



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Union Elementary Charter School

CDS Code: 54-72116-6054340

School Year: 2022-23

LEA contact information:

Ken Horn

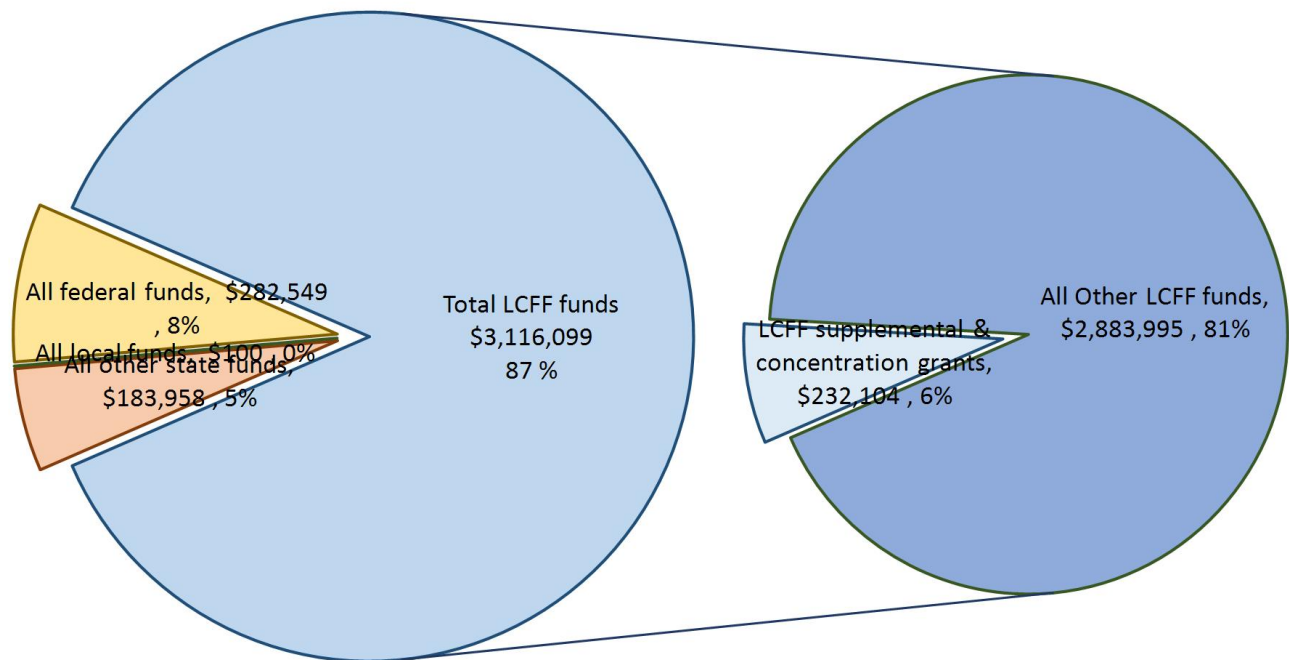
Superintendent-Principal

(559) 564-2106

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

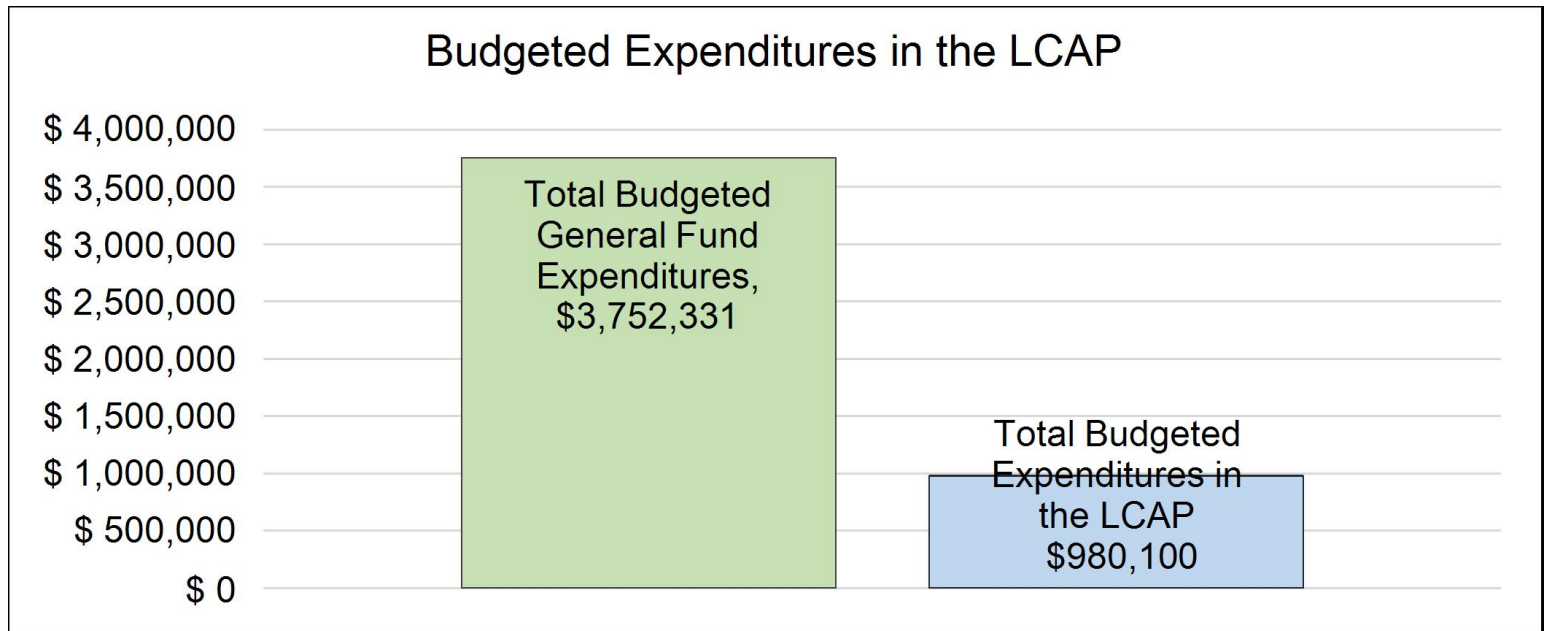


This chart shows the total general purpose revenue Sequoia Union Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary Charter School is \$3,582,706, of which \$3,116,099 is Local Control Funding Formula (LCFF), \$183,958 is other state funds, \$100 is local funds, and \$282,549 is federal funds. Of the \$3,116,099 in LCFF Funds, \$232,104 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sequoia Union Elementary Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sequoia Union Elementary Charter School plans to spend \$3,752,331 for the 2022-23 school year. Of that amount, \$980,100 is tied to actions/services in the LCAP and \$2,772,231 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

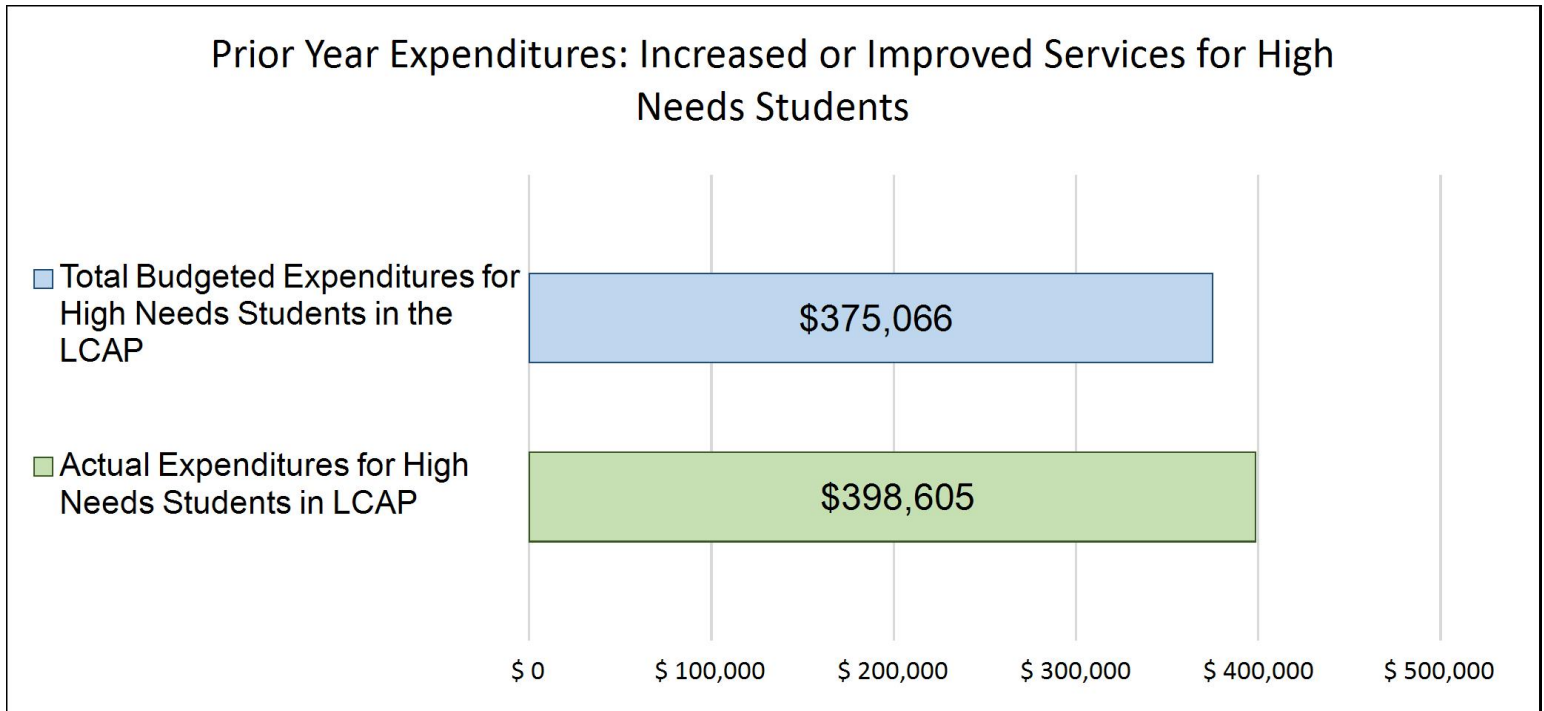
In 2022-23, Sequoia Union Elementary Charter School is projecting it will receive \$232,104 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union Elementary Charter School plans to spend \$400,000.00 towards meeting this requirement, as described in the LCAP.

Sequoia Union Elementary Charter will continue to increase or improve services for high needs students by offering the Student Success Center to focus on intervention strategies for unduplicated students in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage unduplicated students in their learning; to provide English Language Development training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for unduplicated students learning needs; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily

engaged with unduplicated students on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for unduplicated students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Sequoia Union Elementary Charter School's LCAP budgeted \$375065.58 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary Charter School actually spent \$398604.58 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$23539.00 had the following impact on Sequoia Union Elementary Charter School's ability to increase or improve services for high needs students:

The difference that caused the increase in the expected expenses and the actual expenses happened in Goal 1, Action 1, the Student Success Center and was due to the fact that we were able to hire an extremely experience teacher to lead the S.S.C. and she came on at a higher step and column than we budgeted for. The S.S.C.'s student data for the unduplicated students has a huge growth for those students in reading and math on their last IReady Benchmark. The increased expense had a tremendous impact for our students.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn	kenhorn@sequoiaunion.org 5595642106

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Sequoia Union Elementary Charter School met several times with staff, parents, and community members on how best to use additional funds to meet the needs of our students. The following meetings were held with discussion and feedback given from stakeholders at School Site Council Meetings in February, March, April, November and December of 2021. There were reports and discussions with feedback provided from stakeholders at Regular Board Meetings and Special Board Meetings in February, March, April, October, November, and December of 2021. Certificated and Classified Staff were provided opportunities to discuss and provide feedback at Monthly All-Staff Professional Learning Community Meetings in February, March, April, August, October, and November of 2021. The discussions with stakeholder groups centered around explaining the goal and parameters of the use of the additional funds. Stakeholder groups shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to

evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Sequoia Union Elementary Charter School does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August - May of 2020-2021, we expanded our efforts and continued to meet with stakeholders in November and December of 2021, and in January of 2022. There were reports and discussions with feedback provided from stakeholders at Regular Board Meetings and Special Board Meetings, as well as School Site Council Meetings. All Staff meetings provided Staff with the opportunities to share feedback, ask questions, and fill out surveys. The discussion with stakeholder groups centered around explaining the goals and parameters of the use of the additional funds. Stakeholders shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our District is implementing the federal American Rescue Plan Act and the federal Elementary and Secondary School Emergency Relief expenditure plan by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for

students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the implementing of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Our District is using the fiscal resources received for the 2021-22 school year by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sequoia Union Elementary School District is a rural single site district consisting of a charter school (grades K-7) and a traditional elementary school (grade 8). The school has a rich history and serves as the center of the small community of Lemon Cove. Many local families have had multiple generations attend our school, and half of our staff either attended Sequoia Union themselves or had children matriculate through the district. Typical enrollment for the district is between 340 and 370 students, with over 40% of the student body coming from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. We offer an alternative to the stand-alone junior high school model that is available for grades 6-8 in neighboring communities.

In years past Sequoia Union has enjoyed active parent volunteer groups as part of its Parent's Guild including the Parent Teacher Club and the Sports Boosters organization, however, the effects of the COVID pandemic have reduced the level of parent participation across the board. Even with the limitations of the past few years our parent groups collectively raise upwards of \$40,000 each year for school field trips and other extracurricular activities.

The Sequoia Elementary Charter School focus is on accessing STEM through an agricultural lens. Two year ago the district acquired 5 acres of orchard land behind the school that the Board and Administration continue to work toward developing into a working farm site. This type of hands-on instruction is valued and has been requested by the surrounding community. Sequoia Union Elementary School District serves a population that is 39% socioeconomically disadvantaged. Demographically the district serves a population that is mainly Caucasian, 63% and Hispanic, 32% with 3.9% falling into other demographic categories. Our percentage of English Learners has tripled in recent years increasing from fewer than 10 in the 18-19 school year to 32 by 21-22.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard data for Sequoia Elementary Charter is from the 18-19 school year and is out of date and non reflective of the achievement of our student body. One of our successes in the previous year was the successful administration of the abbreviated CAASPP in person to 92% of our student body.

When asked about successes, our stakeholders focused on areas not associated with the Dashboard, but the ways in which the LEA has weathered the COVID-19 pandemic successfully. Stakeholders considered Sequoia Union Elementary School District proactive in our approach to getting students back to campus for in person learning. Grades K-6 began hybrid in-person learning on October 26, 2020. Stakeholders credited the efforts of dedicated staff and administration for making this early return possible. Teachers of seventh and eighth grade students who were unable to return to campus until recently, cited the development of technology, research, independence and coping skills they witnessed in their students as positive side effects of this difficult time. Student surveys bear out these observations. In the Pulse Comprehensive Interim Well Being and Learning Conditions Survey administered to 4th - 8th graders in February 2021, 63% of students reported feeling happy frequently or always in the last month, even under pandemic lockdown conditions. The Sequoia Union community ranks as a positive learning environment for the majority of our students with 80% reporting that they feel safe at school and 81% feeling that they are treated with respect by their teachers.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

18-19 Dashboard data shows our general academic performance in all identified subgroups declining from previous highs. In English Language Arts, 17-18 Dashboard data has White students in the blue tier and Hispanic and Socioeconomically Disadvantaged students in the yellow tier. In 18-19 all groups dropped one performance tier, with White students falling to the green and Hispanic and Socioeconomically Disadvantaged students falling to the orange tier. The same results hold true for Math performance, with White students falling from the green to the yellow tier and Hispanic students falling from the yellow to the orange tier from 2018 to 2019. Much of this drop

can be attributed to staffing instability, instructional configuration, and poor choice of staff assignment during the 2018-2019 school year, with students at nearly every tested grade level affected. Changes in administrative leadership, instructional configuration, and instructor assignments have been made with the hope of more positive results in the future.

Local data show that our population of English Language Learners has tripled in the last three years. Greater supports for these students on our campus are needed to address achievement gaps and support EL students in their acquisition of English. Additional training for our staff in basic principles of ELD through our continued association with the Tulare County Title III Consortium, as well as specific training in the ELD components of LEA adopted curriculum is needed.

Stakeholders identified a need for the LEA to adopt updated curriculum in Science, and at some grade levels, ELA and History. More training in both core curriculum products and teaching strategies was also identified as a priority. Pandemic related learning loss was a huge concern for all of our stakeholders with some form of academic intervention ranking high on their list of identified needs. Though Sequoia Union ranks high with our students as a safe and supportive place to learn and our community as a whole weathered the pandemic well, the need for additional mental health services for both students and staff to aid in recovery from the stressors of the last year was identified. A desire to return to offering elective and enrichment activities to our students after the truncated school day required by the pandemic, was also expressed by our stakeholders. Parents especially noted the positive effects these activities have on their students' engagement with the school. These are the activities that attracted a large portion of our student body to attend our school in the past and are important to the maintenance and future growth of Sequoia Elementary Charter. Lastly, though many elements of classroom technology have received upgrades on our campus in recent years, the aging desktop computers in classrooms can no longer run these newer more complex pieces of equipment. Updated computers are needed to handle all of the projectors, document cameras, webcams and sound systems that are required in a modern classroom.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

New and continued actions and expenditures added to this year's plan, focusing on supporting academic achievement, serving the needs of unduplicated pupils, and supporting the social and emotional needs of our students.

- ~A Student Success Center will be established which uses the Orton-Gillingham approach to assist students in recouping learning loss related to the COVID-19 pandemic.
- ~A Learning Hub will provide academic support and enrichment to students after school hours. Transportation will be provided for students using the Learning Hub.
- ~Additional mental health support will be provided to students and staff through an added day of professional support on campus.
- ~A Learning Director (Year 1 stipend, Year 2 & 3 full time position) will support teachers in implementing curriculum, creating curriculum maps and pacing guides, using student data to drive instruction and creating effective professional learning communities.
- ~Sequoia Union will continue to employ an English Language Development Coordinator who will do intensive small group work with English Learners as well as maintain relationships with Spanish speaking families.

~We will continue to participate in the TCOE ELD Consortium in order to provide ongoing support to our teachers in English language instruction techniques.

~Additional funds will be directed toward building capacity in our staff, with money for training in Universal Design for Learning, core curriculum products and off-site conference attendance included in the plan.

New actions related to our Charter School focus on STEM through the lense of Agriculture are also included in the plan.

~Funds will be used to pay for personnel and materials to help develop acreage recently donated to our campus into a working agricultural site.

~New state adopted NGSS compliant curriculum will be adopted to help further our mission of increasing our science scores.

~Materials to support hands on project based science learning will be purchased to support newly adopted NGSS curriculum.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging educational partners was again challenging as COVID quarantines and limited visitor access to campus continued throughout much of the year. Sequoia Union Elementary School District relied on School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for feedback on the LCAP.

The LCAP and other funding documents that require an adopted plan and are featured in the LCAP were discussed on the following dates:

October 25, 2021 School Site Council Meeting
December 6, 2021 School Site Council Meeting
February 2, 2022 School Site Council Meeting
May 31, 2022 School Site Council Meeting

Regular and Special Governing Board Meetings:

September 9, 2021
October 14, 2021
November 18, 2021
December 7, 2021
February 24, 2022
March 10, 2022
April 7, 2022
May 12, 2022

Sequoia Union Staff Meetings:

December 1, 2021
April 26, 2022
June 1, 2022

Core Data Collaborative Student, Parent and Staff spring surveys were sent out via email and posted on the LEA's website on

February 24, 2022

A summary of the feedback provided by specific educational partners.

Parents, teachers and other staff agreed on a surprising number of needs for our school. The creation of an intervention program, prioritization of elective, enrichment and extracurricular activities ranked highly in both parent and S.E.T.A. surveys. Some S.E.T.A. members expressed a desire for more academic rigor and an additional teacher in the middle school. The LCAP provides for the additional teacher and one will be hired and put into place. An unexpected outcome of stakeholder engagement was the finding that all teaching staff ranked adoption of and training in new curriculum in Science, ELA and/or History as the highest academic priority. Environmentally, teacher technology and mental health services were of the greatest concern to teachers. Some staff stated that with the pandemic restraints and a new administrator, the campus lacked the family atmosphere it had in past years. Student groups provided feedback that they wanted increased options for electives and that they wanted an increase in interventions to help close their learning gaps. The feedback from SELPA is to increase time per student to close gaps in learning due to the loss of "on-campus" learning due to COVID19.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Stakeholder Input: Request an extra middle school teacher, so there would be two teachers in all grade levels. Outcome: the new LCAP adds additional teachers so there are two per grade level. Stakeholder input: Request for new adoptions in ELA, History, and Science. Outcome: the new LCAP adds that purchase new curriculum adoptions for ELA, History, and Science. Stakeholder input: Request for teachers to be trained in new adopted and existing adopted state curriculum. Outcome: the new LCAP adds professional development training for teachers in newly adopted state curriculum. Stakeholder input: Request for new teacher technology. Outcome: the new LCAP adds funds to purchase new computers for each classroom teacher (tower - not laptop). Stakeholder input: Request additional mental health services. Outcome: the new LCAP adds funds for an additional mental health service provider.

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 3 & 7)

An explanation of why the LEA has developed this goal.

This goal addresses the backward slide that Sequoia Elementary Charter experienced in ELA and Mathematics scores on the CAASPP in 2018-2019. With its Charter School focus on STEM through the lens of agriculture, the LEA chose to include Science scores in this goal as well. Now that the CAST is set to be administered yearly, there will be a consistent data source with which to measure this portion of the goal. In addition, the integration of ELA and Math skills with the hands on learning that the Sciences require furthers the adopted mission statement of the District.

The COVID 19 Pandemic has caused lack of growth or declines in nearly all academic areas due to the limitations of remote learning. This goal includes both targeted and comprehensive academic support to provide additional help to those unduplicated pupils who may need extra assistance in their efforts to overcome the deficits of the last two years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will implement State Board Adopted academic content and performance standards, including ELD standards. All students and subgroups will show growth towards meeting/ exceeding standards on the	All Students 2018-2019 50.27% met or exceeded standard for ELA 34.39% met or exceeded standard for Math 42.86% met or exceeded standard for Science	LEA Wide CAASPP Performance All Students 2020-2021 39.25% met or exceeded standard for ELA 30.05% met or exceeded standard for Math			All students metric will grow by 3% a year in ELA and Math. 2% a year in Science. English Learner Metric will improve by 1% a year. Hispanic/Latino Students will improve by 2% a year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress and Performance.	<p>English Learners 2018-2019 7.69% met or exceeded standard for ELA 0.0% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2018-2019 39.68% met or exceeded standard for ELA 20.63% met or exceeded standard for Math 35.71% met or exceeded standard for Science</p> <p>Socioeconomically Disadvantaged 2018-2019 38.75% met or exceeded standard for ELA 18.75% met or exceeded standard for Math 33.34% met or exceeded standard for Science</p>	<p>The CAST test was not given in 20-21</p> <p>English Learners 2020-2021 9.09% met or exceeded standard for ELA 0.00% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2020-2021 17.19% met or exceeded standard for ELA 7.69% met or exceeded standard for Math</p> <p>Socioeconomically Disadvantaged 2020-2021 27.77% met or exceeded standard for ELA 12.22% met or exceeded standard for Math</p>			Socioeconomically Disadvantaged students will improve their scores by 2% a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are fully credentialed, in the subject areas, and, for the pupils they are teaching.	All teachers are fully credentialed.	All teachers are fully credentialed.			All teachers are fully credentialed.
The District will continue to implement ELD standards. English Language Learners will increase proficiency as measured by the ELPAC.	22.22% of English Language Learners scored proficient on the ELPAC in 2018-2019	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021			32% of English Language Learners will score proficient on the ELPAC.
Reclassification of English Language Learners will increase.	Two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%	LEA wide no students were Reclassified Fluent English Proficient for the 2020-2021 school year			English Language Learners will be reclassified at a rate of 12% a year.
Students identified for intervention with the Student Success Center will show growth on locally administered assessments.	Baseline will be established at the beginning of Year 1 through initial administration of local assessments.	82% of Charter School students who received services from the Student Success Center increased their scores on the iReady ELA benchmark from fall 21 to spring 22.			Students in the Intervention program will move up one RTI tier per year in the program.
All teachers will be trained in core curriculum programs.	Nine teachers, or 47% of certificated staff for the 20-21 school year have not been formally trained in the				All teachers will be trained in core curriculum programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																						
	core adopted curriculum used at Sequoia Union Elementary Charter.																																																										
Students will show growth in ELA and Math on locally administered benchmark assessments.	<p>20-21 Renaissance STAR Consolidated Status Report</p> <table border="1"> <tr> <td>MathSS</td> <td>Ch</td> <td></td> </tr> <tr> <td>ReadingSS</td> <td>Ch</td> <td></td> </tr> <tr> <td>In.</td> <td>W</td> <td>In.</td> </tr> <tr> <td>W</td> <td></td> <td></td> </tr> <tr> <td>Grade 3</td> <td>522 537</td> <td>+15</td> </tr> <tr> <td></td> <td>362 370</td> <td>+8</td> </tr> <tr> <td>Grade 4</td> <td>590 592</td> <td>+2</td> </tr> <tr> <td></td> <td>421 489</td> <td>+68</td> </tr> <tr> <td>Grade 5</td> <td>672 700</td> <td>+28</td> </tr> <tr> <td></td> <td>571 607</td> <td>+36</td> </tr> <tr> <td>Grade 6</td> <td>702 722</td> <td>+20</td> </tr> <tr> <td></td> <td>609 656</td> <td>+47</td> </tr> <tr> <td>Grade 7</td> <td>690 759</td> <td>+69</td> </tr> <tr> <td></td> <td>606 588</td> <td>-18</td> </tr> <tr> <td>Grade 8</td> <td>759 710</td> <td>-49</td> </tr> <tr> <td></td> <td>672 631</td> <td>-41</td> </tr> </table> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report</p> <table border="1"> <tr> <td>Reading Proficiency At/Above 50PR</td> <td></td> <td></td> </tr> <tr> <td>Below 50PR</td> <td></td> <td></td> </tr> </table>	MathSS	Ch		ReadingSS	Ch		In.	W	In.	W			Grade 3	522 537	+15		362 370	+8	Grade 4	590 592	+2		421 489	+68	Grade 5	672 700	+28		571 607	+36	Grade 6	702 722	+20		609 656	+47	Grade 7	690 759	+69		606 588	-18	Grade 8	759 710	-49		672 631	-41	Reading Proficiency At/Above 50PR			Below 50PR			<p>Note: Due to a change in benchmark assessment programs, Year 1 iReady Diagnostic will serve as the baseline for locally administered assessments.</p> <p>iReady Diagnostic Overall Placement Fall 21 to Spring 22</p> <p>*Mid/Above Grade Level Reading Fall % Spring % Math Fall % Spring %</p> <p>*Early on Grade Level Reading Fall % Spring % Math Fall % Spring %</p> <p>*One Grade Level Below Reading Fall % Spring %</p>			<p>Average Scaled Score (SS) per grade level, as shown on the Renaissance STAR Consolidated Status Report will increase by at least 25 SS points a year, from the Initial (In.) testing to the final testing of the year, Winter (W) or Spring (S), with change being represented by Ch + or -.</p> <p>Percent of students in each grade level achieving proficiency at or above 50PR as shown on the Year End Consolidated Assessment Proficiency Report will increase by 3% a year.</p>
MathSS	Ch																																																										
ReadingSS	Ch																																																										
In.	W	In.																																																									
W																																																											
Grade 3	522 537	+15																																																									
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Reading Proficiency At/Above 50PR																																																											
Below 50PR																																																											

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Total # %	Math			
	Total# %	Fall % Spring %			
	Grade 3 20				
	48% 22	*Two Grade Levels			
	52%	Below			
	Grade 4 17	Reading			
	52% 16	Fall % Spring %			
	48%	Math			
	Grade 5 22	Fall % Spring %			
	59% 15				
	41%	*Three or More Grade			
	Grade 6 15	Levels Below			
	37% 26	Reading			
	63%	Fall % Spring %			
	Grade 7 10	Math			
	30% 23	Fall % Spring %			
	70%				
	Grade 8 5				
	24% 16				
	76%				
	Math Proficiency				
	At/Above 50PR				
	Below 50PR				
	Total # %				
	Total# %				
	Grade 3 21				
	50% 21				
	50%				
	Grade 4 17				
	49% 18				
	51%				
	Grade 5 21				
	58% 15				
	42%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 6 20 43% 26 57% Grade 7 15 44% 19 56% Grade 8 6 26% 17 74%				
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way	96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their needs in a timely manner.			85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Annual survey of parents, currently the Sequoia Union Needs Assessment for Parent Participation in programs for Unduplicated Pupils	80% of parents of unduplicated pupils stated positive satisfaction with their role in school decisions that impact their student.	Note: the name of this year's survey to Parents is the CORE Parent/Family Survey 95% of parents surveyed with unduplicated pupils			85% of parents of unduplicated pupils will state positive satisfaction with their role in school decisions that impact their student.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and students with exceptional needs.	75% of parents of exceptional needs students stated positive satisfaction with their role in school decisions that impact their student	and those with exceptional needs stated positive satisfaction with the services their students receives. 95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.			80% of parents of exceptional needs students will state positive satisfaction with their role in school decisions that impact their student.
Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being and Learning Conditions Survey, will show growth in the area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	53% of students surveyed in grades 4-8 answered that they liked school 61% of parents surveyed answered that their child enjoys coming to school	64% of students surveyed in grades 4-8 answered that in general they like school Often or Almost All of the Time 93% of parents surveyed agreed with the statement "My child enjoys coming to school."			65% of surveyed students will report that they like school (or similar question). 75% of surveyed parents will report that their child likes coming to school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are appropriately assigned in the subject areas, and, for the pupils they are teaching.	All teachers are appropriately assigned	All teachers are appropriately assigned.			All teachers are appropriately assigned

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Success Center	This action will allow for staff salaries to continue an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics. (Year 1: ESSER II & ESSER III Years 2 & 3: ESSER III, certificated Supplemental and Concentration, classified)	\$127,407.00	Yes
1.2	Training in Core Curriculum Programs	This action will provide training to teachers in core curriculum products. This training will ensure that our teachers are familiar with all of the resources that are available to them to address their students varying needs. (Title II, LCFF Supplemental and Concentration)	\$9,064.00	No
1.3	Curriculum Adoptions	Purchase of ongoing ELA and social studies curriculum. (Supplemental and Concentration)	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Learning Director/Coach 1 & 2	<p>These positions will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. These positions will serve as site testing coordinators helping to implement interim and summative testing schedules and policies.</p> <p>(Year 1: LCFF Supplemental and Concentration, Year 2: Educator Effectiveness Block Grant)</p>	\$26,581.00	Yes
1.5	English Language Development Training for all Teachers	<p>As our English Learner population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom. Title III funds incurred by the LEA go directly into the consortium.</p> <p>(Title III)</p>	\$0.00	No Yes
1.6	ELD Coordinator	<p>The English Language Development Coordinator conducts intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of redesignating students.</p> <p>(Supplemental and Concentration, Title I)</p>	\$80,351.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Curriculum & Assessment Coordinator	The Curriculum & Assessment Coordinator helps facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms, and schedules training and professional development related to current curriculum. This position also coordinates administration of the CAASPP for ELA, Math and Science as well as the Smarter Balanced Interim Assessments. (LCFF Supplemental & Concentration)	\$21,226.00	Yes
1.8	Response to Intervention Supplemental Curricular Materials and Programs	Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas identified by those benchmarks. This supplemental intervention will complement and augment the core program offered in the Student Success Center. (Year 1: ESSER II, Years 2 & 3: LCFF Supplemental and Concentration)	\$28,019.00	Yes
1.9	Response To Intervention Supplemental Curriculum Training	Training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of unduplicated pupils. (Year 1: ESSER II)	\$1,958.00	No Yes
1.10	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas. (Title I, Supplemental and Concentration)	\$268,624.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Retention of Highly Qualified Teachers	Provides funds to retain highly qualified teachers to support quality education and academic achievement for unduplicated pupils, but ultimately benefiting all students. (LCFF Supplemental and Concentration)	\$0.00	No Yes
1.12	Off-Site Training and Conferences	Supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity. (Title II, LCFF Supplemental and Concentration)	\$8,900.00	No
1.13	Response to Intervention Core Curriculum Training	Training for the Student Success Center Teacher, classroom teachers and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. Currently the Cullinan Orton Gillingham program. (LCFF Supplemental and Concentration, Educator Effectiveness Block Grant)	\$8,900.00	Yes
1.14	Edgenuity Online Learning Platform	Comprehensive online learning platform for use with independent study students. Edgenuity provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$3,954.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Some action items in this goal were carried out to positive effect over the last year, while unforeseen impediments prevented others from commencing as planned.

The Student Success Center (Action 1) was created and implemented as described. The positive effects of this resource are described in detail in the Successes portion of this document. Staff were trained in the Cullinan Orton Gillingham program (Action 13) and the method proved effective for our struggling students.

New curriculum was purchased in Science (Action 3) and subscriptions for current History and ELA curriculum programs were renewed. All teachers were trained in Science, and update/refresher online sessions were attended in History and ELA (Action 2)

Most teachers were unable to attend Off-Site Training and Conferences (Action 12) due to a shortage of substitute teachers and COVID quarantines that made leaving campus for professional development nearly impossible.

The ELD coordinator (Action 6) took a leave of absence in the fall and the position was filled by a substitute for the remainder of the year. ELD training for all teachers (Action 5) was also not implemented as the ELD Consortium through TCOE had limited offerings due to COVID and our teachers were frequently overwhelmed by the difficulties COVID quarantines and unruly student behavior created. These conditions made any kind of professional learning a challenge on our campus.

Response to Intervention Supplemental Programs (Action 8) were purchased and implemented campus wide. The iReady program was used in two ways: the diagnostic served as the internal benchmark test for our campus, and the instructional segment of the program served to address individual learning gaps.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

More money than allocated was spent on the Student Success Center (Action 1) due to the step and column placement of the SSC teacher.

Funds for Off-Site Training and Conferences (Action 12) went almost entire unutilized as lack of substitute teachers and COVID quarantines made leaving campus for professional development nearly impossible. This supplemental and concentration funding will be carried forward and this action will remain in the LCAP with the intention of full implementation in the coming year.

Due to the disparity in salary between the ELD Coordinator and the substitute, not all of the funds allocated for this action were used.

An explanation of how effective the specific actions were in making progress toward the goal.

The Student Success Center (Action 1) was by far the most effective action taken in this Goal this year. The extra instruction provided by the SSC made a substantive difference in the observed abilities and benchmark scores of struggling students who received assistance there. This is demonstrated by the metric showing improved benchmark scores for ___ of Charter School students who received SSC services. The Cullinan Orton Gillingham training (Action 13) was effective; application of these methods resulted in increased benchmark scores and observational improvement in student literacy skills.

The Learning Director/Coach (Action 4) proved invaluable as a resource for our new teachers, and to the Administration. This position ushered three teachers through the process of induction, allowing them to clear their credentials this year. Increasing the number of fully credentialed teachers with access to professional support on our campus will positively influence our long term ability to increase student achievement across the board.

The Curriculum and Assessment Coordinator (Action 7) helps create and maintain the infrastructure necessary for delivering content and tracking student achievement. Administration of curriculum and assessment platforms would be a significant burden on classroom teachers and the superintendent/principal. Creating a separate position that sets up and maintains these necessary tools allows teachers and the superintendent/principal to focus on students. Quantifying effectiveness for this goal is difficult as it is only without it that we would be able to assess the burden on teachers and administration that the execution of these duties would impose.

The effectiveness of Response to Intervention Supplemental Programs (Action 8) will be determined going forward as we compare our iReady diagnostic (benchmark) results with CAASPP scores. Implementing this resource campus wide was more successful this year than it was in 2020-2021. A greater percentage of students took the diagnostic within the allotted time frame and at all three appointed intervals this year. This uniform implementation will aid in the legitimacy of the overall results of this tool. Though year to year comparison is not available, the metrics reported above show fall to spring iReady scores for 21-22 showed growth in the percentage of students on and above grade level and reduced numbers of students below grade level for both ELA and Math.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Additional funds will be allotted to Action 1 to account for the advanced step and column placement of the Student Success Center teacher. The Elementary School will not require the purchase of curriculum this year as all core subjects are covered by current subscriptions, so 21-22 Action 3 will have a \$0 expenditure. Since no new curriculum has been adopted, the amount allocated for Training in Core Curriculum Programs (Action 2) has been reduced.

The hoped for full-time Learning Director/Vice Principal position is not fiscally possible long term, so an additional Learning Director stipend has been added to create a two person "Teacher Support Team". The individuals in these positions each hold administrative credentials and

complementary specialities - one in math and one in ELA. Together these individuals will be dedicated to the needs of teachers on campus, helping them to plan and problem solve, gather and reflect on data and grow in their teaching practice.

The one time funds for Retention of Highly Qualified Teachers (Action 11) are unavailable this year as the funds for this item were made possible by paying for many Supplemental and Concentration LCAP actions with one time COVID recovery money provided by the state and federal government. Without the additional COVID funds, other LCAP items will once again require financing with Supplemental and Concentration funds, leaving us unable to provide retention bonuses.

Action 14 was added as an option for students who are experiencing prolonged illness or habitual behavior issues that have persisted after all reasonable intervention methods have been exhausted. This Action provides an equitable comprehensive educational option for students experiencing these issues.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners. (State Priorities 4, 5, 6 & 8).

An explanation of why the LEA has developed this goal.

An engaging school climate cannot be created by one stakeholder group alone, it must be a partnership with all members of the school community. Changes due to COVID-19 restrictions have damaged our school climate which is integral to attracting families from outside the LEA's s boundaries. Resumption of and augmentation to enrichment programs like band, drama, academic competitions, electives for middle school students and hands on agricultural activities have consistently been requested by students, parents and teachers. These are the types of activities that keep our students and families actively engaged in our school community, and are easily ranked as the highest priority among all stakeholder groups.

Communication between school staff, students and parents has been a concern on campus for some time. Communication is crucial to the continuing partnership and engagement of all stakeholders. Continued investment in tools such as our Student Information System, School Messenger system, and website will help us to keep all stakeholders informed contributing to the goal of an inclusive school community.

Access to the print and digital resources available through continued funding of library services offers resources for teachers, and choice and variety in reading materials for students. Studies show that school libraries are crucial to creating a culture of literacy on campus. There is no public library in Lemon Cove, and many of our families are rurally located with limited transportation options. For some, the school library may be the only library that they have ever seen. Normalizing reading and research, both for fun and for academic purposes, engages students in the joy of learning and furthers the LEA's mission of creating independent life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students, currently the Pulse Student Comprehensive	53% of students surveyed in grades 4-8 answered that they liked school	64% of students surveyed answered that in general they like school "Often" or			65% of surveyed students will report that they like school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Interim Well Being and Learning Conditions Survey, will show growth in the area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	61% of parents surveyed answered that their child enjoys coming to school	"Almost All of the Time". 93% of parents surveyed agreed with the statement "My child enjoys coming to school."			75% of surveyed parents will report that their child likes coming to school (or similar question).
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way	96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their needs in a timely manner.			85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Average daily attendance (ADA) will remain at 98% or higher	ADA for 19-20 was 98.7%	ADA for Sequoia Union Elementary from August 5, 2021 through May 10, 2022 is			Average daily attendance will remain at 98% or higher
Chronic Absenteeism will decrease by .25%	Chronic absenteeism for 19-20 was 2.25%	Chronic absenteeism for Sequoia			Chronic absenteeism will decrease by .25 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Elementary Charter is 14% for the 21-22 school year.			and remain at 2% or below.
Maintain suspension rates in the Low category for all students and all subgroups on the California School Dashboard.	Suspension rate was 0% for the 19-20 school year.				Suspension rate will remain at 0%
Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.	Expulsion rate for Sequoia Elementary Charter for the 21-22 school year is 0%.			Expulsion rate will remain at 0%
Maintain a 0% middle school dropout rate for all students and all subgroups.	Middle school dropout rate was 0% for the 19-20 school year.	The middle school dropout rate for Sequoia Union Elementary School for 21-22 school year is 0%.			Middle school dropout rate will remain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STEM Through Agriculture	Stipends and materials for the continued development of our STEM through Agriculture program. (Yearly REAP SRSA Grant)	\$37,052.00	No
2.2	Library Media Center	This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator	\$31,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection. (LCFF Supplemental and Concentration)		
2.3	Outside Enrichment Opportunities	This action allows for stipends, overtime, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Reading Revolution and National History Day Competitions, as well as a yearly drama production. (LCFF Base)	\$3,170.00	No
2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences. (LCFF Supplemental and Concentration, Year 1: \$13,350 LEA total, Years 2 & 3: \$5,000 LEA total)	\$1,780.00	Yes
2.5	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress. (LCFF Base)	\$7,565.00	No
2.6	Intrado School Messenger	This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping	\$712.00	No

Action #	Title	Description	Total Funds	Contributing
		parents informed of important educational and social events on campus. (LCFF Base)		
2.7	Office Administrative Assistant & Attendance Clerk	The administrative assistant and office clerk are another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting. (LCFF Base)	\$135,285.00	No
2.8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents. (LCFF Base)	\$2,225.00	No
2.9	Training in Differentiated Instruction and Universal Design for Learning	Training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. (LCFF Supplemental and Concentration)	\$0.00	Yes
2.10	Materials Equipment and Supplies for Electives	Equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students.	\$8,900.00	No

Action #	Title	Description	Total Funds	Contributing
		(Title IV)		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Lack of an identified leader for our agriculture program along with ongoing COVID restrictions and quarantines, learning loss and behavior issues made the implementation of enrichment programs (Action 1, 2 & 3) difficult. Our STEM though agriculture initiative was not implemented at all in the first half of the year. Beginning mid-January our new Campus Safety Supervisor began to engage some of our students who struggle to focus during their afternoon elective time in a new agricultural based elective. Throughout the spring these students worked with chickens, cattle, and horticulture. Going forward the Campus Safety Supervisor will help plan and implement next steps for our agricultural program.

Regular library visits and engagement with the library (Action 2) suffered from the same issues that hindered other enrichment programs. Student behavior, disrupted schedules due to quarantines and the urgency of packing as much content into the day as possible kept many classes from visiting the library on a regular schedule. Other duties assigned to the librarian also contributed to a weakened emphasis on library education and independent reading.

Most of the outside enrichment opportunities (Action 3) were able to take place as scheduled this year as many occur in the spring when most restrictions were lifted.

Action 4, Hands on Science Activities got off to a slow start in the fall for the same reasons that enrichment programs were hindered. It has taken some time for teachers to adapt to the new science adoptions as well. As such, implementation of these new science activities was minimal.

Action 9, Universal Design for Learning was not implemented as we were unable to find time in the professional development calendar for additional training and had no obvious candidate to provide such training.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Because agricultural activities did not begin until about half way through the school year, and because little expense was required as part of the activities that did take place, most of the SRSA funding for Action 1 went untouched. This funding will roll over and plans for expenditures related to our agriculture program are in progress.

The purchase of Hands-On science materials in Action 4 ended up exceeding the initial estimates that were used for the 21-22 LCAP.

Since Universal Design for Learning training did not take place, these supplemental and concentration funds will roll over for use in the 2022-2023 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1, STEM Through Agriculture and 3 Outside Enrichment Opportunities, when they were implemented, were definitely successful in increasing student engagement. The resumption of these programs benefitted diverse student populations including unduplicated pupils, students who are academically at or above grade level standards and students requiring positive outlets for their energies as discussed in the Identified Need section of this LCAP. LEA wide, 17 middle school students participated in the afternoon agriculture elective four days a week. ___ students participated in the school wide History Day competition, 11 in the county History Day competition and 5 students attended the state finals for History Day. 61 students participated in the school wide Poetry and Prose Competition and 6 attended the county competition. 12 students participated in the county Reading Revolution competition, and 15 participated in the county Math Bowl competition. 35 students participated in the drama production of Alice in Wonderland that culminated in two full theatrical performances. These participation statistics represent significant numbers of students on our small campus and participants no doubt contributed to the 11% rise in students reporting that they like coming to school "Often" or "Almost All of the Time." The LEA is hopeful that with the resumption of these activities, engagement will continue to rise along with average daily attendance, and suspensions will decrease.

While Actions 5-8 related to parental engagement were implemented as expected, their effectiveness in making progress toward greater engagement of parents was less clear. Many parents and teachers still site communication as one of the biggest challenges facing our LEA. Despite this, significant numbers of parents report that when they do come into contact with school staff that they are treated with respect, their concerns are taken seriously, and their concerns are addressed in a timely manner.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Expenditures for Action 4 will be greatly reduced as use of science materials was less than expected and minimal consumable supplies will be needed to replace those used this year.

Action 7 will be significantly restructured and funding for this action will increase. The addition of another full time position and reworking the duties of all three administrative staff members will result in a more equitable distribution of work, and a greater level efficiency. Stability and efficiency must first be achieved before better and more frequent communication can commence.

Action 9 will be removed from this goal, with the intent of bringing back UDL at some point in the future when it fits better with the needs of our campus.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Sequoia Union will maintain a physically safe and supportive environment where students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning. (State Priorities 1, 3 & 7)

An explanation of why the LEA has developed this goal.

Our previous LCAP did not include a goal that explicitly discussed the school environment. Stakeholders felt it was important to include a goal focused on all aspects of environment involved in the teaching and learning experience. Students must feel safe and supported in order to learn, and teachers must feel safe and supported in order to educate students effectively.

In addition to the basic needs of feeling safe and supported, the social and emotional turmoil resulting from the COVID-19 pandemic has increased the need for mental health support on our campus. Both teachers and students require additional resources to process and overcome the challenges they have encountered over the last year.

Technological and material resources are always in short supply on our small campus. Current funding formulas do not favor our school configuration and population, with the result that we are often forced to make due without. The technological and material resources portion of this goal will allow our school to enhance the teaching and learning experience by making sure each party has the tools they need to facilitate successful educational outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
When surveyed, a greater percentage of Sequoia Union students will report feeling safe at school.	59% of students in grades four and up felt safe at school "almost all the time" in the last month 29% of students in grades four and up felt safe at school "once	68% of students surveyed responded that they felt "safe" or "very safe" at school.			70% of students will feel safe at school "almost all the time" (or similar answer)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in a while" or "almost never" within the last month				
When surveyed, a greater percentage of Sequoia Union staff will report feeling like they belong and feeling satisfied by their work.	Belonging - Agree or Somewhat Agree 82% Satisfied - Agree or Somewhat Agree 86%	Belonging - 42% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff". Satisfaction - 71% of staff Agree or Strongly Agree with the statement "This school is a supportive and inviting place for staff to work". Belonging & Satisfaction 58% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".			Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase
When surveyed, a smaller percentage of parents and students will report their school issued technology to	32% of parents surveyed rated the condition of their students' technological device	17% of students rated the condition of their chromebook to be fair, and 0% rated the condition of their			The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
be in fair or poor condition.	to be in fair or poor condition.	Chromebook to be poor.			
When surveyed, a higher percentage of teachers will report having adequate tools and equipment to do their jobs.	86% of teachers agree or somewhat agree that they have adequate tools and equipment to do their jobs.	67% of teachers rated the condition of the equipment in their classroom as "Good". 50% of staff members agree or strongly agree that they have adequate tools and equipment to do their jobs.			The percentage of teachers reporting that they have adequate tools and equipment to do their jobs will increase by 2% a year.
All students will have access to standards aligned instructional materials in accordance with Williams Act regulations.	0% of students lacking instructional materials	0% of students lacking instructional materials.			0% students lacking instructional materials
All Chromebooks/Tablets in use in classrooms and checked out to students will be less than five years old.	Approximately 30 N21 Chromebooks purchased in 2015 and 2016 are still in circulation during the 20-21 school year.	No Chromebooks currently in circulation are over five years old.			No devices older than five years will be in use on the Sequoia Union Charter School campus.
Facilities will maintain a "Good" ranking on the Williams Facilities Inspection Tool	Overall summary ranking for the 20-21 school year was Good as reported in the SARC.	Overall summary ranking for the 21-22 school year was Good as reported in the SARC.			Facilities will continue to be ranked "Good"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling/ Social Services	<p>Students and teachers continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professional to serve our campus to the maximum extent that funds will allow. Together with our current one and a half day per week school psychologist, this action will allow greater access to these services for both students and staff.</p> <p>(Year 1: Behavioral Health Grant, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$0.00	No
3.2	Chromebooks and Tablets for Students	<p>This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge.</p> <p>(Lottery)</p>	\$26,700.00	No
3.3	Desktop Computers for Classrooms	<p>The average age of desktops in classrooms is estimated to be 10 years old, demonstrating the dire need for this action. This action will purchase new desktop computers for teachers. No cycle has previously been established to replace teach devices at regular intervals.</p> <p>(ESSER III)</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Support Staff Professional Development in De-Escalation Strategies	Training for support staff in de-escalation strategies to assist in more positive interactions with students. (7426 Expanded Learning Opportunities Grant-Paraprof)	\$1,780.00	No
3.5	School Safety Personnel, Materials and Training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment. (LCFF Supplemental and Concentration)	\$25,585.00	No
3.6	Campus Technology Support	Technology support person on campus two days a week to support school tech needs including issues with the network, servers, hardware set-up and repair. (LCFF Base)	\$46,280.00	No
3.7	After School Learning Hub	A Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for students who are below grade level in reading or math and also for student enrichment. Technology, high-speed internet and other academic supports will be provided. (Year 1: ELO, Years 2 & 3: ESSER III)	\$2,771.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. (LCFF Supplemental and Concentration)	\$46,363.00	No
3.9	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity. (Lottery)	\$5,162.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1, Counseling/Social Services, was not implemented as we were unable to obtain an additional contracted day from TCOE Behavioral Health Services.

Action 4 Training in de-escalation strategies was not implemented. The LEA was unable to find a local program or training for teaching de-escalation strategies. This Action remains a priority and will be carried over to next year with the hope that appropriate training can be found.

Action 7 the After School Learning Hub was not implemented as outlined. Our district was unable to recruit enough teachers to consistently provide after school services to our entire student population. Two teachers provided tutoring to our middle school students two days a week for the majority of the school year.

Additional digital monitoring software was purchased as part of Action 9 in an attempt to track student activity online and identify students who were attempting to access harmful content.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Because Action 1, Counseling/ Social Services was not implemented, no expenditures were made as part of this action.

Action 4 was also not implemented, therefore zero funds were expended on this action.

Since Action 7 was not implemented as outlined only a small percentage of allotted funds were used.

More money was spent on Action 9 than originally anticipated as an additional filter with a "Wellness Module" was purchased.

An explanation of how effective the specific actions were in making progress toward the goal.

Though we were unable to obtain an additional day of paid services from TCOE Behavioral Health as originally desired (Action 1), we did retain the services of an intern in her final semester of field work. This intern carried her own caseload of students, effectively providing us with an additional day of mental health services at no charge. This arrangement helped fulfill our growing need for mental health services to support our students' social and emotional well-being.

Actions 2 and 3 helped update our technology, providing teachers and students with reliable tools as COVID quarantines continued to necessitate some distance learning throughout the year. An additional warranty purchased for student devices will help ensure that our technology remains in working order for years to come, protecting our initial investment. Actions 6 and 9 also contributed to our ability to keep students digitally connected, engaged and safe. Action 9, Digital

As part of Action 5 two staff members attended Assessing Student Threats a two day training of trainers offered through TCOE. After attending the level 2 portion of the course this fall, these individuals will be equipped to train other adults on our campus in threat assessment strategies. This knowledge will assist all staff in helping to maintain a safe and secure learning and teaching environment. The mid-year addition of the Campus Safety Supervisor which will be part of Action 5 going forward has contributed to the 9% rise in students reporting feeling "safe" or "very safe" at school.

Monitoring Software in particular proved useful in identifying students in need of support. The Hapara Filter with "Wellness Module" alerted authorized personnel of attempts to access potentially harmful content as well as the use of words and phrases in emails that might signal student distress. This information was then passed on to the Behavioral Health worker, intern, or administration to properly address the issue.

Action 8, School Nurse/LVN has proven crucial to addressing the safety and health needs of our students. Prior to Fall 2020 the LEA only employed a part-time nurse, requiring office staff or yard duties to deal with illness or injury that occurred during hours when the nurse was not on campus. Having a full time nurse available during school hours is safer for our students and the adults on campus ensuring that prescribed medications are administered safely, injuries are dealt with properly, and illness is addressed swiftly.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Though we do not have funds to contribute to Action 1 Counseling/Social Services this year, the LEA hopes to obtain another field work intern to help maintain the level of services student experienced this year.

Additional funds were added to Action 2 to account for the rising cost of devices, and the rapidity with which the majority of the LEA's fleet of Chromebooks are failing. The continued purchase of warranty protection will ensure that devices remain active as long as originally intended.

Action 3, Teacher Desktop Computers will have a zero expenditure as it was planned as a one time action last year.

Action 5 has been renamed School Safety Personnel Materials and Training and will include the majority of the funding necessary for continued employment of the Campus Safety Supervisor who was hired mid-year. This position provides student supervision, positive behavior supports, de-escalation and incident investigation and has proved invaluable in a year when student behavior was more disruptive than anticipated.

Additional funds will be added to Action 6, Campus Technology Support to provide for an additional day of technology services from TCOE.

Action 7, After School Learning Hub, will remain but the allotted funds will be reduced significantly to account for an anticipated level of teacher involvement consistent with the 21-22 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$232,104	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For all Actions in the LCAP identified as Contributing to increasing/improving services for Unduplicated Pupils and being implemented in our District, Sequoia Union engaged Educational Partners in needs-identifying processes that yielded much information as to the identification of Unduplicated Pupil needs, as well as the needs of all other students. The Educational Partners engaged in this process are identified in the Engagement section of the LCAP, and their input and the feedback are included within that section. In addition the district also analyzed state provided and local data information such as, survey results, internal benchmarks and other sources to further identify Unduplicated Pupil needs.

Upon identification of needs through the varied methods of data collecting, the process also encompassed an analysis of Unduplicated Pupil conditions and circumstances to identify possible causes and the availability of resources to address the needs and causes identified. Actions were developed that first targeted and were principally directed in providing for the needs of Unduplicated Pupils in closing the achievement gap and addressing circumstances that affect student success. Resources were appropriately directed and metrics used to measure progress and results were developed that tie directly to intended targeted outcomes for these Unduplicated Pupil groups.

While principally targeted to address and support the needs of Unduplicated Pupils, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented many of the same needs as the Unduplicated Pupil group. To more effectively and efficiently deliver Action services principally directed at Unduplicated Pupils, these Actions will be implemented Districtwide to all students in need of these services, not just Unduplicated. The Goals and related Actions identified in the response below are Contributing to increasing/improving services for Unduplicated Pupils and being implemented Districtwide.

List of Actions Contributing to Increasing or Improving Services for Unduplicated Pupils and being implemented districtwide:

Goal 1, Action 1: Student Success Center. Intervention services help Unduplicated Pupils successfully build skills and strategies for learning that help them to close educational gaps and feel successful as students. Small group intensive targeted instruction with a credentialed teacher is a proven intervention strategy to help improve academic achievement.

Goal 1, Action 4: Learning Director/Coach Stipends. Studies indicate that new teachers have difficulty with differentiation in lesson design and instructional pedagogy. This has a detrimental effect on Unduplicated Students that need the differentiation of instruction in order to access the curriculum. This Action will provide funds for two Learning Directors each with a complementary speciality. These individuals will Coach and Mentor teachers to assist them in designing differentiated lessons and improving Instructional strategies to assist Unduplicated Students in accessing the curriculum. Measurement: CAST, CAASPP assessments and iReady assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 7: Provide a Curriculum & Assessment Coordinator. This Action will provide a Curriculum & Assessment Coordinator to assist all teachers in using curriculum that meets the educational needs of Unduplicated Students, connecting access to the core curriculum content and using reports provided by assessments that help identify gaps in learning of Unduplicated Students so teachers can target those areas for intervention. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 12: Off Site Professional Development and training to better educate staff on how to meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 13: Response to Intervention Core Curriculum Professional Development and Training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention to better meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 2: Library Media Center: This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection with a focus on library materials that reflect the interest and lives of Unduplicated Students. Data from the National Assessment of Educational Progress (NAEP) shows that while the majority of fourth-grade students scored below proficiency in reading, students of color and students from low-income families had much lower rates of reading proficiency than their peers. Research suggests that these kinds of gaps can lead to lower academic achievement and a greater chance of eventually dropping out of school. Data from the NAEP also show that students who report having more books in their homes performed better academically. Specifically, while less than 15 percent of students with between 0 and 10 books scored proficient in 2015, 50 percent of students with more than 100 books did. The data and research are clear – children who have access to print reading materials have better literacy outcomes. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

Goal 2, Action 4: Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 9: Training in Differentiated Instruction and Universal Design for Learning. Professional Development Training and support for teachers to design lessons that are accessible to Unduplicated students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated students to access the digital content that is part of all adopted curriculum programs. Our Parent survey shows that 90% of unduplicated students at Sequoia Union School District do not have access to a chromebook or laptop at home. The 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Sequoia Union Charter School is projected to receive \$232,104 in Supplemental and Concentration Grant Funds. The Charter's Minimum Proportionality Percentage for Low-Income students, English Learner students, Foster Youth and Homeless students is 8.97%. Sequoia Union Charter School is addressing minimal proportionality requirements by providing direct services, specifically to unduplicated students, including additional services added. The needs of Sequoia Union Charter School's English Learner students, Low-Income students, Foster Youth and Homeless students, are considered first with all of the actions listed below provided to the entire school. Through Sequoia Union's Charter School's metric results, listening to stakeholder groups, looking at the data from school surveys, the following needs have been addressed for our English Learner students, Low-Income students, Foster Youth and Homeless students:

Goal 1 - Actions:

Sequoia Union's Low-Income students, English Learner students, Foster Youth and Homeless students all performed in the Orange Category on the most recent (2018-19) CAASPP Assessment in the area of English Language Arts (ELA) and Math. The following Actions will help boost English Learner students, Low-Income students, Foster Youth and Homeless students in the areas of ELA and Math:

*Student Success Center (SSC) will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist English Learner students, Low-Income students, and Foster Youth and Homeless students in recouping pandemic related learning loss in both ELA and Mathematics.

*Learning Director-Coach will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement for English Learner students, Low-Income students, and Foster Youth and Homeless students on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. and interventions for English Learner students, Low-Income students, and Foster Youth and Homeless students.

*English Language Development Training for all teachers will help our English Learner student population, as our English Learner student population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom.

*English Language Coordinator will conduct intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of re-designating students.

*Curriculum and Assessment Coordinator will help facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms that will help increase achievement for English Learner students, Low-Income students, Foster Youth and Homeless students. The Curriculum and Assessment Coordinator will schedule trainings and professional development related to current curriculum and this will help increase student achievement for English Learner students, Low-Income students, Foster Youth and Homeless students.

*Response to Intervention Supplemental Curricular Materials and Programs. This Action will provide Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps of English Learner students, Low-Income students, Foster Youth and Homeless students in areas identified by those benchmarks. This supplemental intervention for English Learner students, Low-Income students, Foster Youth and Homeless students will complement and augment the core intervention system program offered in the Student Success Center.

*Response To Intervention Supplemental Curriculum Training. This training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of English Learner students, Low-Income students, Foster Youth and Homeless students.

*Classified Personnel. This will use Classified salaries for paraprofessionals to support English Learner students, Low-Income students, Foster Youth and Homeless students in all academic areas for increased student achievement for these students.

*Response to Intervention Core Curriculum Training. This will provide training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention of English Learner students, Low-Income students, Foster Youth and Homeless students who are one year or more behind in ELA and Math.

Goal 2 - Actions:

Sequoia Union Charter School will partner with parents and students to create a school climate that enriches and engages English Learner students, Low-Income students, Foster Youth and Homeless students and allowing them to reach their full potential as independent life-long learners.

*Training in Differentiated Instruction and Universal Design for Learning. This training and support for teachers to design lessons that are accessible to English Learner students, Low-Income students, Foster Youth and Homeless students and thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level.

* Library Media Center: This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection with a focus on library materials that reflect the interest and lives of Unduplicated Students. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

* Supplies for Hands-On Instruction to Supplement NGSS Adopted Curriculum. Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3 - Actions:

Sequoia Union Charter School will maintain a physically safe and supportive environment where English Learner students, Low-Income students, Foster Youth and Homeless students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning.

*Counseling/Social Services. This will provide help to English Learner students, Low-Income students, Foster Youth and Homeless students who need greater emotional support than ever before due to the COVID-19 pandemic. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per

week school psychologist will allow greater access to these services to English Learner students, Low-Income students, Foster Youth and Homeless students.

*After School Learning Hub. This After School Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for English Learner students, Low-Income students, Foster Youth and Homeless students who are below grade level in reading or math. Technology, high-speed internet and other academic supports will be provided. Transportation will be offered for students participating in the After School Learning Hub who need transportation.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$651,993.00	\$63,961.00	\$10,502.00	\$253,644.00	\$980,100.00	\$770,491.00	\$209,609.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Success Center	English Learners Foster Youth Low Income	\$34,102.00			\$93,305.00	\$127,407.00
1	1.2	Training in Core Curriculum Programs	All				\$9,064.00	\$9,064.00
1	1.3	Curriculum Adoptions	All	\$12,000.00				\$12,000.00
1	1.4	Learning Director/Coach 1 & 2	English Learners Foster Youth Low Income		\$26,581.00			\$26,581.00
1	1.5	English Language Development Training for all Teachers	English Learners English Learners Foster Youth Low Income					\$0.00
1	1.6	ELD Coordinator	English Learners	\$80,351.00				\$80,351.00
1	1.7	Curriculum & Assessment Coordinator	English Learners Foster Youth Low Income	\$21,226.00				\$21,226.00
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	English Learners Foster Youth Low Income	\$9,790.00			\$18,229.00	\$28,019.00
1	1.9	Response To Intervention Supplemental Curriculum Training	English Learner, Foster Youth, Low Income English Learners				\$1,958.00	\$1,958.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Youth Low Income					
1	1.10	Classified Personnel	English Learner, Foster Youth, Low Income English Learners Foster Youth Low Income	\$187,442.00			\$81,182.00	\$268,624.00
1	1.11	Retention of Highly Qualified Teachers	English Learner, Foster Youth, Low Income English Learners Foster Youth Low Income					\$0.00
1	1.12	Off-Site Training and Conferences	All	\$8,900.00				\$8,900.00
1	1.13	Response to Intervention Core Curriculum Training	English Learners Foster Youth Low Income		\$8,900.00			\$8,900.00
1	1.14	Edgenuity Online Learning Platform	All				\$3,954.00	\$3,954.00
2	2.1	STEM Through Agriculture	All				\$37,052.00	\$37,052.00
2	2.2	Library Media Center	English Learners Foster Youth Low Income	\$31,786.00				\$31,786.00
2	2.3	Outside Enrichment Opportunities	All	\$1,390.00		\$1,780.00		\$3,170.00
2	2.4	Supplies for Hands- On Science Instruction to Supplement NGSS Adopted Curriculum	English Learners Foster Youth Low Income	\$1,780.00				\$1,780.00
2	2.5	PowerSchool Student Information System	All	\$7,565.00				\$7,565.00
2	2.6	Intrado School Messenger	All	\$712.00				\$712.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Office Administrative Assistant & Attendance Clerk	All	\$135,285.00				\$135,285.00
2	2.8	Edlio Website Hosting	All	\$2,225.00				\$2,225.00
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	English Learners Foster Youth Low Income					\$0.00
2	2.10	Materials Equipment and Supplies for Electives	All				\$8,900.00	\$8,900.00
3	3.1	Counseling/ Social Services	All					\$0.00
3	3.2	Chromebooks and Tablets for Students	All		\$26,700.00			\$26,700.00
3	3.3	Desktop Computers for Classrooms	All					\$0.00
3	3.4	Support Staff Professional Development in De-Escalation Strategies	All		\$1,780.00			\$1,780.00
3	3.5	School Safety Personnel, Materials and Training	All	\$22,025.00		\$3,560.00		\$25,585.00
3	3.6	Campus Technology Support	All	\$46,280.00				\$46,280.00
3	3.7	After School Learning Hub	English Learners Foster Youth Low Income	\$2,771.00				\$2,771.00
3	3.8	School Nurse LVN	All	\$46,363.00				\$46,363.00
3	3.9	Digital Monitoring Software	All			\$5,162.00		\$5,162.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
	\$232,104		0.00%		\$369,248.00	0.00%	0.00 %	Total:	\$369,248.00	
									LEA-wide Total:	\$369,248.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,102.00	
1	1.4	Learning Director/Coach 1 & 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	English Language Development Training for all Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.6	ELD Coordinator	Yes	LEA-wide	English Learners		\$80,351.00	
1	1.7	Curriculum & Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,226.00	
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,790.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Response To Intervention Supplemental Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.10	Classified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,442.00	
1	1.11	Retention of Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Response to Intervention Core Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Library Media Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,786.00	
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,780.00	
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	After School Learning Hub	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,771.00	
3	3.8	School Nurse LVN				All Schools	\$46,363.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$733,478.37	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Success Center	No	\$81,257.00	
1	1.2	Training in Core Curriculum Programs	No	\$8,900.00	
1	1.3	Curriculum Adoptions	No	\$86,330.00	
1	1.4	Learning Director/Coach	Yes	\$8,900.00	
1	1.5	English Language Development Training for all Teachers	No	\$0.00	
1	1.7	EL Coordinator	No	\$46,176.76	
1	1.8	Curriculum & Assessment Coordinator	Yes	\$18,965.90	
1	1.9	Response to Intervention Supplemental Curricular Materials and Programs	No	\$20,025.00	
1	1.10	Response To Intervention Supplemental Curriculum Training	No	\$4,450.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Classified Personnel	No	\$69,355.92	
1	1.12	Retention of Highly Qualified Teachers	Yes	\$89,000.00	
1	1.13	Off-Site Training and Conferences	Yes	\$13,350.00	
1	1.14	Response to Intervention Core Curriculum Training	Yes	\$4,450.00	
2	2.1	STEM Through Agriculture	No	\$35,324.10	
2	2.2	Library Media Center	Yes	\$25,365.00	
2	2.3	Outside Enrichment Opportunities	No	\$13,350.00	
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$13,350.00	
2	2.5	PowerSchool Student Information System	No	\$7,031.00	
2	2.6	Intrado School Messenger	No	\$2,225.00	
2	2.7	Attendance/Office Clerk	No	\$19,242.69	
2	2.8	Edlio Website Hosting	No	\$2,225.00	
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$8,900.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Equipment for Electives	No	\$4,450.00	
3	3.1	Counseling/ Social Services	No	\$22,250.00	
3	3.2	Chromebooks and Tablets for Students	No	\$22,250.00	
3	3.3	Desktop Computers for Classrooms	No	\$22,250.00	
3	3.4	Support Staff Professional Development in De-Escalation Strategies	No	\$2,670.00	
3	3.5	School Safety and Mandated Programs	No	\$4,450.00	
3	3.6	Campus Technological Support	No	\$21,360.00	
3	3.7	After School Learning Hub	No	\$10,235.00	
3	3.8	School Nurse LVN	Yes	\$43,610.00	
3	3.9	Digital Monitoring Software	No	\$1,780.00	

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$225,890.90	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Learning Director/Coach	Yes	\$8,900.00			
1	1.8	Curriculum & Assessment Coordinator	Yes	\$18,965.90			
1	1.12	Retention of Highly Qualified Teachers	Yes	\$89,000.00			
1	1.13	Off-Site Training and Conferences	Yes	\$13,350.00			
1	1.14	Response to Intervention Core Curriculum Training	Yes	\$4,450.00			
2	2.2	Library Media Center	Yes	\$25,365.00			
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$13,350.00			
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$8,900.00			
3	3.8	School Nurse LVN	Yes	\$43,610.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 percent or more enrollment of unduplicated pupils: Describe how these actions 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 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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