



Sequoia Union Board of Trustees Special Board Meeting March 25, 2021 at 6:15 p.m.

A regular meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA. ***Please note those in attendance will need to follow physical distancing and wear a mask.***

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

1. CALL TO ORDER at 6:15 pm

2. FLAG SALUTE

3. APPROVAL OF [AGENDA](#)

4. COMMENTS FROM THE PUBLIC

Board Policy #9323 allows each individual speaker three minutes for public comment. The public may choose to address the board on any non agenda item at this time, or on an agenda item at this time or at the time of the items discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

5. DISCUSSION & REPORTS

5.1 [Personnel Report](#)

5.2 [Superintendent Report](#)

5.3 [School Site Council Report](#)



5.4 [COVID-19 School Safety Plan Addendum](#)

5.5 [700 Forms: https://www.fppc.ca.gov/learn/training-and-outreach/form-700-filers.html](https://www.fppc.ca.gov/learn/training-and-outreach/form-700-filers.html)

6. ACTION ITEMS

6.1 [Review and Approve the Sequoia Union Elementary Charter School SPSA](#)

6.2 [Review and Approve the Sequoia Union Elementary School SPSA](#)

6.3 Review and Approve the Independent Auditor Selection Form and the [Audit Firm of Christy White for 2020-2021](#)

7. ORGANIZATIONAL BUSINESS

7.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

8. CLOSED SESSION

8.1 GOVERNMENT CODE SECTION 54957 – Public Employee
Discipline/Dismissal/Release/Complaint

8.2 CONFERENCE WITH LABOR NEGOTIATOR AGENCY DESIGNATED REPRESENTATIVE
SUPERINTENDENT/PRINCIPAL: Employee Organization: S.E.T.A.

9. ADJOURNMENT



DISCUSSION & REPORTS 5.1: Personnel Report



DISCUSSION & REPORTS 5.1: Personnel Report

- I. On Monday, March 15, 2021, long time Sequoia Union teacher, Sandy Hellwig, presented her Letter of Retirement, effective on the last day of June, 2021. We thank Sandy Hellwig for all of her hard work and dedication to the students, staff, parents, families, and our community. Her service here has left a legacy at Sequoia Union. The opening for a credentialed teaching position for the 2021-2022 school year will be advertised on Monday, March 29th.

- II. On Monday, March 8, 2021, Office Clerk, Maria Lazaro, submitted her resignation, effective Friday, March 5th. The Office Clerk position is currently being advertised on Edjoin.org.



DISCUSSION & REPORTS 5.2: Superintendent Report



Mr. Ken Horn
Superintendent/Principal

Superintendent's Report:

It was announced on Tuesday, March 16th, that Tulare County had moved into the Red as a County. Sequoia Union immediately announced to parents that evening in a phone call that we would be bringing 7th and 8th grade students and teachers back on Campus on Monday, March 22nd. We were prepared and we are very excited to have the students back with us.

The CDC came out with new guidelines on Friday, March 19th that allows schools to place students no closer than 3 feet. On Friday evening, the Governor's Office endorsed this and instructed the California Department of Public Health to issue new guidelines for 3 feet of physical distancing in the classrooms at California Schools. Later in tonight's meeting, I will have an addendum to our COVID-19 Safety Plan that is updated with new language that says a school will do 6 feet of physical distancing, but will go down to 3 feet in cases where that was the only option and it can be justified.

We have Bus #4 in the shop again and we are using a loaner from Mid Valley (Visalia Unified) Transportation.

Mangini and Associates have contracted with Consolidated Testing Laboratories to do soil core drilling in the areas where the new buildings will be built. The drilling took place this week with little to no disruption.

I continue to work on Budget Projections to nail down funds in order to complete staff planning for 2021-2022.

I have been attending Zoom meetings about the guidelines for the new state grants coming in May and August to help with the reopening of schools and for new plans on addressing learning loss for students. As our staff creates our plans, I will be sharing them with the School Board.

I have finished the SPSA and have had it reviewed by our Staff and have had it approved by the School Site Council. It will be presented to you later in the meeting for your review and adoption.

Ken Horn

Superintendent-Principal

Small School, Big Heart



SEQUOIA UNION | **ELEMENTARY SCHOOL**

DISCUSSION & REPORTS 5.3: School Site Council Report



SEQUOIA UNION | ELEMENTARY SCHOOL

School Site Council Report

March 16, 2021

The School Site Council met for a Special School Site Council Meeting on Tuesday, March 16, 2021 in Classroom 20. Mr. Horn presented the SPSA for the Charter School and the SPSA for the Elementary School and answered questions along the way. The School Site Council approved both the SPSA for the Charter School and the SPSA for the Elementary School. There will be no School Site Council Meeting on the first Tuesday of April, due to Spring Break. The next regular School Site Council Meeting will be Tuesday, April 13th.



DISCUSSION & REPORTS 5.4: COVID-19 School Safety Plan Addendum

Date: 1/13/2021

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent:

Sequoia Union Elementary Charter School and the

Number of schools:

1

Enrollment:

332

Superintendent (or equivalent) Name:

Ken Horn

Address:

23958 Avenue 324

Phone Number:

559-564-2106

City

Lemon Cove

Email:

kenhorn@sequoiaunion.org

Date of proposed reopening:

October 26, 2020

County:

Tulare

Current Tier:

Purple

(please indicate Purple, Red, Orange or Yellow)

Type of LEA:

Grade Level (check all that apply)

TK

2nd

5th

8th

11th

K

3rd

6th

9th

12th

1st

4th

7th

10^t

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening, per the [Guidance on Schools](#).

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

X I, Ken Horn, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents, which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

I confirm.

X **Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Students are kept separate in the classroom by physically distancing them. They are kept 6 feet away from their teachers desk. Students go to recess in a classroom area outside that is separate from any other classroom. When they eat lunch, they eat with their own classroom students in a separate designated area. When they come to school, they stay in an area with only their own classroom students. When they leave campus, they stay in an area with just their own classroom students until their name is called and they leave campus to enter their parents vehicle.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

We have on-campus student learning in Tk-6th grade and have been open for on-campus learning since October 26th, 2020 with an approved waiver. We also have Distance Learning for students whose parents want to keep their students on Distance Learning. Our teachers have different amounts of students, depending on the grade level, but each student is six feet apart from any other student, and six feet apart from the teacher during on-campus learning. The maximum number of students per one teacher is 20 in a classroom, and those students can be physically distanced to six feet. The minimum number of students in any particular classroom is 10 students with a teacher, and those students can be physically distanced to six feet. We offer 7th and 8th grade Cohorts for students who are of special need; english learner students; or students that are struggling online. The 7th and 8th grade Cohort students come to school to do Distance Learning with an Instructional Aide. There are 14 students with 1 Instructional Aide for the 7th grade Cohort and 14 students with 1 Instructional Aide for the 8th grade Cohort. These students are kept separate from all other students during the day.

If you have departmentalized classes, how will you organize staff and students in stable groups?

We only offer departmentalized classes in 6th grade. The 6th grade teacher moves from one classroom to the other classroom in departments, and the students do not leave their student classroom group.

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

We only offer electives in 6th grade, and they are done with the homeroom and the students, no teachers or students move from a classroom during electives.

X **Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Entry Points and Class Entry

The bus riders will enter by the bus entry area. Bus drivers do a pre-screener and take a temperature check as students prepare to enter the bus.

We have a drive up area for students who do not ride the bus. We have employees do a pre-screener and a temperature check before students exit the vehicle.

K-2 students will enter the campus through the east doors and gates and all K-2 students will sit by classroom in the gym separated by 6 feet between each student and separated from any other class.

Grades 3-6 students will enter campus through the east doors and gates and head to their classroom line-up area. 3rd-6th grade students will line up at their designated classroom lineup area outside, separated by class and separated by a marker that is 6 feet between students.

We have one 7th and one 8th grade Cohort of 14 students each and they enter the campus via the gym through the east doors and head to their classroom line up area.

We will have staff placed strategically to help observe all students to keep them safe and separated from each other and from any other class during the lineup time prior to the beginning of the school day.

When the bell rings students will head directly into the classroom (students will get hand sanitizer as they enter).

Health checks will be conducted when students arrive on campus or as they arrive at the bus. Extra masks will be on hand for those that need them.

Health screening will be conducted periodically throughout each day.

Egress:

Classes will dismiss in a staggered release beginning with Kinder at 1:45 pm. By 2:00 pm, all students will have been dismissed from class.

At the end of each school session, bus riders will be dismissed and go directly to the bus loading area. Students must wear a face mask while in line for the bus and on the bus.

School staff will monitor students who ride the bus to keep them 6 feet apart on their markers and separated from other classes prior to loading the bus.

For students who do not ride the bus, they will enter the exit staging area and K-2 students will sit by classrooms at tables that have chairs that are 6 feet apart or stand by classroom 6 feet from any other students on their marker until the students name is called and they exit the exit staging area to enter their vehicle in the drive up area.

3-6 grade students will stand 6 feet apart from each other on a marker and separated by classes from each other until the students name is called and they exit the exit staging area to enter their vehicle in the drive up area.

The 7th and 8th grade Cohort students will stand 6 feet apart from each other on a marker and separated by classes from each other until the students name is called and they exit the exit staging area to enter their vehicle in the drive up area.

All students must wear a mask until they enter their vehicle.

Parents/guardians will stay in their car and wait for their students in a cooperative and collaborative manner. Parents/guardians with students in multiple grade cohorts should review the above dismissal staggered release in order to determine when to arrive.

Movement within the School:

Recess: With grade level appropriate cohorts, there is a separate play area for each classroom within a grade level cohort. A staff member observes each separate play area. At the end of recess, the students line up on markers that are six feet apart from each student and separated from any other classroom. Teachers walk the students from their classroom lineup area and back to class. Students use hand sanitizer upon reentry to the classroom. After each cohort has their recess, the Custodial staff members will spray down the equipment with a dry sanitization for use for the next group of students. Teachers leave their classroom equipment back

outside and the Custodial staff spray down the equipment so it is sanitized and ready for the next time it is used. Custodial staff will also constantly sanitize the restrooms throughout the day.

Lunch: With grade level appropriate cohorts, students sit at classroom tables that are six feet apart from other tables and students sit in chairs that are 6 feet apart from any other student. Classroom tables are separated from any other classroom tables. Students wear their face mask until they sit at the table and are allowed to remove their face mask while eating.

Restrooms:

Campus staff will monitor how many students go into the restrooms at one time and keep the number of students in the bathroom limited to no more than two, as feasible.

During class time, teachers will monitor how many students use the restroom and a daytime custodial staff will clean the restrooms frequently throughout the day

- X **Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

Face coverings are required for all students Tk - 8 and all staff. The wearing of face coverings by students and staff must be used in accordance with CDPH guidelines, unless a person is exempt with a Doctors exemption. All staff, students and parents have been informed of the face covering requirements and the District provides face coverings to all students and staff who do not bring their own. A large stock of face coverings are kept in stock by the District at all times. The wearing of face coverings will be monitored by the school administration and will be enforced.

- X **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

Students

At the start of the school day, students will participate in a health screening upon entry to campus or upon boarding the bus. Each student will have their temperature taken with a touchless thermometer.

Each teacher will have a touchless thermometer. Students will be monitored throughout the day and temperature checks may be conducted at any point during a school day.

Students may be screened additionally throughout the day at the discretion of the staff.

Staff

Staff complete a daily health screening form each day, and are provided a touchless thermometer to take their temperature.

Any students or staff experiencing symptoms of concern will undergo a health evaluation. Those that are experiencing a temperature of 100.4 degrees or more will be isolated until they are able to leave campus.

- X **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

Three new handwashing stations have been placed strategically around campus and students have been trained to wash their hands often at the new handwashing stations. Hand sanitizer has been placed in each classroom and restroom and is restocked everyday. The staff has incorporated the usage of hand washing into students daily routines.

- X **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists

of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

X **Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: 6 feet

Minimum 3 feet

If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

This addendum supersedes any In person Learning requirements listed in Section 1-3 prior to March 24, 2021.

Distancing: In order to get as many students as possible back to in person learning and with adherence to the CDPH and Tulare County Health Officer guidance, students will keep the 6 feet distancing in classrooms, Multipurpose/Cafeteria Building and bus when practicable but no less than 3 feet under the new guidance issued from CDPH as of Friday, March 19, 2021. This will remain in effect unless a new directive from the governor allows closer contact.

Extracurricular Activities Distancing: All participants and coaches/coordinators/Advisors will distance 6 feet where practicable but no less than 3 feet unless there is new guidance from CDPH or a new directive from the governor that allows closer contact. Spectators will be limited and remain 6 feet distancing as individuals and, or household small groups

X **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

Staff Training

Staff has participated in an inservice conducted by the site COVID-19 Liaison on August 3, 2020 and August 4, 2020 relating to Centers for Disease Control guidelines to mitigate the spread of COVID-19. Topics included, but were not limited to contacts and exposure locations, contact risk assessment, and the schools decision tree. Updated training has taken place through all staff meetings in October, November, December, and the most recent all staff training was January 6, 2021 where the COVID19 Prevention Plan was reviewed.

Family Training

The district website has links to help families to understand the symptoms of COVID19, which warrant keeping a student at home. In October, the all call messaging system was used to direct families to the website to review the resources.

The district uses the call messaging system to update families on the ongoing changes and application of enforcement of our plan on a regular basis.

X **Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Testing of Staff

Consideration of COVID-19 testing for staff

Any staff experiencing symptoms will undergo a health evaluation, those that are experiencing a temperature of 100.4 degrees or more will be isolated in the designated area (isolation area Office on the east side of the 1st wing building) until they are able to leave campus. The staff conducting the symptom checks on

symptomatic individuals will be provided with appropriate PPE, which is a surgical mask, face shield, gloves, and gown. All symptomatic staff should be encouraged to test. A fever is not required and does not always occur with COVID infection. If not tested, the staff should isolate as described above unless a doctor's note or school nurse provides an alternate diagnosis.

Staff who are exhibiting symptoms will be provided with information about testing locations and advised to consult with their medical doctor.

Individuals who have exhibited symptoms must be without a temperature for at least 24 hours without the aid of a fever reducer, and have a doctor's note or make arrangements to be evaluated by the school nurse prior to returning to campus unless otherwise instructed to quarantine by the COVID Liaison (Mr. Horn) or County Public Health Department. All symptomatic staff should be encouraged to test. A fever is not required and does not always occur with COVID infection. If not tested, the staff should isolate as described above unless a doctor's note or school nurse provides an alternate diagnosis.

For Individuals who have tested positive we will follow current state recommendations for the time and symptom based clearance for people who have tested positive as opposed to a negative test. The time and symptom base clearance is ensuring that the positive person has completed their 10 day quarantine, have reduced or are symptom free, and have not had a fever within the last 72 hours of their day.

Staff members will have the opportunity to be regularly tested for COVID-19 at the expense of the district if they chose to do so. The District will recommend that 25% of staff is tested on a two week rotational basis or 50% each month

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

- X **Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Testing of Students

Consideration of COVID-19 testing for students.

Any students experiencing symptoms will undergo a health evaluation, those that are experiencing a temperature of 100.4 degrees or more will be isolated in the designated area (isolation area Office on the east side of the 1st wing) until they are able to leave campus. The staff conducting the symptom checks on symptomatic individuals will be provided with appropriate PPE, which is a surgical mask, face shield, gloves, and gown. All symptomatic students should be encouraged to test. A fever is not required and does not always occur with COVID infection. If not tested, the students or should isolate as described above unless a doctor's note or school nurse provides an alternate diagnosis.

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For Individuals who have tested positive we will follow current state recommendations for the time and symptom based clearance for people who have tested positive as opposed to a negative test. The time and symptom base clearance is ensuring that the positive person has completed their 10 day quarantine, have reduced or are symptom free, and have not had a fever within the last 72 hours of their day.

Planned student testing cadence. Please note if testing cadence will differ by tier:

X Identification and Reporting of Cases: At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District notifies our local health officer of any known case of COVID19 among any student or employee who was present on our campus within the 10 days preceding a positive test for COVID19. Specifically, the District will report the following information:

- * The full name, address, telephone number, and date of birth of the individual who tested positive.
 - * The date the individual tested positive, the school name at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site.
 - * The full name, address, and telephone number of the person making the report.
- This information is reported to the local health officer by telephone within twenty-four hours from the time an individual within our district is first made aware of a new case.
This reporting shall continue until this directive is modified or rescinded.

X Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

The District Superintendent will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures, exclusions, and closures, while maintaining FERPA and HIPAA confidentiality, as required by law related to privacy of educational records

X Consultation: (For schools not previously open) Please confirm consultation with the following groups

This plan was designed with the stakeholder input and consideration of California Department of Education documents as well as California Health Department documents. Stakeholder input was gathered in three different surveys, distributed on June 2, 2020, June 27, 2020, and September 8, 2020. Data from the survey was utilized by the return to school committee to create a return to school plan. The committee consisted of classified staff, teachers, parents and the administrator, their plan was approved by the committee, and then later by the Governing Board on July 15, 2020. The July 15 approved plan was adapted for waiver eligibility, and was reviewed by the School Site Council (parents, classified staff, teachers and the administrator) and the whole staff on September 9, 2020. The updated guidance from the California COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, along with the CAL-OSHA COVID-19 Prevention Plan was reviewed with Staff on January 13, 2021 and January 27, 2021, and was presented to parents, the community, and the school board on January 14, 2021, and January 27, 2021.

X Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: Sequoia Elementary Teachers Association

Date: 1/27/2021;

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: School Site Council; Reopening Committee; Parent

Date: 1/27/2021;

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

Classified Staff was consulted on 1/13/2021 and 1/27/2021

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

Local Health Officer Approval: The Local Health Officer, for (state County) Plan, cases Tulare. County has certified and approved the CRP on this date: . If more than 7 business days have passed since the submission without input from the LHO, the CRP shall be deemed approved.

Our Reopening School Waiver was approved by the Tulare County Department of Health and Human Services and the California Department of Public Health on October 14, 2020. Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District has had Distance Learning offered to students since August 7, 2020 and has offered on-campus learning since October 26, 2020.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Note: This checklist was amended on January 29th to delete language regarding the need to submit this checklist to a County Office of Education. The CSP does not need to be submitted to the County Office of Education as part of the public health guidance, though the County Office of Education may request the CSP as part of other processes.



SEQUOIA UNION | ELEMENTARY SCHOOL

DISCUSSION & REPORTS 5.5: 700 Forms: <https://www.fppc.ca.gov/learn/training-and-outreach/form-700-filers.html>

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State Judge, Retired Judge, Pro Tem Judge, or Court Commissioner (Statewide Jurisdiction)
Multi-County County of
City of Other

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2020, through December 31, 2020.
Leaving Office: Date Left
Assuming Office: Date assumed
Candidate: Date of Election and office sought, if different than Part 1:

4. Schedule Summary (must complete) Total number of pages including this cover page:
Schedules attached
Schedule A-1 - Investments - schedule attached
Schedule A-2 - Investments - schedule attached
Schedule B - Real Property - schedule attached
Schedule C - Income, Loans, & Business Positions - schedule attached
Schedule D - Income - Gifts - schedule attached
Schedule E - Income - Gifts - Travel Payments - schedule attached
-or- None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS
()

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed Signature
(month, day, year) (File the originally signed paper statement with your filing official.)



ACTION ITEMS 6.1: Review and Approve the Sequoia Union Elementary Charter School SPSA



School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sequoia Union Charter Elementary School and the Sequoia Union Elementary School District utilize both State and Local assessments to help drive instruction for our students, set school goals, meet the academic needs of our students and adjust intervention strategies as needed.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

Teachers adhere to all state requirements for required instructional minutes.

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

None were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	33	38	44
Grade 1	42	42	36
Grade 2	35	41	44
Grade3	42	38	37
Grade 4	43	46	37
Grade 5	36	44	50
Grade 6	35	37	43
Grade 7	35	36	23
Total Enrollment	301	322	314

Conclusions based on this data:

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

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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

This is the total number of students enrolled.

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

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

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

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

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





Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Orange</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="293 705 371 732">Orange</p>		

Conclusions based on this data:

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

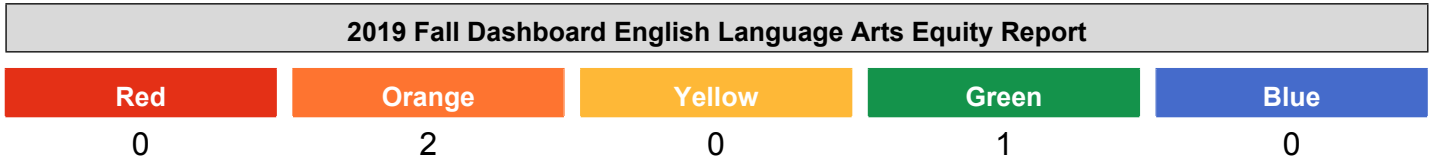
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

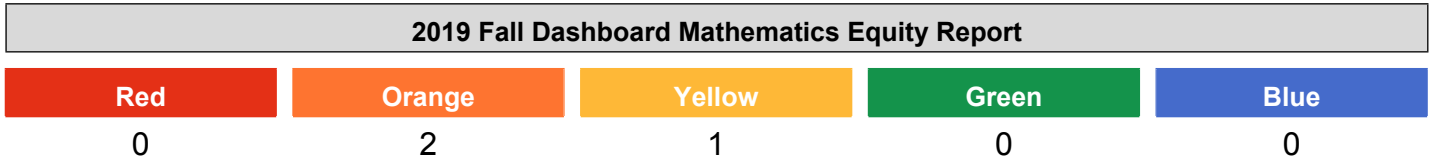
School and Student Performance Data

Academic Performance Mathematics





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








This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

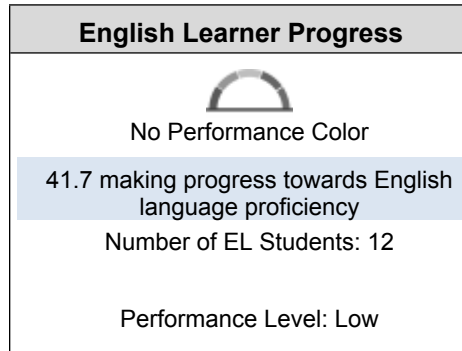
1. The overall performance among student groups declined significantly and are in the Orange
2. English Learner students declined 77.1 points.
3. Socioeconomically Disadvantaged students declined by 23.9 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

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

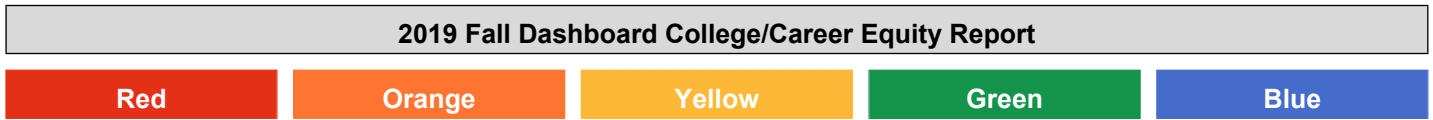
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

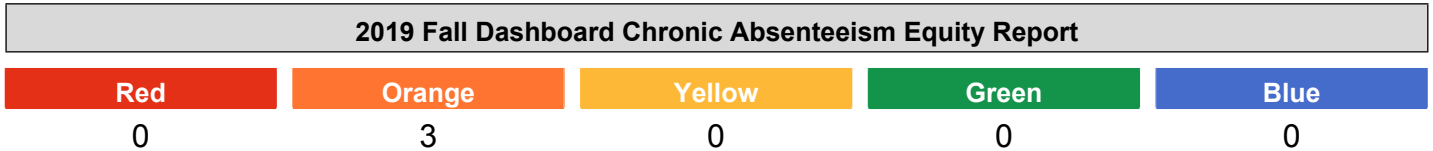
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

- The schools chronic absenteeism score is in the Orange.

School and Student Performance Data

Academic Engagement Graduation Rate

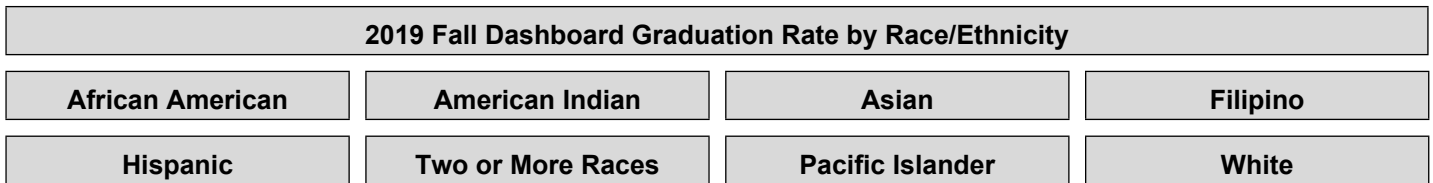
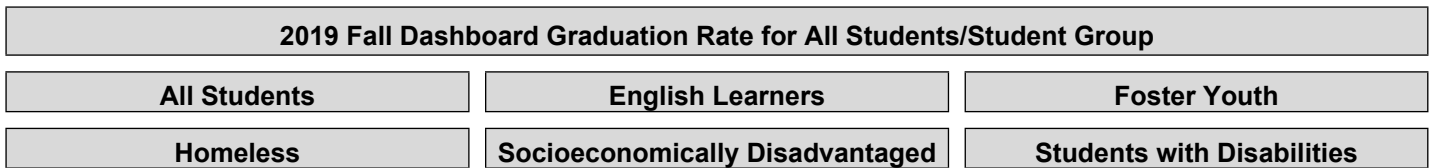
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

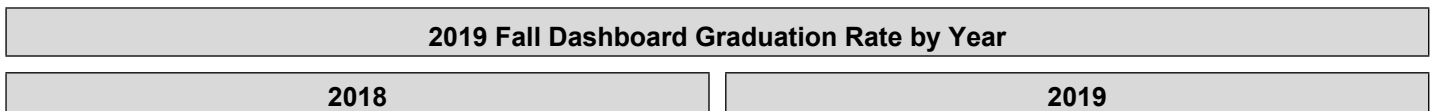
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

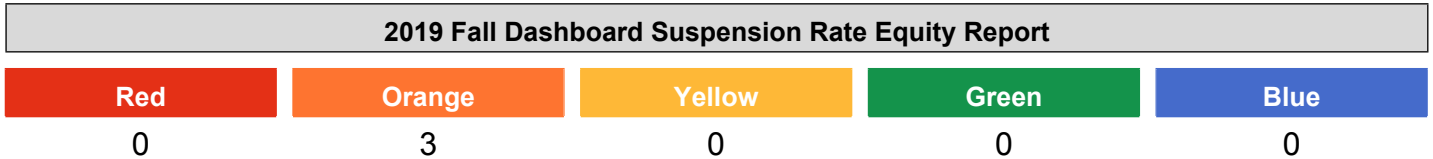
School and Student Performance Data

Conditions & Climate Suspension Rate






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








This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.5 Increased +1.6 122	 No Performance Color 7.1 14		 Orange 1.4 Increased +0.9 211

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	2

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Achievement

LEA/LCAP Goal

Ensure all students achieve within the common core standards framework.

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

21st Century Learning

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement - Social and Emotional Student Support

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Counseling and Support Services to Students

Proposed Expenditures for this Strategy/Activity

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

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

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

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

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	37,634.97
General Fund	1,939,518.91
LCFF - Supplemental	87,438.00
Special Education	0.00
Title I	70,570.29
Title II Part A: Improving Teacher Quality	9,290.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,191,812.00
2000-2999: Classified Personnel Salaries	433,464.15
4000-4999: Books And Supplies	94,649.29
5000-5999: Services And Other Operating Expenditures	345,866.93
5800: Professional/Consulting Services And Operating Expenditures	78,659.80

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	13,774.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	23,860.97
1000-1999: Certificated Personnel Salaries	General Fund	1,121,900.00

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

Expenditures by Goal

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

School Site Council Membership

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

- School Principal
- Classroom Teachers

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Ken Horn Horn on	Ken
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Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



ACTION ITEMS 6.2: Review and Approve the Sequoia Union Elementary School SPSA



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sequoia Union Elementary School	54-721160134973	March 16, 2021	March 25, 2021

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Sequoia Union Elementary School and the Sequoia Union Elementary School District utilize both State and Local assessments to help drive instruction for our students, set school goals, meet the academic needs of our students and adjust intervention strategies as needed.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

Teachers adhere to all state requirements for required instructional minutes.

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Sequoia Union is inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Parent and staff groups meet regularly and input is collected regarding school programs both within meetings and through surveys with our Leadership Team, School Site Council, ELAC, PTC, LCAP Surveys, School Climate Survey, and the Student Comprehensive Interim Well-Being and Learning Condition Survey.

Resource Inequities

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

None were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	3.13%	0%	0%	1	0	0
African American	0%	0%	0%	0	0	0
Asian	0%	0%	0%	0	0	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	31.25%	30.56%	2.94%	10	11	1
Pacific Islander	3.13%	0%	0%	1	0	0
White	59.38%	66.67%	82.35%	19	24	28
Multiple/No Response	3.11%	2.77%	14.71%	1	1	5
Total Enrollment				32	36	34

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 8	32	36	34
Total Enrollment	32	36	34

Conclusions based on this data:

1. There was an error in the reporting of our Hispanic student population in CALPADS, which resulted in a loss of a percentage of funding.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	2	1	2	6.3%	2.8%	5.9%
Fluent English Proficient (FEP)	2	2	2	6.3%	5.6%	5.9%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0	0.0%	0.0%

Conclusions based on this data:

1. The percentage of English Learner students has remained about the same.
2. No English Learner students were reclassified fluent English proficient (RFEP).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36	44	38	34	43	36	34	43	36	94.4	97.7	94.7
Grade 4	31	43	49	28	39	47	28	39	47	90.3	90.7	95.9
Grade 5	38	36	46	38	33	44	38	33	44	100	91.7	95.7
Grade 6	36	36	31	35	35	27	35	35	27	97.2	97.2	87.1
Grade 7	35	35	36	33	35	35	33	35	35	94.3	100	97.2
Grade 8	40	31	37	38	29	34	37	29	34	95	93.5	91.9
All	40	31	37	38	29	34	37	29	34	95	93.5	91.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2458.	2434.	32.35	41.86	27.78	17.65	23.26	27.78	11.76	20.93	22.22	38.24	13.95	22.22
Grade 4	2479.	2463.	2467.	21.43	23.08	25.53	32.14	28.21	19.15	21.43	12.82	27.66	25.00	35.90	27.66
Grade 5	2506.	2534.	2511.	23.68	33.33	20.45	26.32	39.39	40.91	26.32	12.12	9.09	23.68	15.15	29.55
Grade 6	2515.	2532.	2491.	17.14	17.14	11.11	34.29	37.14	25.93	25.71	25.71	18.52	22.86	20.00	44.44
Grade 7	2551.	2561.	2530.	12.12	17.14	11.43	45.45	42.86	37.14	18.18	20.00	17.14	24.24	20.00	34.29
Grade 8	2579.	2579.	2550.	24.32	10.34	11.76	24.32	51.72	32.35	35.14	20.69	29.41	16.22	17.24	26.47
All Grades	N/A	N/A	N/A	24.32	10.34	11.76	24.32	51.72	32.35	35.14	20.69	29.41	16.22	17.24	26.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	32.56	30.56	38.24	51.16	52.78	38.24	16.28	16.67
Grade 4	25.00	28.21	27.66	53.57	41.03	48.94	21.43	30.77	23.40
Grade 5	15.79	39.39	29.55	52.63	48.48	43.18	31.58	12.12	27.27
Grade 6	17.14	28.57	18.52	45.71	37.14	40.74	37.14	34.29	40.74
Grade 7	24.24	31.43	22.86	48.48	48.57	37.14	27.27	20.00	40.00
Grade 8	27.03	20.69	26.47	48.65	58.62	38.24	24.32	20.69	35.29
All Grades	27.03	20.69	26.47	48.65	58.62	38.24	24.32	20.69	35.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.53	30.23	33.33	38.24	46.51	44.44	38.24	23.26	22.22
Grade 4	25.00	23.08	12.77	60.71	43.59	61.70	14.29	33.33	25.53
Grade 5	44.74	39.39	34.09	34.21	45.45	36.36	21.05	15.15	29.55
Grade 6	22.86	31.43	14.81	54.29	45.71	33.33	22.86	22.86	51.85
Grade 7	30.30	25.71	31.43	48.48	62.86	40.00	21.21	11.43	28.57
Grade 8	35.14	24.14	17.65	51.35	55.17	58.82	13.51	20.69	23.53
All Grades	35.14	24.14	17.65	51.35	55.17	58.82	13.51	20.69	23.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.47	39.53	19.44	58.82	48.84	63.89	14.71	11.63	16.67
Grade 4	10.71	23.08	25.53	71.43	58.97	65.96	17.86	17.95	8.51
Grade 5	21.05	18.18	27.27	60.53	72.73	61.36	18.42	9.09	11.36
Grade 6	11.43	20.00	7.41	62.86	60.00	62.96	25.71	20.00	29.63
Grade 7	9.09	14.29	5.71	63.64	65.71	74.29	27.27	20.00	20.00
Grade 8	18.92	13.79	8.82	56.76	75.86	79.41	24.32	10.34	11.76
All Grades	18.92	13.79	8.82	56.76	75.86	79.41	24.32	10.34	11.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35	41.86	22.22	35.29	44.19	47.22	32.35	13.95	30.56
Grade 4	25.00	17.95	23.91	57.14	53.85	56.52	17.86	28.21	19.57
Grade 5	31.58	27.27	34.09	39.47	54.55	36.36	28.95	18.18	29.55
Grade 6	22.86	34.29	22.22	48.57	51.43	59.26	28.57	14.29	18.52
Grade 7	18.18	34.29	25.71	63.64	45.71	40.00	18.18	20.00	34.29
Grade 8	35.14	37.93	23.53	40.54	51.72	47.06	24.32	10.34	29.41
All Grades	35.14	37.93	23.53	40.54	51.72	47.06	24.32	10.34	29.41

Conclusions based on this data:

1. The CAASPP data automatically populates from the State of California and the Sequoia Union Elementary School should have had no scores for any grade level but 8th grade. So, this data is bled with the Charter School and it should be blended. I have reached out to CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36	44	38	34	43	36	34	43	36	94.4	97.7	94.7
Grade 4	31	43	49	28	39	47	28	39	47	90.3	90.7	95.9
Grade 5	38	36	46	38	33	44	38	33	44	100	91.7	95.7
Grade 6	36	36	31	35	35	27	35	35	27	97.2	97.2	87.1
Grade 7	35	35	36	33	35	35	33	35	35	94.3	100	97.2
Grade 8	40	31	37	38	29	35	38	29	35	95	93.5	94.6
All	40	31	37	38	29	35	38	29	35	95	93.5	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2438.	2453.	2431.	20.59	32.56	13.89	32.35	25.58	33.33	20.59	20.93	25.00	26.47	20.93	27.78
Grade 4	2467.	2464.	2466.	17.86	15.38	17.02	21.43	28.21	27.66	35.71	25.64	29.79	25.00	30.77	25.53
Grade 5	2491.	2519.	2510.	18.42	27.27	20.45	10.53	15.15	20.45	36.84	36.36	34.09	34.21	21.21	25.00
Grade 6	2524.	2499.	2464.	20.00	14.29	3.70	17.14	17.14	7.41	37.14	34.29	37.04	25.71	34.29	51.85
Grade 7	2542.	2554.	2496.	18.18	25.71	8.57	21.21	17.14	8.57	39.39	34.29	37.14	21.21	22.86	45.71
Grade 8	2574.	2580.	2500.	21.05	27.59	14.29	31.58	27.59	0.00	26.32	17.24	28.57	21.05	27.59	57.14
All Grades	N/A	N/A	N/A	21.05	27.59	14.29	31.58	27.59	0.00	26.32	17.24	28.57	21.05	27.59	57.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.12	44.19	22.22	26.47	27.91	38.89	29.41	27.91	38.89
Grade 4	14.29	28.21	25.53	46.43	25.64	31.91	39.29	46.15	42.55
Grade 5	21.05	30.30	29.55	26.32	39.39	38.64	52.63	30.30	31.82
Grade 6	25.71	20.00	11.11	31.43	37.14	22.22	42.86	42.86	66.67
Grade 7	15.15	28.57	8.57	57.58	40.00	40.00	27.27	31.43	51.43
Grade 8	13.16	34.48	14.29	57.89	27.59	14.29	28.95	37.93	71.43
All Grades	13.16	34.48	14.29	57.89	27.59	14.29	28.95	37.93	71.43

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.41	41.86	25.00	44.12	39.53	52.78	26.47	18.60	22.22
Grade 4	17.86	23.08	21.28	57.14	41.03	46.81	25.00	35.90	31.91
Grade 5	23.68	33.33	18.18	36.84	36.36	47.73	39.47	30.30	34.09
Grade 6	22.86	14.29	0.00	45.71	31.43	48.15	31.43	54.29	51.85
Grade 7	24.24	34.29	8.57	48.48	40.00	54.29	27.27	25.71	37.14
Grade 8	31.58	44.83	14.29	50.00	37.93	45.71	18.42	17.24	40.00
All Grades	31.58	44.83	14.29	50.00	37.93	45.71	18.42	17.24	40.00

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.41	44.19	25.00	50.00	32.56	58.33	20.59	23.26	16.67
Grade 4	28.57	15.38	21.28	46.43	51.28	46.81	25.00	33.33	31.91
Grade 5	15.79	33.33	20.45	52.63	45.45	56.82	31.58	21.21	22.73
Grade 6	20.00	17.14	3.70	48.57	45.71	44.44	31.43	37.14	51.85
Grade 7	21.21	22.86	11.43	51.52	48.57	51.43	27.27	28.57	37.14
Grade 8	31.58	20.69	14.29	42.11	58.62	37.14	26.32	20.69	48.57
All Grades	31.58	20.69	14.29	42.11	58.62	37.14	26.32	20.69	48.57

Conclusions based on this data:

1. The CAASPP data automatically populates from the State of California and the Sequoia Union Elementary School should have had no scores for any grade level but 8th grade. So, this data is bled with the Charter School and it should be blended. I have reached out to CAASPP.

School and Student Performance Data

ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
8		*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	15	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*	*	*	15	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
8		*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	15	*

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

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

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

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

Conclusions based on this data:

- Our ELPAC scores are below the amount of students taking the ELPAC and so our scores do not automatically populate from the State Data Dashboard and we only get a score on our ELPI. English Learner Proficiency Index.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
36	41.7	2.8	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	2.8
Foster Youth	3	0.9
Socioeconomically Disadvantaged	15	41.7
Students with Disabilities	2	5.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.3
Asian	2	0.6
Hispanic	11	30.6
Two or More Races	1	2.8
White	24	66.7





Conclusions based on this data:

1. Sequoia Union Elementary School has 66.7% of students who are White.
2. Sequoia Union Elementary School has 30.6% of students who are Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Sequoia Union Elementary School did not get a color score for ELA or Math.
2. Sequoia Union Elementary School is in the Orange for Suspension Rate
3. Sequoia Union Elementary School is in the Orange for Chronic Absenteeism.

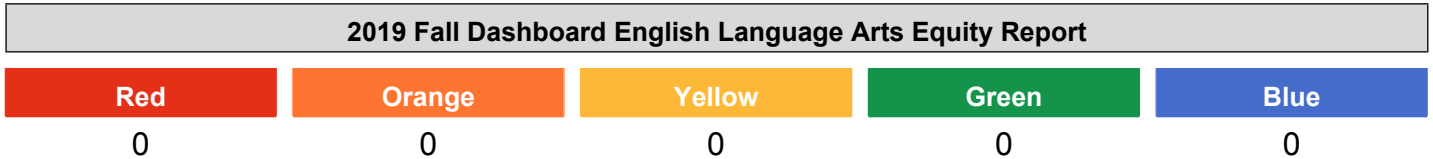
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color</p> <p>8.7 points below standard</p> <p>Declined Significantly -20.5 points</p> <p>32</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>15.9 points below standard</p> <p>Increased Significantly ++25.7 points</p> <p>14</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 11.7 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0.3 points below standard Declined -9.1 points 20

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 1	15.8 points below standard Declined Significantly -26.4 points 29

Conclusions based on this data:

1. 8.7 points below standard for ELA for all students
2. 15.9 points below standard in ELA for socioeconomically disadvantaged students
3. 11.7 points below standard in ELA for Hispanic students.

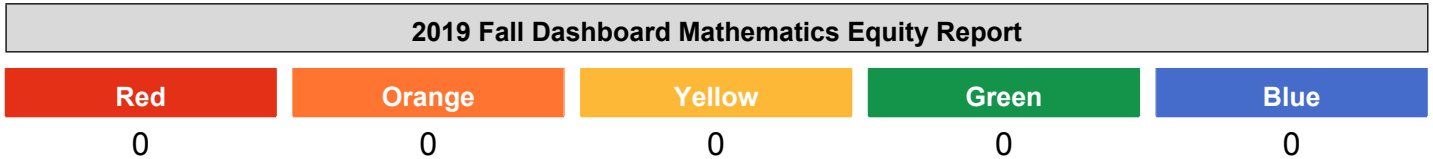
School and Student Performance Data

Academic Performance Mathematics

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>83.2 points below standard</p> <p>Declined Significantly -77.5 points</p> <p>33</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>93.1 points below standard</p> <p>Declined Significantly -45.4 points</p> <p>15</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 71.9 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 86.4 points below standard Declined Significantly -81.2 points 21

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 1	89.8 points below standard Declined Significantly -80.4 points 30

Conclusions based on this data:

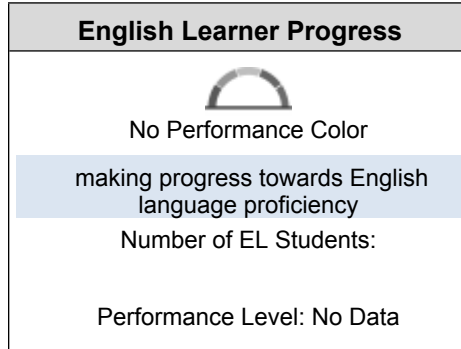
1. 83.2 points below standard in Math for all students
2. 93.1 points below standard in Math for socioeconomically disadvantaged students
3. 71.9 points below standard in Math for Hispanic Students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. There were no English Learner student who took the ELPAC

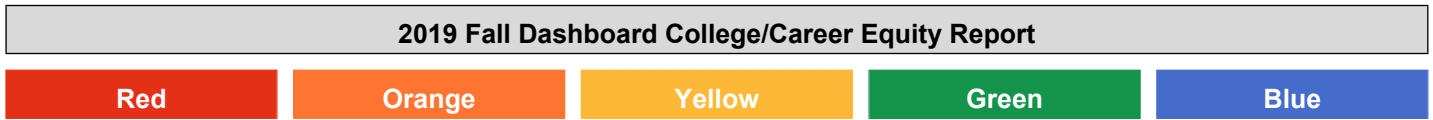
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

- 1.

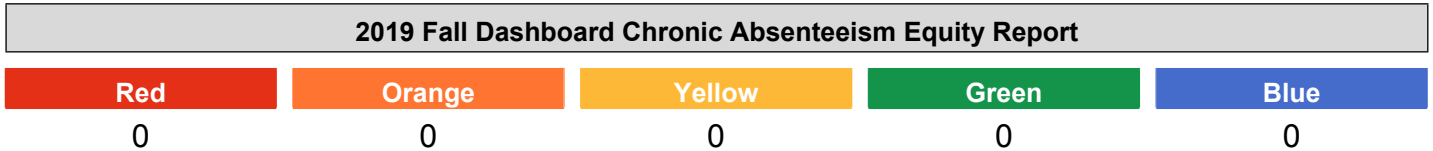
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>39</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>19</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 26

Conclusions based on this data:

1. Chronic Absenteeism is in the Orange.

School and Student Performance Data

Academic Engagement Graduation Rate

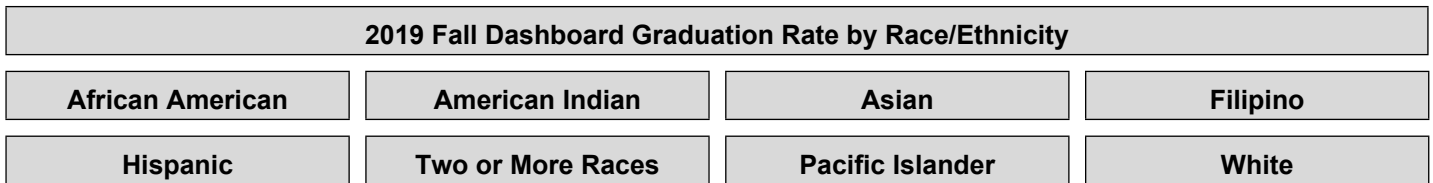
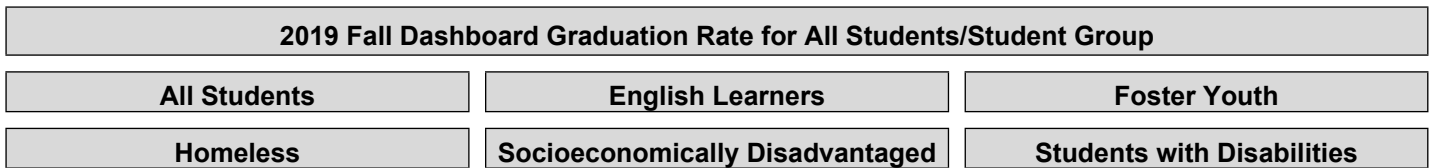
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

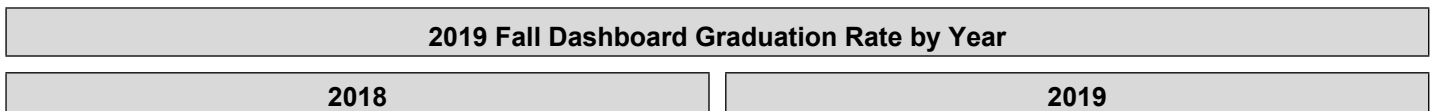
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

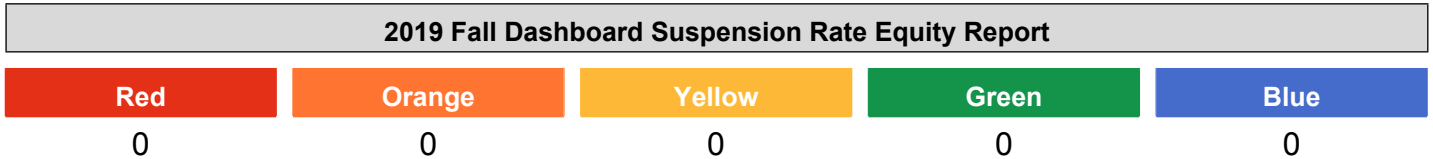
School and Student Performance Data

Conditions & Climate Suspension Rate






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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>5.1</p> <p>Declined -13.1</p> <p>39</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>10.5</p> <p>Declined -22.8</p> <p>19</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color Less than 11 Students - Data 1</p>	<p align="center">Asian</p>  <p align="center">No Performance Color Less than 11 Students - Data 2</p>	<p align="center">Filipino</p>
<p align="center">Hispanic</p>  <p align="center">No Performance Color 0 Declined -18.2 12</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color Less than 11 Students - Data 1</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">No Performance Color 7.7 Declined -8.1 26</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	18.2	5.1

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Achievement

LEA/LCAP Goal

Ensure all students achieve within the common core standards framework.

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Performance	Baseline ELA 2018-19: 44.11% Met or Exceeded Standard Baseline Math 2018-19: 14.29 % Met or Exceeded Standard Actual ELA 2020-21: Not Taken Yet Actual Math 2020-21: Not Taken Yet	Increase by 3% in ELA from prior assessment to 2020-2021 and Increase by 2% in Math from prior assessment to 2020- 21 assessment
Star Reading Performance	Baseline: 2019-2020: STAR ELA: 58% Met or Exceeded Standard Actual: 2020-2021 STAR ELA: 50% Met or Exceeded Standard	Reach and Maintain an average of 52% of students performing At or Above Grade Level Standard.
Star Math Performance	Baseline: 2019-2020: STAR Math: 35% Met or Exceeded Standard Actual: 2020-2021: STAR Math: 30% Met or Exceeded Standard	Reach and Maintain an average of 35% of students performing At or Above Grade Level Standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
46768	General Fund 1000-1999: Certificated Personnel Salaries Certificated Salaries to support students in all academic areas to increase achievement
32564	General Fund 2000-2999: Classified Personnel Salaries Classified Salaries to support students in all academic areas to increase achievement
1938	General Fund 4000-4999: Books And Supplies Books and Supplies to support students in all academic areas to increase achievement
22116	General Fund 5000-5999: Services And Other Operating Expenditures Maintenance and Operations, Transportation, and Professional Consulting to support students and student achievement
8057	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Salaries to support unduplicated students in all academic areas to increase achievement

3368	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified Salaries to support unduplicated students in all academic areas to increase achievement
0	Special Education 5800: Professional/Consulting Services And Operating Expenditures TCOE SELPA provides Special Education Services to students to support student achievement
9061.54	Title I 2000-2999: Classified Personnel Salaries Classified Salaries to support unduplicated students in all academic areas to increase achievement
1500	Title I 4000-4999: Books And Supplies Books and Supplies to support unduplicated students in all academic areas to increase achievement
2500	Title II Part A: Improving Teacher Quality 2000-2999: Classified Personnel Salaries Leadership Teacher-Mentor Coaching for Non-Fully Credentialed Teaching Staff to support students and increase student achievement

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

21st Century Learning

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student technology portable devices available to students	2019: 25 portable devices purchased(chromebooks and ipads) 2020: 10 portable devices (chromebooks and ipads)	All students will have a 1 to 1 device
Instructional technology portable devices available to Teachers	2019: Replaced 0 Instructional technology devices 2020: Replaced 1 Instructional technology devices	All teachers will have a portable 1 to 1 device for instructional purposes and updated technology in the classroom.
classroom educational technology will be increased	2019: 0 short throw projectors purchased 2020: 1 short throw projectors purchased	All classrooms will have updated technology and the District will ensure that older educational techonology is swapped out at an average of three retrofitted classrooms per year in order to have ongoing, updated classrooms fitted with educational technology for all students.
wifi hot-spots provided to every student who doesn't have home internet	2019: 25 hot spots purchased 2020: 10 hot spots purchased	All students will have updated hot spot internet technology and the District will ensure that older hot spots wi-fi devices

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		are swapped out each school year by contracted services.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Chromebooks, tablets, and other student technology devices
3699.85	General Fund 2000-2999: Classified Personnel Salaries Media Technology Coordinator
2263.52	General Fund 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted Services for a Technology Technician

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement - Social and Emotional Student Support

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Counseling and Support Services to Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2447	General Fund 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted School Psychologist
0	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted Family Services Support (Grant - No Cost)
3957.89	General Fund 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted School Nurse - LVN
1316.70	General Fund 5800: Professional/Consulting Services And Operating Expenditures TCOE Contracted School Nurse - RN
2949.11	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures PowerSchool SIS System and Professional Development

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$11,858.44
Total Federal Funds Provided to the School from the LEA for CSI	\$19199.95
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,506.61

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$4,949.11
Title I	\$10,561.54
Title II Part A: Improving Teacher Quality	\$2,500.00

Subtotal of additional federal funds included for this school: \$18,010.65

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

State or Local Programs	Allocation (\$)
General Fund	\$117,070.96
LCFF - Supplemental	\$11,425.00
Special Education	\$0.00

Subtotal of state or local funds included for this school: \$128,495.96

Total of federal, state, and/or local funds for this school: \$146,506.61

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	4,949.11
General Fund	117,070.96
LCFF - Supplemental	11,425.00
Special Education	0.00
Title I	10,561.54
Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	54,825.00
2000-2999: Classified Personnel Salaries	51,193.39
4000-4999: Books And Supplies	5,438.00
5000-5999: Services And Other Operating Expenditures	25,065.11
5800: Professional/Consulting Services And Operating Expenditures	9,985.11

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	2,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	2,949.11
1000-1999: Certificated Personnel Salaries	General Fund	46,768.00

2000-2999: Classified Personnel Salaries	General Fund	36,263.85
4000-4999: Books And Supplies	General Fund	1,938.00
5000-5999: Services And Other Operating Expenditures	General Fund	22,116.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	9,985.11
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,057.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,368.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00
2000-2999: Classified Personnel Salaries	Title I	9,061.54
4000-4999: Books And Supplies	Title I	1,500.00
2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,872.54
Goal 2	7,963.37
Goal 3	10,670.70

School Site Council Membership

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

School Principal

Classroom Teachers

Name of Members	Role
------------------------	-------------

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



SEQUOIA UNION | ELEMENTARY SCHOOL

ACTION ITEMS 6.3 Review and Approve the Independent Auditor Selection Form and the Audit Firm of Christy White for 2020-2021



Proposal for Audit Services: Sequoia Union Elementary School District and Charter School

Lemon Cove, California

For the fiscal year ending June 30, 2022 through
June 30, 2024

Submitted on March 1, 2021

By: Christy White, CPA, CFE
619-270-8222
cwhite@christywhite.com

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Appendices:

- Insurance Certificates
- Quality Control Peer Review Opinion



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

March 1, 2021

Auditor Selection Committee
Sequoia Union Elementary School District and Charter School
23958 Ave. 324
Lemon Cove, CA 93244

Dear Committee Members,

Christy White, Inc. (CW) is pleased to respond to Sequoia Union Elementary School District's (SUESD) request for Annual Financial Statement Audits for the fiscal years ending June 30, 2022 through June 30, 2024. Our proposal includes the audit of the Sequoia Elementary Charter School.

We **specialize in auditing California school districts for 20 years**, including Central Valley Kern High School District, Tulare County Office of Education and many of your neighboring school districts such as Dinuba, Rockford, Woodlake, Springville and Sundale. In 2018-19, we were providing services to over 160 Local Educational Agencies (LEA's). In addition to K-12 districts, we audit charter schools, Prop. 39 bonds and Prop. 51 state facilities grants, plus, should the need arise, we perform fraud and forensic audits.

As a leader in the K-12 industry, we provide K-12 audit focused staff training that is unmatched by other firms. We assure you that every Christy White team member will be trained and able to handle your audit efficiently and effectively. Moreover, we provide **free training and accounting advice** to our clients.

Our firm implemented a **"virtual office" setting** several years preceding the pandemic. With our technology, we are fully capable of conducting a remote audit by providing audit-related items via our secured online portal (Suralink). Your CW audit manager will help set up you and your staff. The portal is very user-friendly and secure.

CW leads the K-12 audit profession by active participation on the State Controller's *Audit Guide Task Force*, annually presenting to school district audit professionals at CalCPA's *School District Conference*, teaching new CBO's at CASBO and ACSA academies, and speaking before county offices and districts on implementation know-how for new GASB standards.

Founding partner, Christy White, has 33 years of school audit and consulting experience and is joined by Partners Heather Daud Rubio, Michael Ash, and John Whitehouse, plus seven director-level managers, and experienced in-charges auditors and staff. Our team is committed to meeting all requirements and timelines for the successful completion of the engagement.

After reading through our proposal, should you have any questions, please feel free to contact me at 619-270-8222. I would be happy to meet with you, the auditor selection committee, and the Governing Board.

Sincerely,

Christy White, CPA, CFE
Partner

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

PROFILE OF CHRISTY WHITE, INC.

NAME OF FIRM AND CONTACT INFORMATION

Legal Name: Christy White, Inc. (dba Christy White Associates, Inc.)
Business Address: 348 Olive Street, San Diego, CA 92103
Telephone Number: 619-270-8222
Fax Number: 619-260-9085
Email Address: cwhite@christywhite.com
Web Address: christywhite.com

CHRISTY WHITE, INC. SHAREHOLDERS: Christy White Inc., is jointly owned by Christy White, Michael Ash, and Heather Daud Rubio.

BACKGROUND AND RANGE OF ACTIVITIES OF CHRISTY WHITE, INC.

Christy White, Inc. (CW), a professional Accountancy corporation, is the 2nd largest CPA firm in the number of Local Educational Agencies (LEAs) audited annually. We are San Diego based with offices throughout the State. We provide a wide range of K-12 audit and consulting services, including financial and bond auditing; internal audit risk assessments; and, free consultation on GASB implementations.



CW is a member of the Private Companies Practice Section (PCPS) and Government Quality Control Center (GQCC) of the American Institute of CPAs, which requires an independent peer review every three years. Christy White, Inc. We received the best result of “Pass” in our most recent review.

We are members of the American Institute of CPAs (AICPA) and the California Society of CPAs. Also, we are association members with the California Association of School Business Officials, the Government Financial Officers’ Association, and the Certified Fraud Examiner’s Association. CW is also an active participant in the development of the annual K-12 audit guide and dialogues regularly with State agencies on audit issues that affect our clients.

STATEMENT OF INDEPENDENCE

Christy White, Inc. meets the independence requirements of *Government Auditing Standards* and the State’s *K-12 Audit Guide*. We have no financial, community, or personal ties to Sequoia Union Elementary School District, its board members, administrators or staff.

PROFILE OF CHRISTY WHITE, INC., CONT'D

BACKGROUND AND RANGE OF ACTIVITIES OF CHRISTY WHITE, INC.

FIRM HISTORY, SERVICES, AND SIZE

Christy White, Inc. was incorporated in 2010, succeeding Nigro Nigro & White (NNW) as the AICPA designated successor firm, (Christy White was a founding partner NNW in 1999). Our firm has grown steadily over the past 20 years and now has 30 professionals, including seven CPAs.

We offer services exclusively to local educational agencies (LEAs), including school districts and charter schools. It's our full specialization in LEAs that makes us unique among CPA firms and provides added value to our clients. As your educational audit specialist, CW audits over 120 school districts, 7 county offices of education, 90 Proposition 39 bonds, and over 40 charter schools. Our audit clients range in size from large school districts to mid-size and small entities. We also prepare the annual tax Forms 990/199 for our nonprofit charter school clients. Our consulting capabilities include helping our clients with:

ASB Training	Forensic/Fraud Audits
Attendance Accounting	School District Organization
GASB and Compliance Implementation	Charter School Back Office
Efficiency Studies	Financial Reporting

ORGANIZATIONAL STRUCTURE

Firm representatives from each of our organizational levels comprise our proposed audit team. We will not joint venture with another firm on this engagement. And, Christy White, Inc. is financially stable. We have no long-term debt and have remained fiscally stable throughout our 20-year history.

AUDIT MANAGEMENT TEAM

- Audit Partners
- Audit Director

AUDIT IN-CHARGE

- Supervisors
- Seniors

AUDIT STAFF

- Staff Accountant II
- Staff Accountant I

ADMINISTRATIVE SUPPORT

PROFILE OF CHRISTY WHITE, INC., CONT'D

EXPERIENCE AUDITING COMPUTERIZED SYSTEMS

All of CWA's partners and staff have experience in computerized financial systems. As part of every audit, CWA evaluates the internal controls over key financial cycles and includes computer control procedures. We work with clients on conversion issues and have worked on a variety of systems.

We can conduct the audit remotely using a secure portal in which you upload audit requests. This makes the audits run more efficiently and greatly reduces the stress on client staff.

Our partners are also experienced using state software, including SACS software. We have consulted with school districts in the use of SACS software for the preparation of GASB 34 conversion entries and reports.

The audit software we use is ProSystems FX, a paperless audit software that all audit staff are trained on and use for each engagement.

CONDUCT OF THE AUDIT IN ACCORDANCE WITH APPLICABLE LAWS, REGULATIONS, AND STANDARDS

The scope of auditing services provided includes the **Annual Financial Statements** of Sequoia Union Elementary School District and Compliance with State Audit Requirements for the fiscal year ending June 30, 2022 through June 30, 2024. Our firm follows the following laws, regulations, and standards:

- Education Code Section 41020
- Standards and Procedures for Audits of California K-12 Local Educational Agencies
- Government Code, Public Contract Code, Education Code and Title V Regulations (for conducting state compliance audit testing)

CW'S QUALITY CONTROL SYSTEM

Our quality control systems include policies and procedures in areas such as leadership, ethical requirements, acceptable of new clients, personnel management, engagement performance, monitoring, and communication. We actively monitor compliance with our quality control document through timely review of work papers, training on new standards, consultation on complex areas, and sound human resources practices. CW has received the highest level of assurance from our peer reviewer, which is "Pass." Attached is our most recent quality control report.

CHRISTY WHITE’S STAFFING AND QUALIFICATIONS

PARTNER AND MANAGER WITH LEAD RESPONSIBILITY: The Lead Engagement Partner will be Heather Rubio, CFE. The Lead Manager will be Hugo Luna. Resumes for the assigned audit team members are provided as follows.

STAFF QUALIFICATIONS

The firm partners and staff of Christy White, Inc. (CW) bring an extensive background of audit and consulting experience to CW clients. We have audited local educational agencies (LEAs) throughout California and are familiar with the unique issues relative to school finance, in particular: budgetary constraints, construction accounting, new state program issues, attendance accounting, state funding models, and cash flow management. The team will include:

Christy White, Inc. Personnel Assigned	
Name	Classification
Christy White, CPA, CFE	Concurring Partner
Heather Rubio, CFE	Lead Engagement Partner
Hugo Luna	In-Charge Supervisor
Jesus Cardenas	Experienced Staff

RESUMES OF CHRISTY WHITE, INC.’S ASSIGNED AUDIT TEAM

Biographies of all staff members assigned to your audit are shown below, followed by full resumes for the project managers.



President, Christy White, CPA, CFE has served hundreds of school districts and charter schools as an auditor, school finance consultant, professional author and trainer.

“Auditing isn’t just about verifying the accuracy of the books, it’s about understanding my client’s educational organization and providing added value service. With great pleasure, I have traveled throughout California and work side-by-side with school business leaders for over 30 years. I love listening and collaborating with my clients on workable solutions to their challenges.”

Christy provides audit and financial consulting in areas of organizational structure, internal controls, school district reorganization, attendance accounting, forensic and fraud audits; in addition to developing and conducting six workshop series throughout the State. Christy received a Best Volunteer Trainer award from the California Society of CPA’s Education Foundation. When not on the audit trail or flying off on a consulting engagement, Christy enjoys time with her husband, daughter, and their very large poodle, Oliver. She loves to travel, music, live theatre; and, youth-oriented community service projects through the Rotary Club of San Diego.

CHRISTY WHITE'S STAFFING AND QUALIFICATIONS, CONT'D

RESUMES OF CHRISTY WHITE, INC.'S ASSIGNED AUDIT TEAM, CONT'D



Principal, Heather Daud Rubio, CFE has been with Christy White, Inc. since 2006 where she has progressed from a Senior Auditor on up to a Principal shareholder owner of the company. Her continuous goals have been to find new and collaborative ways to be at the forefront of auditing work; and, develop new and innovative business solutions that allow Local Education Agencies (LEA) to be better financial stewards.

Her passion for LEA audit and consulting work comes from a one-time consideration of becoming a teacher. While at the University of California, Santa Barbara she majored in History and Economics with an emphasis in accounting. She discovered that teaching youth wasn't the only way to serve the educational community. Working with LEAs across California, she now teaches business managers on the school finance topics in addition to her audit work. Heather appreciates the hard work and dedication that goes into serving the educational community.

With her husband, who also works in education, and their two children, Heather has been a volunteer member of several community boards and committees. Heather enjoys being with her family, reading, quality television shows, and great stand-up comedy.



Senior Accountant, Hugo Luna knows school district business from both sides of the desk. He's an experienced business manager from a Merced County school district and now is an auditor with Christy White. Hugo enjoyed working as a Business Manager for seven years, where he performed budget and fiscal services while holding oversight over all other business departments including accounts payable, payroll, and ASB. Ask Hugo to lead your next ASB workshop; he's provided training for CASBO and school districts.

"My favorite part of my job is working with various district staff members and getting to know some great personalities. School districts are in the business of educating our future leaders, and it's satisfying to be involved in ensuring that school districts are in good fiscal shape to better serve their students. The audit is about getting to know our clients so that we can help them fulfill their organizational goals while staying in compliance with regulations."

Hugo graduated from the University of California, Davis with a double major in Economics and International Relations. He also earned an M.S. in Accountancy from California State University, Sacramento. Additionally, Hugo has a CBO certification through CASBO and is currently a CPA candidate.

When he's not working, Hugo enjoys spending time with his wife and son. His interests include coaching, playing, and watching sports. Hugo also enjoys getting to know new places and trying out new cuisines.

CHRISTY WHITE’S STAFFING AND QUALIFICATIONS, CONT’D

RESUMES OF CHRISTY WHITE, INC.’S ASSIGNED AUDIT TEAM, CONT’D



Staff Accountant, Jesus Cardenas is a first-generation college graduate who graduated in May 2019 from California State University Dominguez Hills with a Bachelor’s Degree in Accounting. Working out of the Los Angeles office of Christy White, he recently finished an internship with Simpson & Simpson LLP and worked on the audit of Los Angeles Unified School District and non-profit organizations. Jesus is furthering his local educational agency specialization with Christy White working a wide array of audit clients, both small and large!

While Jesus isn’t busy working, he enjoys going to the gym and spending time with his family and friends.

STAFF TRAINING PROGRAMS

CW’s program of staff development includes two full weeks of focused in-house training in the audit of school districts. We also provide opportunities to staff to attend professional training provided by outside providers, such as School Services of California, the California Society of CPAs, and CASBO. A sampling of training programs our staff have attended within the last year include:

Sampling of Recent Training Courses Taken by Staff	Training Provider Organizations
<ul style="list-style-type: none"> • Annual Government Finance Officers Conference • Annual CASBO Conference • January, May and Summer Budget Conferences • School District Conference • Fraud Auditing • Charter School Fiscal Management • Attendance and ASB Accounting 	<ul style="list-style-type: none"> • Governmental Finance Officers Association • CASBO • School Services of California, Inc. • California Society of CPAs • Association of Certified Fraud Examiners • Fiscal Crisis Management & Assistance Team (FCMAT) • CASBO

CHRISTY WHITE'S STAFFING AND QUALIFICATIONS, CONT'D

RESUMES OF CHRISTY WHITE, INC.'S ASSIGNED AUDIT TEAM, CONT'D

CHRISTY WHITE, CPA, CFE

Audit and Review Services

Ms. White has twenty-six years of audit experience (in addition to 7 years consulting with LEAs) starting in 1986 with Coopers & Lybrand, an international CPA firm, progressing to Audit Manager at Matson & Isom, a regional Northern California firm and now as CW's audit partner in San Diego. Ms. White has worked on over 250 school agency audits plus many governmental audits of cities, special districts, and the Public Employment Retirement Service (PERS). The types of audits include:

- Financial statement audits
- Compliance and Uniform Guidance audits
- Special audits, including attendance
- Internal control and data processing reviews
- Fraud audits

Management Consulting Services

Leading the consulting department at School Services of California, Inc. for seven years, Ms. White worked with K-12 agencies in areas of:

- Budget development and planning
- Enrollment projections
- Efficiency/ organizational studies
- Interim business support services
- Unification feasibility studies
- Multi-Year financial projections
- Fiscal support for negotiations
- Salary, benefit and FTE surveys
- Auditing and control analyses
- AB 1200 fiscal reviews

Workshops and Conferences

Ms. White authored and conducted six workshops statewide for School Services of California:

- Attendance accounting
- School district organization
- Fiscal training for site administrators
- State audits
- Budget development
- Categorical program management

Currently, Ms. White presents annually *Governmental Accounting* for CASBO, *ASB Accounting* for clients, teaches with the ACSA Business Manager's Academy and is a regular speaker at the annual *School District Conference* for the California Society of CPAs. Ms. White was the recipient of the *2006 Award for Outstanding Conference Volunteer* presented by the California Society of CPAs Educational Foundation. Ms. White also provides in-service training to her LEA clients as an additional service.

Continuing Education and Professional Associations

In addition to providing continuing education to other CPAs in the area of governmental audit and accounting, Ms. White annually attends (as a member) school finance conferences, programs conducted by the California Society of CPAs and conferences of the California Association of School Business Officials (CASBO). CW also leads several days of school district audit in-service to our staff.

Education

Ms. White is a graduate of California State University, Chico. She earned her Bachelor's Degree in Business Administration with a concentration in Accounting in 1985 and became a CPA in 1988. Ms. White is also a Certified Fraud Examiner.

CHRISTY WHITE'S STAFFING AND QUALIFICATIONS, CONT'D

RESUMES OF CHRISTY WHITE, INC.'S ASSIGNED AUDIT TEAM, CONT'D

HEATHER DAUD RUBIO, CFE

Principal

Audit and Review Services

Mrs. Daud Rubio has fourteen years of audit experience (in addition to consulting with LEAs) starting in 2006 with Nigro Nigro & White, PC CPA firm, and now is a Principal at Christy White and Associates in San Diego. Ms. Daud Rubio has worked on over 100 school agency audits. This experience has allowed her to achieve a well-rounded view of local education agencies in the areas of accounts payable, accounts receivable, payroll, attendance, categorical programs, fixed asset accounting, revenue limit and others. She is knowledgeable in California Education Code, California School Accounting Manual, OMB Circulars for Federal Compliance, and Generally Accepted Accounting Principles and auditing standards. The types of audits include:

- Financial statement audits
- Proposition 39 Financial and Performance Audit
- Compliance and A-133 audits
- Special audits, including attendance
- Internal control reviews
- Internal Audits and Consulting

Continuing Education and Professional Associations

In addition to providing continuing education to other CPAs in the area of governmental audit and accounting, Ms. Daud Rubio participates and attends school finance conferences, programs conducted by the California Society of CPAs and conferences of the California Association of School Business Officials (CASBO). She also serves as Treasurer for the San Diego-Imperial County Section of CASBO.

Education

Ms. Daud Rubio is a graduate of University California, Santa Barbara. She earned her Bachelor's Degree in Economics with an emphasis in Accountancy in 2002.

CHRISTY WHITE'S STAFFING AND QUALIFICATIONS, CONT'D

RESUMES OF CHRISTY WHITE, INC.'S ASSIGNED AUDIT TEAM, CONT'D

HUGO LUNA

Senior Accountant

School District Experience

Hugo has firsthand experience running a district business department. As a business manager, Mr. Luna oversaw Payroll, Accounts Payable, Associated Student Body activity, and all other district fiscal services. His understanding of these positions is unique because prior to overseeing these department, he help positions as Accounts Payable Specialist, Payroll Specialist, and ASB clerk. Consequently, Mr. Luna has a firm understanding of internal controls and community relations when it comes to school business including but not limited to:

- Financial Statement Audits
- Compliance Audits
- Not-For-Profit Audits

Continuing Education and Associations

Currently, Mr. Luna conducts school business training with a specialization in ASB. He has presented at the CASBO Annual conference the last 4 years on ASB internal controls and procedures. Additionally, Mr. Luna has presented at individual school districts and regional CASBO events.

Education

Mr. Luna has invested his entire education to the accounting profession. Mr. Luna's educational experience includes: earning his B.A. Degree in Economics from Davis, his M.S. Degree in accounting from Sacramento State, and earning his CBO certification through CASBO. Mr. Luna was recently admitted into the FCMAT CBO Mentor Program and is currently working to obtain an extra certification. Additionally, Mr. Luna is currently a CPA candidate.

CHRISTY WHITE'S STAFFING AND QUALIFICATIONS, CONT'D

RESUMES OF CHRISTY WHITE, INC.'S ASSIGNED AUDIT TEAM, CONT'D

JESUS CARDENAS

Staff Accountant I

Mr. Cardenas is a staff accountant at Christy White Associates in Los Angeles with previous experience in governmental and non-profit accounting at Simpson & Simpson LLP. He has worked with various governmental and non-profit entities with a main emphasis in local education agencies. He is well versed in California State Compliance and has knowledge of the California Education Code, and of Generally Accepted Accounting Principles and Auditing Standards. Mr. Cardenas has been engaged on several types of audits including but not limited to:

- Financial Statement Audits
- State Compliance Audits
- Attendance Audits
- Bond Audits
- Charter School Audits
- Non-Profit Audits

Mr. Cardenas has worked on a variety of clients including, School Districts, County Offices of Education, Charter Schools, and Non-Profit Organizations.

Continuing Education

Mr. Cardenas is currently studying for his CPA exam's in order to obtain his CPA license in the future.

Education

Mr. Cardenas is a graduate of California State University Dominguez Hills where he earned a Bachelor of Science Degree in Business Administration with a concentration in accounting. He was an active member of the Accounting Society on campus during his enrollment. He was also a volunteer in the Volunteer Income Tax Assistance Program at his university and prepared income tax returns for low income taxpayers around the community.

REFERENCES

LIST OF CALIFORNIA SCHOOL DISTRICT AUDITS

CW devotes our practice exclusively to K-12 school district and charter school auditing and consulting. Below is a sampling of our clients within the last three years:

Client Name	Client Since	Client Name	Client Since	Client Name	Client Since
Academy of Business, Law & Education	2013	Kelseyville Unified School District - Measure U Bond	2016	Potter Valley Community Unified School District - Bond	2016
Acalanes Union High School District	2015	Knightsen School District	2009	Princeton Joint Unified School District	2010
Acalanes Union High School District - Measure E Bond	2013	Konocdi Unified School District	2016	Princeton Joint Unified School District - Measure S Bond	
Alameda County School Insurance Group	2013	Konocdi Unified School District - Measure Y Bond	2016	Reeds Creek Elementary School District	2010
Alameda Unified School District	2007	Lafayette School District	2010	Richfield Elementary School District	2018
Alameda Unified School District - Measure I Bond	2007	Lake County International Charter School	2017	Rising Sun Montessori	2016
Albany Unified School District	2015	Lake County International Charter School - TAX	2017	Round Valley Unified School District	2015
Albany Unified School District - Measure B Bond	2015	Lake County Office Of Education	2011	Round Valley Unified School District - Bond	2007
Albany Unified School District - Measure E Bond	2015	Lake Elementary School District	2010	San Antonio Unified School District	2007
Banta Elementary School District	2013	Laytonville Unified School District	2011	San Antonio Unified School District - Measure A Bond	2010
Bellevue Union Elementary School District	2016	Laytonville Unified School District - Measure Q Bond	2011	San Ardo Union School District	2010
Bellevue Union Elementary School District - Bond	2016	Leggett Valley Unified School District	2016	San Carlos Charter Learning Center	2014
Big Sur Unified School District	2018	Linden Unified School District	2016	San Joaquin County JPA - SDPC	2012
Bradley School District	2013	Loma Prieta Joint Union School District	2016	San Joaquin County JPA - SPLIG	2013
Byron School District	2013	Los Molinos Unified School District	2016	San Joaquin County JPA - SWCIG	2013
Byron School District - Measure C Bond	2013	Lucerne Elementary School District	2016	San Joaquin County Office of Education	2013
Calistoga Joint Unified School District	2017	Manchester Union Elementary	2011	Saratoga Union School District	2013
Capay Joint Union Elementary School District	2010	Marin County Office of Education	2016	Sausalito Marin City School District	2012
Cinnabar Elementary School District	2017	Marin Pupil Transportation Agency	2016	Scotts Valley Unified School District	2017
Cinnabar Elementary School District - Measure J Bond	2017	Martinez Unified School District	2016	Scotts Valley Unified School District - Measure A Bond	2018
Clayton Valley Charter School	2018	Martinez Unified School District - Measure K Bond	2016	Shoreline Unified School District	2018
Contra Costa County Office Of Education	2007	Martinez Unified School District - Measure R Bond	2016	South Monterey County Joint Union High School District	2016
Contra Costa County SELPA	2007	Marysville Unified School District	2016	Spark Charter School - Tax	2013
Delhi Unified School District	2018	Marysville Unified School District - Measure P Bond	2016	St. Helena Unified School District	2016
Delhi Unified School District - Measure E Bond	2018	Mendocino Community Network	2016	St. Helena Unified School District - Measure B & C Bonds	2017
Delhi Unified School District - Measure W Bond	2018	Mendocino County Office of Education	2016	Stony Creek Joint Unified School District	2017
Dinuba Unified School District	2015	Mendocino Unified School District	2016	Sylvan School District	2010
Dinuba Unified School District - Measure T Bond	2015	Middletown Unified School District	2017	Sylvan School District - Measure A Bond	2015
Dixie School District	2015	Moraga School District	2018	Taft Union High School District - AUP	2015
Dixie School District - Measure C Bond	2015	Moraga School District - Measure V Bond	2018	Tamalpais Union High School District	2018
Elkins School District	2013	Mountain View Whisman School District	2016	Tulare County Office of Education	2017
Flournoy School District	2013	Mountain View Whisman School District - Measure G Bond	2016	Twin Rivers Charter School	2018
Fort Bragg Unified School District	2016	Napa County Office of Education	2017	Twin Rivers Charter School - TAX	2018
Galt Joint Union Elementary School District	2017	New Hope Elementary School District	2013	Two Rock Union School District	2018
Galt Joint Union Elementary School District - Bond	2017	Newark Unified School District	2015	Unity Schools (Oakland)	2017
Geyserville Unified School District	2016	Newark Unified School District - Measure G Bond	2015	Unity Schools (Oakland) - TAX	2017
Geyserville Unified School District - Measure A Bond	2016	Novato Unified School District	2017	Waterford Unified School District	2017
Glenn County Office of Education	2010	Novato Unified School District - Measure G Bond	2017	West Contra Costa Unified School District	2012
Gold Trail Union School District	2011	Oakley Union Elementary School District	2018	West Contra Costa Unified School District - Measure D & E Bond	2015
Golden Oak Montessori of Hayward	2017	Oakley Union Elementary School District Bond - Measure W	2018	West Contra Costa Unified School District - Measure G Parcel Tax	2015
Greenfield Union School District - Measure I, C & D Bonds	2017	Orinda Union School District		West Sonoma County Union High School District	2015
Greenfield Union School District (Monterey County)	2017	Orland Unified School District	2013	West Sonoma County Union High School District - Measure I Bond	2018
Gustine Unified School District	2014	Oroville Union High School District	2018	West Sonoma County Union High School District - Measure K Parcel Tax	2018
Gustine Unified School District - Measure P Bond	2014	Palo Alto Bond - Measure A	2009	Willits Unified School District	2018
Hamilton Unified School District	2010	Paso Robles Joint Unified School District	2018	Willows Unified School District	2007
Howell Mountain Elementary School District	2017	Pittsburg Unified School District	2009	Willows Unified School District - Measure B Bond	2010
Infant Child Enrichment Services	2018	Pittsburg USD Measures L, N & E & Measure S Parcel Tax	2009	Wilmar Union School District	2010
Infant Child Enrichment Services - TAX	2018	Plaza Elementary School District	2010	Wilmar Union School District - Measure P Bond	2017
International School of Monterey	2012	Point Arena Schools District	2011	Windsor Unified School District	2017
International School of Monterey - TAX	2012	Pope Valley Union Elementary School District	2017	Windsor Unified School District - Measure B Bond	2014
Kelseyville Unified School District	2016	Pope Valley Union ESD - Measure A Bond	2017	Windsor Unified School District - Measure F Bond	2014
		Potter Valley Community Unified School District	2016		

REFERENCES, CONT'D

Sylvan Unified School District (SUSD)

CWA has provided all independent audit services to SUSD, for the year. As such, we encourage you to contact Lizette Aguilar as a reference and to ask her about how the transition to Christy White, Inc. Lizette was also our audit client for six-year recently at Gustine Unified School District.

Name of Entity: **Sylvan Unified School District**
Contact Person: Lizette Aguilar, Chief Business Official
Address: 605 Sylvan Ave.
Modesto, CA 95350
Phone No.: 209-574-5000 #233
Email: laguilar@sylvan.k12.ca.us
Total Audit Fee: \$25,641

Tulare County Office of Education (TCOE)

CWA has provided all independent audit services to TCOE since 2013-14.

CWA has delivered all audits on time and we encourage you to contact Jody Arriaga as a reference.

Name of Entity: **Tulare County Office of Education**
Contact Person: Jody Arriaga, Director of Internal Business
Address: 6200 S. Mooney Blvd
Visalia Blvd, CA 93277
Phone No.: 559-627-519
Email: jodya@tcoe.org

Number of Years Using CWA's Services: 7 (Beginning with fiscal year 2013-14)
Engagement Partners: Christy White and Heather Rubio

Lammersville Joint Unified School District (LJUSD)

CWA has provided all independent audit services to LJUSD, which is similar in size to Tulare Joint Union High School District, for the past five years.

CWA has delivered all audits on time and we encourage you to contact Alvina Keyser as a reference.

Name of Entity: **Lammersville Joint Unified School District**
Contact Person: Alvina Keyser, Director of Fiscal Services
Address: 111 S De Anza Blvd.
Mountain House, CA 95391
Phone No.: 209-836-7400
Email: alkeyser@sjcoe.net

Number of Years Using CWA's Services: 5 (Beginning with fiscal year 2015-16)
Engagement Partners: Christy White and Heather Rubio

REFERENCES, CONT'D

LIST OTHER GOVERNMENTAL AGENCY AUDITS

In addition to K-12 audits, CW conducts audits of Proposition 39 bonds, Proposition 51 State School Facilities Grants, and Joint Powers Authorities. We also audit over 50 nonprofit charter audits annually. Below is a sampling of our other governmental agency audits. All of these audits were conducted within the last three years by our offices in Los Angeles, San Diego, and the San Francisco Bay Area.

Sample of Recent Bond Audits
<u>Conducted by CWA</u>
Alameda USD
Alhambra USD
El Segundo USD
Escondido JUHSD
Grossmont UHSD
La Mesa-Spring Valley ESD
Oceanside USD
Orland USD
Palo Alto USD
Pittsburg USD
Redondo Beach USD
San Diego USD
Santa Maria JUHD
South Pasadena USD
West Contra Costa USD

Sample of Recent JPA Audits
<u>Conducted by CWA</u>
Alameda County Schools Insurance Group
California Statewide Delinquent Tax JPA
San Joaquin Schools Insurance Group CPA
Santa Clarita Valley School Food Services JPA

CHRISTY WHITE'S APPROACH TO THE AUDITS

UNDERSTANDING OF THE WORK TO BE PERFORMED

The scope of auditing services provided includes the **Annual Financial Statements** of Sequoia Union Elementary School District, a Single Audit under OMB Uniform Grant Guidance, and Compliance with State Audit Requirements for the fiscal year ending June 30, 2022 through June 30, 2024.

The purpose of the financial and performance audits is to render the following opinions and reports:

Comprehensive Financial Statement Audit

- Auditor's Opinion on the Comprehensive Financial Statements
- Auditor's Report on Internal Controls
- Auditor's Report on State Compliance Requirements
- Auditor's Report on Federal Compliance Requirements
- Supplemental Information
- Auditor's Report on Supplemental Information
- Current Year Findings and Recommendations
- Status Report on Prior-Year's Findings and Recommendations

CW has long taken a risk-based audit approach in our audits of LEAs for audit effectiveness and efficiency. We will perform our **Audit Risk Assessment** to include, at a minimum:

- Overall Internal control structure; precisely controls over electronic data processing systems, cash collections, cash disbursements, maintenance and operations and segregation of duties
- Compliance with Education Code, State Compliance and Federal Compliance (specifically, major programs)
- Capitalization and depreciation of assets, plus construction in progress

For each engagement performed, we conduct a thorough **Understanding of Internal Control Systems**, assess control risk, and suggest improvements to our clients. CW is well versed in the Risk-based Assessment Standards and will incorporate these requirements into our audit programs.

Areas of **Internal Control** typically evaluated for our school district clients include:

- Cash receipting (e.g., transportation fees, facilities use fees, childcare program fees, adult school fees, developer fees, donations, federal and state remittances)
- Purchasing, warehousing, and accounts payable
- Personnel requisitions/terminations and payroll processing
- Cafeteria: meal tracking, reimbursements, sales, purchasing, inventory
- Associated Student Body Accounts: cash receipt and disbursements, student store inventory
- Construction accounting: bid procedures, change orders, project accounting
- Information systems security and backup

CHRISTY WHITE'S APPROACH TO THE AUDITS, CONT'D

UNDERSTANDING OF THE WORK TO BE PERFORMED, CONT'D

OUR APPROACH TO FRAUD RISK AND TESTING

CW plans audit procedures to ensure that the financial statements and compliance areas are materially free of errors and irregularities (i.e., fraud). In doing this, we consider the audit risk of each significant transaction and group of transactions and design tests to ensure the transactions are free of material errors and irregularities. Our procedures meet the fraud risk and testing requirements of the clarified Statements on Auditing Standards (SAS).

If fraud is suspected or detected in the preparation of financial statements or the misappropriation of assets, CW is experienced to bring the matter to the attention of the appropriate level in the organization. You can then take prompt action and prevent further instances from occurring as quickly as possible. We are also skilled in fraud investigations should the need arise.

MANAGEMENT DISCUSSIONS AND LETTERS

Christy White, Inc. (CW) believes the purpose of a quality audit is to provide management with feedback on the effectiveness of the internal control structure, including the data processing systems. We will report all reportable conditions and discuss potential audit findings, observed good fiscal practices, and then recommend ways to enhance the overall effectiveness and efficiency of the organization as a whole.

We will issue our final management letter after thoroughly discussing each finding with management and incorporating the district's response. The audit findings will meet *Government Auditing Standards* and standards established by the State Controller's Office.

PLANNING AND EXIT CONFERENCE MEETINGS

CW works closely with district management at multiple stages during the audit cycle. We will organize both group and one-on-one video meetings with individuals such as the Assistant Superintendent of Business, the Director of Fiscal Services, the Superintendent, and a governing board representative.

- Audit Planning Meeting: During our planning phase, we discuss our proposed audit timelines, deliverables, and ask for input on areas deemed "new or high risk."
- Interim Progress Report: Mid-cycle, we provide a progress report and discuss preliminary audit results and reportable conditions based on work performed during our internal audit stage. At this juncture, we also report back on corrective actions taken by the district on prior year findings.
- Exit Conferences: After fieldwork, both interim and year-end, we will meet with the business manager to discuss the results of our audit work and preliminary findings, if any. We do not want you to experience "audit surprises." Timely communication is the key to a surprise free audit.
- Review of Draft Audit Reports: Upon the conclusion of the audit, we meet with the committee to review the draft, our findings, and district management's response.

We are also available to meet with you on an ad hoc basis if an issue or question arises.

CHRISTY WHITE'S APPROACH TO THE AUDITS, CONT'D

GENERAL AUDITING APPROACH

By following the professional standards prescribed by **Generally Accepted Auditing Standards (GAAS) and Government Auditing Standards**, we are confident that we are meeting our professional standards for the industry. We will conduct the audit to meet procedures required of:

- K-12 Audit Guide, as published by the State Controller's Office
- *Government Auditing Standards*, including *Performance Audit Standards* for the bond audit
- OMB Uniform Grant Guidance and the Compliance Supplements
- Other guides as required by the federal and state agencies

Being a leading CPA firm in the LEA industry, we have experience working with State, and Federal agencies in the development of the K-12 audit guide, client resolution of findings, researching laws and regulations and aiding on sensitive client situations further elaborate on our **Audit Project Plan**, below are the five stages of the audit process

SIX STAGE AUDIT PLAN

Stage 1 – Planning and Assessment

Stage 2 – Sites Testing (Attendance and ASB Site Visits)

Stage 3 – Test of Controls, Data Processing Review, State Compliance, Federal Compliance

Stage 4 – Year-end fieldwork, Financial Statement Substantive Testing

Stage 5 – GASB 34 Entries, Reporting, and Follow-Up

Stage 6 – Audit Committee or Governing Board Presentation

Stage 1 – Planning and Assessment

We will conduct a video conference call meeting with District personnel to discuss our plan to commence the audit. We hold entrance conference(s) with representatives from the Board, Superintendent, Business/Finance office, and other department heads to discuss risk, concerns, expectations, and audit protocol. Our planning activities include:

- Reviewing and updating our understanding of the District
- Identification of critical audit areas, plus changes to Federal and State Compliance
- Performing preliminary risk assessments
- Establishing an audit timeline
- Compiling data request lists
- Establishing agreed-upon deadlines

CHRISTY WHITE’S APPROACH TO THE AUDITS, CONT’D

GENERAL AUDITING APPROACH, CONT’D

Stage 1 – Planning and Assessment, Cont’d

CW plans audit procedures to ensure that the financial statements and compliance areas are materially free of errors and irregularities (i.e., fraud). In doing this, we consider the audit risk of each significant account (e.g., cash, capital assets, accounts payable and debt) and transaction group (e.g., payroll, cash disbursements, and cash receipts). Typical areas of audit risk in a school district environment include, but are not limited to:

Typical Areas of Higher Audit Risk in a School District Environment
Hiring practices and payroll
Procurement and accounts payable
Cash collections
Inventories
Student body funds
Federal and state compliance
Construction programs

Upon assessing audit risk, we then design audit tests to meet the overall objective that the financial statements and compliance areas are free of material errors and irregularities, under the clarified Statements on Auditing Standards (SAS).

Stage 2 – Sites Testing (Attendance and ASB Site Visits)

We will select a representative sample of school sites to test attendance, as required by the K-12 audit guide (i.e., 20% or more). We will make inquiries and perform representative sample tests of associated student body accounting procedures. During this stage, we will need to meet with the Attendance/Office Clerk and ASB bookkeepers for the sites selected. We will work with the District to schedule workable dates and times.

Stage 3 & 4– Test of Controls, State Compliance, Federal Compliance & Year-end fieldwork, Financial Statement Substantive Testing

CW will gain an understanding of the internal control structure of the District for financial accounting and compliance over federal and state programs. As required in a Single Audit, we will test controls to achieve a low level of control risk over major federal programs. We also evaluate electronic data, including general and application controls over financial reporting and compliance with laws and regulations.

We develop our substantive testing by utilizing the results of our internal control testing and risk assessments. As in all stages of the audit, we will be in communication with the District to permit timely resolution of any issues found. We will hold an exit conference with the District to summarize the results of our fieldwork and review significant findings.

CHRISTY WHITE'S APPROACH TO THE AUDITS, CONT'D

GENERAL AUDITING APPROACH, CONT'D

Stage 5 – GASB 34 Entries, Reporting, and Follow-Up

CW will prepare the GASB 34 entries and GASB 75 OPEB (if applicable) and GASB 68 Net Pension Liability calculations. Reports to management will include written reports, and discussions will be held with management and the Audit and Finance Committee.

Stage 6 – Audit Committee or Governing Board Presentation

We are available, at no extra charge, to discuss and present the audit results to your audit committee or governing board in a video conference call setting. In-person meetings are subject to health advisories and would be billed as travel costs.

YEAR-ROUND GASB STATEMENT IMPLEMENTATION AND ON-GOING ASSISTANCE

The partners at CW are thoroughly knowledgeable about GASB standards. CW has assisted all of our school district audit clients, *without extra charges*, with GASB implementation and on an on-going basis by, for example:

- **GASB 34, Financial Reporting:**
 - Providing training on GASB 34 state software
 - Providing training on conversion entries and GASB 34 reports
 - Consulting on the management of fixed assets and depreciation schedules
 - Providing sample Management Discussion and Analysis reports
- **GASB 54, Fund Balance Reporting and Gov't Fund Types**
 - Training on new terminology for fund balance components
 - Advising on what to do with funds that no longer meet the definition of "special revenue" such as Fund #14, Deferred Maintenance, and Fund #17, Special Reserve for Other Than Capital Outlay
- **GASB 68, Accounting for Pensions**
 - Training of CBOs at numerous county office meetings across the State
 - Advising on implementation dates and actuarial reporting periods
 - Assistant with the fund balance restatement, conversion entries, and financial statement reporting
- **GASB 74, Financial Reporting of Other Postemployment Benefits**
 - Training of CBOs at numerous county office meetings across the State
 - Advising on implementation dates and actuarial reporting periods
 - Assistant with the fund balance restatement, conversion entries, and financial statement reporting
- **GASB 84, Fiduciary Activities (Effective Fiscal Year 2020-21)**
 - Advising on how student body funds reporting in the District's financial statements
 - Assistance in financial reporting changes
- **GASB 87, Leases (Effective Fiscal Year 2021-22)**
 - Consulting on changes in accounting for leases
 - Support in financial reporting changes

CHRISTY WHITE'S APPROACH TO THE AUDITS, CONT'D

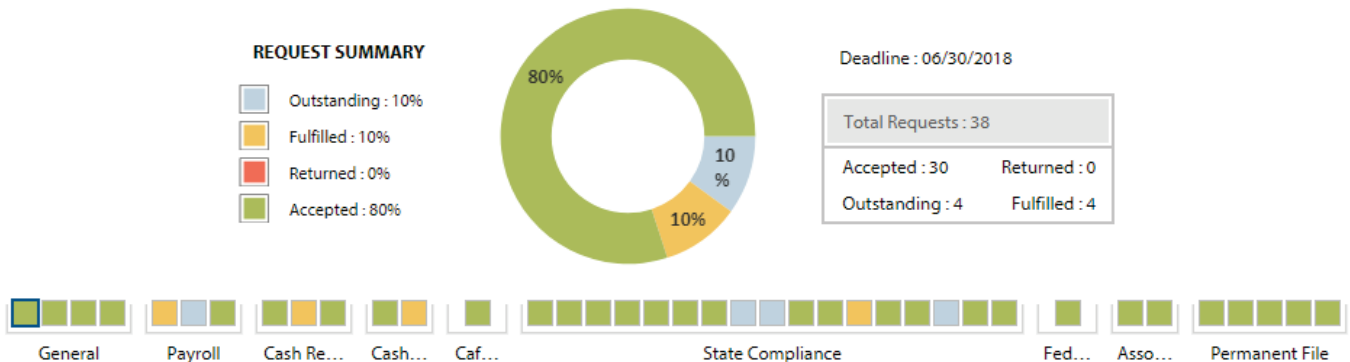
LEVEL AND NATURE OF SUPPORT REQUIRED

We conduct our audit primarily through off-site remote auditing. This is both by necessity given the current pandemic and by design to keep the audit efficient and the costs reasonable. We utilize video conference calls for meetings with our clients. We are entirely paperless and have a client portal for ease of document transmission. There will be dedicated time scheduled for interim and year-end audit work even as we work on your audit in a remote setting. We ask that the accounting staff be generally available to answer questions and pull sampled documents throughout the scheduled audit.

SECURED PORTAL TO UPLOAD YOUR RECORDS WITH EASE

Christy White, Inc. uses a secure portal for seamless document-request coordination. Using the portal means all our requests are in one place, accessible by everyone assigned, and updated in real-time. Some of the key elements are summarized below:

- **Portal Dashboard:** The dashboard provides a real-time snapshot of the audit progress by indicating the number of outstanding, fulfilled, returned, and accepted items in a color-coded and easy to understand interface
- **Security:** Our portal boasts state of the art security in which all data is stored and transferred with AES 256-bit encryption and servers are housed in SSAE16 Type II SOC1, SOC2 data centers with daily fail-safe backups
- **Drag and Drop Functionality:** To upload documents to the portal, drag and drop the file(s) from your computer to the requested item in the portal at which time the status will be automatically changed from outstanding to fulfilled
- **Email Notifications:** Receive summary email notifications based on your timing preference (ex. daily, weekly, morning, afternoon, etc.), which provides activity updates for the engagement (ex. when files are uploaded/downloaded, or the status of an item has been changed)



CHRISTY WHITE'S APPROACH TO THE AUDITS, CONT'D

SCHEDULE OF AUDIT WORK

The following is an estimate of the audit work to be conducted each month. The final schedule would be arranged based on the planning meeting that CW holds with you and your stakeholders.

Month	Proposed Work	Percentage of Work Done
February - March	Audit planning, video conference meetings with management and governing board representative	2%
February - April	Attendance and ASB testing	15%
April- June	Tests of internal controls, state and federal compliance testing	30%
September- Early October	Year-end fieldwork	40%
Second Week of November or Earlier	Reports drafted and reviewed with the client. To be finalized by the first week of December	12%
January	Audit Committee or Governing Board presentation (optional)	.5%
December - January	Federal clearinghouse reports prepared and filed	.5%
Total		100%

Before each phase of the audit, we will discuss with you the upcoming work, provide weekly progress reports, and conduct an exit conference. The exit conference will provide you with the preliminary results of the recent work, recommendations, and list any outstanding audit items.

A detailed work plan of estimated hours by significant audit area is shown:

Estimated Audit Hours - District and Charter Audit

Audit Work Segment	Staff Level Assigned	Estimated Hours of Completion	Audit Work Segment	Staff Level Assigned	Estimated Hours of Completion
Planning			Substantive Testing		
Planning	Partner/Director	4	Accounts Payable	Supervisor/Experienced Staff	6
Supervision and Quality Control Review	Partner/Director	2	Accounts Receivable	Supervisor/Experienced Staff	3
Fraud Risk Assessment	All Levels	2	Cash and Investments	Supervisor/Experienced Staff	2
Internal Controls	Supervisor	6	Revenues	Supervisor/Experienced Staff	6
Meetings			Capital Assets	Partner/Director	3
Entrance/Exit Conference/Board		6	Long-Term Obligations	Partner/Director	5
Transaction Testing			Expenditures	Supervisor/Experienced Staff	4
Cash Disbursements	Supervisor/Experienced Staf	6	Associated Student Body Funds	Supervisor/Experienced Staff	4
Payroll	Supervisor/Experienced Staf	4	Report Preparation and Review		
Cash Receipts	Supervisor/Experienced Staf	4	Audit Reports, Review and Opinions	Partner/Director	24
Journal Entries	Supervisor/Experienced Staf	1	Clerical	Administrative Staff	8
State Compliance Testing					
Attendance and Other Compliance Areas	Experienced Staff	16			
Charter School Compliance	Experienced Staff	8			
			Total Estimated District Audit Hours		124

COST OF SERVICES – ALL DISTRICT FUNDS

Fixed Fee and Free Advisory Services

The proposed fees are fixed for the scope described and are on a “not to exceed” basis as follows. Our maximum fees show below are all-inclusive of all costs except for travel. Since our audits are conducted in a remote setting, we do not expect to incur travel costs. Should travel be requested by you, we will bill actual, reasonable and necessary costs for travel plus travel time at our standard billing rates. We do not bill for advisory services that are related to the audit or an application of accounting standards. We encourage our clients to contact us at any time year-round for free advice on general finance and accounting issues.

Billing

After each major work segment, we bill for the work completed and retain 10% of the contract fee pending final approval of your audit by the State Controller’s Office.

Christy White, Inc.’s Proposed Audit Fees

Sequoia Union Elementary School District and Charter School
Annual Independent Audit - Proposed Fees

Classification	2020-21		2021-22	2022-23	2023-24
	Billing Rates	Estimated Hours			
Partner	\$ 210	6	\$ 1,260	\$ 1,298	\$ 1,336
Director/Manager	\$ 160	14	2,240	2,307	2,376
Supervisor	\$ 145	24	3,480	3,584	3,692
Senior	\$ 130	32	4,160	4,285	4,414
Staff	\$ 110	40	4,400	4,532	4,668
Clerical Assistant	\$ 65	8	520	536	552
District Total, Before Discount		124	\$ 16,060	\$ 16,542	\$ 17,038
Less: Courtesy Discount 10%			\$ (1,606)	\$ (1,654)	\$ (1,704)
Total All-Inclusive Fees			\$ 14,454	\$ 14,888	\$ 15,334

ADDITIONAL INFORMATION REGARDING CHRISTY WHITE, INC.'S SERVICES

A Full-Service K-12 Audit and Consulting Firm

We are always available without extra charge to field technical questions. In addition to our exemplary auditing services, we provide a full range of services to the K-12 community. Christy White and our firm partners are here to help should a specialized audit or business advisory need arise. Here are some recent examples of how we have helped our LEA clients!

- ✦ Conducted a **fraud investigation** over missing high school ASB funds that led to the conviction of the perpetrator!
- ✦ Performed an **in-depth forensic audit of a large charter** school's finances, as part of their district renewal process
- ✦ Prepared an **attendance accounting manual** for approval by the California Department of Education. A related **Digital Signature Audit** of teachers' online attendance resulted in savings of countless hours and costs of printing and manual signature gathering from teachers.
- ✦ **Trained ASB staff** and updated the district's ASB accounting manual that now standardizes procedures district-wide.
- ✦ Conducted an **efficiency study** to look at the duties and organization of the business department staff. Reallocation of district resources to address understaffing in essential functions resulted.
- ✦ Assisted districts achieve **Fiscal Independence** from their county offices of education. The school districts were able to drop tedious and duplicative tasks over reconciling between two general ledger systems, and warrant processing was made more efficient.
- ✦ Conducted an **internal risk assessment** of school district control structures to identify areas for in-depth audit projects. This assessment covered all business and operations departments.
- ✦ Provided accounting assistance in the **drafting of financial statements and preparation of GASB 34 entries**, plus help with bond refinancing entries as part of our audit services. We provided these services at "no extra costs" to audit clients.
- ✦ Conducted school district **unification and territory transfer feasibility studies**. A specialty area of CW President Christy White, she has conducted dozens of these studies on behalf of County Committee on School District Organization throughout the State.
- ✦ Reviewed in-depth the **bond program expenditures** spanning multiple years and projects, and assuring the district's community that the bond funds were properly spent.
- ✦ Conducted **Proposition 51 School Facilities Program audits**, a new requirement starting in 2019.

Audit Report Submission Record

Christy White, Inc. has among the highest initial report acceptance rates compared to other CPA Firms, with 100% of reports ultimately approved. Rarely is a report submitted after the December 15th due date and then only with notification and approval by the district/charter's county office of education.

- ✓ In 2016-17, for example, two clients requested an extension due to extraordinary circumstances related to their operations. The school district extensions were granted, and the audit reports were submitted within the approved extension periods.

ADDITIONAL INFORMATION REGARDING CHRISTY WHITE, INC.'S SERVICES, CONT'D

Our Client Commitment

The partners at Christy White, Inc. (CW) are committed to maintaining an active role in all aspects of the audit. We understand how frustrating it can be to deal with someone that doesn't understand your business and will take every measure to prevent that from occurring.

Our staff is highly trained to understand your unique business, and they are instructed to consult with the partners on all aspects of the audit. We believe in a consistent approach to the audit, so we try as much as possible to keep an auditing team together. The team includes two partners, a director, a supervisor, and experienced support staff. Your audit team will have a thorough understanding of your school district's individual needs.

CW audits governmental entities year-round. Our staff receives a minimum of 80 hours of continuing education annually in governmental accounting and auditing. We have the capacity to meet all of the District's deadlines and would encourage you to ask our references about their experience.

Client Testimonials

"Working with Christy White, Inc., the past few years has been an extremely beneficial experience. SJCOE is charged with the responsible use and accountability of public funds, and Christy White, Inc.'s commitment to providing us with guidance and solutions has ensured that our office lives up to our stakeholders' expectations." – Aaron Heinz, Accounting Coordinator

"Oceanside Unified has had an excellent relationship with Christy White & Associates for years...the staff are all great to work with!" – Tammy Patten, Accountant Fiscal Services

"We have been very satisfied with the audit and professional services provided by Christy White & Associates. The audit work is well planned and staffed with experienced and courteous professionals. I especially appreciate the annual K12 audit guide update that they present to the school district business officials in our county." - Bill Clark, Associate Superintendent, Business and Administrative Services, Contra Costa County Office of Education.

Mission: Christy White, Inc.'s promise to our clients is a **worthwhile business relationship** with responsive, trustworthy advisors and timely delivery of quality assurance, accounting, and consulting services.

Values: To carry out our Mission of providing **high-quality customer care with professional integrity**, Christy White, Inc. follows these guiding principles:

- Provide clients with timely response and cost-conscious service
- Preserve integrity via highly-skilled, well-trained staff and a commitment to the ethical practices and standards of our profession
- Deliver unparalleled quality by focusing on the client need

ASSURANCES

Christy White, Inc. (CW) is a professional accountancy corporation, incorporated in the State of California. CW is licensed by the State Board of Accountancy, as Christy White Associates, Inc. We are a majority women-owned firm. The California State Controller's Office CPA Directory lists Christy White as an eligible CPA firm that conducts LEA audits.

- ✓ CW meets the **independence standards** of the most recent edition of the GOA *Government Auditing Standards*
- ✓ CW is an **equal opportunity employer**. We do not discriminate based on race, ethnicity, age, or religion. We comply with the Civil Rights Act of 1964, the State Fair Employment Practice Act, and all other applicable federal and state laws and regulations relating to equal opportunity employment, including Executive Order No. 11246 of September 24, 1965.
- ✓ CW has **errors and omissions insurance** and will indemnify and hold harmless the District from and against all losses and claims in the execution of our work or the consequences of any negligence or carelessness on our part. We are also fully insured with workers' compensation. See appendix for insurance certificates.
- ✓ CW **provides all labor, materials, transportation, and services** for the work described and specified in our proposal.
- ✓ CW agrees to **offer our bid for a period of sixty (60) days** after opening.
- ✓ **No bill or claim for extra work** or materials shall be allowed or paid unless the doing of such extra work or the furnishing of such extra materials shall have been authorized in writing by the District.
- ✓ CW shall **indemnify and hold harmless the District** from and against all losses and all claims, demands, payments, suits, actions, recoveries, and judgments, of every nature and description brought or recovered by it, by reason of any act or omission, of the said proposer, his agents or employees, in the execution of the work or consequences of any negligence or carelessness regarding the same.

CW understands that the primary purpose of the audit as specified herein is to express an opinion on the financial statements that such an audit is subject to the inherent risk that errors or fraud may not be detected. If conditions are discovered which lead to the belief that material errors or fraud may exist, or if any other circumstances are encountered that require extended services, we will promptly advise the District. No extended services will be performed unless they are authorized by the District and the agreement covering the work to be done has been amended to reflect such extended services.

CW certifies that in accordance with auditing standards and other applicable guidelines and regulations, we will select the necessary procedures to test compliance and to disclose noncompliance with specified laws, regulations and contracts.

CW has a standing record of performing quality audits. Our clients and the State Controller's Office have accepted all of our audit reports. Additionally, we have not and are not involved in litigation, or any investigation by a state, federal, or professional agency.

SIGNATURE PAGE

Christy White, Inc. respectfully submits the enclosed proposal for auditing services to Sequoia Union Elementary School District. We look forward to the opportunity to work with the Sequoia Union Elementary School District. Please do not hesitate to contact us with any questions or to arrange an interview. Thank you!

Name of Accounting Firm: Christy White Inc.

Authorized By: 

Name: Christy White, CPA, CFE

Title: Partner

Date: March 1, 2021



APPENDICES



INSURANCE CERTIFICATES



CAMICO MUTUAL INSURANCE COMPANY
DECLARATIONS
ACCOUNTANTS PROFESSIONAL LIABILITY INSURANCE POLICY

Policy Number: CAL108463-10

Effective Date: 08/01/2020 at 12:01 A.M. Standard time at the address shown below
Expiration Date: 08/01/2021 at 12:01 A.M. Standard time at the address shown below
Retroactive Date: 08/01/2010

Item 1 - Named Insured: Christy White Associates

Item 2 - Business Address: 348 Olive St

San Diego, CA 92103

Item 3 - Limits of Liability: \$1,000,000 Per Claim
\$3,000,000 Policy Aggregate

Item 4 - Deductibles: \$10,000 Per Claim Deductible

Item 5 - Total Premium: \$28,461

Item 6 - The policy consists of this Declarations page, and the following policy forms and endorsements:

PL-1000-A	07/14	Accountants Professional Liability Insurance Policy
PL-2001-A (CA)	07/14	State Endorsement - California
PL-1007-A	07/14	Exclusion - Claims Following Insureds Suit for Fees
PL-1034-A	07/14	Excluded Entities
PL-1049-A	07/2014	Privacy and Client Network Damage Endorsement
PL-1052-A	06/18	100K Cyber CPA Endorsement
PL-1056-A	06/16	Multiple Claims and Related Acts, Errors and Omissions Amendment

PLEASE READ THESE DECLARATIONS, THE POLICY AND ENDORSEMENTS CAREFULLY.

CAMICO Mutual Insurance Company

Authorized Representative



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
09/01/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER PAYCHEX INSURANCE AGENCY INC 150 SAWGRASS DR ROCHESTER, NY 14620 (877) 362-6785	CONTACT NAME: PHONE (A/C, No, Ext): (877) 362-6785		FAX (A/C, No): (877) 677-0447
	E-MAIL ADDRESS: paychex@travelers.com		
INSURER(S) AFFORDING COVERAGE			NAIC #
INSURER A : TRAVELERS PROPERTY CASUALTY COMPANY OF AMERICA			
INSURER B :			
INSURER C :			
INSURER D :			
INSURER E :			
INSURER F :			

COVERAGES **CERTIFICATE NUMBER:** 680660046311442 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	<input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:						<input type="checkbox"/> EACH OCCURRENCE <input type="checkbox"/> DAMAGE TO RENTED PREMISES (Ea occurrence) <input type="checkbox"/> MED EXP (Any one person) <input type="checkbox"/> PERSONAL & ADV INJURY <input type="checkbox"/> GENERAL AGGREGATE <input type="checkbox"/> PRODUCTS - COMP/OP AGG	\$ \$ \$ \$ \$ \$
	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY <input type="checkbox"/>						<input type="checkbox"/> COMBINED SINGLE LIMIT (Ea accident) <input type="checkbox"/> BODILY INJURY (Per person) <input type="checkbox"/> BODILY INJURY (Per accident) <input type="checkbox"/> PROPERTY DAMAGE (Per accident)	\$ \$ \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						<input type="checkbox"/> EACH OCCURRENCE <input type="checkbox"/> AGGREGATE	\$ \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) if yes, describe under DESCRIPTION OF OPERATIONS below	N/A		UB-3N212888-20	08/15/2020	08/15/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER	<input type="checkbox"/> E.L. EACH ACCIDENT \$ 1,000,000 <input type="checkbox"/> E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 <input type="checkbox"/> E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER CHRISTY WHITE ACCOUNTANCY 348 OLIVE ST SAN DIEGO, CA 92103	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Mary Kuckelman</i>
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CERTIFICATE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)
07/15/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

PRODUCER Fusco & Orsini Insurance Services, Inc. 5095 Murphy Canyon Road, Suite 200 San Diego, CA 92123	CONTACT NAME:		
	PHONE (A/C, No, Ext): (858) 384-1506	FAX (A/C, No): (800) 209-9298	
E-MAIL ADDRESS: service@foagency.com			
PRODUCER CUSTOMER ID: CHRHWI-01			
INSURED Christy White Accountancy Corporation 348 Olive Street San Diego, CA 92103	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : AMCO Ins. Co.		19100
	INSURER B :		
	INSURER C :		
	INSURER D :		
	INSURER E :		
	INSURER F :		

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

LOCATION OF PREMISES / DESCRIPTION OF PROPERTY (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
1 1 348 Olive St, San Diego, CA, 921036216

Verification of Coverage

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE		POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	COVERED PROPERTY	LIMITS		
A	<input checked="" type="checkbox"/>	PROPERTY	ACPBPO3019469965	08/29/2020	08/29/2021	<input checked="" type="checkbox"/>	BUILDING	\$	
	CAUSES OF LOSS						DEDUCTIBLES	PERSONAL PROPERTY	\$ 51,500
		BASIC					BUILDING	BUSINESS INCOME	\$
		BROAD					CONTENTS 500	EXTRA EXPENSE	\$
	<input checked="" type="checkbox"/>	SPECIAL						RENTAL VALUE	\$
		EARTHQUAKE					BLANKET BUILDING	\$	
		WIND					BLANKET PERS PROP	\$	
		FLOOD					BLANKET BLDG & PP	\$	
								\$	
								\$	
	<input type="checkbox"/>	INLAND MARINE	TYPE OF POLICY				\$		
		CAUSES OF LOSS					\$		
		NAMED PERILS	POLICY NUMBER				\$		
							\$		
							\$		
							\$		
	<input type="checkbox"/>	CRIME					\$		
		TYPE OF POLICY					\$		
							\$		
	<input type="checkbox"/>	BOILER & MACHINERY / EQUIPMENT BREAKDOWN					\$		
							\$		
							\$		

SPECIAL CONDITIONS / OTHER COVERAGES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

CANCELLATION

Verification of Coverage

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



QUALITY CONTROL PEER REVIEW OPINION

Grant Bennett Associates

A PROFESSIONAL CORPORATION

Report on the Firm's System of Quality Control

June 27, 2017

To the Shareholders of Christy White Associates, Inc. and the Peer Review Committee of the California Society of CPAs:

We have reviewed the system of quality control for the accounting and auditing practice of Christy White Associates, Inc. (the firm) in effect for the year ended December 31, 2016. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act.



www.gbacpa.com

1375 Exposition Boulevard, Suite 230
Sacramento, CA 95815
916/922-5109 FAX 916/641-5200

P.O. Box 223096
Princeville, HI 96722
888/769-7323

Grant Bennett Associates

A PROFESSIONAL CORPORATION

As part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Christy White Associates, Inc. in effect for the year ended December 31, 2016, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Christy White Associates, Inc has received a peer review rating of *pass*.

Grant Bennett Associates

GRANT BENNETT ASSOCIATES
A PROFESSIONAL CORPORATION
Certified Public Accountants



www.gbacpa.com

1375 Exposition Boulevard, Suite 230
Sacramento, CA 95815
916/922-5109 FAX 916/641-5200

P.O. Box 223096
Princeville, HI 96722
888/769-7323