000 Materials & Supplies-\$650	Budget Reference	Salaries & Benefits -\$1,000 Materials & Supplies-\$650

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$1,100
Source	LCFF S/C
Budget Reference	Instructional Materials: \$700 Travel & Conference: \$400

2018-19

Amount	\$1,100
Source	LCFF S/C
Budget Reference	Instructional Materials: \$700 Travel & Conference: \$400

2019-20

Amount	\$1,100
Source	LCFF S/C
Budget Reference	Instructional Materials: \$700 Travel & Conference: \$400

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$330

Source

LCFF S/C

Budget Reference

Materials: \$330

2018-19

Amount

\$330

Source

LCFF S/C

Budget Reference

Materials: \$330

2019-20

Amount

\$330

Source

LCFF S/C

Budget Reference

Materials: \$330

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to utilize multiple data systems to monitor student progress including AIMS Web, Renaissance Place STAR 360, and other systems as necessary.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$715

Source

LCFF S/C

Budget Reference

Materials & Supplies

2018-19

Amount

\$715

Source

LCFF S/C

Budget Reference

Materials & Supplies

2019-20

Amount

\$715

Source

LCFF S/C

Budget Reference

Materials & Supplies

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$0 no additional funds required
Source	
Budget Reference	

Amount	\$0 no additional funds required
Source	
Budget Reference	

Amount	\$0 no additional funds required
Source	
Budget Reference	

New

Modified

Unchanged

Goal 2

Ensure that all students develop 21st Century learning skills, are academically prepared and have the mindset for successful high school, college, and career pathways.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 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.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students, including unduplicated and special needs students, will show proficiency at grade level Technology Mastery Standards.	Technology Mastery Standards baseline data is still being reviewed.	Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards	Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards	Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards
All students in grades K-8 grade will have access to 1:1 individualized learning in a technology rich environment.	All students have a Chromebook or Tablet checked out to them through the library	All students have a Chromebook or Tablet checked out to them through the library	All students have a Chromebook or Tablet checked out to them through the library	All students have a Chromebook or Tablet checked out to them through the library

PLANNED ACTIONS / SERVICES

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Sequoia Union School District will allocate funds to re-evaluate our need to continue to support the number and use of Chromebooks in the classroom.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,870	Amount \$2,200	Amount \$2,200
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference Non-Capitalized Equipment (Chromebooks & Smartboards)	Budget Reference Non-Capitalized Equipment (Chromebooks & Smartboards)	Budget Reference Non-Capitalized Equipment (Chromebooks & Smartboards)

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Staff will be trained in locally developed technology mastery standards with a focus on each grade level. Teachers and staff will receive instructional technology (including Promethean Boards, Doc Cameras, and other materials directly used during instruction) and received training on how to best utilize that instructional technology to support student learning.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$385

Source

LCFF S/C

Budget Reference

Travel and Conference

2018-19

Amount

\$398

Source

LCFF S/C

Budget Reference

Travel and Conference

2019-20

Amount

\$398

Source

LCFF S/C

Budget Reference

Travel and Conference

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$440

Source

LCFF S/C

Budget Reference

Materials & Supplies

2018-19

Amount

\$440

Source

LCFF S/C

Budget Reference

Materials & Supplies

2019-20

Amount

\$440

Source

LCFF S/C

Budget Reference

Materials & Supplies

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Sequoia Union will continue to 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.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$1,595

Source

LCFF S/C

Budget Reference

Salaries & Benefits

2018-19

Amount

\$1,595

Source

LCFF S/C

Budget Reference

Salaries & Benefits

2019-20

Amount

\$1,595

Source

LCFF S/C

Budget Reference

Salaries & Benefits

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$1,395

Amount

\$1,395

Amount

\$1,395

Source

LCFF S/C

Source

LCFF S/C

Source

LCFF S/C

Budget Reference

Contracted Services

Budget Reference

Contracted Services

Budget Reference

Contracted Services

New Modified Unchanged

Goal 3

Ensure that all students, staff, parents, and community members are engaged as partners in the achievement of academically successful outcomes for students.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average Daily Attendance (ADA)	2016-2017 School Year attendance rate was 97.12%	Increase by .25%	Increase by .25%	Increase by .25%
Chronic Absenteeism	Chronic Absenteeism for 2016-2017 was 2.44%	Decrease by .5%	Decrease by .5%	Decrease by .5%
The school will hold three parent education nights	Three Strategic Planning Sessions were held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.	Three Strategic Planning Sessions will be held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.	Three Strategic Planning Sessions will be held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.	Three Strategic Planning Sessions will be held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.
Suspension rates	<u>2015-2016 Suspension Rates:</u> All Students: 1.4% (Medium) English Learners: 3.6% (High) Socio Disadvantaged: 2.9% (Medium)	Maintain Suspensions rates at Medium or Lower of all students and all subgroups	Maintain Suspensions rates at Medium or Lower of all students and all subgroups	Maintain Suspensions rates at Medium or Lower of all students and all subgroups

	Hispanic: 0.8% (Low) White: 1.5% (Medium)			
Expulsion rates	<u>2016-2017 Expulsions:</u> 0 Expulsions	Maintain Lower than 2% expulsion Rate for all students and all subgroups	Maintain Lower than 2% expulsion Rate for all students and all subgroups	Maintain Lower than 2% expulsion Rate for all students and all subgroups
Middle School Dropout	<u>2016-2017:</u> 0 Middle School Dropouts	Maintain 0% Middle School Dropout Rate for all students and all subgroups	Maintain 0% Middle School Dropout Rate for all students and all subgroups	Maintain 0% Middle School Dropout Rate for all students and all subgroups
The school will review facility and school needs through community surveys, Climate Surveys and the FIT Survey, and adjust as needed.	<u>2016-2017:</u> Survey Sent to parents in the Fall of 2016. SARC/FIT Survey found facility to be in Good Condition.	Continue to send our survey's and review all Survey Findings.	Continue to send our survey's and review all Survey Findings.	Continue to send our survey's and review all Survey Findings.

PLANNED ACTIONS / SERVICES

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The school will employ a Learning Director 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.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$9,447
Source	LCFF S/C
Budget Reference	Certificated Salary & Benefits

2018-19

Amount	\$9,368
Source	LCFF S/C
Budget Reference	Certificated Salary & Benefits

2019-20

Amount	\$11,443
Source	LCFF S/C
Budget Reference	Certificated Salary & Benefits

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The school will hold three parent education nights with a minimum of one parent night per trimester.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	no additional funds required
Source	_____
Budget Reference	_____

2018-19

Amount	no additional funds required
Source	_____
Budget Reference	_____

2019-20

Amount	no additional funds required
Source	_____
Budget Reference	_____

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

The school will continue to utilize Infinite Campus as a unified Student Information System to support communication between school and home.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18	2018-19	2019-20
Amount	\$770	\$770	\$770
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials & Supplies	Materials & Supplies	Materials & Supplies

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

The school will employ a part time Spanish translator to translate parental correspondence from English to Spanish

--

--

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18	2018-19	2019-20
Amount	\$55	\$55	\$55
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Classified Salary & Benefits	Classified Salary & Benefits	Classified Salary & Benefits

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The school will hire a facilities strategic planning consultant to help with addressing current facility needs plus support the district looking into future needs.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$330
Source	LCFF S/C
Budget Reference	Consultant Fee

2018-19

Amount	\$330
Source	LCFF S/C
Budget Reference	Consultant Fee

2019-20

Amount	\$330
Source	LCFF S/C
Budget Reference	Consultant Fee

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 27,017

Percentage to Increase or Improve Services:

6.02 %

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

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

Using the calculation tool provided by the state, the Sequoia Union School District has calculated that it will receive \$27,017 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 6.02%. The services provided in this LCAP help to support unduplicated students in multiple ways. First, they allow additional time for students to receive support and enrichment during our after school program. There are also supports built in to ensure that all students are working towards building effective 21st century skills and knowledge through a technologically rich and supportive environment. Finally, this plan allows for the employment of a Learning Director to support students in attendance, behavior, and academic improvement. Sequoia Union Elementary School has demonstrated that the District is meeting its minimum proportionality requirement by expenditure of the total 2017-18 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.

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. Since our unduplicated student population count is 45.64 % and we are a single school district, all of these actions and services are being performed on a school wide basis. 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. 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).

DRAFT Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

(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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?