

School Year: 2020-21



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sequoia Union Elementary Charter School	54-72116-6054340	March 15, 2021	March 25, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Sequoia Union Charter Elementary School and Sequoia Union Elementary School District utilizes federal funds to support meeting the actions addressed in the Learning Continuity Plan and the LCAP to enhance and support the services to our students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At this time of Distance Learning, numerous parent surveys show a majority of our parents wanted students back on campus for in-person learning. With all safety precautions in place, the school reopened with a Waiver on October 26th. Staff surveys also showed a majority of the staff was in favor of bringing students back on campus for in-person learning as long as all safety precautions were followed.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are frequently visited by the Administration. Formal observations are conducted at a minimum of twice a year with our Probationary Teachers and at least annually with all other teachers. In this particular year, due to COVID-19, the administration will only be doing formal observations of the probationary teachers. Probationary Teachers are supported by on-campus Mentor Teachers and are a part of the New Teacher Induction program operated through the Tulare County Office of Education.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA) Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District utilize both State and Local assessments to help drive instruction for our students, set school goals, meet the academic needs of our students and adjust intervention strategies as needed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District utilizes the CORE data platform to house the district assessment results. The District Assessment Coordinator submits reports to the Superintendent who provides the data to staff and to the school board. These reports compare subgroups in addition to grade level results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District has dedicated three days for Professional Development in addition to offerings throughout the year that staff is encouraged to participate in through the Tulare County Office of Education (TCOE) as well as other on-campus Professional Development.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are trained originally by the trainers from the Curriculum Company that the adopted materials come from. Additional Professional Development is purchased by the District for the implementation of the adopted materials in an on-going schedule annually. The Tulare County Office of Education (TCOE) also provides support on all curricular areas.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The District takes into consideration recommendations from staff on areas for professional development as well as being based on needs of the school and students. All trainings are connected to the California State Standards and are connected to the assessment results from the Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District students and from the students social-emotional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Through LCAP funds, the Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District purchases instructional assistance and support for teachers through the TCOE for English Language Arts; mathematics; science; technology; and English Language Development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade Level meetings/Professional Learning Communities (PLC) are scheduled for teachers throughout the year as well as departmentalized Professional Learning Communities (PLC) in Middle School.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is reviewed by the District teaching staff and the District attempts to allow teachers an opportunity to do a pilot prior to adoption of materials. After the pilot of curriculum that is being considered for adoption, the teachers use a rubric aligned to the State of California Standards in order to score the curriculum and make recommendations to the School Board for adoption.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere to all state requirements for required instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Classroom schedules are shared with the Superintendent-Principal through a google form. Grade level's do scope and sequence annual planning addressing the teaching of all standards. The District provides Response to Intervention (RTI) through the iReady diagnostic and adaptive learning system for ELA and Math. The District provides student support through an English Learner Coordinator and through Instructional Aides.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are aligned to the California State Standards. Additional supports are available for students who are English Learners.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Core instructional materials are SBE-adopted, recommended for approval by the teaching staff, and approved by the School Board. Any additional supplemental materials are recommended for approval by the teaching staff and approved by the Superintendent-Principal.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers monitor student growth throughout the year through the iReady diagnostic for Reading and Math, and through the STAR Reading and Math Assessments. Teachers can use the iReady intervention system to provide additional lessons to support student needs where the data in the reports show the student is underperforming.

Evidence-based educational practices to raise student achievement

Throughout Distance Learning in this school year, Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District teachers have used research based collaboration strategies through breakout Zoom sessions with students to engage students in safe student groupings to build student's confidence, encourage students to participate and work collaboratively together. Specially Designed Academic Instruction in English (SDAIE) is used to support students who are learning the English Language. An E.L. Coordinator also pushes into classrooms to provide additional student supports to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District contracts with TCOE for a License Marriage, Family Therapist (LMFT), that serves families and students with counseling, and also serves as a family services worker and provides support to families and students. A Homeless liason is also on staff to help families and students who are homeless.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Consolidated Application is presented to the School Site Council, which consists of parents, community members, teachers, classified staff, and the Principal. Throughout the year, staff are kept informed of the budget and are able to ask to meet with the Superintendent or the District Business Manager on any questions that they may have.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF Supplemental, Title I and Title IV and Title V funds are all allocated to support students who are underperforming. These funds are used for additional supplemental support materials, professional development for staff, and educational technology and technology supports.

Fiscal support (EPC)

LCFF Supplemental, Title I and Title IV, Title V and the General Fund.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Sequoia Union is inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Parent and staff groups meet regularly and input is collected regarding school programs both within meetings and through surveys with our Leadership

Team, School Site Council, ELAC, PTC, LCAP Surveys, School Climate Survey, and the Student Comprehensive Interim Well-Being and Learning Condition Survey.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.33%	0.31%	1.27%	1	1	4
African American	%	%	0%			0
Asian	0.66%	0.62%	2.23%	2	2	7
Filipino	%	%	0.32%			1
Hispanic/Latino	33.22%	32.92%	5.73%	100	106	18
Pacific Islander	%	%	0%			0
White	63.12%	62.11%	74.52%	190	200	234
Multiple/No Response	0.33%	%	15.61%	1		49
Total Enrollment				301	322	314

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	33	38	44
Grade 1	42	42	36
Grade 2	35	41	44
Grade 3	42	38	37
Grade 4	43	46	37
Grade 5	36	44	50
Grade 6	35	37	43
Grade 7	35	36	23
Total Enrollment	301	322	314

Conclusions based on this data:

- Enrollment appears to fluctuate from year to year as the cohort of students matriculate through the grades. There appears to be a discrepancy in the enrollment of the 2019-20 7th grade, which shrunk from 37 students to 23 students in one year.
- There appears to be an error in our CALPADS enrollment reporting for the year 2019-20 in the Hispanic enrollment. The Hispanic enrollment went from 100 students in 2017-18, up to 106 students in 2018-19, and then dropped to 18 students in 2019-20. This doesn't match what actually happened, so there is an error in the CALPADS data for this one school year, which resulted in a loss of Title I funds for the 2020-21 school year due to inaccurate data reporting.

3. Sequoia Union Charter Elementary School has experienced a decrease in enrollment which is attributed to families moving out of state as well as families choosing to Home School their students due to the COVID-19 pandemic and not wanting to participate in Distance Learning.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	16	19	25	5.3%	5.9%	8.0%
Fluent English Proficient (FEP)	3	6	9	1.0%	1.9%	2.9%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. Although our English Learner enrollment is still small in comparison to neighboring District's, Sequoia Union Charter Elementary School's English Learner population is increasing.
2. The percentage of our English Learner students who are Fluent English Proficient is increasing.
3. The data shows we have not Reclassified as Fluent English Proficient any of our English Learner students over the past three school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36	44	38	34	43	36	34	43	36	94.4	97.7	94.7
Grade 4	31	43	49	28	39	47	28	39	47	90.3	90.7	95.9
Grade 5	38	36	46	38	33	44	38	33	44	100	91.7	95.7
Grade 6	36	36	31	35	35	27	35	35	27	97.2	97.2	87.1
Grade 7	35	35	36	33	35	35	33	35	35	94.3	100	97.2
All	176	194	200	168	185	189	168	185	189	95.5	95.4	94.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2458.	2434.	32.35	41.86	27.78	17.65	23.26	27.78	11.76	20.93	22.22	38.24	13.95	22.22
Grade 4	2479.	2463.	2467.	21.43	23.08	25.53	32.14	28.21	19.15	21.43	12.82	27.66	25.00	35.90	27.66
Grade 5	2506.	2534.	2511.	23.68	33.33	20.45	26.32	39.39	40.91	26.32	12.12	9.09	23.68	15.15	29.55
Grade 6	2515.	2532.	2491.	17.14	17.14	11.11	34.29	37.14	25.93	25.71	25.71	18.52	22.86	20.00	44.44
Grade 7	2551.	2561.	2530.	12.12	17.14	11.43	45.45	42.86	37.14	18.18	20.00	17.14	24.24	20.00	34.29
All Grades	N/A	N/A	N/A	21.43	27.03	20.11	30.95	33.51	30.16	20.83	18.38	19.05	26.79	21.08	30.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	32.56	30.56	38.24	51.16	52.78	38.24	16.28	16.67
Grade 4	25.00	28.21	27.66	53.57	41.03	48.94	21.43	30.77	23.40
Grade 5	15.79	39.39	29.55	52.63	48.48	43.18	31.58	12.12	27.27
Grade 6	17.14	28.57	18.52	45.71	37.14	40.74	37.14	34.29	40.74
Grade 7	24.24	31.43	22.86	48.48	48.57	37.14	27.27	20.00	40.00
All Grades	20.83	31.89	26.46	47.62	45.41	44.97	31.55	22.70	28.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	30.23	33.33	38.24	46.51	44.44	38.24	23.26	22.22
Grade 4	25.00	23.08	12.77	60.71	43.59	61.70	14.29	33.33	25.53
Grade 5	44.74	39.39	34.09	34.21	45.45	36.36	21.05	15.15	29.55
Grade 6	22.86	31.43	14.81	54.29	45.71	33.33	22.86	22.86	51.85
Grade 7	30.30	25.71	31.43	48.48	62.86	40.00	21.21	11.43	28.57
All Grades	29.76	29.73	25.40	46.43	48.65	44.44	23.81	21.62	30.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.47	39.53	19.44	58.82	48.84	63.89	14.71	11.63	16.67
Grade 4	10.71	23.08	25.53	71.43	58.97	65.96	17.86	17.95	8.51
Grade 5	21.05	18.18	27.27	60.53	72.73	61.36	18.42	9.09	11.36
Grade 6	11.43	20.00	7.41	62.86	60.00	62.96	25.71	20.00	29.63
Grade 7	9.09	14.29	5.71	63.64	65.71	74.29	27.27	20.00	20.00
All Grades	16.07	23.78	18.52	63.10	60.54	65.61	20.83	15.68	15.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	41.86	22.22	35.29	44.19	47.22	32.35	13.95	30.56
Grade 4	25.00	17.95	23.91	57.14	53.85	56.52	17.86	28.21	19.57
Grade 5	31.58	27.27	34.09	39.47	54.55	36.36	28.95	18.18	29.55
Grade 6	22.86	34.29	22.22	48.57	51.43	59.26	28.57	14.29	18.52
Grade 7	18.18	34.29	25.71	63.64	45.71	40.00	18.18	20.00	34.29
All Grades	26.19	31.35	26.06	48.21	49.73	47.34	25.60	18.92	26.60

Conclusions based on this data:

1. The overall achievement of our students moving from 2017-2018 to 2018-2019 decreased by 10.27 percent in English Language Arts. The District looks at both students who both Met Standard and Exceeded the Standard.
2. Students continue to perform well in all domains with 69% or more of students being at Standard Met or Above Standard in all the Domains. Listening was especially high in 2018-19, with 84% of students at Standard Met or Exceeded.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36	44	38	34	43	36	34	43	36	94.4	97.7	94.7
Grade 4	31	43	49	28	39	47	28	39	47	90.3	90.7	95.9
Grade 5	38	36	46	38	33	44	38	33	44	100	91.7	95.7
Grade 6	36	36	31	35	35	27	35	35	27	97.2	97.2	87.1
Grade 7	35	35	36	33	35	35	33	35	35	94.3	100	97.2
All	176	194	200	168	185	189	168	185	189	95.5	95.4	94.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2438.	2453.	2431.	20.59	32.56	13.89	32.35	25.58	33.33	20.59	20.93	25.00	26.47	20.93	27.78
Grade 4	2467.	2464.	2466.	17.86	15.38	17.02	21.43	28.21	27.66	35.71	25.64	29.79	25.00	30.77	25.53
Grade 5	2491.	2519.	2510.	18.42	27.27	20.45	10.53	15.15	20.45	36.84	36.36	34.09	34.21	21.21	25.00
Grade 6	2524.	2499.	2464.	20.00	14.29	3.70	17.14	17.14	7.41	37.14	34.29	37.04	25.71	34.29	51.85
Grade 7	2542.	2554.	2496.	18.18	25.71	8.57	21.21	17.14	8.57	39.39	34.29	37.14	21.21	22.86	45.71
All Grades	N/A	N/A	N/A	19.05	23.24	13.76	20.24	21.08	20.63	33.93	29.73	32.28	26.79	25.95	33.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.12	44.19	22.22	26.47	27.91	38.89	29.41	27.91	38.89
Grade 4	14.29	28.21	25.53	46.43	25.64	31.91	39.29	46.15	42.55
Grade 5	21.05	30.30	29.55	26.32	39.39	38.64	52.63	30.30	31.82
Grade 6	25.71	20.00	11.11	31.43	37.14	22.22	42.86	42.86	66.67
Grade 7	15.15	28.57	8.57	57.58	40.00	40.00	27.27	31.43	51.43
All Grades	24.40	30.81	20.63	36.90	33.51	34.92	38.69	35.68	44.44

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.41	41.86	25.00	44.12	39.53	52.78	26.47	18.60	22.22
Grade 4	17.86	23.08	21.28	57.14	41.03	46.81	25.00	35.90	31.91
Grade 5	23.68	33.33	18.18	36.84	36.36	47.73	39.47	30.30	34.09
Grade 6	22.86	14.29	0.00	45.71	31.43	48.15	31.43	54.29	51.85
Grade 7	24.24	34.29	8.57	48.48	40.00	54.29	27.27	25.71	37.14
All Grades	23.81	29.73	15.87	45.83	37.84	49.74	30.36	32.43	34.39

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.41	44.19	25.00	50.00	32.56	58.33	20.59	23.26	16.67
Grade 4	28.57	15.38	21.28	46.43	51.28	46.81	25.00	33.33	31.91
Grade 5	15.79	33.33	20.45	52.63	45.45	56.82	31.58	21.21	22.73
Grade 6	20.00	17.14	3.70	48.57	45.71	44.44	31.43	37.14	51.85
Grade 7	21.21	22.86	11.43	51.52	48.57	51.43	27.27	28.57	37.14
All Grades	22.62	27.03	17.46	50.00	44.32	51.85	27.38	28.65	30.69

Conclusions based on this data:

1. The overall achievement of our students moving from 2017-2018 to 2018-2019 decreased by 9.93 percent in mathematics. The District looks at both students who both Met Standard and Exceeded the Standard.
2. Students continue to perform well in all domains with 55% or more of students being at Standard Met or Above Standard in all the Domains. Communicating Reasoning was especially high in 2018-19, with 69% of students at Standard Met or Exceeded.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1		*		*		*		4
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	6
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*		*		*		*	
All Grades							15	18

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
All Grades	*	22.22	*	44.44	*	22.22	*	11.11	15	18

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
All Grades	*	61.11	*	27.78	*	0.00	*	11.11	15	18

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
All Grades	*	0.00	*	33.33	*	44.44	*	22.22	15	18

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
All Grades	*	16.67	*	72.22	*	11.11	15	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
All Grades	*	72.22	*	16.67	*	11.11	15	18

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
All Grades	*	5.56	*	72.22	*	22.22	15	18

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	16.67	*	72.22	*	11.11	15	18

Conclusions based on this data:

1. Sequoia Union Elementary Charter School didn't have enough English Learner students in 2018-2019 to warrant a color score, however our English Learning Proficiency Index is 41.7% of English Learning students (12) scored Proficient on the ELPAC.
2. Due to COVID19, the ELPAC was suspended for the 2019-2020 school year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
322	45.0	5.9	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	5.9
Foster Youth	3	0.9
Socioeconomically Disadvantaged	145	45.0
Students with Disabilities	8	2.5


Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.3
Asian	2	0.6
Hispanic	106	32.9
Two or More Races	13	4.0
White	200	62.1

Conclusions based on this data:

1. A majority of our students population are White (62.1%) or Hispanic (32.9%) ethnicity.
2. Less than half of our students (45%) come from low Socioeconomically Disadvantaged families.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Overall our students had a decline in performance, declined to Orange in Mathematics, declined to Yellow in English Language Arts, declined to Orange in Chronic Absenteeism, and declined to Orange in Suspension Rate.

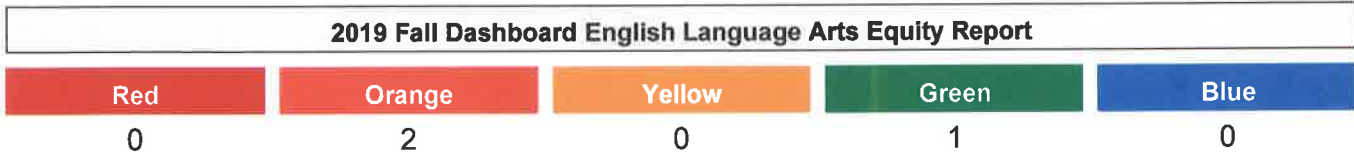
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2.6 points below standard</p> <p>Declined Significantly -20 points</p> <p>176</p>	<p>English Learners</p> <p>No Performance Color</p> <p>71.1 points below standard</p> <p>15</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>29.6 points below standard</p> <p>Declined Significantly -21.5 points</p> <p>76</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 28 points below standard Declined -14.2 points 57	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 Green 12.6 points above standard Declined Significantly -21.1 points 109

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.8 points below standard 11	Less than 11 Students - Data Not Displayed for Privacy 4	5.7 points above standard Declined Significantly -17.8 points 159

Conclusions based on this data:

- The 2018-2019 school year had significant declines in performance in all student groups.
- Our current English Learner students (11) scored 104.8 points below standard.

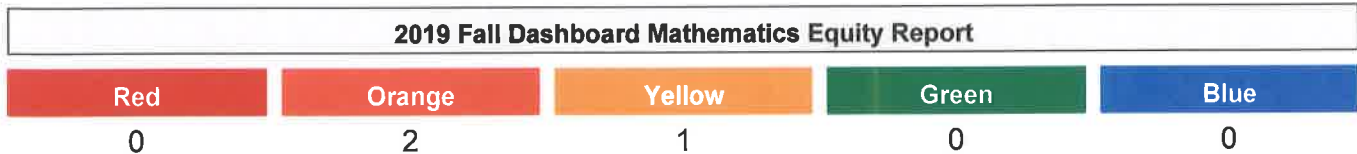
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>31.5 points below standard</p> <p>Declined Significantly -22.2 points</p> <p>176</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>77.1 points below standard</p> <p>15</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>62.3 points below standard</p> <p>Declined Significantly -23.9 points</p> <p>76</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino
Hispanic  Orange 69.2 points below standard Declined Significantly -23.2 points 57	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander	White  Yellow 9.7 points below standard Declined Significantly -19.9 points 109

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 102.4 points below standard 11	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4	English Only 24 points below standard Declined Significantly -19.4 points 159
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Conclusions based on this data:

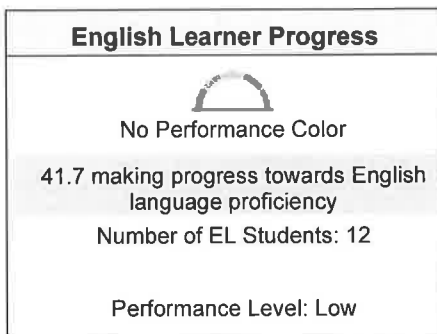
1. The overall performance among student groups declined significantly and are in the Orange
2. English Learner students declined 77.1 points.
3. Socioeconomically Disadvantaged students declined by 23.9 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	33.3	8.3	33.3

Conclusions based on this data:

1. Our English Learner students have 41.7 % making progress towards English language proficiency.
2. More students are progressing to the next level of proficiency on the ELPAC test (33.3).

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

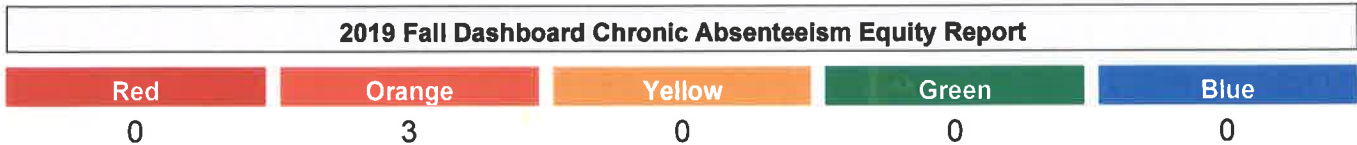
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>325</p>	<p>English Learners</p> <p>No Performance Color</p> <p>21</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>149</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 110	 No Performance Color 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 200

Conclusions based on this data:

- The schools chronic absenteeism score is in the Orange.

School and Student Performance Data

Academic Engagement Graduation Rate

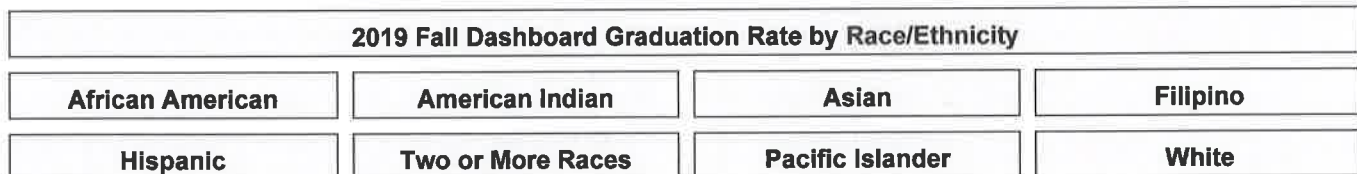
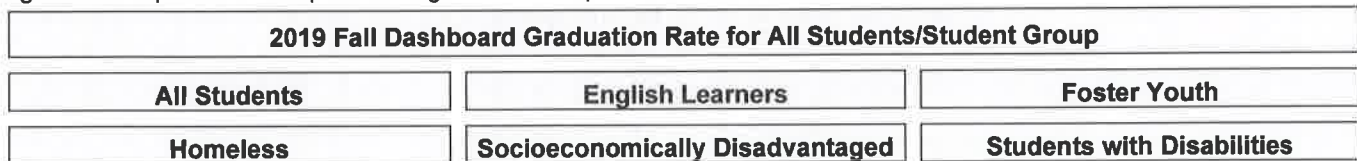
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



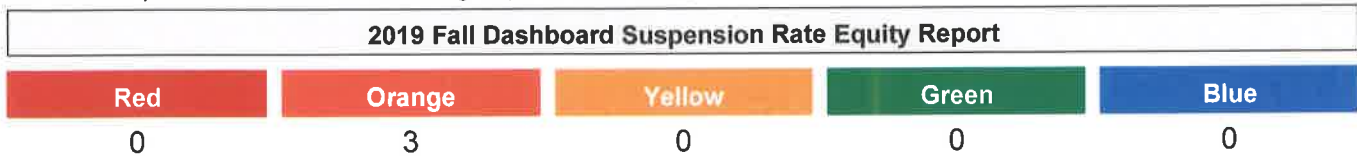
Green



Blue

Highest
Performance






This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2</p> <p>Increased +1.1</p> <p>350</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>23</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.8</p> <p>Increased +0.7</p> <p>165</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	Filipino
 Orange 2.5 Increased +1.6 122	 No Performance Color 7.1 14	Pacific Islander	 Orange 1.4 Increased +0.9 211

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	2

Conclusions based on this data:

1. The school score in Suspension rate is in the Orange.
2. 2 students were suspended in 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Achievement

LEA/LCAP Goal

Ensure all students achieve within the common core standards framework.

Goal 1

Student's will be supported in all academic areas with their achievement increasing in the area of ELA and Math as measured by District and State Assessments.

Identified Need

Through the District and State Assessments, all students, including English Learners, Foster Youth, and Homeless students will meet the average yearly growth in ELA and Math. The decline in the most recent CAASPP assessment in both ELA and Math is an area of focus. The District will work to show gains in both ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Performance	Baseline ELA 2018-19: 50.27% Met or Exceeded Standard Baseline Math 2018-19: 34.39 % Met or Exceeded Standard Actual ELA 2020-21: Not Taken Yet Actual Math 2020-21: Not Taken Yet	Increase by 3% in ELA from prior assessment to 2020-2021 and Increase by 2% in Math from prior assessment to 2020- 21 assessment
Star Reading Performance	Baseline: 2019-2020: STAR ELA: 58% Met or Exceeded Standard Actual: 2020-2021 STAR ELA: 50% Met or Exceeded Standard	Reach and Maintain an average of 52% of students performing At or Above Grade Level Standard.
Star Math Performance	Baseline: 2019-2020: STAR Math: 35% Met or Exceeded Standard Actual: 2020-2021: STAR Math: 30% Met or Exceeded Standard	Reach and Maintain an average of 35% of students performing At or Above Grade Level Standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide intervention support and teaching through Response to Intervention (RTI) time in classrooms, both on Digital Learning platforms and in person while on-campus.
Provide Mentoring and Coaching support to teachers who are in the New Teacher Induction program or in an Internship program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1121900	General Fund 1000-1999: Certificated Personnel Salaries Certificated Salaries to support students in all academic areas to increase achievement
324722	General Fund 2000-2999: Classified Personnel Salaries Classified Salaries to support students in all academic areas to increase achievement
66861	General Fund 4000-4999: Books And Supplies Books and Supplies to support students in all academic areas to increase achievement
317440.96	General Fund 5000-5999: Services And Other Operating Expenditures Maintenance and Operations, Transportation, and Professional Consulting to support students and student achievement
65187	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Salaries to support unduplicated students in all academic areas to increase achievement

22251	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified Salaries to support unduplicated students in all academic areas to increase achievement
0	Special Education 5800: Professional/Consulting Services And Operating Expenditures TCOE SELPA provides Special Education Services to students to support student achievement
56556	Title I 2000-2999: Classified Personnel Salaries Classified Salaries to support unduplicated students in all academic areas to increase achievement
14014.29	Title I 4000-4999: Books And Supplies Books and Supplies to support unduplicated students in all academic areas to increase achievement
4725	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Leadership Teacher-Mentor Coaching for Non-Fully Credentialed Teaching Staff to support students and increase student achievement
3500	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional Development to increase student achievement
1065	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Dues and Memberships to help the organization increase student achievement

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

21st Century Learning

LEA/LCAP Goal

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

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.

Identified Need

Continue to update and add educational technology and devices as needed in classrooms and train staff and students to utilize the educational technology and devices to reach the greatest benefits.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student technology portable devices available to students	2019: 145 portable devices purchased(chromebooks and ipads) 2020: 90 portable devices (chromebooks and ipads)	All students will have a 1 to 1 device
Instructional technology portable devices available to Teachers	2019: Replaced 0 Instructional technology devices 2020: Replaced 19 Instructional technology devices	All teachers will have a portable 1 to 1 device for instructional purposes and updated technology in the classroom.
classroom educational technology will be increased	2019: 3 short throw projectors purchased 2020: 3 short throw projectors purchased	All classrooms will have updated technology and the District will ensure that older educational technology is swapped out at an average of three retrofitted classrooms per year in order to have ongoing, updated classrooms fitted with educational technology for all students.
wifi hot-spots provided to every student who doesn't have home internet	2019: 25 hot spots purchased 2020: 117 hot spots purchased	All students will have updated hot spot internet technology and the District will ensure that

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		older hot spots wi-fi devices are swapped out each school year by contracted services.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students a 21st century learning experience through the use of technological devices and support staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,774	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Chromebooks, tablets, and other student technology devices
29,935.15	General Fund 2000-2999: Classified Personnel Salaries Media Technology Coordinator
16,190	General Fund 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted Services for a Technology Technician

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement - Social and Emotional Student Support

LEA/LCAP Goal

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

Goal 3

Students will be provided with a physical and emotionally safe environment in which to engage in learning and have academically successful outcomes.

Identified Need

Due to Distance Learning since March of 2020, the District is recognizing the increase of students with social and emotional concerns. Students will have a safe atmosphere on campus as well as having positive relations with staff members so they can be academically engaged and have successful outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sense of Student safety while on campus	2020-2021 Baseline data: 80% of students feel a sense of safety on campus	85%+ of students feel safe on campus
My Child Enjoys Coming to School and feels safe and supported	2020-2021 Baseline data: 65% of parents believe their student feels safe and supported on campus.	70%+ of parents believe their student feels safe and supported on campus
Sense of School connectedness and belonging by Staff	2020-2021 Baseline data: 60% of Staff feel a sense of connectedness and belonging	65% + of Staff feel a sense of connectedness and belonging

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Counseling and Support Services to Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19793.60	General Fund 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted School Psychologist
0	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted Family Services Support (Grant - No Cost)
32022.90	General Fund 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted School Nurse - LVN
10653.30	General Fund 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted School Nurse - RN
23860.97	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures PowerSchool SIS System and Professional Development to monitor students attendance at school and help increase a students physical and emotional well being while on campus.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$81,063.39
Total Federal Funds Provided to the School from the LEA for CSI	\$155,345.05
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,144,452.17

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$37,634.97
Title I	\$70,570.29
Title II Part A: Improving Teacher Quality	\$9,290.00

Subtotal of additional federal funds included for this school: \$117,495.26

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$1,939,518.91
LCFF - Supplemental	\$87,438.00
Special Education	\$0.00

Subtotal of state or local funds included for this school: \$2,026,956.91

Total of federal, state, and/or local funds for this school: \$2,144,452.17

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Comprehensive Support and Improvement (CSI)

37,634.97

General Fund

1,939,518.91

LCFF - Supplemental

87,438.00

Special Education

0.00

Title I

70,570.29

Title II Part A: Improving Teacher Quality

9,290.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries

1,191,812.00

2000-2999: Classified Personnel Salaries

433,464.15

4000-4999: Books And Supplies

94,649.29

5000-5999: Services And Other Operating Expenditures

345,866.93

5800: Professional/Consulting Services And Operating Expenditures

78,659.80

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies

Comprehensive Support and Improvement (CSI)

13,774.00

5000-5999: Services And Other Operating Expenditures

Comprehensive Support and Improvement (CSI)

23,860.97

1000-1999: Certificated Personnel Salaries

General Fund

1,121,900.00

2000-2999: Classified Personnel Salaries	General Fund	354,657.15
4000-4999: Books And Supplies	General Fund	66,861.00
5000-5999: Services And Other Operating Expenditures	General Fund	317,440.96
5800: Professional/Consulting Services And Operating Expenditures	General Fund	78,659.80
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	65,187.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,251.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00
2000-2999: Classified Personnel Salaries	Title I	56,556.00
4000-4999: Books And Supplies	Title I	14,014.29
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,725.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,565.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,998,222.25
Goal 2	59,899.15
Goal 3	86,330.77

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Ken Horn	Principal
Heather Burkhart	Classroom Teacher
Janene Keller	Classroom Teacher
Sheri Karjala	Classroom Teacher
Betty Rossi	Other School Staff
Jenna Holly	Parent or Community Member
Stephanie Amaral	Parent or Community Member
Veronica Florez	Parent or Community Member
Jada Lee	Parent or Community Member
Ciara Machado	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Jason, Castillo	Other: Sequoia Union Elementary School Certificated and Classified Staff
Betty Rassi, Classified	

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on March 16, 2021.

Attested:

Ken Horn
Stephanie Amaral

Principal, Ken Horn Horn on March 16, 2021	Ken
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SSC Chairperson, Stephanie Amaral on March 16, 2021	
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Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019