



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Ensure all Students achieve within the Common Core State Standards Framework

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials.</p> <p>19-20 All Teachers</p> <p>Baseline All Teachers</p>	<p>1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials. All teachers. Not Met Reflection: This metric was partially met. The principal/superintendent for the 2019-2020 school year is no longer with the district and accurate records were not kept that could verify whether this metric was fully met or not. Records do show that approximately 50% of the 19-20 staff were trained in the district's adopted ELA program, Wonders, and Math program, My Math/Glencoe California Math, during the 18-19 school year. In 19-20 the entire staff began to receive ELD training through the Tulare County Office of Education's Title III Consortium, but that training was cut short by school closures due to COVID-19.</p>
<p>Metric/Indicator 2. Students will have access to standards-aligned materials.</p> <p>19-20 100% of Students</p> <p>Baseline</p>	<p>2. Students will have access to standards-aligned materials. 100% of Students. Met Reflection: This metric was met. All students had access to both print and digital materials for the district's adopted English Language Arts and Mathematics programs.</p>

Expected	Actual
100% of Students	
<p>Metric/Indicator 3. All students and subgroups will show growth towards meeting/exceeding standards on locally developed, state, and federal assessments</p> <p>19-20 Increase Met/Exceed in ELA by 5 points compared to standard.</p> <p>Increase Met/Exceed in Math by 7 points compared to standard.</p> <p>Baseline 2015-2016 California Dashboard ELA: <ul style="list-style-type: none"> o All students: to 7.2 points above level 3 o English Learners: to 27.6 points below level 3 o Socioeconomic disadvantaged: to 16.2 points below level 3 o Hispanic: to 13.6 points below level 3 o White: to 16 points above level 3 Math: <ul style="list-style-type: none"> o All students: to 35.5 below level 3 o English Learners: to 92.7 points below level 3 o Socioeconomic disadvantaged: to 48.5 points below level 3 o Hispanic: to 53.1 points below level 3 o White: to 27.4 points above level 3 </p>	<p>3. All students and subgroups will show growth towards meeting/exceeding standards on locally developed, state, and federal assessments. Increase Met/Exceed in ELA by 5 points compared to standards. Increase Met/Exceed in Math by 7 points compared to standard.</p> <p>Not Met Reflection: Dashboard data for the 2019-2020 school year is unavailable due to COVID-19 related school closures and suspension of the CAASPP. Locally we use the Renaissance STAR benchmark tests for ELA and Mathematics. Data from the Renaissance Consolidated State Performance Report using STAR Winter benchmark 2020 scores (the last benchmark test we administered in a non-distance setting) can provide a "student performance outlook" roughly predicting how students would have performed on the CAASPP test in May. Using data from all students this report predicted that 52% of students in the Charter School would have achieved proficiency, scoring in the level 3 or 4 range on state ELA exams, and 48% would have scored below proficient - in level 2 or 1. The Math Consolidated State Performance Report using Winter benchmark 2020 scores predicted that 39% of Math students would have achieved proficiency with 61% falling below proficiency into levels 2 and 1.</p>
<p>Metric/Indicator 4. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.</p> <p>19-20 All teachers fully credentialed</p> <p>Baseline</p>	<p>4. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching. All teachers fully credentialed.</p> <p>Not Met Reflection: This metric was not met. One of the 16 teachers that were on staff for the 2019-2020 school year was on an Intern-</p>

Expected	Actual
2016-2017: 2 of 14 teachers currently not fully credentialed	Credential. That teacher was enrolled in the Tulare County Office of Education Impact program to obtain her preliminary credential.
<p>Metric/Indicator 5. Annual Measurable Achievement objectives for English Learners set by the state will be met.</p> <p>19-20 Student improvement by 2.5%</p> <p>Baseline Baseline Data is still being collected</p>	<p>5. Annual Measurable Achievement objectives for English Learners set by the state will be met. Student improvement by 2.5%.</p> <p>Not Met</p> <p>Reflection: It is impossible to say whether or not this metric was met, as there is not enough information given in the Metric/Indicator description to determine what is intended to be measured. The most recent English Language Proficiency Assessments for California, administered during the 2018-2019 school year shows 22.22% of English Language Learners in the Sequoia Union Elementary Charter School as proficient. This data cannot be measured against previous years because prior to 18-19, data was suppressed to protect student privacy as there were 10 or fewer students tested.</p>
<p>Metric/Indicator 6. Reclassification of English Language Learners will increase by 2%.</p> <p>19-20 Student reclassification rate will be based upon the small number of EL students attending school</p> <p>Baseline 2016-2017: Reclassification rate for the school year was 3%</p>	<p>6. Reclassification of English Language Learners will increase by 2%. Student reclassification rate will be based upon the small number of EL students attending school.</p> <p>Met</p> <p>Reflection: This metric was met. Sequoia Union Elementary Charter had a total of 28 English Language Learners during the 2019-2020 school year. Two of these students were reclassified as Fluent English Proficient representing a reclassification rate of 7%, indicating that that this metric was met.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Focus of the ASP will be to achieve true solvency with a minimal cost to attend, due to budget constraints. The efforts of the program will be to provide homework support, physical education, and academic	Materials & Supplies LCFF Supplemental and Concentration \$5,340	Materials & Supplies LCFF Supplemental and Concentration \$2,406.42

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
enrichment programs as deemed relevant to the school and its various programs.		
The LEA is working to incorporate training in the new History Expectations, ELPAC, ELA/ELD Standards, and the progressive movement for students to be much more civically aware. Staff is scheduled to receive training in new Math curriculum, web-based assessment tools.	Instructional Materials LCFF Supplemental and Concentration \$11,000 Travel & Conferences LCFF Supplemental and Concentration \$6,800	Instructional Materials LCFF Supplemental and Concentration 0 Travel & Conferences LCFF Supplemental and Concentration 0
Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math	Materials LCFF Supplemental and Concentration \$1780	Materials LCFF Supplemental and Concentration 0
Continue to utilize multiple data systems to monitor student progress including AIMS Web, Renaissance Place STAR 360, and other systems as necessary.	Materials & Supplies LCFF Supplemental and Concentration \$22,250	Materials & Supplies LCFF Supplemental and Concentration \$7,492.61
Continue to operate a Learning Lab to support all students, including all subgroups, in the acquisition, support, and enrichment in reading, writing, and language acquisition.	Salaries & Benefits LCFF Supplemental and Concentration \$34,000 Materials LCFF Supplemental and Concentration \$1,600	Salaries & Benefits LCFF Supplemental and Concentration \$10,550.63 Materials LCFF Supplemental and Concentration \$2,406.22

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Past bookkeeping practices have made it difficult to reconstruct some spending actions after the prior bookkeeper departed. The SACS system was not used to record and track all expenditures, making it difficult to calculate the actual expenditures. Additionally, items included in the LCAP expenditures spreadsheet were not included in the text of the LCAP resulting in discrepancy between the two documents.

Anecdotally, we do know that Sequoia Elementary Charter continued to run an After School Program, utilized Renaissance STAR and AIMS Web benchmark and progress monitoring programs as well as additional training in these programs, and continued operating a Learning Lab.

Though the text of Action 2 contains items that are not related to the expenditures listed, instructional materials were purchased in 2019-2020 and several teachers were able to attend trainings whose cost and transportation expenses were covered with these funds. All Actions/Services and related expenditures were implemented before COVID-19 related school closures in March.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sequoia Elementary Charter has been successful in attracting and maintaining a larger percentage of credentialed teachers to our campus, and providing standards aligned materials to our students. In 2020 Sequoia Elementary Charter also increased the percentage of Reclassified English Learners from 0 in the 2018-2019 school year, to 7% in 19-20. A growing number of English Language Learner students on our campus has caused renewed focus on practices to elevate the achievement of this subgroup which should ultimately result in greater success for all students.

The LCAP itself has been a challenge for our district when it comes to implementing actions and services to achieve our goals. Some of the metrics listed have little to do with the actions or expenditures of this goal, and only Supplemental and Concentration funds are listed. The document does not present an overall look at the Charter School's budget, nor does it adhere to a cohesive plan or narrative. Going forward, staff are being trained through TCOE's LCAP University in the proper planning and execution of a comprehensive LCAP document that tells the story of our district and lists accurate expenditures that are calculated and tracked using the SACS system. Stakeholder's are being consulted in a greater variety of ways to make sure the actions and expenditures reflect the needs of our school community, and truly support the goals listed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: FR&G:1; Academics 1

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator All students, including unduplicated and special needs students, will show proficiency at grade level Technology Mastery Standards.</p> <p>19-20 Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards</p> <p>Baseline Technology Mastery Standards baseline data is still being reviewed.</p>	<p>All students, including unduplicated and special needs students, will show proficiency at grade level Technology Mastery Standards. Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards.</p> <p>Not Met. Reflection: There has never been a Technology Mastery Standards pre or post test given on our campus. While this may have been a goal of the administration at one time, it was never fully realized. There is no baseline listed for this goal because there has never been any data to be reviewed.</p>
<p>Metric/Indicator All students in grades K-8 grade will have access to 1:1 individualized learning in a technology rich environment.</p> <p>19-20 All students have a Chromebook or Tablet checked out to them through the library</p> <p>Baseline</p>	<p>All students in grades K-8 grade will have access to 1:1 individualized learning in a technology rich environment. All students have a Chromebook or Tablet checked out to them through the library.</p> <p>Met. Reflection: This metric was met. All students in grades K-8 have a device, either Chromebook, Chrome Tablet or iPad, checked out to them.</p>

Expected	Actual
All students have a Chromebook or Tablet checked out to them through the library	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Sequoia Union School District will re-evaluate our need to continue to support the number and use of Chromebooks in the classroom.	(Chromebooks & Smartboards) Non-Capitalized Equipment LCFF Supplemental and Concentration \$13,350	(Chromebooks & Smartboards) Non-Capitalized Equipment LCFF Supplemental and Concentration 0
Promethean Boards were potentially considered for purchase, but have been determined not to be a financially justifiable expense. The LEA is looking towards Short-Throw Overhead projectors.	Conferences Non-Capitalized Equipment LCFF Supplemental and Concentration \$11,570	Non-Capitalized Equipment LCFF Supplemental and Concentration 0
Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.	Materials & Supplies LCFF Supplemental and Concentration \$3,560	Materials & Supplies LCFF Supplemental and Concentration 0
The Library/Media Specialist position will be modified to Resource/Library/Media Specialist to allow for increased duties of this person that include developing ELA Curriculum and finding resources for same in support of teachers.	Salaries & Benefits LCFF Supplemental and Concentration \$44,500	Salaries & Benefits LCFF Supplemental and Concentration \$42,440.46
In order to bolster students broad course of study in Visual and Performing Arts we are adding focused finances for the Music Instructor freeing up additional funds in Goal 2 Action 5 to focus on other areas of Visual and Performing Arts.	Contracted Services LCFF Supplemental and Concentration \$17,800	Contracted Services LCFF Supplemental and Concentration \$7,492.61

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As in Goal 1, the actual expenditures for all actions in this goal are hard to determine. Chromebooks, Short-Throw projectors, and digital educational applications were all purchased, though these items were not recorded in SACS as being purchases with LCAP funds. The Resource Library Media Specialist took on duties as Curriculum and Assessment Coordinator and handled library, media, curriculum and assessment duties rather than development of ELA curriculum. A music instructor was never hired.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sequoia Elementary Charter has been successful in integrating technology into classroom instruction. Our school has had a 1:1 technology program since the fall of 2015. Yearly LCFF Supplemental and Concentration funds designated in the LCAP has allowed us to upgrade student devices as they become outdated. Classroom projector replacement was completed during the 2019-2020 school year. All projectors on campus were replaced with short throw versions, and we have continued to use digital education applications to support students and teachers. With increased hours the Library/Media center became available for use five days a week in the 18-19 school year and remained so until pandemic related school closures. The Library/Media Specialist utilized the Clever SSO system in the 2019-2020 school year to streamline the sign in process for the growing number of applications teachers and students work with each day.

Funding and retaining a music teacher has proved challenging for the district. This action was not implemented during the 19-20 school year. The limited funds that the district is willing to dedicate to this position, as well as the limited timeframe during which this individual is needed (3 hours a day, 4 days a week) has made it difficult to retain a qualified individual.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Average Daily Attendance (ADA)</p> <p>19-20 Increase by .25%</p> <p>Baseline 2016-2017 School Year attendance rate was 95.42%</p>	<p>Average Daily Attendance (ADA) Increase by .25% Met Reflection: ADA for Sequoia Elementary Charter as recorded in the district's student information system is 98.7%. This number is influenced by attendance policies that were enacted by the state as a result of COVID-19. This metric was met. When compared to the baseline, ADA rose by 3.3%.</p>
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Decrease by .5%</p> <p>Baseline Chronic Absenteeism for 2016-2017 was 2.44%</p>	<p>Chronic Absenteeism: Decrease by .5% Not Met Reflection: Chronic Absenteeism was reduced to 2.25%</p>
<p>Metric/Indicator The school will hold three parent education nights</p>	<p>The school will hold three parent education nights. Strategic Planning Sessions will be held, for all parents including parents of</p>

Expected	Actual
<p>19-20 Strategic Planning Sessions will be held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.</p> <p>Baseline Three Strategic Planning Sessions were held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.</p>	<p>unduplicated and special needs students, as well as, a Back to School Night and Open House. Not Met Reflection: This metric was partially met. Back to School Night was held in the fall of 2019. Strategic Planning Sessions were not held, nor was Open House. Failure to hold the latter event was a result of COVID-19.</p>
<p>Metric/Indicator Suspension rates</p> <p>19-20 Maintain Suspensions rates at Medium or Lower of all students and all subgroups</p> <p>Baseline 2015-2016 Suspension Rates:</p> <ul style="list-style-type: none"> • All Students: 1.4% (Medium) • English Learners: 3.6% (High) • Socio Disadvantaged: 2.9% (Medium) • Hispanic: 0.8% (Low) • White: 1.5% (Medium) 	<p>Suspension rates. Maintain Suspensions rates at Medium or Lower of all students and all subgroups. Met Reflection: Suspension rates decreased by 1% to zero students suspended in 2019-20</p>
<p>Metric/Indicator Expulsion rates</p> <p>19-20 Maintain Lower than 2% expulsion Rate for all students and all subgroups</p> <p>Baseline 2016-2017 Expulsions: 0 Expulsions</p>	<p>Expulsion rates. Maintain Lower than 2% expulsion Rate for all students and all subgroups. Met Reflection: Sequoia Elementary Charter had an expulsion rate of 0% for the 2019-2020 school year, indicating that this metric was met.</p>
<p>Metric/Indicator Middle School Dropout</p>	<p>Middle School Dropout: Maintain 0% Middle School Dropout Rate for all students and all subgroups.</p>

Expected	Actual
<p>19-20 Maintain 0% Middle School Dropout Rate for all students and all subgroups</p> <p>Baseline 2016-2017: 0 Middle School Dropouts</p>	<p>Met Reflection: Sequoia Elementary Charter had a 0% middle school dropout rate, indicating that the metric was met.</p>
<p>Metric/Indicator The school will review facility and school needs through community surveys, Climate Surveys and the FIT Survey, and adjust as needed.</p> <p>19-20 Continue to send our surveys and review all Survey Findings.</p> <p>Baseline 2016-2017: Survey Sent to parents in the Fall of 2016. SARC/FIT Survey found facility to be in Good Condition.</p>	<p>The school will review facility and school needs through community surveys, Climate Surveys and the FIT Survey, and adjust as needed. Continue to send our surveys and review all Survey Findings.</p> <p>Not Met Reflection: This metric was partially met. A Needs Assessment Survey was sent to parents by the School Site Council in the winter of 2020. The FIT may have been conducted, but a copy cannot be found on the website or among other district documents.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The Learning Director job duties have been divided among office staff to reduce cost factors and provide continuity and consistency. .</p>	<p>Certificated Salary & Benefits LCFF Supplemental and Concentration \$0</p>	<p>Certificated Salary & Benefits LCFF Supplemental and Concentration \$0</p>
<p>The school will hold three parent education nights with a minimum of one parent night per trimester.</p>	<p>Materials & Supplies LCFF Supplemental and Concentration \$890</p>	<p>Materials & Supplies LCFF Supplemental and Concentration \$0</p>
<p>The LEA intends to discontinue Infinite Campus in lieu of "Illuminate" for Office Support, Student Information, and for home/Parent communication.</p>	<p>Materials & Supplies LCFF Supplemental and Concentration \$12,460</p>	<p>Materials & Supplies LCFF Supplemental and Concentration \$6,437.82</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The LEA will utilize existing bi-lingual staff to meet this need. This action is being discontinued	Classified Salary & Benefits LCFF Supplemental and Concentration \$0.00	Classified Salary & Benefits LCFF Supplemental and Concentration \$0
The LEA chose not to hire a facilities Strategic Planning Consultant. Such concerns will be planned by the Administration and the Director of Maintenance. This Action will be discontinued.	Consultant Fee LCFF Supplemental and Concentration \$0.00	Consultant Fee LCFF Supplemental and Concentration \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Back to School Night did not require an outlay of funds. Sequoia Union continued to use the PowerSchool SIS program and paid the annual fee for that program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Planned Actions/Services of this goal, specifically the funding of a Learning Director, were altered in the summer of 2017 without following the appropriate procedures for making such a change. Implementation of the actions and services in each of the LEA's goals were made much more difficult by this decision. Attention to essential school functions, including those listed in this goal, such as communication in service of partnerships with students, families and the community, and the functionality of the Student Information System, suffered. Due to a lack of basic implementation training, the PowerSchool SIS which was purchased instead of Illuminate was found to contain incorrect and incomplete data. This led to incorrect reporting of some of the metrics for this goal, making it difficult to ascertain whether or not the metrics were actually achieved.

Going forward, Stakeholders in the LEA are being informed of the importance of the LCAP and the education code that governs its creation and alteration. Use of the student information system's features has increased. The LEA has invested extensively in training multiple employees in the use of the SIS to ensure that information is being recorded and communicated to CALPADS correctly, ensuring accurate data is reported for metrics such as those featured in this goal.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Due to the effects of the pandemic, Sequoia Union has partnered with the Tulare County Office of Education in a Mental Health Grant, which will supply a Licensed Family Marriage Therapist at Sequoia Union one day a week for increased tele therapy services. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.	GRANT	Grant	Yes
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	\$31,000	\$45,197.45	Yes
The effects of learning loss will show up in the new iReady diagnostic pilot by Curriculum and Associates. The iReady diagnostic shows the current reading level of all students who take the diagnostic. It then automatically assigns lessons at the student's level and then raises the rigor and the difficulty level gradually and closes the gaps in learning loss. iReady does the same thing in the math diagnostic by finding out the math level of the student and then gradually raising the rigor of the lessons automatically until the student is on grade level in math.	Pilot	Pilot	Yes
Sequoia Union's plan to reopen schools calls for the addition of a temporary custodial staff member to work a 4 hour shift to help sanitize classrooms, bathrooms, play areas, and other areas on campus. This important addition to our staff will help allow students to return to campus and in-person instructional offerings to decrease learning loss.	\$2872.80	\$6,308.57	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Sequoia Union's plan to reopen schools calls for the addition of outside hand washing and sanitizing stations be added to the play area on campus. This important addition to the campus will help allow students to safely return to campus and in-person instructional offerings to decrease learning loss.	\$4,673.68	\$8,913.76	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were required to write a waiver and wait for the waiver to be approved by the Tulare County Office of Health and Human Services. We wrote the waiver in September, but TCOHHS didn't approve the waiver until October. So, once the waiver was approved, we reopened to a Monday and Thursday group, and a Tuesday and Friday group, with half of the class enrollment in each group. We did this K-6. We have students of the greatest need from 7th and 8th grade classes back on campus in Cohorts of 14 students in each cohort. Wednesday's we have kept for total Distance Learning. We had to hire three additional teachers and remodel and refurbish three shuttered classrooms in order to bring the seperated groups of studnets back together so they could be on campus 4 days a week. We started this in February. So, hiring of the new teachers and getting the classrooms ready to go were the biggest challenge along with waiting for the waiver to get approved in the beginning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost for Professional Development for teachers to learn new digital curriculum platforms to be used in digital learning delivery such as Google Classroom; screencastify; NEARPOD; iReady; digital Reading Wonders, and other platforms.	\$4,500	\$4,500	Yes
Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.	\$2,000	\$2,000	Yes
Cost for Nearpod K-12 California State Standards digital lesson delivery system	\$3,500	\$3,500	Yes
Cost for iReady Pilot diagnostic and learning loss mitigation lesson curriculum for reading and math with Professional Development training	\$8,500	\$8,500	Yes
Cost for Brainpop K-12 digital curriculum system	\$3,500	\$3,500	Yes
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$40,000	\$40,000	Yes
Purchase of laptops for teachers to use during distance learning	\$17,500	\$17,500	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Learning how to do Distance Learning started in March of 2020. So, we came in with certain ideas of what we wanted to do better, and things we knew we had tried but they didn't work. We also had the challenges of the K-1 students not being able to manipulate a chromebook as well as older grade students. So, we went with tablets for K students on distance learning. We had some tablets, but purchased other Apple iPads for K students. We purchased extra chromebooks with numerous sources of allowable funds for technology purposes so each student has a chromebook in all grade levels. We had to constantly learn how to keep students engaged in Distance Learning as they were getting tired of Zoom and wanted to come back on campus. They missed their friends. Our Grant with TCOE for our Counselor LMFT helped tremendously with students who were having social and emotional issues and wanted to give up on Distance Learning. But, even with that, it was a daily battle to keep students coming to online classes. Distance Learning Professional Development was front loaded at the beginning of the year and supplemented on Wednesday staff in-service dates. Our Staff took on a new schedule once our waiver was approved and the staff began doing Distance Learning Zoom lessons right after on campus learning would let out at 2 pm. The staff clearly stepped up to meet the needs of our students where they were at. We invited pupils with unique needs to be on-campus in a Cohort even before our waiver was approved. We also provided one-on-one aides for students who couldn't return to on campus learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development on the CAASPP Interim Assessment	\$500.00	\$500	Yes
Staff time to score the individual hand scoring section of the CAASPP Interim Assessment	\$2,000.00	\$0.00	Yes
Professional Development time for Certificated Staff to learn how to use the CORE reporting system	\$1,767.52	\$0.00	Yes
Additional Professional Development purchased to train Certificated staff on iReady Reports and how to push out lessons based on student need, connected to the iReady report data.	\$2,000.00	\$2,000.00	Yes
Additional Professional Development purchased to train Certificated staff on STAR Reports and how to use the data from the reports	\$500.00	\$500.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We ended up being able to supply STAR and iReady additional training at no cost. We decided we didn't have enough time in our shortened day to remove students from CORE instruction to do schoolwide CAASPP Interim assessments, so there was no expenditure on the training or the training for the hand scoring. We primarily use STAR data and iReady data to monitor student learning loss and to see students learning gaps so we can adjust and reteach.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The challenge of the shortened daily schedule made giving additional tests to students problematic. Students are already losing valuable time in the shorted daily schedule from CORE academic instruction. So, to pull them out of academic instruction even further to administer the CAASPP Interim assessments was going to be additional class time lost. The data from STAR and iReady assessments is used to monitor student academic growth in reading and in math and for teachers to use to identify learning gaps and provided additional instruction for students to address learning loss. Additionally, we found out that training for the CORE reporting

system was not going to come with any costs involved, which we didn't know back in September when the Learning Continuity and Attendance Plan was written.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We had to constantly learn how to keep students engaged in Distance Learning as they were getting tired of Zoom and wanted to come back on campus. They missed their friends. Our Grant with TCOE for our Counselor LMFT helped tremendously with students who were having social and emotional issues and wanted to give up on Distance Learning. The Counselor/LMFT met with student who had been referred to her by a teacher, the Principal, or by parent request via Zoom calls and later in person when the on-campus learning started back up. The students, for the most part, are all back on-campus 4 days a week and this has helped their social-emotional well-being probably more than anything else. The fact that they are able to see their friends and be with them in class and on-campus is a great help for the students in their lives getting back to some kind of normalcy.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We did outreach to parents via Zoom Board meetings from April of 2020 through the end of September of 2021. These were well attended on GotoMeeting. We also did a virtual Back to School Night via Zoom for the school as a whole and each teacher had their own breakout Zoom session with their parents for Back to School Night. The Administration held various stakeholder meetings from July - September online with various success levels. Most meetings were moved to in-person meetings in the gym, where we can space visitors out 6 feet and beyond and we do the COVID screener and temperature check prior to entry into the building. With student attendance issues during Distance Learning, the Administration has done numerous house visits to re-engage students and turn attendance issues around. These house visits have worked for the most part, with a few exceptions.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We provided drive-up lunch service for the months of August and September for all students. In October, once we moved to a 4 day schedule of on-campus learning, we still offer the drive-up lunch for the Distance Learners, but we now had students on-campus and we offered enticing hot lunch for those students who were on-campus learning. We purchased additional portable tables so we could have students chairs six feet apart from any other student. We also purchased physical distancing stickers and placed them on the floor as markers for students to stand on as they worked they way up to the lunch counter. At the lunch counter, all servers are masked and gloved up and standing behind a large, hanging plexiglass sheet that separates them from the students coming to pick up their hot lunch. Each student has to wear their mask until they are seated and then they can remove the mask to begin eating. Each class sits with their own class on designated tables that are marked via a colored, laminated card that is slipped into the sleeve of a clear plexiglass card holder on the table. Each teacher has a unique mascot that is also printed on the laminated card, along with the teachers name. Students easily can spot where to sit with their own classmates, regardless of their reading level. When each set of grade levels rotate into the cafeteria/gm to eat, the tables have been deep cleaned and the card holder has changed out with the new

teacher name cards in the card holders. At the end of lunch, the students are dismissed by class, go out of the cafeteria/gym with a yard duty aide that has been assigned to that class and play in a designated play area, only intended for that class. Each class has their own play area that rotates on a weekly basis.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Purchase and install plexiglass sneeze guards to protect point of service areas for students and staff	\$3,000.00	\$1000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We got a better quote for the large plexiglass that was mounted from above and hangs on chains and covers then entire opening of the Cafeteria Serving area.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We are moving towards a full implementation of reopening the school to five days a week, with a normal bell schedule for next year. We do know that there may be parents that still prefer to keep their students on Distance Learning as we currently have 37 still Distance Learning, but more and more parents are becoming comfortable with their students returning to campus and we continue to see the number of Distance Learners shrinking. So, for next year, we are planning to offer Distance Learning through a more centralized service and not have each teacher participate in Distance Learning. This will help teachers focus on the students in their classrooms and spend extra time on addressing learning loss, and closing learning gaps. That being said, we will continue to have robust technology, which is built into the new LCAP goals, and this will help with in-class instruction as well as help student remaining on Distance Learning be able to access the lessons through their Chromebook and Hotspot. We will continue to provide PPE, since the COVID-19 virus has not been eradicated yet, and this will be written into the new LCAP goals and actions as well.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Board has approved the hiring of a new teacher position, the Student Success Center (SSC). This will be paid for initially with Expanded Learning Opportunities funds, but will also be written into the LCAP goals and actions for ongoing needs to help students with learning loss and to help close the achievement gap. The SSC Teacher will also have the use of an Instructional Aide, with 10% of the Aide's salary coming from ELO funds, but also this Aide will be written into the LCAP goals and actions so that the SSC will be sustainable as an ongoing tool to help students with unique needs close learning gaps and to help increase student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

For the most part, we did exactly what we said we were going to do in this plan that was written back in September. However, we are adding things to the plan going forward that will be included in the LCAP, such as the Student Success Center teacher and Aide to help close the achievement gap for students of unique needs and for all students who are suffering from learning loss due to the COVID-19 pandemic. The main thing that we deviated from our plan was the expenditures for the CAASPP Interim Assessment materials and supplies and Professional Development stipends that were going to go towards that. As explained earlier in this report, the daily schedule being reduced would have meant that implementing of the CAASPP Interim Assessments were going to take time away from students being in the CORE academic subjects. We felt we could get enough data from STAR and iReady in order to see the individual students gains and losses and where student learning gaps were identified. The overall plan helped all students, but a focus on English Learner students, Foster Youth and Homeless students, and Socioeconomically Disadvantaged students through interventions based on the data provided to use was implemented both during class time, through invitations for Summer School, and in an ongoing focus through the Student Success Center.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Board has approved the hiring of a new teacher position, the Student Success Center (SSC). This will be paid for initially with Expanded Learning Opportunities funds, but will also be written into the LCAP goals and actions for ongoing needs to help students with learning loss and to help close the achievement gap. The SSC Teacher will also have the use of an Instructional Aide, with 10% of the Aide's salary coming from ELO funds, but also this Aide will be written into the LCAP goals and actions so that the SSC will be sustainable as an ongoing tool to help students with unique needs close learning gaps and to help increase student achievement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	186,900.00	79,226.77
LCFF Supplemental and Concentration	186,900.00	79,226.77
	186,900.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	186,900.00	79,226.77
Certificated Salary & Benefits	0.00	0.00
Classified Salary & Benefits	0.00	0.00
Consultant Fee	0.00	0.00
Contracted Services	17,800.00	7,492.61
Instructional Materials	11,000.00	0.00
Materials	3,380.00	2,406.22
Materials & Supplies	44,500.00	16,336.85
Non-Capitalized Equipment	24,920.00	0.00
Salaries & Benefits	78,500.00	52,991.09
Travel & Conferences	6,800.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	186,900.00	79,226.77
Certificated Salary & Benefits	LCFF Supplemental and Concentration	0.00	0.00
Classified Salary & Benefits	LCFF Supplemental and Concentration	0.00	0.00
Consultant Fee	LCFF Supplemental and Concentration	0.00	0.00
Contracted Services	LCFF Supplemental and Concentration	17,800.00	7,492.61
Instructional Materials	LCFF Supplemental and Concentration	11,000.00	0.00
Materials	LCFF Supplemental and Concentration	3,380.00	2,406.22
Materials & Supplies	LCFF Supplemental and Concentration	44,500.00	16,336.85
Non-Capitalized Equipment	LCFF Supplemental and Concentration	24,920.00	0.00
Salaries & Benefits	LCFF Supplemental and Concentration	78,500.00	52,991.09
Travel & Conferences	LCFF Supplemental and Concentration	6,800.00	0.00
		6,800.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	82,770.00	22,855.88
Goal 2	90,780.00	49,933.07
Goal 3	13,350.00	6,437.82

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$38,546.48	\$60,419.78
Distance Learning Program	\$79,500.00	\$79,500.00
Pupil Learning Loss	\$6,767.52	\$3,000.00
Additional Actions and Plan Requirements	\$3,000.00	\$1,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$127,814.00	\$143,919.78

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$38,546.48	\$60,419.78
Distance Learning Program	\$79,500.00	\$79,500.00
Pupil Learning Loss	\$6,767.52	\$3,000.00
Additional Actions and Plan Requirements	\$3,000.00	\$1,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$127,814.00	\$143,919.78