

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

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](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary School (8 th)	Mr. Perry D. Jensen, Superintendent	pjensen@sequoiaunion.org (559) 564-2106

2017-20 Plan Summary

The Story

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 community 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.

The School District converted the K-7 grades into a dependent Charter School beginning in the 2016-2017 school year. In meeting this concept, the district has adopted an Agricultural Science & Technology focus. The District has been working with local farming leaders, the Tulare Farm Bureau and other industrial leaders in this pursuit. The 2017-2018 School year has been the starting point of our Ag Program. We are developing a 5-Year plan during which we will incorporate working relationships with U.C. Davis and their California Irrigation Management Information System (CIMIS) Stations, the Tulare Farm Bureau, the 4H and the FFA, to build a model elementary education program.

LCAP Highlights

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

Our stakeholder involvement shows that there is continued strong support of our established goals from the 2016-2017 LCAP. There are two primary areas identified for funding: a need to increase funds towards a broad course of study, and improvements in social/emotional support for our struggling students in looking at extending our school psychologist services.

Goal #1:

In an effort to meet the expectations of this goal we will ensure that certificated staff members receive continued professional development training. Beginning the 2018-2019 school year, we will be implementing an improved program to support all certificated staff in improving their understanding of CCSS, as well as Social Emotional Learning and Multiple Tiers of Student Success. The LEA is working to improve our ability to interact with data to better understand trends and necessary changes that need to be made to increase academic success for all students, including unduplicated students. The Learning Lab is streamlining its program to make better use of assessment tools to identify and meet the needs of “At-Risk” and other students who are not working at grade level. Our goal is to systematically reduce the number of students that fall in this category (for those students who have been with the district since Kindergarten), and to identify those students transferring in to the district, either with identified or unidentified academic needs, to ensure that they receive support services as quickly as possible.

Goal #2:

The LEA enjoys a 1-to-1 ratio of students to technology. We are building a 5 Year technology plan to ensure that this can be maintained. Staff are being trained in the use of various technologies, and internet-based learning products to ensure that students receive adequate technology training. The current position of the Library Technician is being improved to a Resource Library Media Coordinator to meet and support the needs of the students, and support teaching staff in developing appropriate and relevant curriculum.

Goal #3:

During the 2017-2018 school year, the LEA has worked together to solidify our educational program. Parents have received information on our efforts through meetings including Board Meetings, School Site Council Meetings, and Parents Guild Meetings. The LEA will continue to survey Parents, the Community and other Stakeholders to maintain a true sense of community desires, expectations, and understanding of the district, its mission and garner an understanding as changes are brought to the district through Local, State and Federal laws.

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

Our EL Students have been able to gain real-world experiences by attending events outside of the school. We have chosen to allow EL students to participate in study trips not scheduled for their grade level. This has bolstered our EL Program tremendously! Much work has been accomplished by staff to align curriculum, pacing guides, and begin the process of developing rubrics. Our Learning Lab has taken full responsibility for assessment testing (AimsWeb & Renaissance 360). This effort has improved testing consistency dramatically, as well as increasing the speed at which information is disaggregated, and information disseminated to staff.

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

The LEA needs to continue working on its development of Next Generation Science Standards (NGSS) and appropriate curriculum related to these standards. Continue to pare down and reflect on our curriculum to determine needs from wants, and products that are focused on Common Core State Standards. There is an on-going need to improve the LEA integration of technology with hands-on learning. Suspension rates for the 8th grade were at the Orange Indicator. Factors involved in this include transitioning to a Public school with a dependent charter, and philosophical differences between prior and new administration with regards to discipline. Working in concert with the School Psychologist, Campus Security, Teachers, and Administration students are learning about how they affect each other at the Social Emotional level, and are working with the Student Body Council to self-regulate their interaction with each other both in person and in cyberspace.

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

There is a disparity at the junior high level in Math and Language Arts. Working with 5-8th grade staffs to determine how best to respond, with support from Library/Media and Learning Lab to develop both a short-term and a long-term plan to reduce/eliminate this gap.

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

Increased or Improved services

The District has purchased new Math and Science curriculum. Web-based support programs have also been contracted for use with the students. The District is also transitioning over to an Agricultural Program with the donation of an additional 5 acres of land. The District is also entering into an

agreement with U.C. Davis and the Department of Water Resources. Each of the aforementioned changes are part of a forward reaching effort to improve upon the academic program at Sequoia Union Elementary School through direct interaction in an agriculturally based learning environment.

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

\$ 515,657

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year 2017

\$ 24,200

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).

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 537,148

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Ensure all Students achieve within the Common Core State Standards Framework

State and/or Local Priorities addressed by this goal:

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

Local Priorities: C&I: 1; FR&G:1; Academics 1

Annual Measureable Outcomes

Expected	Actual
1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials.	The training has been continuous. It will proceed into the next several years as the staff must be and remain familiar with all aspects (direct and indirectly) related to CCSS, Math, and ELD.
2. 100% of Students will have access to standards-aligned materials.	All students have access to standards aligned materials. The effort is being streamlined through intensive planning and recognition of student academic needs.
3a. All students and subgroups will show growth towards meeting/exceeding standards on locally developed, state, and federal assessments. Increase Met/Exceed in ELA by 5 points compared to standard <ul style="list-style-type: none">All students: to 12.2 above level 3	All Students: to 5.3 points above EL – Not a significant number Socioeconomically Disadvantaged: to 10.8 below Hispanic: to 7.8 below White: to 10.6 above

Expected

Actual

<ul style="list-style-type: none"> English Learners: to 22.6 points below level 3 Socioeconomic disadvantaged: to 11.2 points below level 3 Hispanic: to 8.6 points below level 3 White: to 21 points above level 3 	
<p>3b. All students and subgroups will show growth towards meeting/exceeding standards on locally developed, state, and federal assessments. Increase Met/Exceed in Math by 7 points compared to standard</p> <ul style="list-style-type: none"> All students: to 28.5 below level 3 English Learners: to 85.7 points below level 3 Socioeconomic disadvantaged: to 41.5 points below level 3 Hispanic: to 46.1 points below level 3 White: to 21 points above level 3 	<p>All students: to 11.1 below level 3 English Learners (Not a significant number) Socioeconomically Disadvantaged: to 40.6 below level 3 Hispanic: to 47.3 points below level 3 White: to 3.7 points above level 3</p>
<p>4. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.</p>	<p>Two teachers are not fully credentialed. One teacher is in their second year of an Impact Program, another is on a Short-Term Staff Permit (STSP). Through training and appropriate hiring this shortfall will be eliminated.</p>
<p>5. Annual Measurable Achievement objectives for English Learners set by the state will be met. Baseline was still being collected. Students will improve by 2.5%.</p>	<p>No measurable data</p>
<p>6. Rate of Reclassification of English Language Learners will be equitable in proportion to the number of EL students attending school</p>	<p>As we revamp our EL Program to ensure that we are meeting the needs of these students, while at the same time endeavoring to understand and implement the new ELPAC, we have not reclassified any EL Students this year.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The After School Program had intended to provide extra-curricular activities. Additionally, efforts were made to develop the program as self-sustaining. This did not take place and the finances were not available to pay additional staff to cover these additional programs.</p>	<p>LCFF S/C Salaries & Benefits - \$4,400 Materials & Supplies – \$99</p>	<p>LCFF S/C Salaries & Benefits: \$3,300</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>Teachers continue to train in CCSS. Part of this effort has been dedicated to the development of Pacing guides – utilizing these standards. Beginning in the 2018-2019 School year the school will transition to My Math & Math to align our Math Program. Staff are training in Science and History Standards. Support staff and Teachers are training with ELPAC and related ELA/ELD Standards.</p>	<p>LCFF S/C Instructional Materials: \$700 Travel & Conference: \$400</p>	<p>LCFF S/C Instructional Materials & Travel & Conference: \$220</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math	Staff members have attended several state offered conferences to gain further understanding of the new ELPAC, ELA/ELD, History, and Math Standards based curriculum.	LCFF S/C Materials: \$330	LCFF S/C Materials: \$29

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize multiple data systems to monitor student progress including AIMS Web, Renaissance Place STAR 360, and other systems as necessary.	The Learning Lab has become the focal point for all AimsWeb Testing. This office also oversees Renaissance 360 data. This data along with Benchmark tests, CAASPP results and other local data information is used to drive the curricular program.	LCFF S/C Materials & Supplies: \$715	LCFF S/C Materials & Supplies: \$1,430

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The Language Lab as the focal point of testing analysis, has consolidated and improved the LEA's data collection system. This work in conjunction with support from the Library Media	\$0 no additional funds required	\$0 no additional funds required

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Coordinator has helped to improve student acquisition of all curricular areas.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The After School Program was funded, but was unable to do much beyond providing support with homework and assisting students with internet research, due to limited financial resources. New Math Curriculum is being purchased for the 2018-2019 through to the 2022-2023 school year. Supplemental web-based support material is also contracted to meet the needs of students who are below grade level, at grade level, and above grade level. Changes in the Language Arts Program include the level of fidelity with which both staff and students interact both in written and web-based text. The Learning Lab's goal/purpose has been expanded to support staff in identifying, and acquiring necessary curriculum for all students regardless of their capability.

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

Staff continue to be trained in both recognized areas requiring improvement and with new curricula that has been purchased. Teachers are also receiving additional in-house training on AimsWeb, and Renaissance "Accelerated Reader" to support student learning. This multifaceted training has been implemented to ensure that staff are able to meet the demands of our academic program. Students who were below grade level in ELA were assisted by the Learning Lab to improve their academic capability.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The LEA has endeavored to meet the intent of its outlined plans from the 2017-2018 (2018) LCFF/LCAP Report.

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 LEA did not make any changes to these goals for the 2018-2019 School Year.

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 Priorities: 2, 4, 7, 8

Local Priorities: FR&G:1, Academics 1

Annual Measureable Outcomes

Expected

Actual

All students, including unduplicated and special needs students, will show proficiency at grade level Technology Mastery Standards. Identify Baseline.

All students interact with and improve in technology. Classes have provided numerous opportunities for students to interact with and improve. Keyboarding skills and use of a mouse are implemented from Kindergarten and up through all the grades. Special Needs students are able to navigate the technology with minimal support.

All students in grades K-8 grade will have access to 1:1 individualized learning in a technology rich environment.

All students have access to 1:1 technology. Students participate in technology rich environments.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The LEA transitioned to a technology contract with TCOE. Part of that transition also included the development of a 5 Year Technology Plan that is on the ground floor of being written. Currently the new Technology Team is reviewing this very subject.</p>	<p>LCFF S/C Non-Capitalized Equipment (Chromebooks & Smartboards) \$1,870</p>	<p>LCFF S/C Non-Capitalized Equipment (Chromebooks & Smartboards) \$0.00</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Staff continues to be trained in the appropriate use of technology in the classroom. This is also being incorporated into the 5 Year Technology Plan. This also includes a review of educationally appropriate apps that staff can use to support student learning. Due to cost constraints the LEA will be looking to purchase Short Throw Projectors as opposed to Promethean Boards.</p>	<p>LCFF S/C Travel and Conference: \$385</p>	<p>LCFF S/C Travel and Conference: \$93</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.</p>	<p>Staff has purchased web-based apps for their classrooms. This cost is slated to be covered under the LCAP for subsequent</p>	<p>LCFF S/C Materials & Supplies: \$440</p>	<p>LCFF S/C Materials & Supplies: \$440</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

years. Staff is also reviewing web-based programs to assist all students.

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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.

The LEA continues to support the Library Media Staff Member. This position will be broadened beginning the 2018-19 School year to include resource development, and enhanced teacher support.

LCFF S/C
Salaries & Benefits:
\$1,595

LCFF S/C
Salaries & Benefits:
\$1,085

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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.

Students have received a broad course of study in all areas except Visual and Performing Arts. This area has been touched upon with the hiring of a Music Teacher, but does need bolstering. Beginning in 2018-2019 in order to bolster our Visual and Performing Arts areas the LEA will increase the funding of the Music Teacher. The additional action will help provide an even greater course of study for students in English, Math, Science, History Visual and Performing Arts and other academic areas.

LCFF S/C
Contracted Services:
\$1,395

LCFF S/C
Contracted Services:
\$770

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The LEA has met the overall objective of Goal #2. The effort to ensure that appropriate web-based products are being utilized effectively by all staff has led to a need for greater understanding of differentiated instruction and the blended learning environment. The transition from Promethean Boards to Short-Throw Projectors was one of financial responsibility and deeper review of technological capability and durability. Adding an additional action to Goal 2 will provide a greater understanding of music as well as give students a broader course of study in English, Math, Science, History, Visual and Performing Arts and other academic areas.

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

Students continue to enjoy a 1:1 ratio for technology. A contract with Tulare County Office of Education Technology Department has improved access and speed of WiFi connectivity and bandwidth. This has also improved turn over time for computer repairs and servicing for both staff and students. The Resource/Library/Media Specialist was able to streamline span of control related to technology and interface with TCOE I.T. on needed services. Students continued to enjoy the opportunity to attend study trips, as well as participate in National History Day, Science Olympiad, and other TCOE sponsored events, all with the aim of providing students with greater exposure to outside opportunities to learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The LEA has endeavored to meet the intent of its outlined plans from the 2017-2018 (2018) LCFF/LCAP Report.

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 LEA will make some modifications of these goals beginning in the 2018-2019 School Year. These modifications include a clarification in the purchasing and use of technology both for students and staff. A focused use of web-based technology to support the efforts both in the classroom and the Learning Lab with supplemental materials to support students where they are in their learning. A clearer intent regarding Visual and Performing Arts, and outside activities including but not limited to National History Day, Science Olympiad, and other outside opportunities deemed to be in alignment with the LEA's 2018-2019 goals.

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 Priorities: 1, 3, 4, 5, 6, 7, 8

Local Priorities: Academics:1; FR&G:2; Comm:1; Culture: 1

Annual Measureable Outcomes

Expected	Actual
Average Daily Attendance (ADA) will Increase by .25% to 97.37%	Increased to 98.22%
Chronic Absenteeism will Decrease by .5% to 1.94%	Decreased to 1.78%
Three parent education 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.	Back to School and Open House Night have been conducted as well as a 6 th Grade Camp for incoming 6 th Grade. There was a Strategic Planning Night. Three Nights dedicated to Student Learning are planned for the 2018-19 School Year.
Maintain Suspensions rates at Medium or Lower of all students and all subgroups	2.4%
Maintain Lower than 2% expulsion Rate for all students and all subgroups	There have been no expulsions from this LEA
Maintain 0% Middle School Dropout Rate for all students and all subgroups	There have been no Dropouts

Expected

Actual

The school will review facility and school needs through community surveys, Climate Surveys and the FIT Survey, and adjust as needed.

A Community Survey was conducted regarding the After School Program and Graduation. Parents are contacted informally regarding Climate Survey. The Fit Survey was conducted.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Budget constraints would not allow the hiring of a Learning Director. This position has been eliminated for the 2018-2019 LCFF/LCAP. A SARB Committee was created to deal with Absenteeism. Remaining concepts are being accomplished by current administration.	LCFF S/C Certificated Salary & Benefits: \$9,447	\$0.00 Dollars were expended, as the position was not filled.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will hold three parent education nights with a minimum of one parent night per trimester.	With the change in Administration the Parent Nights were not held as planned during the 2017-2018 School year. They are scheduled for the 2018-2019 School Year.	no additional funds required	no additional funds required

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will continue to utilize Infinite Campus as a unified Student Information System to support communication between school and home.	The LEA has struggled with Infinite Campus, and will be transitioning to "Illuminate."	LCFF S/C Materials & Supplies: \$770	LCFF S/C Materials & Supplies: \$770

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will employ a part time Spanish translator to translate parental correspondence from English to Spanish	Administration is utilizing currently employed staff to meet this need. This will be removed from the 2018-2019 LCAP.	LCFF S/C Classified Salary & Benefits: \$55	LCFF S/C Classified Salary & Benefits: \$0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will hire a facilities strategic planning consultant to help with addressing current facility needs plus support the district looking into future needs.	Strategic Planning is being accomplished by Site Administration, Staff and Parents. This position will be eliminated in the 2018-2019 LCAP.	LCFF S/C Consultant Fee: \$330	LCFF S/C Consultant Fee: \$0.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Learning Director position was not filled. The areas that were to be taken care by that position were accomplished through a variety of committees and additional duties given to specific individuals. The current administration is working with staff and parents to develop all the projected/planned activities in a manner that is both economical and effective. Infinite Campus is slated to be replaced by "Illuminate." This program will be able to meet and exceed the back office, parent involvement, and data collection systems that Sequoia Union needs.

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

Goals as originally written were not implemented. Parent Nights are scheduled for each trimester during the 2018-2019 School Year. Infinite Campus will be replaced by Illuminate to provide the school with back office support, an assessment and data collection system, Parent portal, and a fluid K-8 Grading system. Professional Development will be supported through the LCAP, by purchasing appropriate materials to build a scaffolded program aligned to state requirements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actual Expenditures fell far below Budgeted Expenditures largely due to the fact that the LEA did not employ a Learning Director, a part-time Spanish Teacher, nor a Facilities Consultant, producing an estimated cost savings of approximately \$9832.00.

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 funds allocated for Goal #3 were not utilized as these programs either were not implemented, or did not require the projected funds. The Learning Director position was not filled. Infinite Campus is being replaced. The Translator position was not filled. The Facilities Planning Consultant position was not filled.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

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's Guild, Sports Boosters, Students, School Advisory Committee (Comprised of both classified and certificated employees). The participants were involved in the development of the Goals, review of previous year's goals, and a determination on best use of funding for the next several years. The involvement included but is not limited to:

Board Meetings

- August 2017
- September 2017
- October 2017
- November 2017
- December 2017
- January 2018
- February 2018
- March 2018
- April 2018
- May 2018

LCAP Information Distribution

- August, 2017, Back to School Night
- May 2018. Open House Night

Tulare County Office of Education Administration Trainings

- August 28, 2017 - Administrator Training
- October 2, 2017-Administrator Training

March 20, 2018 – Administrative Discussion & Review
April 25, 2018 – Administrative Discussion and Review

School Advisory/Lead Teacher Meetings:

- September 2017 Overview of whole program
- October 2017 Initial goals for the year
- December 2017 LCAP Initial Conversation
- May 2018 Finalize LCAP/Revisit Strategic Planning

School Site Council

- January 2018 – Review
- February 2018- Review of New LCAP
- March 2018-Review of LCAP
- April 2018 – Review of LCAP
- May 2018 – Final Vote on LCAP to forward to School Board

School Website

- Posted June 2018

Strategic Planning Meetings (including Focus Groups)

- March 1 – Review of the plan
- March 8 – Additional review of the plan

Impact on LCAP and Annual Update

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

These meetings assisted greatly in the development of the LCFF/LCAP by providing input in the direction that Staff, School Site Council, Parents, and other Stakeholders agreed were in the best interest of the school and the students. Original goals were maintained as they were seen as remaining relevant. Components supporting these goals were modified as some previous subcomponents were recognized as no longer being current/relevant to the school current direction. The resulting product reflects a tremendous amount of community effort, and input. Changes included recognition that a Learning Director was not feasible at this time due to a much greater need to augment teaching and support staff within our given financial capability. The development of a clearer use replacement cycle of technology for both staff and students. Increased responsibilities of the Librarian to support the technological

and curricular needs of the school. Focused use of funds to support the Learning Lab in both staffing and materials/web-based programs.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Ensure all Students achieve within the Common Core State Standards Framework

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 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 Measureable 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	<p><u>2015-2016 California Dashboard</u></p> <p>ELA:</p> <ul style="list-style-type: none"> ○ All Students: Met Standard 7.2 points above standard ○ English Learners: 27.6 points below standard ○ 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 	<p>ELA (TARGET: Increase by 5 points). ACTUAL:</p> <ul style="list-style-type: none"> ○ All students: to 5.3 points above level 3 ○ English Learners Data not available ○ Socioeconomically Disadvantaged: to 10.8 below level 3 ○ Hispanic: to 7.8 points below level 3 ○ White: to 10.6 points above level 3 <p>Math (TARGET: Increase by 7 points). ACTUAL:</p> <ul style="list-style-type: none"> ○ All Students: to 11.1 points below level 3 ○ EL Data not available ○ Socioeconomically Disadvantaged: to 40.6 below level ○ Hispanic: to 47.3 points below level 3 ○ White: to 3.7 above level 3 	<p>Increase Met/Exceed in ELA by 5 points compared to prior year.</p> <p>Increase Met/Exceed in Math by 7 points compared to prior year.</p>	<p>Increase Met/Exceed in ELA by 5 points compared to prior year.</p> <p>Increase Met/Exceed in Math by 7 points compared to prior year.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> White: 27.4 points below 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.	Target: 100% 2017-2018: 94% of 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 based directly upon whether or not there are EL students and if they have met the requirements	Student reclassification rate will be based directly upon whether or not there are EL students and if they have met the requirements	Student reclassification rate will be based directly upon whether or not there are EL students and if they have met the requirements

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

Focus of the ASP will be to achieve true solvency with a minimal cost to attend, due to budget constraints. The efforts of the program will be to provide homework support, physical education, and academic enrichment programs as deemed relevant to the school and its various programs.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,499	\$660	\$660
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries & Benefits \$4,400 Materials & Supplies \$99	Materials & Supplies	Materials & Supplies

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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 Actions/Services

The LEA is working to incorporate training in the new History Expectations, ELPAC, ELA/ELD Standards, and the progressive movement for students to be much more civically aware. Staff is scheduled to receive training in new Math curriculum, web-based assessment tools.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100	\$2,200	\$2,200
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Instructional Materials \$700 Travel & Conferences \$400	Instructional Materials \$2,200	Instructional Materials \$2,200

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$330	\$220	\$220
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials	Materials	Materials

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$715	\$2,750	\$2,750
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials & Supplies	Materials & Supplies	Materials & Supplies

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to operate a Learning Lab to support all students, including all subgroups, in the acquisition, support, and enrichment in reading, writing, and language acquisition.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0 no additional funds required	\$4,400	\$4,400
Source	LCFF/SC	LCFF/SC	LCFF/SC

Year	2017-18	2018-19	2019-20
Budget Reference	Salaries, Benefits and Materials	Salaries & Benefits \$4,000 Materials \$400	Salaries & Benefits \$4,000 Materials \$400

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

Unchanged Goal

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 Priorities: 2, 4, 7, 8
Local Priorities: 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 Measureable 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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Sequoia Union School District will re-evaluate our need to continue to support the number and use of Chromebooks in the classroom.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,870	\$1,650	\$1,650
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Non-Capitalized Equipment (Chromebooks & Smartboards)	Non-Capitalized Equipment (Chromebooks & Smartboards)	Non-Capitalized Equipment (Chromebooks & Smartboards)

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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 Actions/Services

Promethean Boards were potentially considered for purchase, but have been determined not to be a financially justifiable expense. The LEA is looking towards Short-Throw Overhead projectors.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$385	\$1,430	\$1,430
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Travel and Conference	Non-Capitalized Equipment \$1,430	Non-Capitalized Equipment \$1,430

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$440	\$440	\$440
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:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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 Actions/Services

The Library/Media Specialist position will be modified to Resource/Library/Media Specialist position to allow for increased duties of this person that include developing ELA Curriculum and finding resources for same in support of teachers.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,595	\$5,500	\$5,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

In order to bolster students broad course of study in Visual and Performing Arts we are adding focused finances for the Music Instructor freeing up additional funds in Goal 2 Action 5 to focus on other areas of Visual and Performing Arts.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,395	\$2,200	\$2,200

Year	2017-18	2018-19	2019-20
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Contracted Services	Contracted Services	Contracted Services

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

Unchanged Goal

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 Priorities: 1, 3, 4, 5, 6, 7, 8

Local Priorities: 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 Measureable 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 0.25% Actual: 98.22%	Increase by .25%	Increase by .25%
Chronic Absenteeism	Chronic Absenteeism for 2016-2017 was 4.9%	Decrease by 0.5% Actual: 1.78%, a decrease of 3.12%	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.	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.	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	2015-2016 Suspension Rates: - All Students: 1.4% (Medium) - English Learners: 3.6% (High) - Socio Disadvantaged: 2.9% (Medium) - Hispanic: 0.8% (Low) - White: 1.5% (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
Expulsion rates	2016-2017 Expulsions: 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	2016-2017:	Maintain 0% Middle School Dropout Rate	Maintain 0% Middle School Dropout Rate	Maintain 0% Middle School Dropout Rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	0 Middle School Dropouts	for all students and all subgroups	for all students and all subgroups	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.	2016-2017: 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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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 Actions/Services

The Learning Director job duties have been divided among office staff to reduce cost factors and provide continuity and consistency.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,447	\$0.00	\$0.00
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Certificated Salary & Benefits	Certificated Salary & Benefits	Certificated Salary & Benefits

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no additional funds required	\$110	\$110
Source		LCFF/SC	LCFF/SC
Budget Reference		Materials & Supplies	Materials & Supplies

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

The LEA intends to discontinue Infinite Campus in lieu of "Illuminate" for Office Support, Student Information, and for home/Parent communication.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$770	\$2640	\$1,540
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials & Supplies	Contract Services	Contract Services

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

The LEA will utilize existing bi-lingual staff to meet this need.
This Action is being discontinued.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55	\$0.00	\$0.00
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:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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 Actions/Services

The LEA chose not to hire a facilities Strategic Planning Consultant. Such concerns will be planned by the Administration and the Director of Maintenance. This action is being discontinued.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$330	\$0.00	\$0.00
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Consultant Fee	Consultant Fee	Consultant Fee

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 27,017

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 Concentrated 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 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 expending the total 2017-2018 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 our student population inclusive of our unduplicated students. Currently, school wide we have a strong Response to Intervention Program that is focused 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 day or through the after school program. Teachers have continued to attend Common Core State Standards training 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 interest for students and teachers alike. With the support provided teachers are receiving curricular assistance and students are able to check in/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 with facilities).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 20,151.00

4.59%

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).

Sequoia Union School District has calculated that it will receive \$20,151.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The services provided in this LCAP help to support all students, including unduplicated students in multiple ways. This allows students to receive additional support and enrichment beyond their regular assigned classes. 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. This plan also allows for the Tactical use of funds, staffing, and technology to support students in improved attendance, behavior, and academic growth.

The Sequoia Union Elementary School District is continuing to expand opportunities and support for our unduplicated students through the creative use of our facilities to incorporate small gardens, web-based programs, and outside support providers. We are building our Agricultural Program with support from the local community, the Tulare Farm Bureau, and grants. We are bolstering our Learning Lab through staffing and judicious use of web-based assessment programs to support all students; those who are below, at, and above grade level. We are increasing the scope of responsibility and support provided through the Library/Media Specialist to help support our most struggling students, and teaching staff.

In utilizing our district supplemental funds, the district has focused on the following actions for our unduplicated students:

- Utilization of 1:1 technology
- Improving Technology in the classroom
- Conversion of a Library/Media Specialist to that of Resource/Library/Media Specialist
- Concentrated training and support of all certificated and classified staff to help support student learning and parent participation.

The details of these expenditures are itemized within this plan and include professional development, technology upgrades, and supplemental materials to better serve our targeted student population. Since our unduplicated student population count is 42.42% 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 which is also being modified to incorporate the Multiple Tiers of Student Success (MTSS). We continue to focus on students who are either above or below grade level and this includes in class and pull out intervention, enrichment, and additional support during the regular school day either through “Push-in” or “Pull-out” support programs. Teachers will be receiving Professional Development in areas deemed in need of support, as well as having the opportunity to participate in Professional Learning Communities. The library/media center will continue grow in its ability to provide avenues to support students in their areas of interests for students, and teachers with the support in curriculum needs and Language Art Development. The Library/Media will continue to ensure that students are able to check in/check out materials as needed, and that literature is current and relevant. Our parent education program will continue to grow and included multiple parent nights focusing on State Standards/Curriculum, supporting their students, and building a sustainable long-term Strategic Plan (academically, financially and logistically).

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/ac/sal/>). (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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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.

vDemonstration 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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?