

LCFF Budget Overview for Parents

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

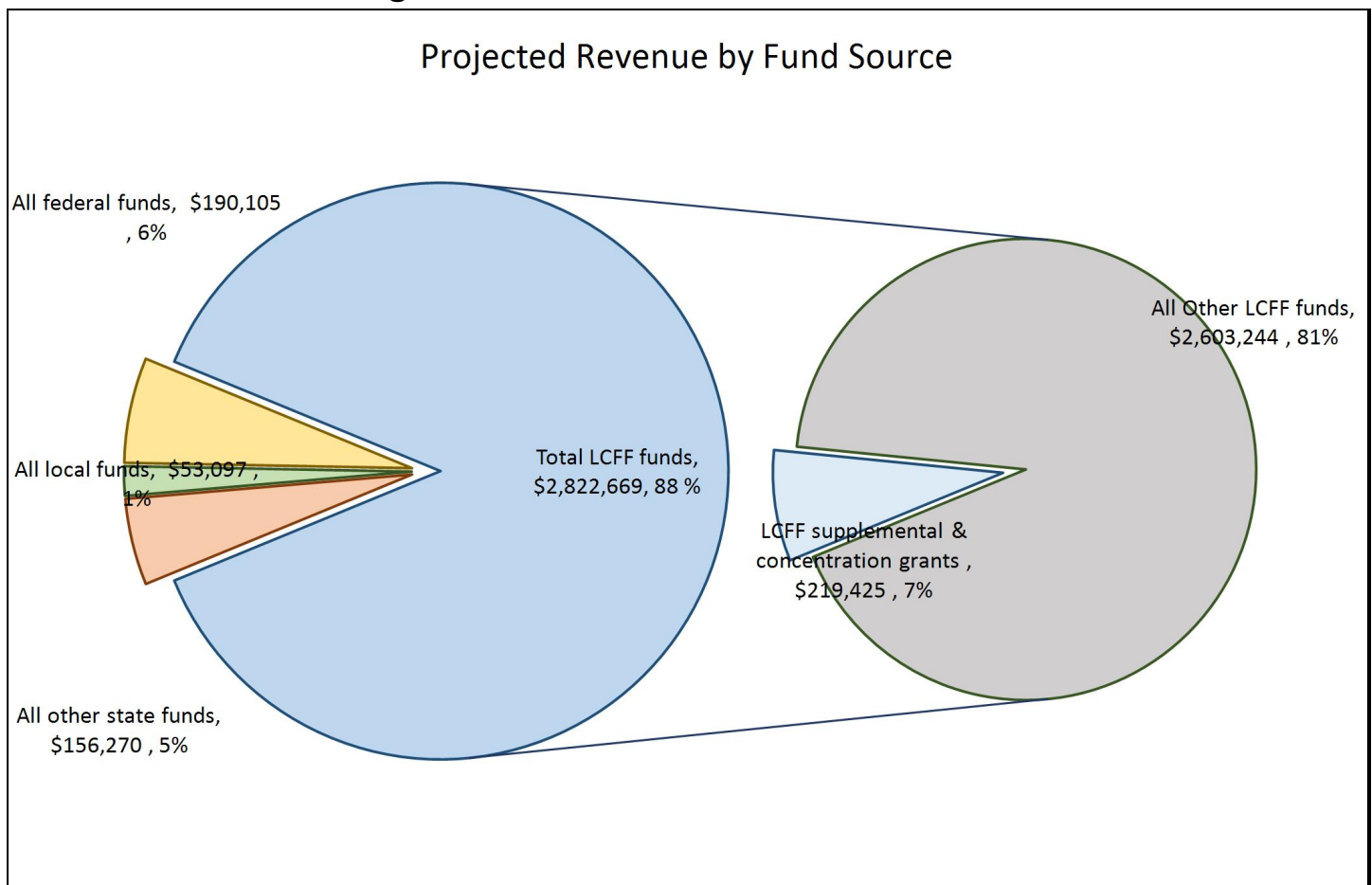
CDS Code: 54-72116-6054340

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Perry D. Jensen, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

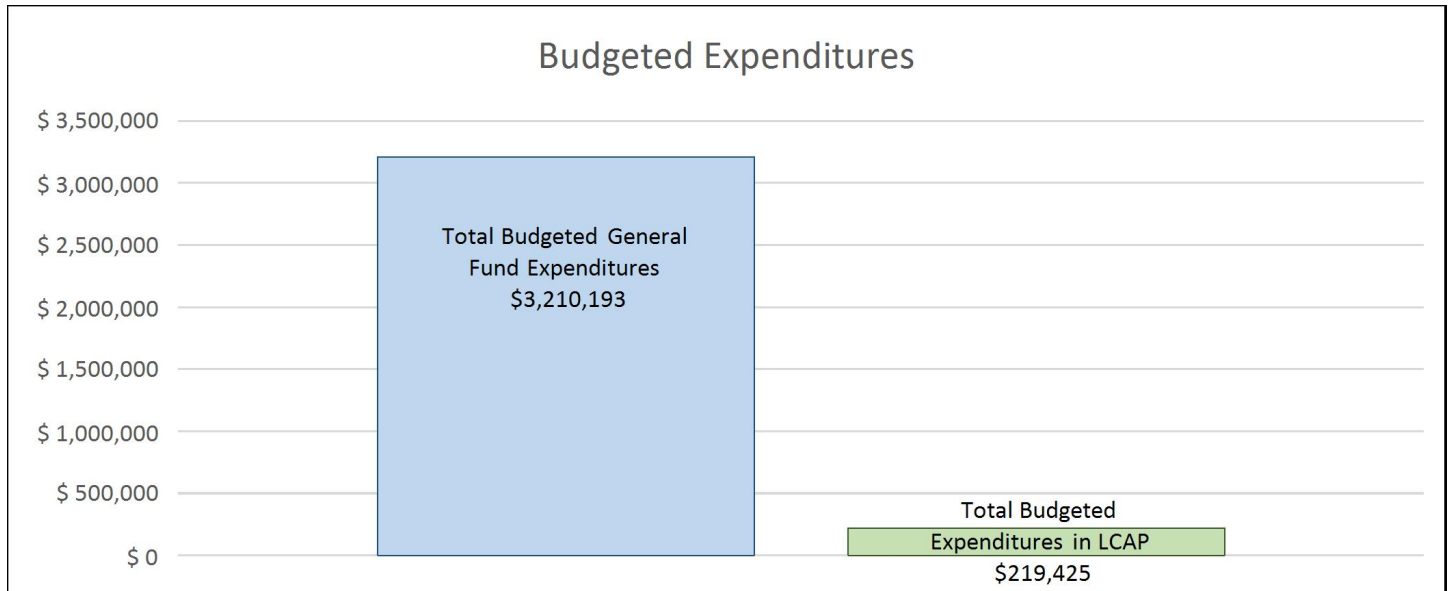


This chart shows the total general purpose revenue Sequoia Union Elementary Charter School expects to receive in the coming year from all sources.

The total revenue projected for Sequoia Union Elementary Charter School is \$3,222,141, of which \$2,822,669 is Local Control Funding Formula (LCFF), \$156,270 is other state funds, \$53,097 is local funds, and \$190,105 is federal funds. Of the \$2,822,669 in LCFF Funds, \$219,425 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sequoia Union Elementary Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sequoia Union Elementary Charter School plans to spend \$3210193 for the 2019-20 school year. Of that amount, \$219425 is tied to actions/services in the LCAP and \$2,990,768 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There were no General Fund Budget Expenditures that were not included in the LCAP

Increased or Improved Services for High Needs Students in 2019-20

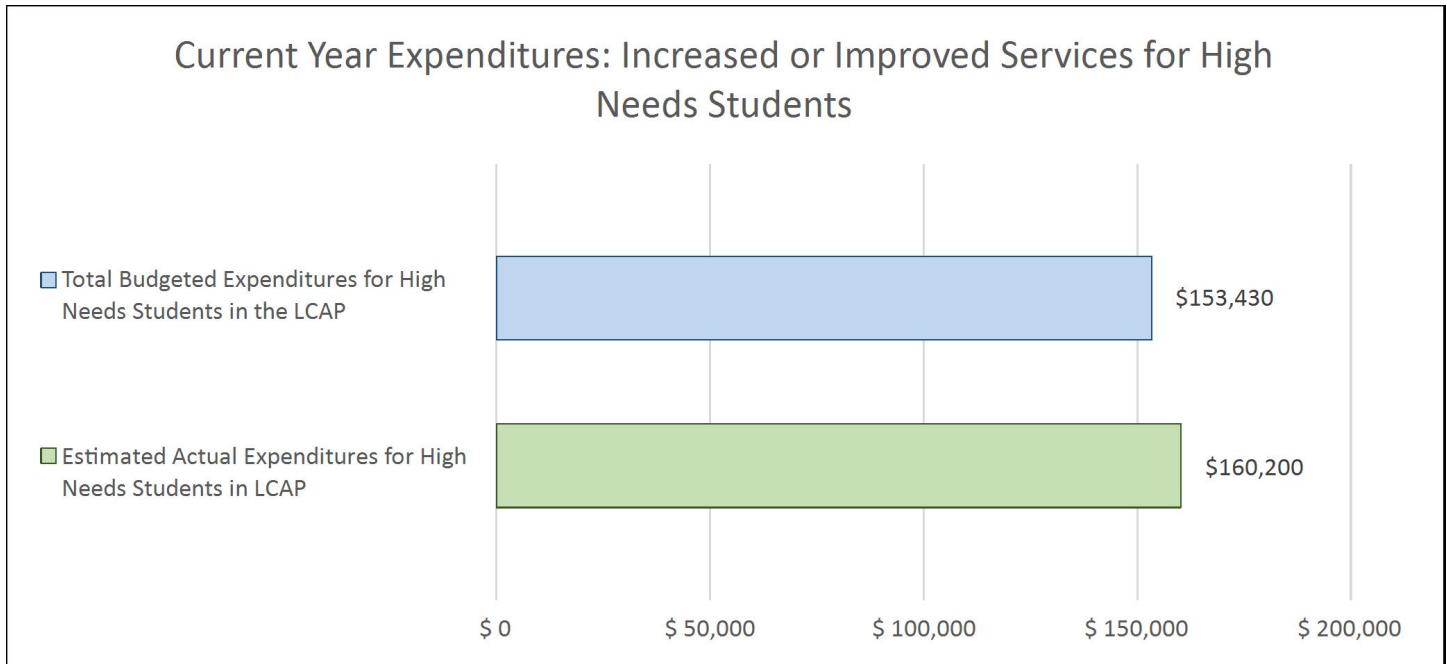
In 2019-20, Sequoia Union Elementary Charter School is projecting it will receive \$219425 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sequoia Union Elementary Charter School plans to spend \$103130 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Sequoia Charter Elementary is doing everything in its capacity to ensure that all students receive a fair and equitable education. The Learning Lab does much to support the academic growth of High Risk Students and focuses on their academic needs as well as their Social Emotional Learning needs. Sequoia Charter Elementary School is also part of Tulare County's first cohort for the Mental Health Wellness Triage to work with all students, including High Risk students in need of support.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Sequoia Union Elementary Charter School's LCAP budgeted \$153,430 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary Charter School estimates that it will actually spend \$160,200 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name

Sequoia Union Elementary
Charter School

Contact Name and Title

Perry D. Jensen
Superintendent

Email and Phone

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(559) 564-2106

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Sequoia Union Elementary Charter School has provided a strong K- 7 learning environment for the community of Lemon Cove and surrounding eastern Tulare County community as part of a school district in existence for nearly 100 years. While we serve the rural community of Lemon Cove, the district also incorporates the small community of Lindcove, Meherten, and Badger Hill. Approximately 55% of our students live within the school boundaries. The remaining 45% of students come from the surrounding communities.

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

LCAP Highlights

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

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

Goal #1:

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

Goal #2:

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

Goal #3:

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

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

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

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The LEA needs to continue working on its development of Next Generation Science Standards (NGSS) and appropriate curriculum related to these standards. Continue to pare down and reflect on our curriculum to determine needs from wants, and products that are focused on Common Core State Standards. There is an on-going need to improve the LEA integration of technology with hands-on learning.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There is a disparity in Math and Language Arts. Working with the 1st – 7th grade staff to determine how best to respond, with support from Library/Media and Learning Lab to develop both a short-term and a long-term plan to reduce/eliminate this gap.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Ensure all Students achieve within the Common Core State Standards Framework

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:
- C&I: 1; FR&G:1; Academics 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials. 18-19 All Teachers Baseline All Teachers	All teachers are being trained during Professional Development Wednesday meeting, and through attending County Office of Education sponsored training.
Metric/Indicator 2. Students will have access to standards-aligned materials. 18-19 100% of Students Baseline 100% of Students	All curriculum is current state adopted material.

Expected

Metric/Indicator

3. All students and subgroups will show growth towards meeting/ exceeding standards on locally developed, state, and federal assessments

18-19

Increase Met/Exceed in ELA by 5 points compared to standard.

Increase Met/Exceed in Math by 7 points compared to standard.

Baseline

2015-2016 California Dashboard

ELA:

- o All students: to 7.2 points above level 3
- o English Learners: to 27.6 points below level 3
- o Socioeconomic disadvantaged: to 16.2 points below level 3
- o Hispanic: to 13.6 points below level 3
- o White: to 16 points above level 3

Math:

- o All students: to 35.5 below level 3
- o English Learners: to 92.7 points below level 3
- o Socioeconomic disadvantaged: to 48.5 points below level 3
- o Hispanic: to 53.1 points below level 3
- o White: to 27.4 points above level 3

Metric/Indicator

4. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.

18-19

All teachers fully credentialed

Baseline

2016-2017: 2 of 14 teachers currently not fully credentialed

Metric/Indicator

5. Annual Measurable Achievement objectives for English Learners set by the state will be met.

18-19

Student improvement by 2.5%

Baseline

Baseline Data is still being collected

Actual

In Mathematics:

English Learners were too small a number for calculation.

Socio Economic was 36.4% at Level 3 or above

Hispanic was 55.5% at Level 3 or above

White was 55.2% at level 3 or above

In Language Arts:

English Learners were too small a number for calculation

Socio Economic was 27.3% at Level 3 or above

Hispanic was 41.3% at Level 3 or above

White was 72.1% at Level 3 or above

3 Teachers were in Impact/STSP Programs. All teachers were teaching in areas applicable to their credentials.

Due to the limited number of EL students, we do not have data.

Expected

Metric/Indicator

6. Reclassification of English Language Learners will increase by 2%.

18-19

Student reclassification rate will be based on the small number of EL students attending school

Baseline

2016-2017: Reclassification rate for the school year was 3%

Actual

No EL Students were reclassified.

Actions / Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

Budgeted Expenditures

Materials & Supplies LCFF
Supplemental and Concentration
\$5,340

Estimated Actual Expenditures

Materials & Supplies LCFF Base
8028

Action 2

Planned Actions/Services

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

Actual Actions/Services

Budgeted Expenditures

Instructional Materials LCFF
Supplemental and Concentration
\$11,000

Travel & Conferences LCFF
Supplemental and Concentration
\$6,800

Estimated Actual Expenditures

Conferences and Related
Expenses LCFF Base 4423

new Math curriculum, web-based assessment tools.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math		Materials LCFF Supplemental and Concentration \$1780	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize multiple data systems to monitor student progress including AIMS Web, Renaissance Place STAR 360, and other systems as necessary.		Materials & Supplies LCFF Supplemental and Concentration \$22,250	Materials & Supplies LCFF Base 27347

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to operate a Learning Lab to support all students, including all subgroups, in the acquisition, support, and enrichment in reading, writing, and language acquisition.		Salaries & Benefits LCFF Supplemental and Concentration \$34,000	Classified Salary & Benefits LCFF Base 23783
		Materials LCFF Supplemental and Concentration \$1,600	

Analysis

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

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

Programs that were implemented, were done so with fidelity. Professional Development was greatly improved for the 2018-2019 School Year, with the development of Wednesday PD and PLC Meetings.

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

Professional Development and Vendor support assisted teachers in becoming more proficient in their use of curriculum and web-based support materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Funds applied to Goal #1 have been used with fidelity. The staff has achieved academic goals through training, review of data, and working in concert with the Learning Lab to achieve optimum academic goals.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: FR&G:1; Academics 1

Annual Measurable Outcomes

Expected

Metric/Indicator

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

18-19

Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards

Baseline

Technology Mastery Standards baseline data is still being reviewed.

Metric/Indicator

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

18-19

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

Baseline

Actual

All students are utilizing technology on a regular basis. All students are trained on a regular basis to improve in their skills with and understanding of technology.

All students have access to 1:1 Technology. The District is working within its financial capacity to ensure a continuous rotation of devices to provide students with current and appropriate equipment and training.

Expected

Actual

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

Actions / Services

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

Action 1

Planned
Actions/Services

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

Actual
Actions/Services

Annual purchases of a select number Chromebooks and Tablets are made to support and maintain the 1:1 ratio of technology to students.

Budgeted
Expenditures

(Chromebooks & Smartboards)
Non-Capitalized Equipment LCFF
Supplemental and Concentration
\$13,350

Estimated Actual
Expenditures

Non-Capitalized Equipment
LCFF Base 16087.00

Action 2

Planned
Actions/Services

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

Actual
Actions/Services

Short-Throw Interactive Projectors were purchased and will continue to be purchased over the next several years.

Budgeted
Expenditures

Conferences Non-Capitalized
Equipment LCFF Supplemental
and Concentration \$11,570

Estimated Actual
Expenditures

Non-Capitalized Equipment
LCFF Base 6998.00

Action 3

Planned
Actions/Services

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

Actual
Actions/Services

Web-based apps were utilized over the year to support the educational program.

Budgeted
Expenditures

Materials & Supplies LCFF
Supplemental and Concentration
\$3560

Estimated Actual
Expenditures

Materials & Supplies LCFF Base
4446.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Library/Media Specialist position will be modified to Resource/Library/Media Specialist to allow for increased duties of this person that include developing ELA Curriculum and finding resources for same in support of teachers.	Library/Media position was bolstered to support the educational program. This action includes the Librarian supporting technology programs.	Salaries & Benefits LCFF Supplemental and Concentration \$44,500	Salaries & Benefits LCFF Base 26941.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In order to bolster students broad course of study in Visual and Performing Arts we are adding focused finances for the Music Instructor freeing up additional funds in Goal 2 Action 5 to focus on other areas of Visual and Performing Arts.	The District has struggled with the steady employment of a Music Teacher. Current and continuing financial needs of the district will determine whether or not this position is sustained or discontinued.	Contracted Services LCFF Supplemental and Concentration \$17,800	Classified Salary & Benefits LCFF Base 14089.00

Analysis

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

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

The District has made every effort to ensure that our technology plan is dynamic and continues to meet the needs of students every year.

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

The technology program supports the students academic education and develops their understanding of technology, use of the internet. SUES Students are growing to understand the effective use of technology, their personal knowledge of both positive and negative aspects of technology, and how to interact with it effectively and safely.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material deficiencies.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District will continue to review its technology program to ensure that it meets the needs of students, is compliant with State Standards, and promotes academic growth. The District will continue to adjust and refine its overall 5 Year Program in order to meet current and future needs.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected

Metric/Indicator

Average Daily Attendance (ADA)

18-19

Increase by .25%

Baseline

2016-2017 School Year attendance rate was 95.42%

Metric/Indicator

Chronic Absenteeism

18-19

Decrease by .5%

Baseline

Actual

ADA is 305. This is 98% of documented 312 students.

Expected

Chronic Absenteeism for 2016-2017 was 2.44%

Metric/Indicator

The school will hold three parent education nights

18-19

Strategic Planning Sessions will be held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.

Baseline

Three Strategic Planning Sessions were held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.

Metric/Indicator

Suspension rates

18-19

Maintain Suspensions rates at Medium or Lower of all students and all subgroups

Baseline

2015-2016 Suspension Rates:

- All Students: 1.4% (Medium)
- English Learners: 3.6% (High)
- Socio Disadvantaged: 2.9% (Medium)
- Hispanic: 0.8% (Low)
- White: 1.5% (Medium)

Metric/Indicator

Expulsion rates

18-19

Maintain Lower than 2% expulsion Rate for all students and all subgroups

Baseline

2016-2017 Expulsions:

0 Expulsions

Metric/Indicator

Middle School Dropout

18-19

Actual

Back to School Night and Open House were well attended. There were Strategic Planning Meeting held, some in conjunction with School Board Meeting Nights. The efforts of these meetings was to ascertain Parent/Stakeholder perceptions and desires for the districts future direction. These events led to some insightful conversation and were applied directly to the future of the LCFF/LCAP Program as well as planning for short and long-term goals of the district/Charter School.

Suspension rate is 1.9%

There were no expulsions.

There were no drop outs.

Expected

Maintain 0% Middle School Dropout Rate for all students and all subgroups

Baseline

2016-2017:

0 Middle School Dropouts

Metric/Indicator

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

18-19

Continue to send our survey's and review all Survey Findings.

Baseline

2016-2017:

Survey Sent to parents in the Fall of 2016. SARC/FIT Survey found facility to be in Good Condition.

Actual

Climate surveys and well as monthly reviews of the facility were conducted. Short and long-term goals were/are generated based on this information. Facilities maintenance needs are prioritized and then specific needs met based on need, sense of urgency, and cost.

Actions / Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

This position was never filled.

Budgeted Expenditures

Certificated Salary & Benefits
LCFF Supplemental and
Concentration \$0

Estimated Actual Expenditures

0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Meetings were held. Future meetings will be discussed and scheduled throughout the 2019-2020 school year.

Materials & Supplies LCFF Supplemental and Concentration \$890

0

Action 3

Planned Actions/Services

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

Actual Actions/Services

The District transitioned to Power School midyear (2018-2019 school) due to technical issues incurred during transition. Illuminate was never utilized due to its merger with Infinite Campus. Future SIS Systems are under review to determine best system for the LEA/Charter.

Budgeted Expenditures

Materials & Supplies LCFF Supplemental and Concentration \$21,360

Estimated Actual Expenditures

Materials & Supplies LCFF Base 20108

Action 4

Planned Actions/Services

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

Actual Actions/Services

Existing staff were able to support this need.

Budgeted Expenditures

Classified Salary & Benefits LCFF Supplemental and Concentration \$0.00

Estimated Actual Expenditures

0.00

Action 5

Planned Actions/Services

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

Actual Actions/Services

This position was determined as "Not Needed" and was never filled.

Budgeted Expenditures

Consultant Fee LCFF Supplemental and Concentration \$0.00

Estimated Actual Expenditures

0.00

Analysis

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

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

Goal #3 will be under review for the 2019-2020 school year as many of the goal areas were determined as no longer being viable to the the school's needs. Those programs that were implemented, were utilized to their fullest capacity with the training and use made by the staff. Some goals were still achieved, but through other means then was stated in the LCAP. Learning Director anticipated duties were imparted to lead teachers, and the existing Principal. Translation duties were accomplished by staff without the need to hire an outside source. A Strategic Planning Consultant was deemed unnecessary.

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

Goal#3 will be reviewed during the 2019-2020 school year to improve upon the projected goals established in Goal #3. The SIS Program still requires further training, and may not be the best fit for the Charter. Several areas of Goal #3 are no longer applicable.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated budget expenditures were applied to other LCAP expense areas due to the fact that many of the sub-goals were not implemented.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

During the 2019-2020 school year Goa #3 will undergo a major evaluation and rewrite of sub-goals related to "Engagement & Successful outcomes of students."

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Sequoia Union Elementary School outlined a plan to actively involve the stakeholders in the development of the Sequoia Union Local Control Accountability Plan (LCAP). Multiple stakeholder groups assisted in the decision making process including our School Site Council, Parent's Guild, Sports Boosters, Students, School Advisory Committee (Comprised of both classified and certificated employees). The participants were involved in the development of the Goals, review of previous year's goals, and a determination on best use of funding for the next several years. The involvement included but is not limited to:

Board Meetings

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

LCAP Information Distribution

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

Tulare County Office of Education Administration Trainings

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

March 20, 2018 – Administrative Discussion & Review

April 25, 2018 – Administrative Discussion and Review

School Advisory/Lead Teacher Meetings:

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

School Site Council

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

School Website

- Posted June 2018

Strategic Planning Meetings (including Focus Groups)

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

Impact on LCAP and Annual Update

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Ensure all Students achieve within the Common Core State Standards Framework

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

To effectively implement Common Core Standards, there is a need for additional training, supports, and instructional materials.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. All teachers will have access to, and be trained in, aligned CCSS ELA, Math, and ELD materials.	All Teachers	All Teachers	All Teachers	All Teachers
2. Students will have access to standards-aligned materials.	100% of Students	100% of Students	100% of Students	100% of Students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3. All students and subgroups will show growth towards meeting/exceeding standards on locally developed, state, and federal assessments	2015-2016 California Dashboard ELA: - o All students: to 7.2 points above level 3 - o English Learners: to 27.6 points below level 3 - o Socioeconomic disadvantaged: to 16.2 points below level 3 - o Hispanic: to 13.6 points below level 3 - o White: to 16 points above level 3 Math: - o All students: to 35.5 below level 3 - o English Learners: to 92.7 points below level 3 - o Socioeconomic disadvantaged: to 48.5 points below level 3 - o Hispanic: to 53.1 points below level 3 - o White: to 27.4 points above level 3	ELA (TARGET: Increase by 5 points). ACTUAL: - o All students: to 4 points below level 3 - o English Learners data not available - o Socioeconomically Disadvantaged: to 25.5 below level 3 - o Hispanic: to 32.3 points below level 3 - o White: to 7.1 points above level 3 Math (TARGET: Increase by 7 points). ACTUAL: - o All Students: to 19.9 points below level 3 - o EL data not available - o Socioeconomically Disadvantaged: to 35 points below level 3 - o Hispanic: to 53.4 points below level 3 - o White: to 4.5 points below level 3	ELA Actual: English Learners no data Socio Economic 51.7% at Level 3 or above Hispanic 41.3% at Level 3 or above White 72.8% at Level 3 or above Math Actual: English Learner no data Socio Economic 33.3% at Level 3 or above Hispanic 27% at Level 3 or above White 55.3% at Level 3 or above Increase Met/Exceed in Math by 7 points compared to standard.	Increase Met/Exceed in ELA by 5 points compared to standard. Increase Met/Exceed in Math by 7 points compared to standard.
4. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.	2016-2017: 2 of 14 teachers currently not fully credentialed	Target: 100% 2017-2018: 94% of teachers fully credentialed	89% of all teachers were fully credentialed. All teachers were working in their credentialed area of study.	All teachers fully credentialed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5. Annual Measurable Achievement objectives for English Learners set by the state will be met.	Baseline Data is still being collected	Student numbers were below state levels for accountability.	Student numbers were below state levels for accountability.	Student improvement by 2.5%
6. Reclassification of English Language Learners will increase by 2%.	2016-2017: Reclassification rate for the school year was 3%	Student reclassification rate increase by 3%	Student reclassification rate will be based on the small number of EL students, and LEA understanding of Reclassification based upon ELPAC Standards.I	Student reclassification rate will be based upon the small number of EL students attending school

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

A focus in the after school program in elective courses that may range from one week to multi-months projects and programs. Continued implementation of an extended day program for all students that include both remedial and accelerated learning for students including meeting the needs of English Learners and students with special needs.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,000	\$5,340	\$5,340
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Salaries & Benefits	Materials & Supplies	Materials & Supplies
Amount	\$401		
Source	LCFF Supplemental and Concentration		
Budget Reference	Materials & Supplies		

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Standards-aligned instructional materials that address the needs of students including all subgroups. Teachers will be trained in and receive materials as needed in Common Core State Standards in English Language Arts, Math, and new ELD standards and maintaining that all teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$11,000	\$11,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Instructional Materials	Instructional Materials	Instructional Materials

Amount	\$900	\$6,800	\$6,800
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Travel & Conferences	Travel & Conferences	Travel & Conferences

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math

2018-19 Actions/Services

Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math

2019-20 Actions/Services

Implementation and attendance in training in research-based instruction for English Language Development and academic content language aligned to CCSS ELA, ELD, and Math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,670	\$1780	\$1780
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Materials	Materials	Materials

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,785	\$22,250	\$22,250
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Materials & Supplies	Materials & Supplies	Materials & Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to operate a Learning Lab to support all students, including all subgroups, in the acquisition, support, and

2018-19 Actions/Services

Continue to operate a Learning Lab to support all students, including all subgroups, in the acquisition, support, and

2019-20 Actions/Services

Continue to operate a Learning Lab to support all students, including all subgroups, in the acquisition, support, and

enrichment in reading, writing, and language acquisition.	enrichment in reading, writing, and language acquisition.	enrichment in reading, writing, and language acquisition.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$34,000	\$34,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Salaries, Benefits and Materials	Salaries & Benefits	Salaries & Benefits
Amount		\$1,600	\$1,600
Source		LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		Materials	Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: FR&G:1; Academics 1

Identified Need:

Based on community input through surveys and other data to help our students succeed on local, state and federal mandates, as well as function in a technologically advanced society, we will provide a technologically rich learning environment for all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students, including unduplicated and special needs students, will show proficiency at grade level Technology Mastery Standards.	Technology Mastery Standards baseline data is still being reviewed.	Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards	Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards	Fall-Pre Test/Spring Post Test given to all students, including unduplicated and special needs students, based on Mastery Standards
All students in grades K-8 grade will have access	All students have a Chromebook or Tablet	All students have a Chromebook or Tablet	All students have a Chromebook or Tablet	All students have a Chromebook or Tablet

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
to 1:1 individualized learning in a technology rich environment.	checked out to them through the library	checked out to them through the library	checked out to them through the library	checked out to them through the library

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,130	\$13,350	\$13,350
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Non-Capitalized Equipment (Chromebooks & Smartboards)	Non-Capitalized Equipment (Chromebooks & Smartboards)	Non-Capitalized Equipment (Chromebooks & Smartboards)

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Staff will be trained in locally developed technology mastery standards with a focus on each grade level. Teachers and staff

2018-19 Actions/Services

Promethean Boards were potentially considered for purchase, but have been determined not to be a financially

2019-20 Actions/Services

Promethean Boards were potentially considered for purchase, but have been determined not to be a financially

will receive instructional technology (including Promethean Boards, Doc Cameras, and other materials directly used during instruction) and received training on how to best utilize that instructional technology to support student learning.

justifiable expense. The LEA is looking towards Short-Throw Overhead projectors.

justifiable expense. The LEA is looking towards Short-Throw Overhead projectors.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,115	\$11,570	\$11,570
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Travel & Conferences	Non-Capitalized Equipment Conferences	Non-Capitalized Equipment Conferences

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.	Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.	Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3560	\$3560	\$3560
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Materials & Supplies	Materials & Supplies	Materials & Supplies

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

Sequoia Union will continue to employ, and provide supplies and materials for, a part time library/media specialist to increase student reading, math, and ELD development to help with research, and train students in 21st Century skills.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,905	\$44,500	\$44,500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Students will have a broad course of study in English, Math, Science, History, Visual and Performing Arts, and other academic areas and will be allowed additional methods to show their understanding and knowledge in each subject area including participating in TCOE and other County and State sponsored academic events and field trips.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,288	\$17,800	\$17,800
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Contracted Services	Contracted Services	Contracted Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

Current ADA does not meet the desired Daily Attendance rate desired for our school district. To learn, students need to be at school and on time on a daily basis and be comfortable within the school campus. Current ADA does not meet the current expectation for our school district and based on community and staff surveys, the district is in need of facility upgrades.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average Daily Attendance (ADA)	2016-2017 School Year attendance rate was 95.42%	Increase by 0.5% Actual: 95.75%	Increased by 2.25% Actual 98%	Increase by .25%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	Chronic Absenteeism for 2016-2017 was 2.44%	Decrease by 2% Increased to 4.25%	Chronic Absenteeism was 0%. Decreased from previous years.	Decrease by .5%
The school will hold three parent education nights	Three Strategic Planning Sessions were held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.	Three Strategic Planning Sessions will be held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.	Strategic Planning Sessions will be held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.	Strategic Planning Sessions will be held, for all parents including parents of unduplicated and special needs students, as well as, a Back to School Night and Open House.
Suspension rates	2015-2016 Suspension Rates: • All Students: 1.4% (Medium) • English Learners: 3.6% (High) • Socio Disadvantaged: 2.9% (Medium) • Hispanic: 0.8% (Low) • White: 1.5% (Medium)	Maintain Suspensions rates at Medium or Lower of all students and all subgroups	Suspension rate of 1.9%	Maintain Suspensions rates at Medium or Lower of all students and all subgroups
Expulsion rates	2016-2017 Expulsions: 0 Expulsions	Expulsion rate of 0	Expulsion rate is 0	Maintain Lower than 2% expulsion Rate for all students and all subgroups
Middle School Dropout	2016-2017: 0 Middle School Dropouts	Maintain 0% Middle School Dropout Rate for	Maintain 0% Middle School Dropout Rate for	Maintain 0% Middle School Dropout Rate for

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		all students and all subgroups	all students and all subgroups	all students and all subgroups
The school will review facility and school needs through community surveys, Climate Surveys and the FIT Survey, and adjust as needed.	2016-2017: Survey Sent to parents in the Fall of 2016. SARC/FIT Survey found facility to be in Good Condition.	Continue to send our survey's and review all Survey Findings.	Facility is in good condition for a structure built in 1954.	Continue to send our survey's and review all Survey Findings.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The school will employ a Learning Director that will also provide outreach and provide professional development to parents on academic and attendance issues as well as support students who are struggling emotionally, socially, and/or academically ensuring a drop of Chronic Absenteeism.	The Learning Director job duties have been divided among office staff to reduce cost factors and provide continuity and consistency. .	The Learning Director job duties have been divided among office staff to reduce cost factors and provide continuity and consistency. .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$76,445	\$0	\$0
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Certificated Salary & Benefits	Certificated Salary & Benefits	Certificated Salary & Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$890	\$890
Source		LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	no additional funds required	Materials & Supplies	Materials & Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,230	\$21,360	\$12,460
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Materials & Supplies	Materials & Supplies	Materials & Supplies

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$445	\$0.00	\$0.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Classified Salary & Benefits	Classified Salary & Benefits	Classified Salary & Benefits

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

The school will hire a facilities strategic planning consultant to help with addressing current facility needs plus support the district looking into future needs.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$330	\$0.00	\$0.00
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Consultant Fee	Consultant Fee	Consultant Fee

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$242,524.00

Percentage to Increase or Improve Services

9.48%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Sequoia Union School District has calculated that it will receive \$242,524.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The services provided in this LCAP help to support all students, including unduplicated students in multiple ways. This allows students to receive additional support and enrichment beyond their regular assigned classes. There are also supports built in to ensure that all students are working towards building effective 21st century skills and knowledge through a technologically rich and supportive environment. This plan also allows for the Tactical use of funds, staffing, and technology to support students in improved attendance, behavior, and academic growth.

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

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

- Utilization of 1:1 technology
- Improving Technology in the classroom
- Conversion of a Library/Media Specialist to that of Library/Media/Curriculum Support Specialist
- Concentrated training and support of all certificated and classified staff to help support student learning and parent participation.
- Greater emphasis on providing opportunities for students to participate in programs at the County/State level and in Visual and

Performing Arts

The details of these expenditures are itemized within this plan and include professional development, technology upgrades, and supplemental materials to better serve our targeted student population. Since our unduplicated student population count is 45.86% and we are a single school district, all of these actions and services are being performed on a school wide basis. All decisions, actions, and expenditures of Supplemental and Concentration funds were determined necessary to meet the needs of all of our student population inclusive of our unduplicated students. Currently, school wide we have a strong Response to Intervention program which is also being modified to incorporate the Multiple Tiers of Student Success (MTSS). We continue to focus on students who are either above or below grade level and this includes in class and pull out intervention, enrichment, and additional support during the regular

school day either through “Push-in” or “Pull-out” support programs. Teachers will be receiving Professional Development in areas deemed in need of support, as well as having the opportunity to participate in Professional Learning Communities. The library/media center will continue grow in its ability to provide avenues to support students in their areas of interests for students, and teachers with the support in curriculum needs and Language Art Development. The Library/Media will continue to ensure that students are able to check in/check out materials as needed, and that literature is current and relevant. Our parent education program will continue to grow and included multiple parent nights focusing on State Standards/Curriculum, supporting their students, and building a sustainable long-term Strategic Plan (academically, financially and logistically).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$178,348	8.43%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, the Sequoia Union School District has calculated that it will receive \$178,348 in Supplemental and Concentrated funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 8.43%. The services provided in this LCAP help support unduplicated students in multiple ways. First, they allow additional time for students to receive support and enrichment during our after school program. There are also supports built in to ensure that all students are working towards building effective 21st century skills and knowledge through a technologically rich and supportive environment. Finally, this plan allows for the employment of a Learning Director to support students in attendance, behavior, and academic improvement. Sequoia Union Elementary School has demonstrated that the District is meeting its minimum proportionality requirement by expending the total 2017-2018 Supplemental and Concentration Grant funding for qualifying purposes.

The Sequoia Union Elementary School District is continuing to look to expand opportunities and support for our unduplicated students. We continue to expand the educational opportunities through our After School Program, continue to employ a Library/Media specialist to help support our most struggling students, and have expanded our campus staff to include a part time support teacher and office aide who focus on the education and involvement of our students and their families.

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

- Providing an Extended learning day
- Utilization of 1:1 technology
- Employment of a Library/media support
- Employment of additional certificated and classified staff to help support student learning and parent participation.

The details of these expenditures are itemized in section 2 of this plan and include a certificated new hire, professional development, technology upgrades, and supplemental materials to better serve our targeted student population. Since our unduplicated student population count is 45.64% and we are a single school district, all of these actions and services are being performed on a school wide basis. All decisions, actions, and expenditures of Supplemental and Concentration funds were determined necessary to meet the needs of all our student population inclusive of our unduplicated students. Currently, school wide we have a strong Response to Intervention Program that is focused on students who are either above or below grade level and this includes in-class and pull out intervention, enrichment, and additional support either during the regular day or through the after school program. Teachers have continued to attend Common Core State Standards training as well as Project Based Learning initiatives including those hosted by TCOE and utilizing our 1:1 student learning platform. The Library/Media Center continues to be a hub of interest for students and teachers alike. With the support provided teachers are receiving curricular assistance and students are able to check in/out materials as needed. Our Parent Education has continued to grow and included multiple parent nights focusing on understanding Common Core Standards, transition to Charter School, and building a Strategic Plan (both academically and with facilities).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

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

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	195,800.00	152,250.00	183,204.00	195,800.00	186,900.00	565,904.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	152,250.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	195,800.00	0.00	183,204.00	195,800.00	186,900.00	565,904.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	195,800.00	152,250.00	183,204.00	195,800.00	186,900.00	565,904.00
	0.00	4,423.00	0.00	0.00	0.00	0.00
Certificated Salary & Benefits	0.00	0.00	76,445.00	0.00	0.00	76,445.00
Classified Salary & Benefits	0.00	37,872.00	445.00	0.00	0.00	445.00
Consultant Fee	0.00	0.00	330.00	0.00	0.00	330.00
Contracted Services	17,800.00	0.00	11,288.00	17,800.00	17,800.00	46,888.00
Instructional Materials	11,000.00	0.00	8,000.00	11,000.00	11,000.00	30,000.00
Materials	3,380.00	0.00	2,670.00	3,380.00	3,380.00	9,430.00
Materials & Supplies	53,400.00	59,929.00	15,976.00	53,400.00	44,500.00	113,876.00
Non-Capitalized Equipment	24,920.00	23,085.00	15,130.00	24,920.00	24,920.00	64,970.00
Salaries & Benefits	78,500.00	26,941.00	48,905.00	78,500.00	78,500.00	205,905.00
Salaries, Benefits and Materials	0.00	0.00	0.00	0.00	0.00	0.00
Travel & Conferences	6,800.00	0.00	4,015.00	6,800.00	6,800.00	17,615.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	195,800.00	152,250.00	183,204.00	195,800.00	186,900.00	565,904.00
		0.00	0.00	0.00	0.00	0.00	0.00
	LCFF Base	0.00	4,423.00	0.00	0.00	0.00	0.00
Certificated Salary & Benefits	LCFF Supplemental and Concentration	0.00	0.00	76,445.00	0.00	0.00	76,445.00
Classified Salary & Benefits	LCFF Base	0.00	37,872.00	0.00	0.00	0.00	0.00
Classified Salary & Benefits	LCFF Supplemental and Concentration	0.00	0.00	445.00	0.00	0.00	445.00
Consultant Fee	LCFF Supplemental and Concentration	0.00	0.00	330.00	0.00	0.00	330.00
Contracted Services	LCFF Supplemental and Concentration	17,800.00	0.00	11,288.00	17,800.00	17,800.00	46,888.00
Instructional Materials	LCFF Supplemental and Concentration	11,000.00	0.00	8,000.00	11,000.00	11,000.00	30,000.00
Materials	LCFF Supplemental and Concentration	3,380.00	0.00	2,670.00	3,380.00	3,380.00	9,430.00
Materials & Supplies	LCFF Base	0.00	59,929.00	0.00	0.00	0.00	0.00
Materials & Supplies	LCFF Supplemental and Concentration	53,400.00	0.00	15,976.00	53,400.00	44,500.00	113,876.00
Non-Capitalized Equipment	LCFF Base	0.00	23,085.00	0.00	0.00	0.00	0.00
Non-Capitalized Equipment	LCFF Supplemental and Concentration	24,920.00	0.00	15,130.00	24,920.00	24,920.00	64,970.00
Salaries & Benefits	LCFF Base	0.00	26,941.00	0.00	0.00	0.00	0.00
Salaries & Benefits	LCFF Supplemental and Concentration	78,500.00	0.00	48,905.00	78,500.00	78,500.00	205,905.00
Salaries, Benefits and Materials	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Travel & Conferences	LCFF Supplemental and Concentration	6,800.00	0.00	4,015.00	6,800.00	6,800.00	17,615.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	82,770.00	63,581.00	53,756.00	82,770.00	82,770.00	219,296.00
Goal 2	90,780.00	68,561.00	45,998.00	90,780.00	90,780.00	227,558.00
Goal 3	22,250.00	20,108.00	83,450.00	22,250.00	13,350.00	119,050.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					186,900.00
LCFF Supplemental and Concentration					186,900.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					
LCFF Supplemental and Concentration					0.00