



## 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

### Goal 1

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

### Rationale

This goal addresses the backward slide that Sequoia Elementary experienced in ELA and Mathematics scores on the CAASPP in 2018-2019. With its 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 year.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>The District will continue to implement State Board adopted academic content and performance standards for all students and student groups will show growth towards meeting/exceeding standards on the California Assessment of Student Progress and Performance.</p>	<p>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</p> <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>Results from Sequoia Union Elementary's most recent benchmark testing using the iReady program show that our students are making progress toward proficiency in both ELA and mathematics, which should lead to meeting or exceeding standards on state assessments.</p> <p>All Students  On the fall English Language Arts diagnostic test 31% of students were performing on or above grade level. By the winter administration on or above grade level performance grew to 44%.</p> <p>On the fall Math diagnostic test 9% of students were performing on or above grade level. On the winter diagnostic, on above grade level performance grew to 21%.</p> <p>English Language Learners  English Language Learners did not show any growth on either ELA or Math iReady diagnostic from the fall to the winter administration.</p> <p>Hispanic/Latino  At time time we do not have a way to breakdown benchmark data by ethnicity.</p>	<p>All students metric will growth by 3% a year in ELA and Math. 2% a year in Science.</p> <p>English Learner Metric will improve by 1% a year.</p> <p>Hispanic/Latino Students will improve by 2% a year</p> <p>Socioeconomically Disadvantaged students will improve their scores by 2% a year.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>Socioeconomically Disadvantaged Students classified as socioeconomically disadvantaged who scored at or above grade level in ELA rose from 16% to 32%. The number of students scoring far below grade level fell from 58% to 47%.</p> <p>No students classified as socioeconomically disadvantaged scored at or above grade level in math either on the fall or the winter diagnostic. The number of students scoring far below grade level did shrink, however, from 63% to 48%, showing students are progressing toward on grade level performance.</p>	
	All teachers are fully credentialed, in the subject areas, and, for the pupils they are teaching.	All teachers are fully credentialed.	All teachers continue to be fully credentialed	All teachers are fully credentialed.
	The District will continue implementation of 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	ELD student and teacher companion materials for the Wonders ELA program were purchased for use by the ELD teacher. The ELD teacher also completed Orton Gillingham training at Cullinan Education center in Fresno. These materials and training will help	32% of English Language Learners will score proficient on the ELPAC.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			her to provide instruction consistent with ELD standards.	
	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%	Students will take the ELPAC test at the end of March.	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.	88% of students receiving ELA interventions in the Elementary school showed improvement from the fall to the winter diagnostic. The average point gain for these students on the diagnostic was 45. Only one student received math intervention during the first part of the year and that student improved by 29 points.	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 core adopted curriculum used at Sequoia Union Elementary.	All teachers attended training in Wonders ELA Curriculum during the first half of the school year. K-5 teachers took part in three separate sessions, one Zoom and two in-person with publisher provided trainers focused on learning to use essential components of the Wonders program. Teachers in grade 6-8 attended a Zoom session with a Study-Sync specialist, and some chose to do additional virtual trainings for which they received certificates of completion.	All teachers will be trained in core curriculum programs.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>All teachers received in person initial product training for newly adopted science programs Twig and Discovery Education on August 2, 2021.</p> <p>Two teachers participated in virtual trainings for History/Social Science Curriculum.</p> <p>All teachers began Long Range plans for mathematics curriculum.</p>	
	<p>Students will show growth in ELA and Math on locally administered benchmark assessments.</p>	<p>20-21 Renaissance STAR Consolidated Status Report Grade 8 Math: IN: 759; W: 710 Change: -49 Grade 8 Reading: IN; 672 W: 631 Change: -41</p> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report Reading Proficiency: Grade 8: At/Above #: 5 %: 24%; Grade 8: Below #: 16; %: 76% Math Proficiency: Grade 8: At/Above #: 6 %: 26% Grade 8: Below #: 17 %: 74%</p>	<p>The winter Renaissance STAR Test window is February 15 through the 25th. Scores to compare Fall to Winter administrations will be available at the end of this window.</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>
	<p>Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will</p>	<p>81% of parents are comfortable contacting school staff if they have a concern</p>	<p>This survey will be sent out in February.</p>	<p>85% of surveyed parents will report that they are comfortable</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	show growth in the areas of school climate and communication with school staff for a sense of school safety.	74% of parents say that communication is frequent, clear and two-way		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 and students with exceptional needs.	80% of parents of unduplicated pupils stated positive satisfaction with their role in school decisions that impact their student.  75% of parents of exceptional needs students stated positive satisfaction with their role in school decisions that impact their student	This survey will be sent out in February.	85% of parents of unduplicated pupils will state positive satisfaction with their role in school 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	This survey will be sent out in the month of February.	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).
	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 and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.1	<p><b>Student Success Center</b> This action will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics.</p> <p>(Year 1: ESSER II &amp; ESSER III Years 2 &amp; 3: Supplemental and Concentration)</p>	Curriculum: 1 Time; Personnel: Ongoing	No	Federal	\$8,943	Federal	\$1,100	\$10,043.00	\$30,113.00
1.2	<p><b>Training in Core Curriculum Programs</b> 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.</p> <p>(Title II, LCFF Supplemental and Concentration)</p>	Ongoing	No	LCFF	\$463.10			\$1,100.00	\$706.00
				Federal	\$636.90				
1.3	<p><b>Curriculum Adoptions</b> Adoption of state adopted NGSS aligned science curriculum, and ongoing ELA and social studies curriculum.</p>	Adoptions range from 1 to 5 years	No			Other State	\$10,670	\$10,670.00	\$16,642.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	(Restricted Lottery Funds)						
1.4	<p><b>Learning Director/Coach</b> This position 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. First year stipend for current teacher to assist with these duties, with the goal of being a fully funded full time position in Year 2.</p> <p>(Year 1: LCFF Supplemental and Concentration, Years 2 &amp; 3: 30% Title II, 70% Supplemental and Concentration)</p>	Year 1 Stipend, Years 2-3 Full time	Yes	LCFF     \$1,100		\$1,100.00	\$795.83
1.5	<p><b>English Language Development Training for all Teachers</b> As our English Learner population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive</p>	Ongoing	No	Federal     0		\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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>						
1.6	<p><b>EL Coordinator</b> 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>(Title I)</p>	Ongoing	No	Federal \$5,707.24		\$5,707.24	\$2,292.00
1.7	<p><b>Curriculum &amp; Assessment Coordinator</b> The Curriculum &amp; 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</p>	Ongoing	Yes	LCFF \$2,344.10		\$2,344.10	\$1,364.41

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>also coordinates administration of the CAASPP for ELA, Math and Science as well as the Smarter Balanced Interim Assessments.</p> <p>(LCFF Supplemental &amp; Concentration)</p>						
1.8	<p><b>Response to Intervention Supplemental Curricular Materials and Programs</b> Curriculum materials and programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas identified by those benchmarks.</p> <p>(Year 1: ESSER II, Years 2 &amp; 3: LCFF Supplemental and Concentration)</p>	Ongoing	No		Federal \$2475	\$2,475.00	\$1306.25
1.9	<p><b>Response To Intervention Supplemental Curriculum Training</b> 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.</p> <p>(Year 1: ESSER II)</p>		No		Federal \$550	\$550.00	\$220.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.10	<b>Classified Personnel</b> Classified salaries for paraprofessionals to support unduplicated students in all academic areas.  (Title I)		No	Federal \$8,572.08		\$8,572.08	\$878.66
1.11	<b>Retention of Highly Qualified Teachers</b> Provides funds to retain highly qualified teachers to support quality education for all students.  (LCFF Supplemental and Concentration)	One Time	Yes	LCFF \$11,000		\$11,000.00	\$0.00
1.12	<b>Off-Site Training and Conferences</b> Supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity.  (LCFF Supplemental and Concentration)	One Time	Yes		LCFF \$1,650	\$1,650.00	\$115.00
1.13	<b>Response to Intervention Core Curriculum Training</b> Training for the Student Success Center Teacher	One Time	Yes		LCFF \$550	\$550.00	\$284.00

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention.  (LCFF Supplemental and Concentration)						

## Goal 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).**

### Rationale

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 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.

### Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being and Learning Conditions	53% of students surveyed answered that they liked school	This survey will be sent out in February.	65% of surveyed students will report that they like school (or similar question).

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	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.		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	This survey will be sent out in February.	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 Baseline is 98%	ADA for the Elementary School from August 5, 2021 to February 10, 2022 is 93%, representing a 5% drop from baseline.	Average daily attendance will remain at 98% or higher
	Chronic Absenteeism will decrease by .25%	Chronic absenteeism for 19-20 was 2.25%	There have been 3 chronically absent students at Sequoia Union Elementary so far this year. This gives the school a current chronic absenteeism rate of 8.5%	Chronic absenteeism will decrease by .25 % 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.	There have been 8 students suspended for an aggregate total of at least one full day so far this year, for a suspension rate of 23%. This puts Sequoia Union Elementary School in the "Red" on the California School Dashboard as our rate of suspension is "Very High" and it	Suspension rate will remain at 0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			has "Increased Significantly" from the prior year.	
	Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.	There is one pending expulsion this year.	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.	There have been no middle school dropouts this year.	Middle school dropout rate will remain at 0%

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	<b>STEM Through Agriculture</b> Stipends and materials for the continued development of our STEM through Agriculture program.  (Yearly SRSA Grant)	Ongoing	No	Federal	\$465.30	Federal	\$3,900.60	\$4,365.90	\$0.00
2.2	<b>Library Media Center</b> 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.  (LCFF Supplemental and Concentration)	Ongoing	Yes	LCFF	\$2,420	LCFF	\$715	\$3,135.00	\$1,909.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.3	<p><b>Outside Enrichment Opportunities</b> This action allows for stipends, 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.</p> <p>(LCFF Base)</p>	Ongoing	No	LCFF \$1,650		\$1,650.00	\$0.00
2.4	<p><b>Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum</b> Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences.</p> <p>(LCFF Supplemental and Concentration, Year 1: \$15,000 LEA total, Years 2 &amp; 3: \$5,000 LEA total)</p>	Ongoing	Yes		LCFF \$1,650	\$1,650.00	\$4,967.00
2.5	<p><b>PowerSchool Student Information System</b> PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student</p>		No		LCFF \$869	\$869.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	portal where families can track student progress.  (LCFF Base)						
<b>2.6</b>	<b>Intrado School Messenger</b> This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping parents informed of important educational and social events on campus.  (LCFF Base)	Ongoing	No		LCFF \$275	\$275.00	\$77.00
<b>2.7</b>	<b>Attendance/Office Clerk</b> The attendance/office clerk is another avenue of communication with families. This position will help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting.  (LCFF Base)	Ongoing	No	LCFF \$2,378.31		\$2,378.31	\$0.00
<b>2.8</b>	<b>Edlio Website Hosting</b> Allows the LEA to maintain a professional website presence where parents and the public can access	Ongoing	No		LCFF \$275	\$275.00	\$264.00

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	information and relevant documents.  (LCFF Base)						
<b>2.9</b>	<b>Training in Differentiated Instruction and Universal Design for Learning</b> 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)	One Time	Yes		LCFF \$1,100	\$1,100.00	\$0.00
<b>2.10</b>	<b>Equipment for Electives</b> Equipment and supplies to assist in teaching afternoon elective classes.  (Unrestricted Lottery)	One Time	No		Other State \$550	\$550.00	\$351.00

### Goal 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)**

#### Rationale

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.

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	When surveyed, a greater percentage of Sequoia Union students will report feeling safe at school.	59% of students felt safe at school "almost all the time" in the last month  29% of students felt safe at school "once in a while" or "almost never" within the last month	This survey will be sent out in February.	70% of students will feel safe at school "almost all the time" (or similar answer)
	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%	This survey will be sent out in February.	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 be in fair or poor condition.	32% of parents surveyed rated the condition of their students' technological device to be in fair or poor condition.	This survey will be sent out in February.	The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%
	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.	This survey will be sent out in February.	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	0% of students lacking instructional materials	0% of students lacking instructional materials	0% students lacking instructional materials

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	materials in accordance with Williams Act regulations.			
	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.	Our oldest currently deployed Chromebooks were purchased in 2018 and are in their fourth school year of use.	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 is Good as reported in the SARC	Facilities will continue to be ranked "Good"

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p><b>Counseling/ Social Services</b></p> <p>As we begin the work of recovering from the effects of the pandemic, students and teachers need greater emotional support than ever before. 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 both students and staff.</p> <p>(Year 1: ESSER III, Years 2 &amp; 3: LCFF Supplemental and Concentration)</p>	Ongoing	No	Federal \$2,750		\$2,750.00	\$0.00
3.2	<b>Chromebooks and Tablets for Students</b>	Ongoing	Yes		LCFF \$2,016.80	\$2,016.80	\$2,448.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<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>(LCFF Supplemental and Concentration)</p>						
3.3	<p><b>Desktop Computers for Classrooms</b> 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>	One Time	No		Federal \$2,750	\$2,750.00	\$2,424.00
3.4	<p><b>Support Staff Professional Development in De-Escalation Strategies</b></p>	One Time	No	Other State \$330		\$330.00	\$28.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Training for support staff in de-escalation strategies to assist in more positive interactions with students.  (Classified Staff Development Grant)						
3.5	<b>School Safety and Mandated Programs</b> Training fees, programs, materials and supplies for meeting the LEA's obligations to educate staff and students in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment.  (LCFF Base)	Ongoing	No		LCFF \$550	\$550.00	\$0.00
3.6	<b>Campus Technology Support</b> 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)	Ongoing	No	LCFF \$2,640		\$2,640.00	\$0.00
3.7	<b>After School Learning Hub</b> A Learning Hub will be offered by Certificated		No	Other State \$1,265		\$1,265.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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. Transportation will be offered for students participating in the After School Learning Hub who need transportation.</p> <p>(Year 1: ELO, Years 2 &amp; 3: Supplemental and Concentration)</p>						
3.8	<p><b>School Nurse LVN</b> Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies.</p> <p>(LCFF Supplemental and Concentration)</p>	Ongoing	Yes	LCFF \$5,390		\$5,390.00	\$2,978.00
3.9	<p><b>Digital Monitoring Software</b> Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity.</p> <p>(LCFF Base)</p>	Ongoing	No		LCFF \$220	\$220.00	\$1,873.00

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

## Goal 4

--

## Rationale

--

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

**Goal 5**

--

**Rationale**

--

**Expected Annual Measurable Objectives for Goal 5**

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

**Actions and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report