

LCFF Budget Overview for Parents

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

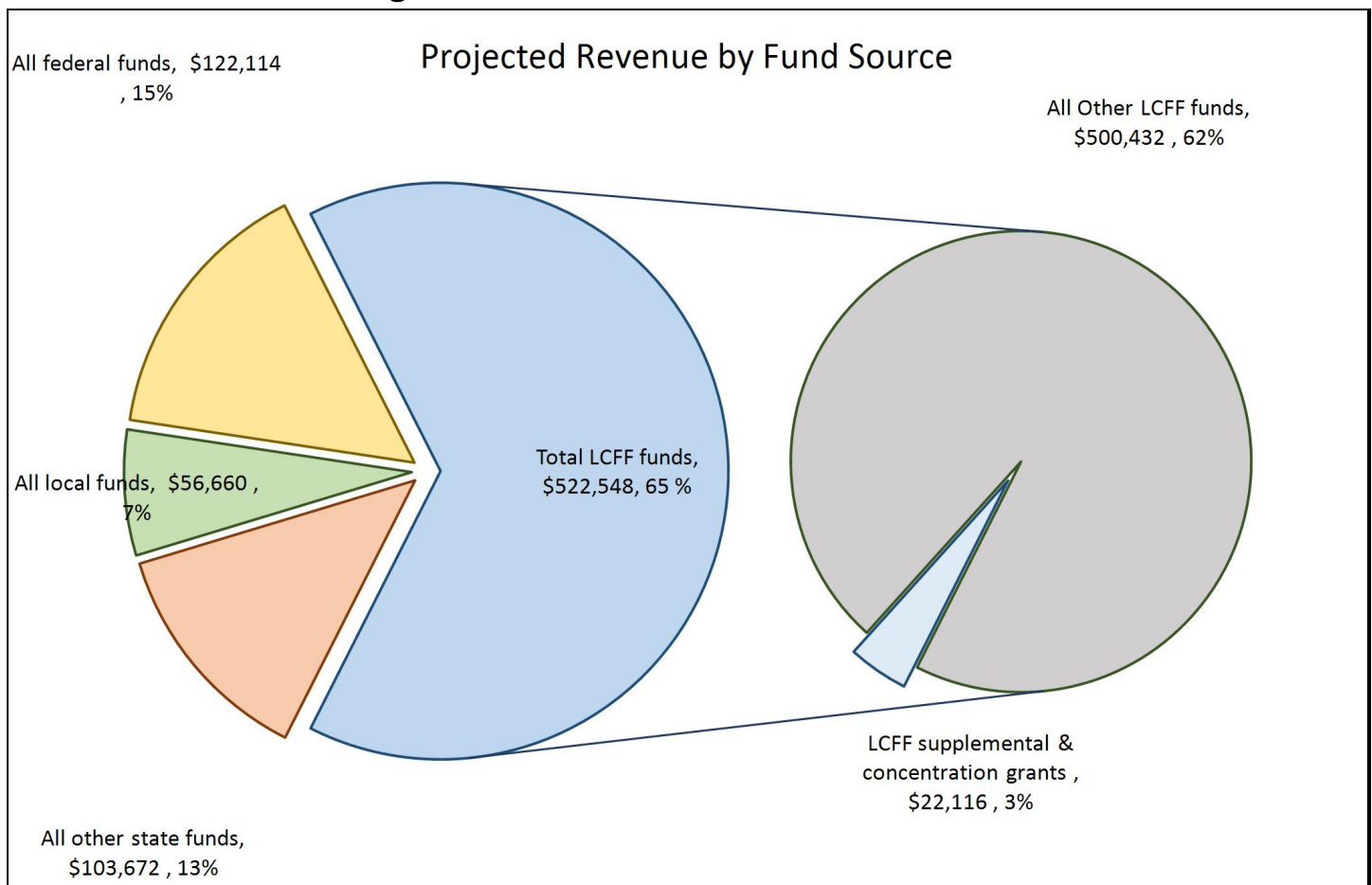
CDS Code: 54-72116

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

LEA contact information: Perry Jensen, Superintendent/Principal

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

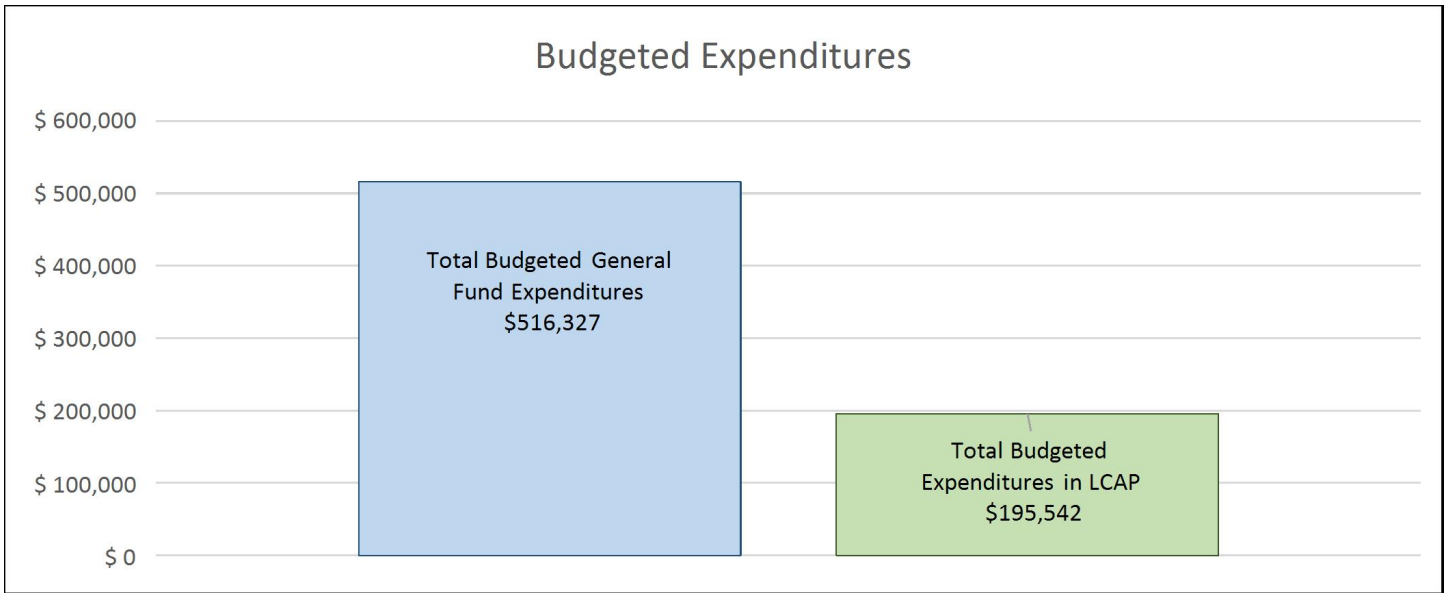


This chart shows the total general purpose revenue Sequoia Union Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Sequoia Union Elementary School is \$804,994, of which \$522,548 is Local Control Funding Formula (LCFF), \$103,672 is other state funds, \$56,660 is local funds, and \$122,114 is federal funds. Of the \$522,548 in LCFF Funds, \$22,116 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 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 School plans to spend \$516,327 for the 2019-20 school year. Of that amount, \$195,542 is tied to actions/services in the LCAP and \$320,785 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

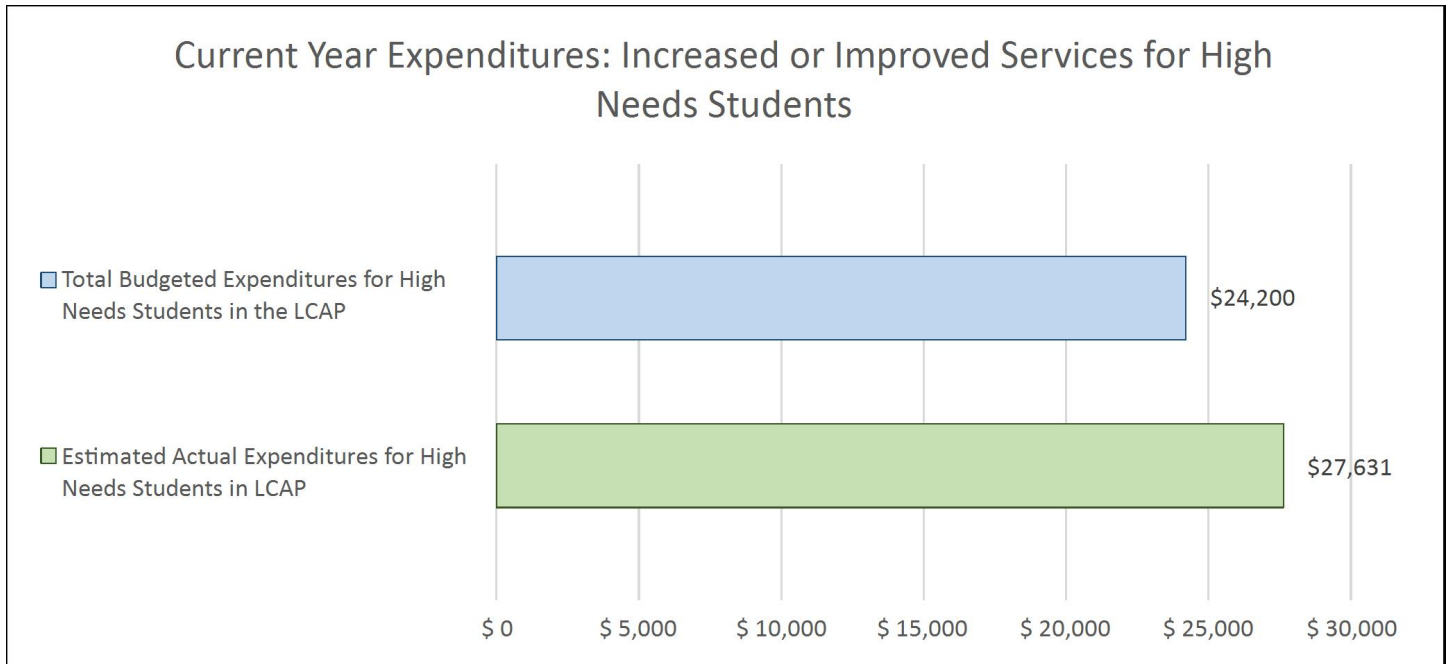
Teacher, Classified, and Administrative staff salaries and benefits. The district also funds all facilities, maintenance, transportation and school operations and services (none of which are included in the LCAP).

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

In 2019-20, Sequoia Union Elementary School is projecting it will receive \$22,116 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary 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 School plans to spend \$23,100 on actions to meet this requirement.

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 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 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 School's LCAP budgeted \$24,200 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary School estimates that it will actually spend \$27,631 for actions to increase or improve services for high needs students in 2018-19.

2019-20

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary School	Perry Jensen Superintendent/Principal	pjensen@sequoiaunion.org (559) 564-2106

2017-20 Plan Summary

The Story

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

The Sequoia Union Elementary School has provided a strong 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 communities 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 to the Public School 8th Grade and a K-7 dependent Charter School beginning in the 2016-2017 school year. The district has also adopted a strong Agricultural Science & Technology focus. The District has been working with local farming leaders, the Tulare Farm Bureau and other industrial leaders over the past two years in this pursuit. The 2017-2018 School year was the starting point of our Ag Program. We have continued to move forward with the addition of a chicken coop as part of our regular education system. We are expanding our 5-Year plan with the contribution of 4.62 acres of land. This land was purchased by a member of the community and donated to the school to help in a tremendous way to build our Educational Agriculture Program. We also have a working California Irrigation Management Information System (CIMIS) Station on the campus. This partnership has provided us with an opportunity to work with professors from U.C. Davis. Our work with the Tulare Farm Bureau continues to support our Garden Programs. Local Boy Scout and Girl Scouts also assist our school by taking on projects that help our students. We are planning to incorporate both 4H and the FFA Chapters, to build a model elementary agricultural 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 2017-2018 LCAP. Stakeholders recognize the need to increase funds towards technology, a broad course of study, and improvements in social/emotional support for our struggling students. To that end we have extended our school psychological services by becoming part of the Mental Health Wellness Triage Grant, Cohort I.

Goal #1:

In an effort to meet the expectations of this goal we will ensure that certificated staff members receive continued professional development training. During the 2018-2019 school year, we implemented an improved program of Professional Development and Professional Learning Communities to support all certificated staff in improving their understanding of CCSS, 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 students 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 fluid 5 Year technology plan that recognizes changes in technology to ensure that the program is sustainable. Staff are being trained in the use of various technologies, and internet-based learning products to ensure that students receive adequate technology training. The conversion/expansion of the Librarian to the Resource Library Media Coordinator has paid dividends in meeting the needs of the students, and supporting teaching staff in developing appropriate and relevant curriculum.

Goal #3:

During the 2018 2019 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 continue to gain real-world experiences by attending events outside of the school. We chose 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 disseminated to staff. Our goal is to continue this process through our Professional Development and our Professional Learning Community time, during which Data and assessments will be reviewed to drive the direction of our educational program.

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 continues working on its development of Next Generation Science Standards (NGSS) and appropriate curriculum related to these standards. The LEA will pilot various Science Units in 2019-2020 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. As we progress towards our desired agricultural focus, we are learning how to integrate California CTE Standards into grade level curriculum. The District became a part of the Comprehensive Support and Improvement Program because of issues surrounding suspensions and Chronic Absenteeism. We were in the Red for suspension in the 2018 Dashboard. We are utilizing our CSI funds to create an Alternative Educational Class that will focus on students that might otherwise be suspended. This provides them a setting with fewer distraction for short periods of time, allowing them to focus on their work. In addition the Instructor in this setting works with students to reflect upon how their actions are negatively impacting their learning, and ways to positively change their behaviors, a key aspect of Social Emotional Learning. The CSI funding is also allowing the LEA to improve our Parent Contact System. The goal is to help educate parents on the value of their students attending school regularly, and on time. We are also working to understand how to support parents in making this happen.

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

The LEA currently does not have any performance gaps.

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.

Sequoia Union Elementary School

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.

As stated in our aspect of Greatest Needs, we were given a \$172,442.00 CSI grant as a result of excessive suspensions. We are using the CSI Funds to create an alternative educational class. The goal of Sequoia Union Elementary with these funds is to help students stay at school and understand how their actions are negatively impacting their education. We are also using these funds for outreach with parents. An office staff member is making regular contact with parents of students who are absent, to understand why the child was absent, and to help them to see how regular daily attendance, and how arriving to school on time helps their child's education. Finally, we are using these funds to further build our understanding of Social Emotional Learning, so that we can help all students to attend a school with an empathetic and positive social culture.

The district reviewed data related to our suspension rate as part of a needs assessment. We also reviewed the demographics and social-emotional aspect the suspended students. The goal was to determine social, emotional, and academic gaps that may have contributed to the increased rate of suspensions. This information was reviewed with School Site Council Members, Key Staff, and Psychological Support Staff to determine best use of the allocated funding. Lead staff worked with administration to research programs that would support student Social Emotional Learning, with demonstrated positive results.

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.

The Alternative Educational Class will track students involved to determine trends, and rate of recidivism. Academic growth will also be documented to determine positive or negative attributes of students in a more controlled environment. In addition, attendance and truancy indicators will be tabulated to look for a reduction in absenteeism and tardiness. The data derived from this program will be reviewed on a regular basis by Administration with staff. The goal is to reduce suspension rates, increase student understanding, and eventually have no need for this class.

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

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

Metric/Indicator

2. Students will have access to standards-aligned materials.

18-19

100% of Students

Baseline

100% of Students

Actual

This training has been continuous for "All Teachers." It will continue over the next several years as state standards are being modified and or changed. We now have a routine weekly schedule of Professional Development to guarantee training in a systematic way..

All students have access to standards aligned materials. The effort is being streamlined through intensive planning and recognition of student academic needs. Through both staff professional development and judicious use of the Learning Lab.

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 prior year.

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

Baseline

2015-2016 California Dashboard

ELA:

- o All Students: Met Standard 7.2 points above standard
- o English Learners: 27.6 points below standard
- o Socioeconomic disadvantaged: 16.2 points below standard
- o Hispanic: 13.6 points below standard
- o White: 16 points above standard

Math:

- o All students: 35.5 points below standard
- o English Learners: 92.7 points below standard
- o Socioeconomically disadvantaged: 48.5 points below standard
- o Hispanic: 53.1 points below standard
- o White: 27.4 points below standard

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: All teachers appropriately 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

ELA

All students: 11.8 points above standard

English Learners: Data not available

Socioeconomic disadvantaged: 41.3 points below standard

Hispanic: Data not available

White: 8.9 points above average

MATH

All Students: 5.8 points below standard

English Learners: Data not available

Socioeconomically disadvantaged: 47.4 points below standard

Hispanic: Data not available

White: 5.2 points below standard

1 teacher was not fully credentialed.

The student who would be eligible for redesignation in the 2019-2020 school year is at Level 4 in all domains. However, the student is transitioning to the 9th grade.

Expected

Metric/Indicator

6. Reclassification of English Language Learners will increase by 1%.

18-19

Student reclassification rate will be based directly upon whether or not there are EL students and if they have met the requirements

Baseline

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

Actual

As we continue the transition from CELDT to ELPAC, our EL Program changes to meet and understand the current requirements. No students have been re-designated this year.

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**

The After School Program was transitioned from a school supported program to full pay during the 2018 -2019 school year. It has been very successful, and self sustaining in this configuration. The budget is for supplemental support.

**Budgeted
Expenditures**

Materials & Supplies LCFF
Supplemental and Concentration
\$660

**Estimated Actual
Expenditures**

Materials & Supplies 3167

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**

Some training was incorporated into Curriculum Costs, so they fell outside of LCAP Funding. Other training that was attended, was done so at no cost. Finally, other Professional Development Training was done in-house, again with no depreciable cost to the LCAP

**Budgeted
Expenditures**

Instructional Materials LCFF
Supplemental and Concentration
\$2,200

**Estimated Actual
Expenditures**

Travel & Conferences 547

new Math curriculum, web-based assessment tools.

program. Part of the CSI Funding will go into Professional Development during the 2019-2020 School Year to further Staff understand of Social Emotional Learning.

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	Staff members continue to attend state training and conferences to gain further understanding of the new ELPAC, ELA/ELD, History, Science, and Math Standards.	Materials LCFF Supplemental and Concentration \$220	Travel & Conferences LCFF 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.	The Learning Lab has become the focal for all Aims Web and STAR Testing. This office also oversees Renaissance 360 data. This data along with benchmark tests, caaspp results and other local data information is used to drive the curricular program.	Materials & Supplies LCFF Supplemental and Concentration \$2,750	Instructional Materials LCFF 4024

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.	The Learning Lab as the focal point of testing analysis, has consolidated and improved the LEA's data collection system. This work in conjunction with support from the Library Media Coordinator	Salaries & Benefits LCFF Supplemental and Concentration \$4,000	Classified Salary & Benefits LCFF 2939
		Materials LCFF Supplemental and Concentration \$400	Materials & Supplies 0

has helped to improve student acquisition of all curricular areas.

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 LEA made some changes during the 2018-2019 school year. The After School Program was converted to a Full-Pay Program which is operating successfully. Staff is involved in weekly professional development and professional learning communities in order to better understand the various curriculums with which they now interact. The Learning Lab continues to refine its efforts in diagnosing data, then working with staff to support student learning, for both those students who are working below grade level, and those working above grade level.

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

As the LEA transitioned from a monthly Professional Development Program to a Weekly Professional Development and Professional Learning Community time, staff were provided with ample opportunities to interact with and improve in their understanding of all curricular area. The LEA has gone to great length to ensure that students have current standards aligned materials and technology. This is demonstrated in their academic growth. The Professional Development time has allowed staff the ability to focus on data, pacing schedules, quality of the curriculum we are using, and time to have collegiality related to growth as educators. One teacher relocated just before the beginning of the school year and the LEA hired one teacher that was in a credentialing program. There is insufficient data to be able to clearly demonstrate EL Academic growth as a result of the LEA educational Program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The LEA endeavored to continue to meet its original goals, with a clear understanding of the ever expanding roles and goals being placed upon it by the state. Programs paid for through LCAP funds exceeded originally budgeted cost estimates. Funds were transferred from LCAP areas not utilized or under utilized to cover these costs.

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.

Staff continues to be trained on new curricular and supplemental support programs, as well as social-emotional requirements. Teachers have also received additional training in AimsWeb and Renaissance 360. These are simply an expansion on originally stated goals. Most notably will be the use of CSI Funds to improve understanding of SEL.

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 interact with and improve in technology. Classes have provided numerous opportunities for students to interact with and improve in their understanding of, and working with technology. Special Needs students are able to navigate the technology with minimal support.

All students have access to 1:1 technology. Students participate in technology rich environments.

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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Sequoia Union School District will re-evaluate our need to continue to support the number and use of Chromebooks in the classroom.	The LEA transitioned to a technology contract with TCOE. Part of that transition also includes the development of a 5 year technology plan. This plan includes a 5 year plan for both student and staff technological needs. Lead Teachers and Technology Team are helping to build the plan.	(Chromebooks & Smartboards) Non-Capitalized Equipment LCFF Supplemental and Concentration \$1,650	Materials & Supplies LCFF 1986

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The District is purchasing a replacement Short-Throw Projector for each Junior High Class . This will be a 4 year process, and will also be part of a 5 Year Technology Plan for the District.	Non-Capitalized Equipment LCFF Supplemental and Concentration \$1,430	Materials & Supplies LCFF 864

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Sequoia Union will review, purchase, and utilize web based apps or supplemental programs to support student learning.

Staff has purchased web-based apps and technology for their classrooms. This cost is slated to be covered under the LCAP for subsequent years. Staff is also reviewing web-based programs to assist all students.

Materials & Supplies LCFF Supplemental and Concentration \$440

Materials & Supplies LCFF 550

Action 4

Planned Actions/Services

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

Actual Actions/Services

The LEA extended the hours of the Library Media Specialist, and provided an additional part-time assistant Staff Member. The Library Media Specialist was then able to streamline many aspects of the LEA Technology Program beginning the 2018-19 School year. The Library Media Specialist was also able to enhance resource development, and enhance teacher support.

Budgeted Expenditures

Salaries & Benefits LCFF Supplemental and Concentration \$5,500

Estimated Actual Expenditures

Classified Salary & Benefits LCFF 7875

Action 5

Planned 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.

Actual Actions/Services

Students have received a broad course of study in all areas except Visual and Performing Arts (CAS) This area has been touched upon with the hiring of a Music Teacher. The 2019-2020 school year should see an expansion of the Music Program. The funding for this position is increasing to expand upon California Arts Standards in other areas of study.

Budgeted Expenditures

Contracted Services LCFF Supplemental and Concentration \$2,200

Estimated Actual Expenditures

Travel & Conferences LCFF 3467

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 LEA has made every effort to implement the actions and services of Goal #2. Students enjoy a 5 year rotation of Chromebooks. Promethium boards conceptually were replaced by Short-Throw Projectors. These to are being replaced on a 5 year rotation basis. A sufficient number of web-based support program were procured to provide teachers with a well-rounded venue to determine usability and quality to enhance student academic growth. Library Media Specialist objects were implemented and exceeded articulated goal. Visual and Performing Arts/California Arts Standards were achieved within the classroom, and in other venues, but were not met within the aspect of the Music Program due to the Music Teacher leaving and an inability of this position to be refilled.

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

Students continue to enjoy a 1:1 ratio for technology. Student have and will continue to benefit from the installation of Short-throw projectors in the classroom. These projectors have proven beneficial in their clarity of pictures and videos related to VAPA/CAS. Web-based programs have supported overall student academic growth. The Library Media Specialist has been able to increase support to both students and staff. Outside of the Music Program students have been able to participate in VAPA/CAS related curriculum through electives such as the Audio-Visual class and Yearbook, as well as in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The LEA utilized funds from unused and underutilized objectives to cover additional cost generated in Goal #2.

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.

Action #1 no changes. This will remain as a 5 year rotation of student technology. Action #2 Promethium Boards purchases were discarded for the purchase of Short- Throw Projectors. These will also be reviewed for replacement on a 5 year rotation basis. Action #3 Web-based Programs are regularly reviewed for their usability and academic benefit to students. They are reviewed for their relevance to curriculum and student need and interest. Action #4 The Library Media Specialist position modifications/enhancements have effectively streamlined the LEA's technology program and its accountability of the technology used by students and staff. The LEA will review its use of VAPA/CAS standards. Administration and Lead Teachers attended a state sponsored conference to seek support in improving the integration of these standards into the curriculum.

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 97.12%

Metric/Indicator

Chronic Absenteeism

18-19

Decrease by .5%

Baseline

Actual

ADA rate was a 98.22%. This is a decrease .22% from the previous year.

The LEA had a decrease of Chronic Absenteeism of 4.9% with a 0% Chronic Absenteeism rate.

Expected

Chronic Absenteeism for 2016-2017 was 4.9%

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, Open House, and Strategic Planning Night were held as scheduled. The other nights though planned were not carried out.

18.2% of the student population was suspended at least once. This was a 15.7% increase from the previous year.

There have been no expulsions from the LEA.

There were no Dropouts.

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

The Community Survey that had been conducted supported the transition from a school sponsored program to a full pay program. The Fit Survey was conducted, and the outcome was a rating of "Good."

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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Learning Director job duties have been divided among office staff to reduce cost factors and provide continuity and consistency.	The LEA continues to reflect on how best to distribute duties in support of administrative demands.	Certificated Salary & Benefits LCFF Supplemental and Concentration \$0.00	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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The school will hold three parent education nights with a minimum of one parent night per trimester.

Three parent education nights were scheduled in the LCAP but were not carried out due to logistical constraints.

Materials & Supplies LCFF Supplemental and Concentration \$110

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

As the Illuminate Company merged with Infinite Campus, they were no longer a viable transition for the LEA. A contract was therefore established with Power School, and its subsidiary companies to support the LEA's SIS and Parent Communication systems.

Budgeted Expenditures

Contracted Services LCFF Supplemental and Concentration \$2640

Estimated Actual Expenditures

Contracted Services LCFF Supplemental and Concentration 2211.88

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

Current staffing continues to meet the LEA's bi-lingual needs. During the 2019-2020 School Site Council and Professional Development Meetings replacement goals will be determined.

Budgeted Expenditures

Classified Salary & Benefits LCFF Supplemental and Concentration \$0.00

Estimated Actual Expenditures

0

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 is being discontinued.

Actual Actions/Services

Facilities Planning has been effectively managed during the 2018-2019 school year. Long-term and short-term projects are being managed in-house.

Budgeted Expenditures

Consultant Fee LCFF Supplemental and Concentration \$0.00

Estimated Actual Expenditures

0

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.

Some actions originally written were either not implemented, or were implemented in a more financially conducive manner. Scheduled Parent Nights did not take place as stated earlier. With other trainings that were taking place for staff, and a struggle to garner interest, it was deemed better to not have the events. Infinite Campus was ultimately replaced by Power School. Professional Development and Professional Learning Communities were implemented and fully utilized. LCAP funds will continue to support Professional Development by funding opportunities for staff to attend conferences and trainings outside the district.

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

The LEA redistributed these needs through a division of work, development of committees, and a realistic evaluations of needs. Current administration and staff are working cohesively with parents to continue to seek out feasible and financially sounds ways to meet LEA needs and plan for growth, with a clearly defined long-term plan that is logically and sequentially laid out, and respectful of limited resources. Power School has proven to be less expensive than Illuminate, further supporting the LEA's conservative financial planning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Anticipated costs in this section were not expended as anticipated. Funds in this area were transferred over to shortfalls in the Goal #1 & Goal #2 areas of need.

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 funds allocated for Goal #3 were not fully utilized. The Staff, the School Site Council, and Stake Holders will be involved in a comprehensive effort to re-access the needs in the Goal #3 area. This section is anticipated to be completely revamped during the 2019-2020 school year. The LEA had struggled with its relationship with Infinite Campus, with I.T. issues and multiple delays in service. The Goal was to transition to "Illuminate." However, this company had merged with Infinite Campus and stated taking on our contract would be a conflict of interest. Power School, a local (California) entity was then contracted to handle the LEAS Student Information System.

As mentioned above in the Plan Summary, Sequoia Union was identified for Comprehensive Support and Improvement. An action will be added to this goal to support the improvement effort. We will create an alternative education program to support students, provide outreach with regular contact with parents, and further build our understanding of Social Emotional Learning.

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, 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. With the size of Sequoia Union Elementary School District extensive Parent involvement beyond the School Site Council and Parents Guild (PTA) is hard to accomplish. Over the next year the LEA will strive to expand the involvement of these groups to include those that would be found in a Parent Advisory Group. Students were involved through weekly meeting between the Administration and Student Leadership Group. The involvement included but is not limited to:

Board Meetings

- August 2018
- September 2018
- October 2018
- November 2018
- December 2018
- January 2019
- February 2019
- March 2019
- April 2019
- May 2019

LCAP Information Nights for Parents

- August, 2018, Back to School Night
- May 2019. Open House Night

Tulare County Office of Education Administration Training

- September 10, 2018 - Administrator Training
- November 5, 2018-Administrator Training

- February 4, 2019 – Administrative Discussion & Review
- March 5, 2019 – Administrative Discussion and Review
- April 1, 2019 - Administrator Training
- May 6, 2019 - Administrator Training

School Advisory/Lead Teacher Meetings:

- September 2018 Overview of whole program
- October 2018 Initial goals for the year
- December 2018 LCAP Conversation
- January 2019 Open discussions
- February 2019 WASC/Safety/LCAP
- March 2019 Strategic Planning/LCAP
- March (Ag Advisory Committee) review of LEA plans
- May 2019 Finalize LCAP/Revisit Strategic Planning

SETA Membership Review:(Review of LCAP from inception to completion)

- 22 Aug
- 3 Oct
- 12 Dec
- 20 Feb
- 27 Feb
- 27 Mar

School Site Council:

- September 2018 – Review
- October 2018- Review of LCAP
- March 2019-Review of LCAP
- April 2019 – Review and final vote of LCAP

School Website:

- continuous postings since June 2018

Strategic Planning Meetings (including Focus Groups)

- March 4 – Review and recommendations for modifying the plan

County Office SELPA Representatives were not directly involved in the creation of the 2018-2019 LCAP. They will be directly involved in the development of the 2019-2020 LCAP.

Impact on LCAP and Annual Update

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

LCFF/LCAP Meeting took place throughout the year working to build the plan and the document from its previous year's conception. Staff, School Site Council, Parents, students and other Stakeholders were brought together and or polled to reach a consensus as to what is in the best interest of the school and the students. Original goals were maintained if they were seen as remaining relevant. Some components supporting these goals were modified to meet the school's desired direction. The resulting product reflects a tremendous amount of community effort, and input. Changes included recognition that a Learning Director was not feasible, that there was a need to develop the position of Librarian/Media Specialist to cover the growing technology demands, the development of a sustainable and consistent replacement cycle of technology for both staff and students. Focused use of funds to support the Learning Lab in both staffing and materials/web-based programs was unilaterally agreed upon.

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)

Modified 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, SEL and ELD materials.	All Teachers	All Teachers	100% of Teachers were trained	100% of Teachers will be trained
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
<p>3. All students and subgroups will show growth towards meeting/exceeding standards on locally developed, state, and federal assessments</p>	<p>2015-2016 California Dashboard ELA: o All Students: Met Standard 7.2 points above standard o English Learners: 27.6 points below standard o Socioeconomic disadvantaged: 16.2 points below standard o Hispanic: 13.6 points below standard o White: 16 points above standard</p> <p>Math: o All students: 35.5 points below standard o English Learners: 92.7 points below standard o Socioeconomically disadvantaged: 48.5 points below standard o Hispanic: 53.1 points below standard o White: 27.4 points below standard</p>	<p>ELA (TARGET: Increase by 5 points). ACTUAL: o All students: to 5.3 points above level 3 o English Learners Data not available o Socioeconomically Disadvantaged: to 10.8 below level 3 o Hispanic: to 7.8 points below level 3 o White: to 10.6 points above level 3</p> <p>Math (TARGET: Increase by 7 points). ACTUAL: o All Students: to 11.1 points below level 3 o EL Data not available o Socioeconomically Disadvantaged: to 40.6 below level o Hispanic: to 47.3 points below level 3 o White: to 3.7 above level 3</p>	<p>ELA (Target increase by 5 points) All students 11.8 above standard English Learners - No data Socioeconomically disadvantaged 41.3 points below standard Hispanic - No data White - 8.9 points above standard</p> <p>Math (Target increased by 7 points) All students 5.8 points below standard English Learners - No data Socioeconomically Disadvantaged 47.4 below standard Hispanic 53.1 points below standard White 5.2 points below standard</p> <p>Increase Met/Exceed in Math by 7 points compared to prior year.</p>	<p>Increase Met/Exceed in ELA by 5 points compared to prior year.</p> <p>Increase Met/Exceed in Math by 7 points compared to prior year.</p>
<p>4. All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for the pupils they are teaching.</p>	<p>2016-2017: All teachers appropriately credentialed and properly assigned.</p>	<p>Target: 100% 2017-2018: 94% of teachers fully credentialed</p>	<p>Target remains 100% 2018-2019: 81% of all teachers are fully credentialed</p>	<p>100% of teachers will be fully credentialed and properly assigned.</p>

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 improvement by 2.5%	Student improvement by 2.5%	This metric has been discontinued.
6. Reclassification of English Language Learners will increase by 1%.	2016-2017: Reclassification rate for the school year was 3%	Student reclassification rate will be based directly upon whether or not there are EL students and if they have met the requirements	This Metric has been discontinued.	Student reclassification rate will be based directly upon ELPAC results for EL students (if they have met the requirements, or if they are in the 8th Grade).
7. Professional Development Content Standards implementation Level including ELD Standards (via Local Priority 2 Self-Reflection Survey tool).	Baseline to be established upon survey results in 2019-2020 year			ELA - Math- ELD- History/Social Science - Next Generation Science -
8. Percentage of all students including Unduplicated, and students with exceptional needs enrolled in and having access to a Broad Course of Study.	Baseline will be established with 2019-20 school year results.			95% of all students are enrolled in and have access to a Broad Course of Study. 95% of students with exceptional needs are enrolled in a Broad Course of Study.
10. English Learner progress toward attainment of English Proficiency based on ELPAC results	Percentage of English Learners performing at each ELPAC level. (Baseline established with results of 2018-19 ELPAC)	N/A	N/A	At least 50% of English Learners will score at or above Level 3.

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)

Specific Schools: All Schools

Actions/Services

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

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.

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

Modified Action

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.

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

Unchanged Action

2019-20 Actions/Services

Focus of the ASP will be to maintain 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	\$4,400	\$660	\$660
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Salaries & Benefits	Materials & Supplies	Materials & Supplies
Amount	\$99		
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, The LEA will strive to ensure 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 determining "Best Practice" related to training received in 2018-19 in Social Science, NGSS, ELPAC and ELA/ELD Standards. Staff are attending regularly scheduled Professional Development Training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$700	\$2,200	\$2,200
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Instructional Materials	Instructional Materials	Instructional Materials
Amount	\$400		
Source	LCFF Supplemental and Concentration		
Budget Reference	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	\$330	\$220	\$220
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	\$715	\$2,750	\$2,750
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

2017-18 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.

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

Unchanged Action

2018-19 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.

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

Unchanged Action

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$4,000	\$4,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Salaries, Benefits and Materials no additional funds required	Salaries & Benefits	Salaries & Benefits

Amount		\$400	\$400
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, including student with exceptional needs 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 will have access to 1:1	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
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

Modified 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

The District will continue to provide technology for the students, but will evaluate whether or not Chromebooks are the appropriate foundational piece of

technology or if we should transition to a different platform.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,870	\$1,650	\$1,650
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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Staff will be trained in locally developed technology mastery standards with a focus on each grade level. Teachers and staff will receive instruction on technology (including interactive boards, document cameras, and other materials directly used during instruction) and receive training on how best to utilize that technology to support student learning.

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

The District will be purchasing a replacement Short-Throw Projectors for classroom use. This will be a 4 year process, and will be part of a 5 Year Technology Plan for the District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$385	\$1,430	\$1,430
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Travel & Conferences	Non-Capitalized Equipment	Non-Capitalized Equipment

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	\$440	\$440	\$440
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)

Location(s):

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

[Add Students to be Served selection here]

[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

Unchanged Action

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

Modified Action

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

Modified Action

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 position 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 Resource/Library/Media Specialist position to develop ELA Curriculum and finding resources for same in support of teachers, and other duties this position provides to students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,595	\$5,500	\$5,500
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)

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
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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	Modified Action
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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

Due to Financial constraints California Arts Standards will be met through use of web-based classroom interactions with local artists, Historians, and interactive programing. Teachers are incorporating CAS into their classroom lesson plans. A Music teacher is being sought out through stakeholders on a volunteer basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,395	\$2,200	\$2,200
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 current expectation 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 97.12%	Increase by 0.25% Actual: 98.22%	Increased by .25% Actual: 98%	Increase by .25%. This effort will be supported by CSI Funds.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	Chronic Absenteeism for 2016-2017 was 4.9%	Decrease by 0.5% Actual: 1.78%, a decrease of 3.12%	Actual Chronic Absenteeism rate of 0%. An exceptional decrease over past years.	Maintain 0%
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.
Percentage of students suspended at least once during the year	2015-2016 Suspension Rates: <ul style="list-style-type: none"> All Students: 1.4% (Medium) English Learners: 3.6% (High) Socio Disadvantaged: 2.9% (Medium) Hispanic: 0.8% (Low) White: 1.5% (Medium) 	Maintain Suspensions rates at Medium or Lower of all students and all subgroups. Actual: 2.4% of students were suspended.	Decrease by 5% Actual: 18.2% of students were suspended	Decrease by 5% to 13.2%. This will be supported through CSI Funds.
Expulsion rates	2016-2017 Expulsions: 0 Expulsions	Maintain Lower than 2% expulsion Rate for all students and all subgroups. Expulsion Rate was 0%	Maintain Lower than 2% expulsion Rate for all students and all subgroups. Expulsion rate was 0%.	Maintain Lower than 2% expulsion Rate for all students and all subgroups. This effort will be supported through CSI Funds.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle School Dropout	2016-2017: 0 Middle School Dropouts	Maintain 0% Middle School Dropout Rate for all students and all subgroups. Dropout Rate was 0%.	Maintain 0% Middle School Dropout Rate for all students and all subgroups. Dropout rate was 0%.	Maintain 0% Middle School Dropout Rate for 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.	Continue to send our survey's and review all Survey Findings.	This Metrc has been discontinued
Percentage of parents, including those of Unduplicated Pupils and students with exceptional needs participating in site decision-making opportunities and programs that support students.. (Data via attendance sheets, registration forms, surveys, and other sources)	Baseline to be established with results of 2019-20 school year information.	N/A	N/A	20% of parents participating in district decision-making opportunities. 20% of parents (including parents of unduplicated pupils and those with exceptional needs) participating in programs that help support student achievement.
Pupils, parents, and staff sense of safety and school connectedness. (Surveys)	Baseline to be established with results of 2019-20 school year information.	N/A	N/A	50% of student survey respondents report feeling that the school provides a safe environment 50% of parent survey respondents report feeling that the school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				<p>provides a safe environment</p> <p>50% of staff survey respondents report feeling that the school provides a safe environment</p> <p>30% of student survey respondents report feeling that the school provides a caring and engaging environment</p> <p>30% of parent survey respondents report feeling that the school provides a caring and engaging environment.</p> <p>30% of staff survey respondents report feeling that the school provides a caring and engaging environment</p>
<p>Facility Conditions per Facility Inspection Tool (FIT) Report or other inspection tool.</p>	<p>Rating of "Good" or higher on FIT Report.</p>	<p>N/A</p>	<p>Rating of "Good" or higher on FIT Report.</p> <p>Facilities Rating was "Good"</p>	<p>Rating of "Good" or higher on FIT Report.</p>

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)

All Schools

[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

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Modified 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 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.

2018-19 Actions/Services

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

2019-20 Actions/Services

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	\$9,447	\$0.00	\$0.00
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

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

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		\$110	\$110
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 transitioned to Power School for Office Support, Student Information, and for home/Parent communication.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$770	\$2640	\$1,540
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Materials & Supplies	Contracted Services	Contracted Services

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.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55	\$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)

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 hire a facilities strategic planning consultant to help with

2018-19 Actions/Services

The LEA chose not to hire a facilities Strategic Planning Consultant. Such

2019-20 Actions/Services

The LEA chose not to hire a facilities Strategic Planning Consultant. Such

addressing current facility needs plus support the district looking into future needs.

concerns will be planned by the Administration and the Director of Maintenance. This action is being discontinued.

concerns will be planned by the Administration and the Director of Maintenance. This action is being 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

Action 6

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)

All

Location(s):

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

All Schools

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

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

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

We are using the CSI Funds to create an alternative educational class. The goal of Sequoia Union Elementary with these funds is to help students stay at school and understand how their actions are negatively impacting their education. We are also using these funds for outreach with parents. An office staff member is making regular contact with parents of students who are absent, to understand why the child was absent, and to help them to see how regular daily attendance, and how arriving to school on time helps their child's education. Finally, we are using these funds to further build our understanding of Social Emotional Learning, so that we can help all students to attend a school with an empathetic and positive social culture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			120000
Source			Other
Budget Reference			Classified Salary & Benefits CSI Funding
Amount			20000
Source			Other
Budget Reference			Materials & Supplies CSI Funding

Amount			32442
Source			Other
Budget Reference			Contracted Services CSI Funding

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$22116

Percentage to Increase or Improve Services

5.23%

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 \$22116.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 5.23%. The services provided in this LCAP help to 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. Sequoia Union Elementary School has demonstrated that the District is meeting its minimum proportionality requirement by expenditure of the total 2019-20 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 opportunities
- Utilization of 1:1 technology
- Expanded job description and employment time of the Library/media Specialist
- Employment of additional certificated and classified staff to help support student learning and parent participation.

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 41.35% 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 Multi-Tiered System of Supports (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: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$20,151.00

4.59%

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 \$20,151.00 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 Resource/Library/Media Specialist
- Concentrated training and support of all certificated and classified staff to help support student learning and parent participation.

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 42.42% 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

\$27,017

Percentage to Increase or Improve Services

6.02%

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 \$27,017 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 6.02%. 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	24,200.00	27,630.88	22,931.00	24,200.00	195,542.00	242,673.00
	0.00	3,714.00	0.00	0.00	0.00	0.00
LCFF	0.00	21,705.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	24,200.00	2,211.88	22,931.00	24,200.00	23,100.00	70,231.00
Other	0.00	0.00	0.00	0.00	172,442.00	172,442.00

* 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	24,200.00	27,630.88	22,931.00	24,200.00	195,542.00	242,673.00
	0.00	0.00	0.00	0.00	0.00	0.00
Certificated Salary & Benefits	0.00	0.00	9,447.00	0.00	0.00	9,447.00
Classified Salary & Benefits	0.00	10,814.00	55.00	0.00	120,000.00	120,055.00
Consultant Fee	0.00	0.00	330.00	0.00	0.00	330.00
Contracted Services	4,840.00	2,211.88	1,395.00	4,840.00	36,182.00	42,417.00
Instructional Materials	2,200.00	4,024.00	700.00	2,200.00	2,200.00	5,100.00
Materials	620.00	0.00	330.00	620.00	620.00	1,570.00
Materials & Supplies	3,960.00	6,567.00	2,024.00	3,960.00	23,960.00	29,944.00
Non-Capitalized Equipment	3,080.00	0.00	1,870.00	3,080.00	3,080.00	8,030.00
Salaries & Benefits	9,500.00	0.00	5,995.00	9,500.00	9,500.00	24,995.00
Salaries, Benefits and Materials	0.00	0.00	0.00	0.00	0.00	0.00
Travel & Conferences	0.00	4,014.00	785.00	0.00	0.00	785.00

* 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	24,200.00	27,630.88	22,931.00	24,200.00	195,542.00	242,673.00
		0.00	0.00	0.00	0.00	0.00	0.00
Certificated Salary & Benefits	LCFF Supplemental and Concentration	0.00	0.00	9,447.00	0.00	0.00	9,447.00
Classified Salary & Benefits	LCFF	0.00	10,814.00	0.00	0.00	0.00	0.00
Classified Salary & Benefits	LCFF Supplemental and Concentration	0.00	0.00	55.00	0.00	0.00	55.00
Classified Salary & Benefits	Other	0.00	0.00	0.00	0.00	120,000.00	120,000.00
Consultant Fee	LCFF Supplemental and Concentration	0.00	0.00	330.00	0.00	0.00	330.00
Contracted Services	LCFF Supplemental and Concentration	4,840.00	2,211.88	1,395.00	4,840.00	3,740.00	9,975.00
Contracted Services	Other	0.00	0.00	0.00	0.00	32,442.00	32,442.00
Instructional Materials	LCFF	0.00	4,024.00	0.00	0.00	0.00	0.00
Instructional Materials	LCFF Supplemental and Concentration	2,200.00	0.00	700.00	2,200.00	2,200.00	5,100.00
Materials	LCFF Supplemental and Concentration	620.00	0.00	330.00	620.00	620.00	1,570.00
Materials & Supplies		0.00	3,167.00	0.00	0.00	0.00	0.00
Materials & Supplies	LCFF	0.00	3,400.00	0.00	0.00	0.00	0.00
Materials & Supplies	LCFF Supplemental and Concentration	3,960.00	0.00	2,024.00	3,960.00	3,960.00	9,944.00
Materials & Supplies	Other	0.00	0.00	0.00	0.00	20,000.00	20,000.00
Non-Capitalized Equipment	LCFF Supplemental and Concentration	3,080.00	0.00	1,870.00	3,080.00	3,080.00	8,030.00
Salaries & Benefits	LCFF Supplemental and Concentration	9,500.00	0.00	5,995.00	9,500.00	9,500.00	24,995.00
Salaries, Benefits and Materials	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Travel & Conferences		0.00	547.00	0.00	0.00	0.00	0.00
Travel & Conferences	LCFF	0.00	3,467.00	0.00	0.00	0.00	0.00
Travel & Conferences	LCFF Supplemental and Concentration	0.00	0.00	785.00	0.00	0.00	785.00

* 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	10,230.00	10,677.00	6,644.00	10,230.00	10,230.00	27,104.00
Goal 2	11,220.00	14,742.00	5,685.00	11,220.00	11,220.00	28,125.00
Goal 3	2,750.00	2,211.88	10,602.00	2,750.00	174,092.00	187,444.00

* 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					23,100.00
LCFF Supplemental and Concentration			0.00	0.00	23,100.00
Other					0.00

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					172,442.00
LCFF Supplemental and Concentration			0.00	0.00	0.00
Other					172,442.00