

Local Control and Accountability Plan and Annual Update

Introduction:

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Stakeholder Engagement		
Involvement Process		Impact on LCAP
<p>Sequoia Union Elementary School outlined a plan to actively involve the stakeholders in the development of the Sequoia Union Local Control Accountability Plan (LCAP). The involvement included but is not limited to:</p> <ul style="list-style-type: none"> ○ Parent/Community Surveys ○ Staff Meetings and Surveys (Classified, Certificated, Other) ○ Board Meetings ○ Strategic Planning Meetings ○ Tulare County Office of Education Administration Trainings ○ ELAC-DELAC ○ School Site Council ○ School Website 		<p>The Sequoia Union School District has embarked on a vision building process this school year. Beginning in May of 2013, the district worked to establish a “District Priority List” focusing on the current needs of the school. Through staff, board, and parent meetings, this “Priority List” was created. Building on the work done early in the year, Sequoia Union held a series of Strategic Planning Sessions. During these sessions, parents, staff, school board, and community members used survey data, the “Priority List” information and student input to create a vision building document to guide the school for the next five years. During these planning meetings, as well as other stakeholder meetings, information was shared regarding both the LCFF and LCAP needs.</p> <p>As determined during this year long planning process, the Sequoia Union LCAP will focus on the following priorities:</p> <ul style="list-style-type: none"> ● Implementation of California’s Academic Standards ● Improving student achievement and outcomes ● Increasing Parental Involvement and Participation ● Improving School Climate and Culture
Informational Dates		Impact on LCAP
<p><u>Board Meetings</u></p> <ul style="list-style-type: none"> ● July 2013 ● January 2014 ● February 2014 ● March 2014 ● April 2014 ● May 2014 ● June 2014 <p><u>Strategic Planning Sessions</u></p> <ul style="list-style-type: none"> ● January 15 ● January 22 ● February 5 ● February 12 <p><u>TCOE Administration Trainings</u></p> <ul style="list-style-type: none"> ● March 4, 2013 ● March 11, 2013 	<p><u>School Site Council</u></p> <ul style="list-style-type: none"> ● November 2013-Introduction ● December 2013-Information ● February 2014-Information ● April 2014-Draft #1 ● May 2014-Approval <p><u>Student and Staff Surveys</u></p> <ul style="list-style-type: none"> ● October 2013 ● April 2014 <p><u>District Priority Development Meetings</u></p> <ul style="list-style-type: none"> ● May 30, 2013-District Staff ● July 1, 2013-School Board ● August 12, 2013- Parent <p><u>PTC Presentation:</u></p> <ul style="list-style-type: none"> ● March 27, 2014 ● April 8, 2014 	<p>During these informational and planning meetings, multiple stakeholder groups were informed about the changes to school funding (LCFF) and the process in which the school spending decisions would be made. The school community focused on building a solid future for the community we serve and the students that attend our school.</p> <p>Through a collaborative process, input was sought through surveys, parent meetings, board meetings, and strategic planning sessions. From these meetings, multiple action matrixes were created addressing the most significant needs as identified by our stakeholder groups. Within these matrixes were priorities of need, actions to meet need, cost to complete, and timelines to complete the task.</p> <p>The LCAP will serve as the guide to meet the highest rated priorities and needs as recommended by our Strategic Planning Sessions.</p>

<ul style="list-style-type: none"> March 18, 2013 	<p>School Website: Posted December 2013</p>																							
Materials & Resources		Impact on LCAP																						
<p>The following materials, resources and data collections were used to help educate and determine the focus priorities.</p> <table border="1" data-bbox="184 350 972 760"> <thead> <tr> <th>Resource/Material</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td>TCOE PowerPoints</td> <td>Educate</td> </tr> <tr> <td>LCAP and LCFF Handouts</td> <td>Educate</td> </tr> <tr> <td>CST Data for All Groups – 3 Years</td> <td>Data</td> </tr> <tr> <td>Attendance Rate – 3 Years of Data</td> <td>Data</td> </tr> <tr> <td>Dropout Rates – Junior High for 3 Years</td> <td>Data</td> </tr> <tr> <td>CELDT Results</td> <td>Data</td> </tr> <tr> <td>Reclassification Rates</td> <td>Data</td> </tr> <tr> <td>Results from SU Interest Survey</td> <td>Data</td> </tr> <tr> <td>English Language Development Master Plan</td> <td>Resource</td> </tr> <tr> <td>Single Plan for Student Achievement</td> <td>Resource</td> </tr> </tbody> </table>		Resource/Material	Purpose	TCOE PowerPoints	Educate	LCAP and LCFF Handouts	Educate	CST Data for All Groups – 3 Years	Data	Attendance Rate – 3 Years of Data	Data	Dropout Rates – Junior High for 3 Years	Data	CELDT Results	Data	Reclassification Rates	Data	Results from SU Interest Survey	Data	English Language Development Master Plan	Resource	Single Plan for Student Achievement	Resource	<p>By utilizing the information listed the District was able to identify the following State Priorities:</p> <ol style="list-style-type: none"> 1) Implementation of California’s academic standards 2) Improving student achievement and outcomes 3) Increasing parental Involvement and participation 4) Improving school climate and culture
Resource/Material	Purpose																							
TCOE PowerPoints	Educate																							
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Reclassification Rates	Data																							
Results from SU Interest Survey	Data																							
English Language Development Master Plan	Resource																							
Single Plan for Student Achievement	Resource																							
<p>Upon completion of the LCAP and prior to the adoption of plan, all groups were given opportunity to comment on the plan during Public Hearings and other open to public meetings.</p>		<p>A public hearing will be held on May 29 to review and hear any comments from the public during a special board meeting. After receiving additional public and comments, the Sequoia Union School District is review those comments to decide if there are needs to revise our original goals.</p>																						
<p>We met with the following stakeholders to ensure their participation and input was included in the LCAP planning process.</p> <ul style="list-style-type: none"> • Title I Parents-Guardians • Migrant Education Parents-Guardians • Foster Youth/Social Services Worker • English Language Learners – ELAC <p>Upon completion of the LCAP we reviewed the plan with the above stated sub-groups.</p>		<p>We predict that the involvement of the stakeholders in the process will have a positive impact on student outcomes.</p>																						

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 the subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Goal 1: Implementation of Common Core State Standards</p> <ul style="list-style-type: none"> ▪ LCAP survey ▪ CCSS Implementation timeline ▪ Teacher Common Core Survey ▪ LCAP Survey ▪ State Implementation Timeline ▪ Technology Survey 	Teachers and staff will be completely trained in English Language Arts and Mathematics integrating Common Core State Standards through Professional Development.	All Students	Single K-8 School District	Plan evaluation will occur in Fall of 2014, 2015, and 2016	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state assessments	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state assessments (SBAC).	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state assessments (SBAC).	<p><u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8</p> <p><u>Strategic Plan Priority:</u> C & I: 1</p>
<p>Goal 2: Improving Student Achievement</p> <ul style="list-style-type: none"> ▪ Data ▪ CST/SBAC ▪ CELDT ▪ Benchmarks ▪ LCAP survey from all Stakeholders 	Student achievement in English Language Arts and Mathematics will improve. Also, we will work to prepare students to research and learn in the 21 st century utilizing 1:1 technology implementation.	All Students	Single K-8 School District	Plan evaluation will occur in Fall of 2014, 2015, and 2016	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state assessments.	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state assessments (SBAC).	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state assessments.	<p><u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8</p> <p><u>Strategic Plan Priority:</u> Curriculum and Instruction: 1 Campus</p>

								Culture: 1
Goal 3: Increase student engagement *Attendance Data *LCAP survey from Stakeholders	Reduction of truancy/tardy rates for students in grades Kindergarten through 8 th grade.	All Students	Single K-8 School District	Plan evaluation will occur in Fall of 2014, 2015, and 2016	Positive progress in reducing truancy based on previous year's attendance data.	Positive progress in reducing truancy based on previous year's attendance data.	Positive progress in reducing truancy based on previous year's attendance data.	<u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8 Engagement: 3, 5, 6
Goal 4: Support English Language Learners *R30 Language Census *CELDT Scores	Improve the rate at which our English Learners are acquiring the English Language.	English Language Learners	Single K-8 School District	Plan evaluation will occur in Fall of 2014, 2015, and 2016	Based on our current reclassification percentage of 2%, we will increase our reclassification percentage by 2%.	Based on our previous year's reclassification percentage, we will evaluate our instructional strategies to continue to increase our reclassification percentage.	Based on our previous year's reclassification percentage, we will evaluate our instructional strategies to continue to increase our reclassification percentage.	<u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8 Engagement: 3, 5, 6 <u>Strategic Plan:</u> Curriculum and Instruction Priority #1
Goal 5: Support Low Income Students *State Assessments *CELDT *Local Assessments	Provide academic support above and beyond the regular school day for Low Income students.	Low Income Students	Single K-8 School District	Plan evaluation will occur in Fall of 2014, 2015, and 2016	Improved results on district assessments, improved enrollment in supplemental educational opportunities.	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments	<u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8 Engagement- Priority 3, 5, 6 <u>Strategic Plan</u>

						assessments.	and state assessments.	<u>Priority:</u> C & I: 1 FR & G: 1 Academics: 1
Goal 6: Support Foster Youth *State Assessments *Local Assessments	Provide academic support above and beyond the regular school day for our Foster Youth.	Foster Youth	Single K-8 School District	Plan evaluation will occur in Fall of 2014, 2015, and 2016	Improved results on district assessments, improved enrollment in supplemental educational opportunities.	Improved results on district assessments, improved enrollment in supplemental educational opportunities.	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state assessments.	<u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8 Engagement: Priority 3, 5, 6 <u>Strategic Plan Priority:</u> C & I: 1 FR & G: 1 Academics: 1
Goal 7: English Learners *State Assessments *CELDT *Local Assessments	Provide academic support above and beyond the regular school day for our English Language Learners.	English Language Learners	Single K-8 School District	Plan evaluation will occur in Fall of 2014, 2015, and 2016	Improved results on district assessments, improved enrollment in supplemental educational opportunities.	Improved results on district assessments, improved enrollment in supplemental educational opportunities.	Positive progress based on previous year's data students will meet state standards as indicated by local district assessments and state assessments.	<u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8 Engagement- Priority 3, 5, 6 <u>Strategic Plan Priority:</u> C & I: 1 FR & G: 1 Academics: 1

Goal 8: Increased Parent Participation. ■ LCAP Survey Results	Improve the participation and increase learning opportunities for parents (including parent meetings regarding Common Core implementation). we will employ a part-time parent liaison.	School Wide	Single District K-8	Evaluation will occur each trimester in the following school years: 2014-2015 2015-2016 2016-2017	Participation in Parent Conferences, Parent Learning Opportunities and Events 70%	Participation in Parent Conferences, Parent Learning Opportunities and Events 80%	Participation in Parent Conferences, Parent Learning Opportunities and Events 90%	<u>State Priority:</u> Pupil Outcomes: 4 Engagement: 3 <u>Strategic Plan Priority:</u> Comm: 2 CC: 2
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
- 2) How do these actions/services link to identified goals and performance indicators?

- 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Implement Common Core State Standards	<u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8 <u>Strategic Plan:</u> C & I: 1	Teachers will be trained in Common Core State Standards in English Language Arts and Math. Teachers will be trained to incorporate other resources into their instruction such	School wide	Ensure 100% teacher participation	<ul style="list-style-type: none"> • Common Core Staff development with outside support including TCOE. Est Cost:\$12,000 Resource code: CCS-74050 • Supplemental programs to increase student learning and engagement. Est cost: \$16,000 Resource Code: CCS- 		

		as Project Based Learning.			74050		
Goal 2: Student Achievement	<p><u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4&8</p> <p><u>Strategic Plan:</u> C & I: 1 FR & G: 1 Academics: 1</p>	<p>Intervention, after school program, professional development.</p> <p>Implementation of 1:1 technology usage by students.</p>	School wide	Ensure 90% teacher and student participation	<ul style="list-style-type: none"> Develop and implement an extended day program for all students that include both remedial and accelerated learning for students. This program will initially consist of one director, two teachers, one aide and one bus driver. Est Cost: \$30,900 (Coordinator salary is a base salary of \$10,000; cost for teachers is \$7,200 each (\$20 per hour); cost for aide is \$5,000 (\$10 per hour); cost for bus driver is \$1,500 (hourly rate). Resource code: LCFF-07200 Implementation of supplemental programs including, but not limited to Wordly Wise, Let's Go Learn, Step Up to Writing. Est Cost \$15,000 Resource code: CCS-74050 	<ul style="list-style-type: none"> Continue to fully fund After School Program at previous rates Est Cost: \$30,900 Resource code: LCFF-07200 Review of and continued implementation of additional services provided via utilization of technology and blended learning. Est Cost: \$35,000 Resource Code: SP-00018 	<ul style="list-style-type: none"> Continue with supplemental curriculum in the before and after school program. Est Cost: \$5,000 Resource code: LCFF-07200 Review of, and continued implementation of, additional services provided via utilization of technology and blended learning. Est Cost: \$20,000 Resource Code: SP-00018

					<ul style="list-style-type: none"> Implementation of additional services provided via utilization of technology and blended learning. Est Cost: \$35,000 Resource Code: SP-00018 		
<p><u>Goal 3:</u> Increase student engagement</p>	<p><u>State Priority:</u> Conditions of Learning: 1,2,7 Pupil Outcomes: 4&8 Engagement: 5 & 6</p>	<ul style="list-style-type: none"> The school will work to reduce the truancy rates for students in grades Kindergarten through 8th grade by hiring additional staff to make phone calls and personal contact. The school will also focus on Positive Behavior supports and programs that focus on positive student behavior outcomes. The school will provide an engaging 	School wide	Ensure 100% staff participation	<ul style="list-style-type: none"> Teacher training in Project Based Learning. Est Cost: \$2,500 Resource code: SP-00018 Purchasing and implementation of Positive Behavior Supports Program. Est Cost: \$2,500 Resource code: SP-00018 	<ul style="list-style-type: none"> Continue with Teacher training in Project Based Learning. Est Cost: \$2,000 Resource code: SP-00018 Continued implementation of Positive Behavior Supports Program. Est Cost: \$2,000 Resource code: SP-00018 Employment of part time enrichment instructor. Est Cost: \$25,000 Resource code: LCFF-07200 	<ul style="list-style-type: none"> Continue with Teacher training in Project Based Learning. Estimated Cost is \$2,000 Resource code: SP-00018 Continued implementation of Positive Behavior Supports Program. Est Cost: \$2,000 Resource code: SP-00018 Continued employment and expansion of part time enrichment program instructor. Est Cost: \$45,000 Resource code: LCFF-07200

		curriculum through Project Based Learning and other elective offerings					
<u>Goal 8:</u> Increased Parent Participation	<u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4 & 8 Engagement: 3, 5, 6 <u>Strategic Plan Priority:</u> Academics: 1 FR & G: 2	Employment of a Parent Liaison.	School Wide	Ensure 90% Parent Participation.	<ul style="list-style-type: none"> The district will recruit and hire a parent liaison that will focus on communicating with parents regarding special events, student issues, and campus needs. Est Cost: \$35,000 Resource code: LCFF-07200 	Review and continue to employ a parent liaison that will focus on communicating with parents regarding special events, student issues, and campus needs. Est Cost: \$35,000 Resource code: LCFF-07200	Review and continue to employ a parent liaison that will focus on communicating with parents regarding special events, student issues, and campus needs. Est Cost: \$35,000 Resource code: LCFF-07200

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
<u>Goal 4 & 7:</u> English Language Learners	<u>State Priority:</u> Conditions of	Teachers and Instructional Aides will improve the rate at which our English	English Language Learners	Ensure 100% staff participation	<ul style="list-style-type: none"> Staff development on the California English Language Development 	<ul style="list-style-type: none"> Continue with Staff development on the California English Language 	<ul style="list-style-type: none"> Staff development on the California English Language Development

<p><u>Goal 5:</u> Low Income Students</p> <p><u>Goal 6:</u> Foster Youth</p>	<p>Learning: 1, 2, 7 Pupil Outcome s: 4 & 8</p> <p><u>Strategic Plan</u> <u>Priority:</u> C & I: 1 FR & G: 1 Acad: 1</p>	<p>Learners are acquiring the English Language and will provide training for parents.</p>	<p>Low Income Students</p> <p>Foster Youth</p>		<p>standards with correlation to the Common Core State Standards and the new English Language Proficiency Assessment for California (ELPAC). Est Cost: \$500 Resource Code: LCFF-07200</p> <ul style="list-style-type: none"> • Supplemental programs to increase English Learners’ rate of acquiring the English Language. Est Cost: \$1,500 Resource Code: LCFF-07200 	<p>Development standards with correlation to the Common Core State Standards and the new English Language Proficiency Assessment for California (ELPAC) and incorporate mini lessons into instruction.</p> <ul style="list-style-type: none"> • Est Cost: \$1,500 Resource Code: LCFF-07200 • Supplemental programs to increase English Learners’ rate of acquiring the English Language. Est Cost: \$1,500 Resource Code: LCFF-07200 	<p>standards with correlation to the Common Core State Standards and the new English Language Proficiency Assessment for California (ELPAC) and incorporate mini lessons into instruction as well as test prep for the ELPAC. Est Cost: \$500 Resource Code: LCFF-07200</p> <ul style="list-style-type: none"> • Supplemental programs to increase English Learners’ rate of acquiring the English Language. Est Cost: \$500 Resource Code: LCFF-07200
<p><u>Goal 4 & 7:</u> English Language Learners</p> <p><u>Goal 5:</u> Low Income Students</p> <p>Goal 6: Foster Youth</p>	<p><u>State Priority:</u> Conditions of Learning: 1, 2, 7 Pupil Outcome s: 4 & 8 Engagement: 3,5,6</p> <p><u>Strategic</u></p>	<p>Establish and maintain and After School Program to support remediation and acceleration for student learning.</p>	<p>English Language Learners</p> <p>Low Income Students</p> <p>Foster Youth</p>	<p>Ensure teacher and student participation</p>	<ul style="list-style-type: none"> • Supplemental curriculum used for all students enrolled in the program. Est Cost: \$4,054 Resource code: LCFF-07200 	<p>Continue with weekly professional development with staff and dedicate 30 minutes of bi-weekly staff meetings to student data analysis. Est Cost: \$1,500 Resource Code: CCS-74050</p> <p>Continue with supplemental</p>	<ul style="list-style-type: none"> • Continue with weekly professional development with staff and dedicate 20 minutes of weekly staff meetings to student data analysis and common formative assessments. • Est Cost: \$500 Resource Code: CCS-74050

	<u>Plan Priority:</u> C & I: 1 FR & G: 1 Acad: 1					curriculum in the before and after school program. Est Cost: \$8,082 Resource code: LCFF-07200	<ul style="list-style-type: none"> Continue with supplemental curriculum in the before and after school program. Est Cost: \$3,942 Resource code: LCFF-07200
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C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Based on community surveys, interviews, and strategic planning sessions, the Sequoia Union School district will utilize our LCFF supplemental funds in several specific and focused ways to meet our district priorities as follows:

Goal 1) Sequoia Union will provide training for all staff specifically focused not only on implementation of state and federal accountability measures, but also provide opportunities for professional growth in working with students of differing needs and backgrounds.

Goal 2) Sequoia Union will provide a technology embedded learning environment that will allow all students the opportunity to further their education based on their ability and interest levels. This will be accomplished through providing a 1:1 learning environment in which each student qualifying for supplemental funds will have a device dedicated for their use while on campus.

Goal 3) Sequoia Union will be adding a parent liaison to our staff. This person’s primary responsibility will be to bridge the information gap and communicate with the families of students who qualify for LCFF supplemental funds.

Goal 4) Sequoia Union will provide extended day learning opportunities for all students who qualify for supplemental funds. Our focus during our after school learning program will be to provide both remedial and enrichment curriculum and materials to support our underserved youth.

Funding Source	Year 1	Year 2	Year 3	Three Yr. Total
Local Control Funding Formula Supplemental funds (LCFF-07200): Ongoing funds from the CDE to meet the needs of our students.	Goal 2: \$30,900 • (Budget pg. 30) Goal 4-7: \$35,000 • (Budget pg. 15)	Goal 2: \$30,900 Goal 3: \$25,000 Goal 4-7: \$35,000 Section B: \$12,582	Goal 2: \$30,900 Goal 3: \$45,000 Goal 4-7: \$35,000 Section B: \$5,442	\$291,778

	Section B: \$6,054 • (Budget pg. 17) <i>(\$71,954)</i>	<i>(\$103,482)</i>	<i>(\$116,342)</i>	
Common Core (CCS-74050): \$45,000 One time funds from CDE that need to be spent during the 2014-2015 school year.	Goal 1: \$12,000 • (Budget pg. 30) Goal 1: \$16,000 • (Budget pg. 15) Goal 2: \$15,000 • (Budget pg. 30) <i>(\$455,000)</i>			\$45,000
Strategic Planning (SP-00018): Funds from our General Fund/ Reserve	Goal 2: \$35,000 • (Budget pg. 8) Goal 3: \$2,500 • (Budget pg. 8) Goal 3: \$2,500 • (Budget pg. 8) <i>(\$40,000)</i>	Goal 2: \$35,000 Goal 3: \$2,500 Goal 3: \$2,500 <i>(\$40,000)</i>	Goal 2: \$20,000 Goal 3: \$2,500 Goal 3: \$2,500 <i>(\$25,000)</i>	\$105,000

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The district is demonstrating proportional use of supplemental grant funding by expenditures of those dollars. No attempt is made to demonstrate proportional use by percentage of services.