



Sequoia Union Board of Trustees Special Board Meeting May 25, 2021 at 6:00 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 6:00 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 item's 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 [Superintendent Report](#)
 - 5.2 [DRAFT Charter LCAP](#)
 - 5.3 [DRAFT District LCAP](#)



6. ACTION ITEMS

- 6.1 [Approve the Sequoia Union Charter School Renewal Petition](#)
- 6.2 [Approve Board Resolution 2020-21-09 - Establishing a Special Reserve Fund](#)
- 6.3 [Approve Board Resolution 2020-21-10 - Establishment of a Charter School Fund](#)
- 6.4 [Approve the Purchase and Financing Plan for a School Bus](#)
- 6.5 [Approve New Board Policy 4033 \(a-d\) - Lactation Accommodation](#)
- 6.6 [Approve Interdistrict Transfer IN](#)

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 PERFORMANCE
EVALUATION: Title - Superintendent-Principal

9. ADJOURNMENT



SEQUOIA UNION | **ELEMENTARY SCHOOL**

Mr. Ken Horn
Superintendent/Principal

DISCUSSION & REPORTS

5.1 Superintendent Report



5. DISCUSSION AND REPORTS: 5.1 Superintendent Report

I have been doing final classroom visits and formal observations of all of our preliminary and intern credentialed certificated staff. I have seen some fantastic lessons and great student engagement.

We held our Classified Staff Appreciation Luncheon and all of our staff was invited to participate. We had some light jazz music and a great meal and we enjoyed each other's conversations.

This week we started state testing and the students have been telling me that they feel good about their effort. Some students told me they thought they were well prepared for the test, but that it was a hard test.

The staff is working hard to prepare for end of the year activities. We will be holding Kindergarten promotion ceremonies in the gym on the morning of Wednesday, June 2nd. We will have Water Day for K-8 on Thursday, June 3rd. The 8th grade graduation is at 6pm on Thursday, June 3rd, in the gym. The last day is June 4th and it will be a minimum day schedule and we will have a to go lunch that students will take with them as they exit campus at 12:45 pm, or exit off of the bus.

After working on plans galore this school year, I have come to learn that plan requirements are the gift that just keeps on giving! ESSER III funds now requires the adoption of two new plans. The first plan is titled the Safe Return to Instruction Contingency Plan and will be due somewhere around June 30th (this seems like not enough time to put this together so I'm hoping they are reconsidering this deadline). This plan must address the district's plan for safe return to in-person instruction and also address continuity of services as we transition back to full-time in-person instruction. Per CDE, this plan requires a public hearing, should incorporate stakeholder feedback and must be updated every 6 months. The second plan is an expenditure plan whereby district's will need to outline how they are spending their ESSER III funds and how this spending plan ties back to ESSER III allowable uses. A template for both of these plans will be provided by CDE soon. So, there goes any plans of a few days at the beach in June!

On a positive note, our Summer School team, led by Ms. Burkhart, have a very rigorous and enriching program ready to launch on Tuesday, June 8th.

We are looking forward to the coming 2021-22 school year with a full daily schedule, electives offered in Middle School, and sports, clubs, and other activities planned. It will be great!



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

DISCUSSION & REPORTS

5.2 DRAFT Charter LCAP



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Sequoia Union Elementary School District is a rural single site district consisting of a charter school (grades K-7) and a traditional elementary school (grade 8). The school has a rich history and serves as the center of the small community of Lemon Cove. Many local families have had multiple generations attend our school, and half of our staff either attended Sequoia Union themselves or had children matriculate through the district. Typical enrollment for the district is between 300 and 350 students, with over 40% of the student body coming from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. We offer an alternative to the stand-alone junior high school model that is available for grades 6-8 in neighboring communities.

Sequoia Union enjoys active parent volunteer groups as part of its Parent's Guild including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of \$30,000 each year for school field trips and other extracurricular activities.

The Sequoia Elementary Charter School focus is on accessing STEM through an agricultural lens. Last year the district acquired 5 acres of orchard land behind the school that the Board hopes to develop into a working farm site. This type of hands-on instruction is valued and has been requested by the surrounding community. Sequoia Union Elementary School District serves a population that is 43% socioeconomically disadvantaged. Demographically the district serves a population that is mainly Caucasian, 65% and Hispanic, 32.5% with 2.5% falling into

other demographic categories. Our percentage of English Learners has tripled in recent years increasing from fewer than 10 in the 18-19 school year to 32 by 20-21.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard data for Sequoia Elementary Charter shows English Language Arts to be an area of continued success. Averages for the 18-19 school year show Charter students scored 8 points above standard in ELA, with 57% of students meeting or exceeding standards. Not included on the Dashboard but available on the CAASPP results website, the LEA's scores for the California Science Test were much higher than the state average and the average for Tulare County with 42.3% of our 5th and 8th graders scoring proficient on the exam.

When asked about successes, our stakeholders focused on areas not associated with the Dashboard, but the ways in which the LEA has weathered the COVID-19 pandemic successfully. Stakeholders considered Sequoia Union Elementary School District proactive in our approach to getting students back to campus for in person learning. Grades K-6 began hybrid in-person learning on October 26, 2020. Stakeholders credited the efforts of dedicated staff and administration for making this early return possible. Teachers of seventh and eighth grade students who were unable to return to campus until recently, cited the development of technology, research, independence and coping skills they witnessed in their students as positive side effects of this difficult time. Student surveys bear out these observations. In the Pulse Comprehensive Interim Well Being and Learning Conditions Survey administered to 4th - 8th graders in February 2021, 63% of students reported feeling happy frequently or always in the last month, even under pandemic lockdown conditions. The Sequoia Union community ranks as a positive learning environment for the majority of our students with 80% reporting that they feel safe at school and 81% feeling that they are treated with respect by their teachers.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

18-19 Dashboard data shows our general academic performance in all identified subgroups declining from previous highs. In English Language Arts, 17-18 Dashboard data has White students in the blue tier and Hispanic and Socioeconomically Disadvantaged students in the yellow tier. In 18-19 all groups dropped one performance tier, with White students falling to the green and Hispanic and Socioeconomically Disadvantaged students falling to the orange tier. The same results hold true for Math performance, with White students falling from the green to the yellow tier and Hispanic students falling from the yellow to the orange tier from 2018 to 2019. Much of this drop can be attributed to staffing instability, instructional configuration, and poor choice of staff assignment during the 2018-2019 school year, with students at nearly every tested grade level affected. Changes in administrative leadership, instructional configuration, and instructor assignments have been made with the hope of more positive results in the future.

Local data show that our population of English Language Learners has tripled in the last three years. Greater supports for these students on our campus are needed to address achievement gaps and support EL students in their acquisition of English. Additional training for our staff in basic principles of ELD through our continued association with the Tulare County Title III Consortium, as well as specific training in the ELD components of LEA adopted curriculum is needed.

Stakeholders identified a need for the LEA to adopt updated curriculum in Science, and at some grade levels, ELA and History. More training in both core curriculum products and teaching strategies was also identified as a priority. Pandemic related learning loss was a huge concern for all of our stakeholders with some form of academic intervention ranking high on their list of identified needs. Though Sequoia Union ranks high with our students as a safe and supportive place to learn and our community as a whole weathered the pandemic well, the need for additional mental health services for both students and staff to aid in recovery from the stressors of the last year was identified. A desire to return to offering elective and enrichment activities to our students after the truncated school day required by the pandemic, was also expressed by our stakeholders. Parents especially noted the positive effects these activities have on their students' engagement with the school. These are the activities that attracted a large portion of our student body to attend our school in the past and are important to the maintenance and future growth of Sequoia Elementary Charter. Lastly, though many elements of classroom technology have received upgrades on our campus in recent years, the aging desktop computers in classrooms can no longer run these newer more complex pieces of equipment. Updated computers are needed to handle all of the projectors, document cameras, webcams and sound systems that are required in a modern classroom.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

New and continued actions and expenditures added to this year's plan, focusing on supporting academic achievement, serving the needs of unduplicated pupils, and supporting the social and emotional needs of our students.

~A Student Success Center will be established which will use a Response to Intervention (RTI) model to assist students in recouping learning loss related to the COVID-19 pandemic. Specific intervention curriculum will be purchased for use with this program.

~A Learning Hub will provide academic support and enrichment to students after school hours. Transportation will be provided for students using the Learning Hub.

~Additional mental health support will be provided to students and staff through an added day of professional support on campus.

~A Learning Director (Year 1 stipend, Year 2 & 3 full time position) will support teachers in implementing curriculum, creating curriculum maps and pacing guides, using student data to drive instruction and creating effective professional learning communities.

~Sequoia Union will continue to employ an English Language Development Coordinator who will do intensive small group work with English Learners as well as maintain relationships with Spanish speaking families.

~We will continue to participate in the TCOE ELD Consortium in order to provide ongoing support to our teachers in English language instruction techniques.

~Additional funds will be directed toward building capacity in our staff, with money for training in Universal Design for Learning, core curriculum products and off-site conference attendance included in the plan.

New actions related to our Charter School focus on STEM through the lense of Agriculture are also included in the plan.

~Funds will be used to pay for personnel and materials to help develop acreage recently donated to our campus into a working agricultural site.

~New state adopted NGSS compliant curriculum will be adopted to help further our mission of increasing our science scores.

~Materials to support hands on project based science learning will be purchased to support newly adopted NGSS curriculum.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Engaging stakeholders was challenging in this year of social distancing when adults other than school personnel were generally not allowed on campus. Sequoia Union Elementary School District relied heavily on our School Site Council (which also serves as our ELAC/DLAC and PAC) as well as parent and staff surveys and LCAP Committee planning meetings.

This year our School Site Council met on the following dates:

November 19, 2020

December 1, 2020

January 5, 2021

February 2, 2021

March 2, 2021

April 13, 2021

May 4, 2021

The LCAP Planning Committee composed of parents, teachers, and classified school staff met on the following dates:

March 4, 2021

March 11, 2021

March 18, 2021

March 24, 2021

April 22, 2021

The meeting on March 24th included all school staff and featured a review of the committee's work thus far including draft goals.

A generalized Staff Climate Survey was sent to staff and a Needs Assessment survey for parents were both sent out on February 10, 2021. A survey asking stakeholders to review draft LCAP goals and rate possible actions was sent out on March 24th, 2021 to all school staff, board members and members of the Parent's Guild.

The Draft LCAP was presented to the School Site Council for feedback June 1, 2021 and presented to the school board on May 25, 2021.

A summary of the feedback provided by specific stakeholder groups.

Parents, teachers and other staff agreed on a surprising number of needs for our school. The creation of an intervention program, prioritization of elective, enrichment and extracurricular activities ranked highly in both parent and teacher surveys. Some staff expressed a desire for more academic rigor and an additional teacher in the middle school. An unexpected outcome of stakeholder engagement was the finding that all teaching staff ranked adoption of and training in new curriculum in Science, ELA and/or History as the highest academic priority. Environmentally, teacher technology and mental health services were of the greatest concern to teachers. Some staff stated that with the pandemic restraints and a new administrator, the campus lacked the family atmosphere it had in past years.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder Input: Request an extra middle school teacher, so there would be two teachers in all grade levels. Outcome: the new LCAP adds additional teachers so there are two per grade level. Stakeholder input: Request for new adoptions in ELA, History, and Science. Outcome: the new LCAP adds that purchase new curriculum adoptions for ELA, History, and Science. Stakeholder input: Request for teachers to be trained in new adopted and existing adopted state curriculum. Outcome: the new LCAP adds professional development training for teachers in newly adopted state curriculum. Stakeholder input: Request for new teacher technology. Outcome: the new LCAP adds funds to purchase new computers for each classroom teacher (tower - not laptop). Stakeholder input: Request additional mental health services. Outcome: the new LCAP adds funds for an additional mental health service provider.

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 3 & 7)

An explanation of why the LEA has developed this goal.

This goal addresses the backward slide that Sequoia Elementary Charter experienced in ELA and Mathematics scores on the CAASPP in 2018-2019. With its Charter School focus on STEM through the lens of agriculture, the LEA chose to include Science scores in this goal as well. Now that the CAST is set to be administered yearly, there will be a consistent data source with which to measure this portion of the goal. In addition, the integration of ELA and Math skills with the hands on learning that the Sciences require furthers the adopted mission statement of the District.

The COVID 19 Pandemic has caused lack of growth or declines in nearly all academic areas due to the limitations of remote learning. This goal includes both targeted and comprehensive academic support to provide additional help to those unduplicated pupils who may need extra assistance in their efforts to overcome the deficits of the last year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students and subgroups will show growth towards meeting/ exceeding standards on the California Assessment of Student Progress and Performance.	<p>All Students 2018-2019 50.27% met or exceeded standard for ELA 34.39% met or exceeded standard for Math 42.86% met or exceeded standard for Science</p> <p>English Learners 2018-2019</p>				<p>All students metric will grow by 3% a year in ELA and Math. 2% a year in Science.</p> <p>English Learner Metric will improve by 1% a year.</p> <p>Hispanic/Latino Students will improve by 2% a year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>7.69% met or exceeded standard for ELA 0.0% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2018-2019 39.68% met or exceeded standard for ELA 20.63% met or exceeded standard for Math 35.71% met or exceeded standard for Science</p> <p>Socioeconomically Disadvantaged 2018-2019 38.75% met or exceeded standard for ELA 18.75% met or exceeded standard for Math 33.34% met or exceeded standard for Science</p>				Socioeconomically Disadvantaged students will improve their scores by 2% a year.
All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for	All teachers are appropriately assigned and fully credentialed.				All teachers are appropriately assigned and credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the pupils they are teaching.					
English Language Learners will increase proficiency as measured by the ELPAC.	22.22% of English Language Learners scored proficient on the ELPAC in 2018-2019				32% of English Language Learners will score proficient on the ELPAC.
Reclassification of English Language Learners will increase.	Two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%				English Language Learners will be reclassified at a rate of 12% a year.
Students identified for intervention with the Student Success Center will show growth on locally administered assessments.	Baseline will be established at the beginning of Year 1 through initial administration of local assessments.				Students in the Intervention program will move up one RTI tier per year in the program.
All teachers will be trained in core curriculum programs.	Nine teachers, or 47% of certificated staff for the 20-21 school year have not been formally trained in the core adopted curriculum used at Sequoia Union Elementary Charter.				All teachers will be trained in core curriculum programs.
Students will show growth in ELA and Math on locally administered	20-21 Renaissance STAR Consolidated Status Report				Average Scaled Score (SS) per grade level, as shown on the Renaissance STAR

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark assessments.	<p>MathSS Ch ReadingSS Ch In. W In. W</p> <p>Grade 3 522 537 +15 362 370 +8 Grade 4 590 592 +2 421 489 +68 Grade 5 672 700 +28 571 607 +36 Grade 6 702 722 +20 609 656 +47 Grade 7 690 759 +69 606 588 -18 Grade 8 759 710 -49 672 631 -41</p> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report</p> <p>Reading Proficiency At/Above 50PR Below 50PR Total # % Total# % Grade 3 20 48% 22 52% Grade 4 17 52% 16 48% Grade 5 22 59% 15 41%</p>				<p>Consolidated Status Report will increase by at least 25 SS points a year, from the Initial (In.) testing to the final testing of the year, Winter (W) or Spring (S), with change being represented by Ch + or -.</p> <p>Percent of students in each grade level achieving proficiency at or above 50PR as shown on the Year End Consolidated Assessment Proficiency Report will increase by 3% a year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 6 15 37% 26 63% Grade 7 10 30% 23 70% Grade 8 5 24% 16 76% Math Proficiency At/Above 50PR Below 50PR Total # % Total# % Grade 3 21 50% 21 50% Grade 4 17 49% 18 51% Grade 5 21 58% 15 42% Grade 6 20 43% 26 57% Grade 7 15 44% 19 56% Grade 8 6 26% 17 74%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Success Center	<p>This action will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics.</p> <p>(Year 1: ESSER II & ESSER III Years 2 & 3: Supplemental and Concentration)</p>	\$81,257.00	Yes
2	Training in Core Curriculum Programs	<p>This action will provide training to teachers in core curriculum products. This training will ensure that our teachers are familiar with all of the resources that are available to them to address their students varying needs.</p> <p>(Title II, LCFF Supplemental and Concentration)</p>	\$8,900.00	No
3	Curriculum Adoptions	<p>Adoption of state adopted NGSS aligned science curriculum, and ongoing ELA and social studies curriculum.</p> <p>(Restricted Lottery Funds)</p>	\$86,330.00	No
4	Learning Director/Coach	<p>This position will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. First year stipend for current teacher to assist with these duties, with the goal of being a fully funded full time position in Year 2.</p> <p>(Year 1: LCFF Supplemental and Concentration, Years 2 & 3: 30% Title II, 70% Supplemental and Concentration)</p>	\$8,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	English Language Development Training for all Teachers	As our English Learner population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom. Title III funds incurred by the LEA go directly into the consortium. (Title III)	\$0.00	Yes
7	EL Coordinator	The English Language Development Coordinator conducts intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of redesignating students. (Title I)	\$46,176.76	Yes
8	Curriculum & Assessment Coordinator	The Curriculum & Assessment Coordinator helps facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms, and schedules training and professional development related to current curriculum. This position also coordinates administration of the CAASPP for ELA, Math and Science as well as the Smarter Balanced Interim Assessments. (LCFF Supplemental & Concentration)	\$18,965.90	Yes
9	Response to Intervention Supplemental Curricular Materials and Programs	Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas identified by those benchmarks. This supplemental intervention will complement and augment the core program offered in the Student Success Center.	\$20,025.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Year 1: ESSER II, Years 2 & 3: LCFF Supplemental and Concentration)		
10	Response To Intervention Supplemental Curriculum Training	Training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of unduplicated pupils. (Year 1: ESSER II)	\$4,450.00	Yes
11	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas. (Title I)	\$69,355.92	Yes
12	Retention of Highly Qualified Teachers	Provides funds to retain highly qualified teachers to support quality education and academic achievement for unduplicated pupils, but ultimately benefiting all students. (LCFF Supplemental and Concentration)	\$89,000.00	Yes
13	Off-Site Training and Conferences	Supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity. (LCFF Supplemental and Concentration)	\$13,350.00	No

Action #	Title	Description	Total Funds	Contributing
14	Response to Intervention Core Curriculum Training	Training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. (LCFF Supplemental and Concentration)	\$4,450.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners. (State Priorities 4, 5, 6 & 8).

An explanation of why the LEA has developed this goal.

An engaging school climate cannot be created by one stakeholder group alone, it must be a partnership with all members of the school community. Changes due to COVID-19 restrictions have damaged our school climate which is integral to attracting families from outside the LEA's s boundaries. Resumption of and augmentation to enrichment programs like band, drama, academic competitions, electives for middle school students and hands on agricultural activities have consistently been requested by students, parents and teachers. These are the types of activities that keep our students and families actively engaged in our school community, and are easily ranked as the highest priority among all stakeholder groups.

Communication between school staff, students and parents has been a concern on campus for some time. Communication is crucial to the continuing partnership and engagement of all stakeholders. Continued investment in tools such as our Student Information System, School Messenger system, and website will help us to keep all stakeholders informed contributing to the goal of an inclusive school community.

Access to the print and digital resources available through continued funding of library services offers resources for teachers, and choice and variety in reading materials for students. Studies show that school libraries are crucial to creating a culture of literacy on campus. There is no public library in Lemon Cove, and many of our families are rurally located with limited transportation options. For some, the school library may be the only library that they have ever seen. Normalizing reading and research, both for fun and for academic purposes, engages students in the joy of learning and furthers the LEA's mission of creating independent life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being and Learning	53% of students surveyed in grades 4-8 answered that they liked school				65% of surveyed students will report that they like school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conditions Survey, will show growth in the area of student engagement.	61% of parents surveyed answered that their child enjoys coming to school				75% of surveyed parents will report that their child likes coming to school (or similar question).
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way				85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Average daily attendance (ADA) will remain at 98% or higher	ADA for 19-20 was 98.7%				Average daily attendance will remain at 98% or higher
Chronic Absenteeism will decrease by .25%	Chronic absenteeism for 19-20 was 2.25%				Chronic absenteeism will decrease by .25 % and remain at 2% or below.
Maintain suspension rates in the Low category for all students and all subgroups on the California School Dashboard.	Suspension rate was 0% for the 19-20 school year.				Suspension rate will remain at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.				Expulsion rate will remain at 0%
Maintain a 0% middle school dropout rate for all students and all subgroups.	Middle school dropout rate was 0% for the 19-20 school year.				Middle school dropout rate will remain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	STEM Through Agriculture	Stipends and materials for the continued development of our STEM through Agriculture program. (Yearly SRSA Grant)	\$35,324.10	No
2	Library Media Center	This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection. (LCFF Supplemental and Concentration)	\$25,365.00	No
3	Outside Enrichment Opportunities	This action allows for stipends, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Reading Revolution and National History Day Competitions, as well as a yearly drama production. (LCFF Base)	\$13,350.00	No

Action #	Title	Description	Total Funds	Contributing
4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences. (LCFF Supplemental and Concentration, Year 1: \$15,000 LEA total, Years 2 & 3: \$5,000 LEA total)	\$13,350.00	No
5	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress. (LCFF Base)	\$7,031.00	No
6	Intrado School Messenger	This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping parents informed of important educational and social events on campus. (LCFF Base)	\$2,225.00	No
7	Attendance/Office Clerk	The attendance/office clerk is another avenue of communication with families. This position will help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting. (LCFF Base)	\$19,242.69	No

Action #	Title	Description	Total Funds	Contributing
8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents. (LCFF Base)	\$2,225.00	No
9	Training in Differentiated Instruction and Universal Design for Learning	Training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. (LCFF Supplemental and Concentration)	\$8,900.00	Yes
10	Equipment for Electives	Equipment and supplies to assist in teaching afternoon elective classes. (Unrestricted Lottery)	\$4,450.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Sequoia Union will maintain a physically safe and supportive environment where students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning. (State Priorities 1, 3 & 7)

An explanation of why the LEA has developed this goal.

Our previous LCAP did not include a goal that explicitly discussed the school environment. Stakeholders felt it was important to include a goal focused on all aspects of environment involved in the teaching and learning experience. Students must feel safe and supported in order to learn, and teachers must feel safe and supported in order to educate students effectively.

In addition to the basic needs of feeling safe and supported, the social and emotional turmoil resulting from the COVID-19 pandemic has increased the need for mental health support on our campus. Both teachers and students require additional resources to process and overcome the challenges they have encountered over the last year.

Technological and material resources are always in short supply on our small campus. Current funding formulas do not favor our school configuration and population, with the result that we are often forced to make due without. The technological and material resources portion of this goal will allow our school to enhance the teaching and learning experience by making sure each party has the tools they need to facilitate successful educational outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
When surveyed, a greater percentage of Sequoia Union students will report feeling safe at school.	<p>59% of students in grades four and up felt safe at school "almost all the time" in the last month</p> <p>29% of students in grades four and up felt safe at school "once in a while" or "almost</p>				70% of students will feel safe at school "almost all the time" (or similar answer)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	never" within the last month				
When surveyed, a greater percentage of Sequoia Union staff will report feeling like they belong and feeling satisfied by their work.	Belonging - Agree or Somewhat Agree 82% Satisfied - Agree or Somewhat Agree 86%				Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase
When surveyed, a smaller percentage of parents and students will report their school issued technology to be in fair or poor condition.	32% of parents surveyed rated the condition of their students' technological device to be in fair or poor condition.				The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%
When surveyed, a higher percentage of teachers will report having adequate tools and equipment to do their jobs.	86% of teachers agree or somewhat agree that they have adequate tools and equipment to do their jobs.				The percentage of teachers reporting that they have adequate tools and equipment to do their jobs will increase by 2% a year.
All students will have access to standards aligned instructional materials in accordance with Williams Act regulations.	0% of students lacking instructional materials				0% students lacking instructional materials
All Chromebooks/Tablets in use in classrooms	Approximately 30 N21 Chromebooks purchased in 2015				No devices older than five years will be in use on the Sequoia

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and checked out to students will be less than five years old.	and 2016 are still in circulation during the 20-21 school year.				Union Charter School campus.
Facilities will maintain a "Good" ranking on the Williams Facilities Inspection Tool	Overall summary ranking for the 20-21 school year was Good as reported in the SARC.				Facilities will continue to be ranked "Good"

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling/ Social Services	<p>As we begin the work of recovering from the effects of the pandemic, students and teachers need greater emotional support than ever before. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per week school psychologist will allow greater access to these services to both students and staff.</p> <p>(Year 1: ESSER III, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$22,250.00	Yes
2	Chromebooks and Tablets for Students	<p>This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge.</p> <p>(LCFF Base)</p>	\$22,250.00	No

Action #	Title	Description	Total Funds	Contributing
3	Desktop Computers for Classrooms	<p>The average age of desktops in classrooms is estimated to be 10 years old, demonstrating the dire need for this action. This action will purchase new desktop computers for teachers. No cycle has previously been established to replace teach devices at regular intervals.</p> <p>(ESSER III)</p>	\$22,250.00	No
4	Support Staff Professional Development in De-Escalation Strategies	<p>Training for support staff in de-escalation strategies to assist in more positive interactions with students.</p> <p>(Classified Staff Development Grant)</p>	\$2,670.00	No
5	School Safety and Mandated Programs	<p>Training fees, programs, materials and supplies for meeting the LEA's obligations to educate staff and students in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment.</p> <p>(LCFF Base)</p>	\$4,450.00	No
6	Campus Technological Support	<p>Technology support person on campus two days a week to support school tech needs including issues with the network, servers, hardware set-up and repair.</p> <p>(LCFF Base)</p>	\$21,360.00	No
7	After School Learning Hub	<p>A Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for students who are below grade level in reading or math and also for student enrichment. Technology, high-speed internet and other academic supports will be</p>	\$10,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided. Transportation will be offered for students participating in the After School Learning Hub who need transportation. (Year 1: ELO, Years 2 & 3: Supplemental and Concentration)		
8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. (LCFF Supplemental and Concentration)	\$43,610.00	No
9	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity. (LCFF Base)	\$1,780.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$301,301.49	\$103,685.00		\$328,491.88	\$733,478.37

Totals:	Total Personnel	Total Non-personnel
Totals:	\$380,717.97	\$352,760.40

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Student Success Center				\$81,257.00	\$81,257.00
1	2	All	Training in Core Curriculum Programs	\$3,746.90			\$5,153.10	\$8,900.00
1	3	All	Curriculum Adoptions		\$86,330.00			\$86,330.00
1	4	English Learners Foster Youth Low Income	Learning Director/Coach	\$8,900.00				\$8,900.00
1	5	English Learners	English Language Development Training for all Teachers					\$0.00
1	7	English Learners	EL Coordinator				\$46,176.76	\$46,176.76
1	8	English Learners Foster Youth Low Income	Curriculum & Assessment Coordinator	\$18,965.90				\$18,965.90
1	9	English Learners Foster Youth Low Income	Response to Intervention Supplemental Curricular Materials and Programs				\$20,025.00	\$20,025.00
1	10	English Learners Foster Youth Low Income	Response To Intervention Supplemental Curriculum Training				\$4,450.00	\$4,450.00
1	11	English Learners Foster Youth Low Income	Classified Personnel				\$69,355.92	\$69,355.92

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Retention of Highly Qualified Teachers	\$89,000.00				\$89,000.00
1	13	All	Off-Site Training and Conferences	\$13,350.00				\$13,350.00
1	14	English Learners Foster Youth Low Income	Response to Intervention Core Curriculum Training	\$4,450.00				\$4,450.00
2	1	All	STEM Through Agriculture				\$35,324.10	\$35,324.10
2	2	All	Library Media Center	\$25,365.00				\$25,365.00
2	3	All	Outside Enrichment Opportunities	\$13,350.00				\$13,350.00
2	4	All	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	\$13,350.00				\$13,350.00
2	5	All	PowerSchool Student Information System	\$7,031.00				\$7,031.00
2	6	All	Intrado School Messenger	\$2,225.00				\$2,225.00
2	7	All	Attendance/Office Clerk	\$19,242.69				\$19,242.69
2	8	All	Edlio Website Hosting	\$2,225.00				\$2,225.00
2	9	English Learners Foster Youth Low Income	Training in Differentiated Instruction and Universal Design for Learning	\$8,900.00				\$8,900.00
2	10	All	Equipment for Electives		\$4,450.00			\$4,450.00
3	1	English Learners Foster Youth Low Income	Counseling/ Social Services				\$22,250.00	\$22,250.00
3	2	All	Chromebooks and Tablets for Students				\$22,250.00	\$22,250.00
3	3	All	Desktop Computers for Classrooms				\$22,250.00	\$22,250.00
3	4	All	Support Staff Professional Development in De-Escalation Strategies		\$2,670.00			\$2,670.00
3	5	All	School Safety and Mandated Programs	\$4,450.00				\$4,450.00
3	6	All	Campus Technological Support	\$21,360.00				\$21,360.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	English Learners Foster Youth Low Income	After School Learning Hub		\$10,235.00			\$10,235.00
3	8	All	School Nurse LVN	\$43,610.00				\$43,610.00
3	9	All	Digital Monitoring Software	\$1,780.00				\$1,780.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$130,215.90	\$383,965.58
LEA-wide Total:	\$130,215.90	\$383,965.58
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Student Success Center	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$81,257.00
1	4	Learning Director/Coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,900.00	\$8,900.00
1	5	English Language Development Training for all Teachers	LEA-wide	English Learners	All Schools		\$0.00
1	7	EL Coordinator	LEA-wide	English Learners	All Schools		\$46,176.76
1	8	Curriculum & Assessment Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,965.90	\$18,965.90
1	9	Response to Intervention Supplemental Curricular Materials and Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,025.00
1	10	Response To Intervention Supplemental Curriculum Training	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,450.00
1	11	Classified Personnel	LEA-wide	English Learners Foster Youth	All Schools		\$69,355.92

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	12	Retention of Highly Qualified Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,000.00	\$89,000.00
1	14	Response to Intervention Core Curriculum Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,450.00	\$4,450.00
2	9	Training in Differentiated Instruction and Universal Design for Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,900.00	\$8,900.00
3	1	Counseling/ Social Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$22,250.00
3	7	After School Learning Hub	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,235.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Students will show growth in ELA and Math on locally administered benchmark assessments.

20-21

Renaissance STAR

Consolidated Status Report

	MathSS			Ch	ReadingSS			Ch
	In.	W			In.	W		
Grade 3	522	537	+15		362	370	+8	
Grade 4	590	592	+2		421	489	+68	
Grade 5	672	700	+28		571	607	+36	
Grade 6	702	722	+20		609	656	+47	
Grade 7	690	759	+69		606	588	-18	
Grade 8	759	710	-49		672	631	-41	

20-21

Renaissance STAR Consolidated

Assessment Proficiency Report

Reading Proficiency

	At/Above 50PR		Below 50PR	
	Total #	%	Total#	%
Grade 3	20	48%	22	52%
Grade 4	17	52%	16	48%
Grade 5	22	59%	15	41%
Grade 6	15	37%	26	63%
Grade 7	10	30%	23	70%
Grade 8	5	24%	16	76%

Math Proficiency

	At/Above 50PR		Below 50PR	
	Total #	%	Total#	%
Grade 3	21	50%	21	50%
Grade 4	17	49%	18	51%
Grade 5	21	58%	15	42%
Grade 6	20	43%	26	57%
Grade 7	15	44%	19	56%
Grade 8	6	26%	17	74%



SEQUOIA UNION | **ELEMENTARY SCHOOL**

Mr. Ken Horn
Superintendent/Principal

DISCUSSION & REPORTS

5.3 DRAFT District LCAP



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary School District	Ken Horn Superintendent/Principal	kenhorn@sequoiaunion.org (559) 564-2106

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Sequoia Union Elementary School District is a rural single site district consisting of a Charter School (grades K-7) and a traditional elementary school (grade 8). The school has a rich history and serves as the center of the small community of Lemon Cove. Many local families have had multiple generations attend our school, and half of our staff either attended Sequoia Union themselves or had children matriculate through the district. Typical enrollment for the district is between 300 and 350 students, with over 40% of the current student body coming from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. We offer an alternative to the stand-alone junior high school model that is available for grades 6-8 in neighboring communities.

Sequoia Union enjoys active parent volunteer groups as part of its Parent's Guild including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of \$30,000 each year for school field trips and other extracurricular activities.

The Sequoia Elementary Charter School focus is on accessing STEM through an agricultural lens. Last year the district acquired 5 acres of orchard land behind the school that the Board hopes to develop into a working farm site. This type of hands-on instruction is valued and has been requested by the surrounding community. Sequoia Union Elementary School District serves a population that is 43% socioeconomically disadvantaged. Demographically the district serves a population that is mainly Caucasian, 65% and Hispanic, 32.5% with 2.5% falling into

other demographic categories. Our percentage of English Learners has tripled in recent years, increasing from fewer than 10 in the 18-19 school year to 32 by 20-21.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Not included on the Dashboard but available on the CAASPP results website, the LEA's scores for the California Science Test were much higher than the state average and the average for Tulare County with 41.6% of our 8th graders scoring proficient on the exam.

When asked about successes, our stakeholders focused on areas not associated with the Dashboard, but the ways in which the LEA has weathered the COVID-19 pandemic successfully. Stakeholders considered Sequoia Union Elementary School District proactive in our approach to getting students back to campus for in person learning. The Hybrid and Cohort Model opened on October 26, 2020. Stakeholders credited the efforts of dedicated staff and administration for making this early return possible. Teachers of eighth grade students who were unable to return to campus until recently, cited the development of technology, research, independence and coping skills they witnessed in their students as positive side effects of this difficult time. Student surveys bear out these observations. In the Pulse Comprehensive Interim Well Being and Learning Conditions Survey administered in February 2021, 63% of students in the district reported feeling happy frequently or always in the last month, even under pandemic lockdown conditions. The Sequoia Union community ranks as a positive learning environment for the majority of our students with 80% of students in the LEA reporting that they feel safe at school and 81% feeling that they are treated with respect by their teachers.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

18-19 Dashboard data shows our general academic performance for all students declining from previous highs. In English Language Arts, 17-18 Dashboard data has students scoring 11.8 points above standard. In 18-19 those scores dropped to 8.7 points below standard. The same results hold true for Math performance, with students falling from 5.8 points below standard in 17-18 to 83.2 points below standard during the 18-19 school year. Much of this drop can be attributed to staffing instability, instructional configuration, and poor choice of staff assignment during the 2018-2019 school year, with students affected in all core subjects. Changes in administrative leadership, instructional configuration, and instructor assignments have been made with the hope of more positive results in the future.

Stakeholders identified a need for the LEA to adopt updated curriculum in Science, ELA and History. More training in both core curriculum products and teaching strategies was also identified as a priority. Pandemic related learning loss was a huge concern for all of our stakeholders with some form of academic intervention ranking high on their list of identified needs. Though Sequoia Union ranks high with our students as a safe and supportive place to learn, and our community as a whole weathered the pandemic well, the need for additional mental health services for both students and staff to aid in recovery from the stressors of the last year was identified. A desire to return to

offering elective and enrichment activities to our students after the truncated school day required by the pandemic, was also expressed by our stakeholders. Parents especially noted the positive effects these activities have on their students' engagement with the school. These are the activities that attracted a large portion of our student body to attend our school in the past and are important to the maintenance and future growth of Sequoia Elementary. Lastly, though many elements of classroom technology have received upgrades on our campus in recent years, the aging desktop computers in classrooms can no longer run these newer more complex pieces of equipment. Updated computers are needed to handle all of the projectors, document cameras, webcams and sound systems that are required in a modern classroom.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

New and continued actions and expenditures added to this year's plan, focusing on supporting academic achievement, serving the needs of unduplicated pupils, and supporting the social and emotional needs of our students.

- ~A Student Success Center will be established which will use a Response to Intervention (RTI) model to assist students in recouping learning loss related to the COVID-19 pandemic. Specific intervention curriculum will be purchased for use with this program.
- ~A Learning Hub will provide academic support and enrichment to students after school hours. Transportation will be provided for students using the Learning Hub.
- ~Additional mental health support will be provided to students and staff through an added day of professional support on campus.
- ~A Learning Director (Year 1 stipend, Year 2 & 3 full time position) will support teachers in implementing curriculum, creating curriculum maps and pacing guides, using student data to drive instruction and creating effective professional learning communities.
- ~Sequoia Union will continue to employ an English Language Development Coordinator who will do intensive small group work with English Learners as well as maintain relationships with Spanish speaking families.
- ~We will continue to participate in the TCOE ELD Consortium in order to provide ongoing support to our teachers in English language instruction techniques.
- ~Additional funds will be directed toward building capacity in our staff, with money for training in Universal Design for Learning, core curriculum products and off-site conference attendance included in the plan.

New actions related to our focus on STEM through the lens of Agriculture are also included in the plan.

- ~Funds will be used to pay for personnel and materials to help develop acreage recently donated to our campus into a working agricultural site.
- ~New state adopted NGSS compliant curriculum will be adopted to help further our mission of increasing our science scores.
- ~Materials to support hands on project based science learning will be purchased to support newly adopted NGSS curriculum.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Engaging stakeholders was challenging in this year of social distancing when adults other than school personnel were generally not allowed on campus. Sequoia Union Elementary School District relied heavily on our School Site Council (which also serves as our ELAC/DLAC and PAC) as well as parent and staff surveys and LCAP Committee planning meetings.

This year our School Site Council met on the following dates:

November 19, 2020

December 1, 2020

January 5, 2021

February 2, 2021

March 2, 2021

April 13, 2021

May 4, 2021

The LCAP Planning Committee composed of parents, teachers, and classified school staff met on the following dates:

March 4, 2021

March 11, 2021

March 18, 2021

March 24, 2021

April 22, 2021

The meeting on March 24th included all school staff and featured a review of the committee's work thus far including draft goals.

A generalized Staff Climate Survey was sent to staff and a Needs Assessment survey for parents were both sent out on February 10, 2021. A survey asking stakeholders to review draft LCAP goals and rate possible actions was sent out on March 24th, 2021 to all school staff, board members and members of the Parent's Guild.

The Draft LCAP was presented to the School Site Council for feedback on June 1, 2021 and presented to the school board and the public in an open meeting on May 25, 2021

A summary of the feedback provided by specific stakeholder groups.

Parents, teachers and other staff agreed on a surprising number of needs for our school. The creation of an intervention program, prioritization of elective, enrichment and extracurricular activities ranked highly in both parent and teacher surveys. Some staff expressed a desire for more academic rigor and an additional teacher in the middle school. An unexpected outcome of stakeholder engagement was the finding that all teaching staff ranked adoption of and training in new curriculum in Science, ELA and/or History as the highest academic

priority. Environmentally, teacher technology and mental health services were of the greatest concern to teachers. Some staff stated that with the pandemic restraints and a new administrator, the campus lacked the family atmosphere it had in past years.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder Input: Request an extra 8th grade teacher, so there would be two 8th grade teachers. Outcome: the new LCAP adds a second 8th grade teacher. Stakeholder input: Request for new adoptions in ELA, History, and Science. Outcome: the new LCAP adds that purchase new curriculum adoptions for ELA, History, and Science. Stakeholder input: Request for teachers to be trained in new adopted and existing adopted state curriculum. Outcome: the new LCAP adds professional development training for teachers in newly adopted state curriculum. Stakeholder input: Request for new teacher technology. Outcome: the new LCAP adds funds to purchase new computers for each classroom teacher (tower - not laptop). Stakeholder input: Request additional mental health services. Outcome: the new LCAP adds funds for an additional mental health service provider.

Goals and Actions

Goal

Goal #	Description
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. (State Priorities 2, 3 & 7)

An explanation of why the LEA has developed this goal.

This goal addresses the backward slide that Sequoia Elementary experienced in ELA and Mathematics scores on the CAASPP in 2018-2019. With its School focus on STEM through the lens of agriculture, the LEA chose to include Science scores in this goal as well. Now that the CAST is set to be administered yearly, there will be a consistent data source with which to measure this portion of the goal. In addition, the integration of ELA and Math skills with the hands on learning that the Sciences require furthers the adopted mission statement of the District.

The COVID 19 Pandemic has caused lack of growth or declines in nearly all academic areas due to the limitations of remote learning. This goal includes both targeted and comprehensive academic support to provide additional help to those unduplicated pupils who may need extra assistance in their efforts to overcome the deficits of the last year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students and subgroups will show growth towards meeting/ exceeding standards on the California Assessment of Student Progress and Performance.	<p>All Students 2018-2019</p> <p>50.27% met or exceeded standard for ELA</p> <p>34.39% met or exceeded standard for Math</p> <p>42.86% met or exceeded standard for Science</p> <p>English Learners 2018-2019</p>				<p>All students metric will grow by 3% a year in ELA and Math. 2% a year in Science.</p> <p>English Learner Metric will improve by 1% a year.</p> <p>Hispanic/Latino Students will improve by 2% a year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>7.69% met or exceeded standard for ELA 0.0% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2018-2019 39.68% met or exceeded standard for ELA 20.63% met or exceeded standard for Math 35.71% met or exceeded standard for Science</p> <p>Socioeconomically Disadvantaged 2018-2019 38.75% met or exceeded standard for ELA 18.75% met or exceeded standard for Math 33.34% met or exceeded standard for Science</p>				Socioeconomically Disadvantaged students will improve their scores by 2% a year.
All teachers are appropriately assigned and fully credentialed, in the subject areas, and, for	All teachers are appropriately assigned and fully credentialed.				All teachers are appropriately assigned and credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the pupils they are teaching.					
English Language Learners will increase proficiency as measured by the ELPAC.	22.22% of English Language Learners scored proficient on the ELPAC in 2018-2019				32% of English Language Learners will score proficient on the ELPAC.
Reclassification of English Language Learners will increase.	Two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%				English Language Learners will be reclassified at a rate of 12% a year.
Students identified for intervention with the Student Success Center will show growth on locally administered assessments.	Baseline will be established at the beginning of Year 1 through initial administration of local assessments.				Students in the Intervention program will move up one RTI tier per year in the program.
All teachers will be trained in core curriculum programs.	Nine teachers, or 47% of certificated staff for the 20-21 school year have not been formally trained in the core adopted curriculum used at Sequoia Union Elementary Charter.				All teachers will be trained in core curriculum programs.
Students will show growth in ELA and Math on locally administered	20-21 Renaissance STAR Consolidated Status Report				Average Scaled Score (SS) per grade level, as shown on the Renaissance STAR

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark assessments.	<p>MathSS Ch ReadingSS Ch In. W In. W Grade 8 759 710 -49 672 631 -41</p> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report</p> <p>Reading Proficiency At/Above 50PR Below 50PR Total # % Total# % Grade 8 5 24% 16 76%</p> <p>Math Proficiency At/Above 50PR Below 50PR Total # % Total# % Grade 8 6 26% 17 74%</p>				<p>Consolidated Status Report will increase by at least 25 SS points a year, from the Initial (In.) testing to the final testing of the year, Winter (W) or Spring (S), with change being represented by Ch + or -.</p> <p>Percent of students in each grade level achieving proficiency at or above 50PR as shown on the Year End Consolidated Assessment Proficiency Report will increase by 3% a year.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Success Center	This action will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist students	\$10,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>in recouping pandemic related learning loss in both ELA and Mathematics.</p> <p>(Year 1: ESSER II & ESSER III Years 2 & 3: Supplemental and Concentration)</p>		
2	Training in Core Curriculum Programs	<p>This action will provide training to teachers in core curriculum products. This training will ensure that our teachers are familiar with all of the resources that are available to them to address their students varying needs.</p> <p>(Title II, LCFF Supplemental and Concentration)</p>	\$1,100.00	No
3	Curriculum Adoptions	<p>Adoption of state adopted NGSS aligned science curriculum, and ongoing ELA and social studies curriculum.</p> <p>(Restricted Lottery Funds)</p>	\$10,670.00	No
4	Learning Director/Coach	<p>This position will assist teachers with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will also provide support to teachers in interpreting assessment data and using that data to guide their instruction. First year stipend for current teacher to assist with these duties, with the goal of being a fully funded full time position in Year 2.</p> <p>(Year 1: LCFF Supplemental and Concentration, Years 2 & 3: 30% Title II, 70% Supplemental and Concentration)</p>	\$1,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	English Language Development Training for all Teachers	As our English Learner population continues to grow, our partnership with the TCOE Title III ELD Consortium will allow our teachers to receive additional training and guidance as they work to support English Learners in the classroom. Title III funds incurred by the LEA go directly into the consortium. (Title III)	\$0.00	Yes
6	EL Coordinator	The English Language Development Coordinator conducts intensive small group work with English Learners as well as maintain relationships with Spanish speaking families. The EL Coordinator manages yearly initial and summative ELPAC testing as well as the process of redesignating students. (Title I)	\$5,707.24	Yes
7	Curriculum & Assessment Coordinator	The Curriculum & Assessment Coordinator helps facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms, and schedules training and professional development related to current curriculum. This position also coordinates administration of the CAASPP for ELA, Math and Science as well as the Smarter Balanced Interim Assessments. (LCFF Supplemental & Concentration)	\$2,344.10	Yes
8	Response to Intervention Supplemental Curricular Materials and Programs	Curriculum materials and programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas identified by those benchmarks. (Year 1: ESSER II, Years 2 & 3: LCFF Supplemental and Concentration)	\$2,475.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Response To Intervention Supplemental Curriculum Training	Training in the products purchased for supplemental RTI so teachers and support staff can use the programs and the data they provide to inform their instruction of unduplicated pupils. (Year 1: ESSER II)	\$550.00	Yes
10	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas. (Title I)	\$8,572.08	Yes
11	Retention of Highly Qualified Teachers	Provides funds to retain highly qualified teachers to support quality education for all students. (LCFF Supplemental and Concentration)	\$11,000.00	Yes
12	Off-Site Training and Conferences	Supplemental professional training and conferences to continue to develop staff expertise in their assigned subject matter/grade level and increase organizational capacity. (LCFF Supplemental and Concentration)	\$1,650.00	No
13	Response to Intervention Core Curriculum Training	Training for the Student Success Center Teacher and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. (LCFF Supplemental and Concentration)	\$550.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Sequoia Union Elementary School District will partner with parents and students to create a school climate that enriches and engages students, allowing them to reach their full potential as independent life-long learners. (State Priorities 4, 5, 6 & 8).

An explanation of why the LEA has developed this goal.

An engaging school climate cannot be created by one stakeholder group alone, it must be a partnership with all members of the school community. Changes due to COVID-19 restrictions have damaged our school climate which is integral to attracting families from outside the LEA's boundaries. Resumption of and augmentation to enrichment programs like band, drama, academic competitions, electives for middle school students and hands on agricultural activities have consistently been requested by students, parents and teachers. These are the types of activities that keep our students and families actively engaged in our school community, and are easily ranked as the highest priority among all stakeholder groups.

Communication between school staff, students and parents has been a concern on campus for some time. Communication is crucial to the continuing partnership and engagement of all stakeholders. Continued investment in tools such as our Student Information System, School Messenger system, and website will help us to keep all stakeholders informed contributing to the goal of an inclusive school community.

Access to the print and digital resources available through continued funding of library services offers resources for teachers, and choice and variety in reading materials for students. Studies show that school libraries are crucial to creating a culture of literacy on campus. There is no public library in Lemon Cove, and many of our families are rurally located with limited transportation options. For some, the school library may be the only library that they have ever seen. Normalizing reading and research, both for fun and for academic purposes, engages students in the joy of learning and furthers the LEA's mission of creating independent life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being and Learning	53% of students surveyed answered that they liked school 61% of parents surveyed answered				65% of surveyed students will report that they like school (or similar question).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conditions Survey, will show growth in the area of student engagement.	that their child enjoys coming to school.				75% of surveyed parents will report that their child likes coming to school (or similar question).
Annual survey of parents, currently the Sequoia Union Needs Assessment Survey, will show growth in the areas of school climate and communication with school staff.	81% of parents are comfortable contacting school staff if they have a concern 74% of parents say that communication is frequent, clear and two-way				85% of surveyed parents will report that they are comfortable contacting school staff (or similar question). 80% of parents will report that communication is frequent, clear and two-way (or similar question).
Average daily attendance (ADA) will remain at 98% or higher	Middle school dropout rate was 0% for the 19-20 school year.				Average daily attendance will remain at 98% or higher
Chronic Absenteeism will decrease by .25%	Chronic absenteeism for 19-20 was 2.25%				Chronic absenteeism will decrease by .25 % and remain at 2% or below.
Maintain suspension rates in the Low category for all students and all subgroups on the California School Dashboard.	Suspension rate was 0% for the 19-20 school year.				Suspension rate will remain at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.				Expulsion rate will remain at 0%
Maintain a 0% middle school dropout rate for all students and all subgroups.	Middle school dropout rate was 0% for the 19-20 school year.				Middle school dropout rate will remain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	STEM Through Agriculture	Stipends and materials for the continued development of our STEM through Agriculture program. (Yearly SRSA Grant)	\$4,365.90	No
2	Library Media Center	This action allows for continued staffing and materials for the Library. Staff includes the Library, Media, Curriculum, Assessment Coordinator and a 12 hour a week Library Assistant. This action also includes materials for the growth and maintenance of the library collection. (LCFF Supplemental and Concentration)	\$3,135.00	No
3	Outside Enrichment Opportunities	This action allows for stipends, fees and other financial support for activities including the TCOE Spelling Bee, Poetry and Prose, Science Olympiad, Reading Revolution and National History Day Competitions, as well as a yearly drama production. (LCFF Base)	\$1,650.00	No

Action #	Title	Description	Total Funds	Contributing
4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Allows for the purchase of equipment and consumable supplies to support science curriculum and hands on science learning experiences. (LCFF Supplemental and Concentration, Year 1: \$15,000 LEA total, Years 2 & 3: \$5,000 LEA total)	\$1,650.00	No
5	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress. (LCFF Base)	\$869.00	No
6	Intrado School Messenger	This add-on product to the PowerSchool SIS allows for phone, email and text messaging with families. This product is crucial for keeping parents informed of important educational and social events on campus. (LCFF Base)	\$275.00	No
7	Attendance/Office Clerk	The attendance/office clerk is another avenue of communication with families. This position will help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting. (LCFF Base)	\$2,378.31	

Action #	Title	Description	Total Funds	Contributing
8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents. (LCFF Base)	\$275.00	
9	Training in Differentiated Instruction and Universal Design for Learning	Training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. (LCFF Supplemental and Concentration)	\$1,100.00	Yes
10	Equipment for Electives	Equipment and supplies to assist in teaching afternoon elective classes. (Unrestricted Lottery)	\$550.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Sequoia Union will maintain a physically safe and supportive environment where students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning. (State Priorities 1, 3 & 7)

An explanation of why the LEA has developed this goal.

Our previous LCAP did not include a goal that explicitly discussed the school environment. Stakeholders felt it was important to include a goal focused on all aspects of environment involved in the teaching and learning experience. Students must feel safe and supported in order to learn, and teachers must feel safe and supported in order to educate students effectively.

In addition to the basic needs of feeling safe and supported, the social and emotional turmoil resulting from the COVID-19 pandemic has increased the need for mental health support on our campus. Both teachers and students require additional resources to process and overcome the challenges they have encountered over the last year.

Technological and material resources are always in short supply on our small campus. Current funding formulas do not favor our school configuration and population, with the result that we are often forced to make due without. The technological and material resources portion of this goal will allow our school to enhance the teaching and learning experience by making sure each party has the tools they need to facilitate successful educational outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
When surveyed, a greater percentage of Sequoia Union students will report feeling safe at school.	<p>59% of students felt safe at school "almost all the time" in the last month</p> <p>29% of students felt safe at school "once in a while" or "almost never" within the last month</p>				70% of students will feel safe at school "almost all the time" (or similar answer)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
When surveyed, a greater percentage of Sequoia Union staff will report feeling like they belong and feeling satisfied by their work.	Belonging - Agree or Somewhat Agree 82% Satisfied - Agree or Somewhat Agree 86%				Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase
When surveyed, a smaller percentage of parents and students will report their school issued technology to be in fair or poor condition.	32% of parents surveyed rated the condition of their students' technological device to be in fair or poor condition.				The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%
When surveyed, a higher percentage of teachers will report having adequate tools and equipment to do their jobs.	86% of teachers agree or somewhat agree that they have adequate tools and equipment to do their jobs.				The percentage of teachers reporting that they have adequate tools and equipment to do their jobs will increase by 2% a year.
All students will have access to standards aligned instructional materials in accordance with Williams Act regulations.	0% of students lacking instructional materials				0% students lacking instructional materials
All Chromebooks/Tablets in use in classrooms and checked out to students will be less than five years old.	Approximately 30 N21 Chromebooks purchased in 2015 and 2016 are still in circulation during the 20-21 school year.				No devices older than five years will be in use on the Sequoia Union Charter School campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities will maintain a "Good" ranking on the Williams Facilities Inspection Tool	Overall summary ranking for the 20-21 school year was Good as reported in the SARC.				Facilities will continue to be ranked "Good"

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling/ Social Services	<p>As we begin the work of recovering from the effects of the pandemic, students and teachers need greater emotional support than ever before. This action will allow for a mental health professional to serve our campus one additional day per week. Together with our current one day per week social worker and one and a half day per week school psychologist will allow greater access to these services to both students and staff.</p> <p>(Year 1: ESSER III, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$2,750.00	Yes
2	Chromebooks and Tablets for Students	<p>This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow students to access the digital content that is part of all adopted curriculum programs. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge.</p> <p>(LCFF Base)</p>	\$2,750.00	No
3	Desktop Computers for Classrooms	<p>The average age of desktops in classrooms is estimated to be 10 years old, demonstrating the dire need for this action. This action will purchase new desktop computers for teachers. No cycle has</p>	\$2,750.00	No

Action #	Title	Description	Total Funds	Contributing
		previously been established to replace teach devices at regular intervals. (ESSER III)		
4	Support Staff Professional Development in De-Escalation Strategies	Training for support staff in de-escalation strategies to assist in more positive interactions with students. (Classified Staff Development Grant)	\$330.00	No
5	School Safety and Mandated Programs	Training fees, programs, materials and supplies for meeting the LEA's obligations to educate staff and students in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment. (LCFF Base)	\$550.00	No
6	Campus Technology Support	Technology support person on campus two days a week to support school tech needs including issues with the network, servers, hardware set-up and repair. (LCFF Base)	\$2,640.00	No
7	After School Learning Hub	A Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for students who are below grade level in reading or math and also for student enrichment. Technology, high-speed internet and other academic supports will be provided. Transportation will be offered for students participating in the After School Learning Hub who need transportation.	\$1,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Year 1: ELO, Years 2 & 3: Supplemental and Concentration)		
8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. (LCFF Supplemental and Concentration)	\$5,390.00	No
9	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity. (LCFF Base)	\$220.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$39,714.51	\$12,815.00		\$38,125.12	\$90,654.63

Totals:	Total Personnel	Total Non-personnel
Totals:	\$60,530.03	\$30,124.60

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Student Success Center				\$10,043.00	\$10,043.00
1	2	All	Training in Core Curriculum Programs	\$463.10			\$636.90	\$1,100.00
1	3	All	Curriculum Adoptions		\$10,670.00			\$10,670.00
1	4	English Learners Foster Youth Low Income	Learning Director/Coach	\$1,100.00				\$1,100.00
1	5	English Learners	English Language Development Training for all Teachers					\$0.00
1	6	English Learners	EL Coordinator				\$5,707.24	\$5,707.24
1	7	English Learners Foster Youth Low Income	Curriculum & Assessment Coordinator	\$2,344.10				\$2,344.10
1	8	English Learners Foster Youth Low Income	Response to Intervention Supplemental Curricular Materials and Programs	\$2,475.00				\$2,475.00
1	9	English Learners Foster Youth Low Income	Response To Intervention Supplemental Curriculum Training				\$550.00	\$550.00
1	10	English Learners Foster Youth Low Income	Classified Personnel				\$8,572.08	\$8,572.08

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Retention of Highly Qualified Teachers	\$11,000.00				\$11,000.00
1	12	All	Off-Site Training and Conferences	\$1,650.00				\$1,650.00
1	13	English Learners Foster Youth Low Income	Response to Intervention Core Curriculum Training	\$550.00				\$550.00
2	1	All	STEM Through Agriculture				\$4,365.90	\$4,365.90
2	2	All	Library Media Center	\$3,135.00				\$3,135.00
2	3	All	Outside Enrichment Opportunities	\$1,650.00				\$1,650.00
2	4	All	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	\$1,650.00				\$1,650.00
2	5	All	PowerSchool Student Information System	\$869.00				\$869.00
2	6	All	Intrado School Messenger	\$275.00				\$275.00
2	7		Attendance/Office Clerk	\$2,378.31				\$2,378.31
2	8		Edlio Website Hosting	\$275.00				\$275.00
2	9	English Learners Foster Youth Low Income	Training in Differentiated Instruction and Universal Design for Learning	\$1,100.00				\$1,100.00
2	10	All	Equipment for Electives		\$550.00			\$550.00
3	1	English Learners Foster Youth Low Income	Counseling/ Social Services				\$2,750.00	\$2,750.00
3	2	All	Chromebooks and Tablets for Students				\$2,750.00	\$2,750.00
3	3	All	Desktop Computers for Classrooms				\$2,750.00	\$2,750.00
3	4	All	Support Staff Professional Development in De-Escalation Strategies		\$330.00			\$330.00
3	5	All	School Safety and Mandated Programs	\$550.00				\$550.00
3	6	All	Campus Technology Support	\$2,640.00				\$2,640.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	English Learners Foster Youth Low Income	After School Learning Hub		\$1,265.00			\$1,265.00
3	8	All	School Nurse LVN	\$5,390.00				\$5,390.00
3	9	All	Digital Monitoring Software	\$220.00				\$220.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$18,569.10	\$47,456.42
LEA-wide Total:	\$18,569.10	\$47,456.42
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Student Success Center	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,043.00
1	4	Learning Director/Coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100.00	\$1,100.00
1	5	English Language Development Training for all Teachers	LEA-wide	English Learners	All Schools		\$0.00
1	6	EL Coordinator	LEA-wide	English Learners	All Schools		\$5,707.24
1	7	Curriculum & Assessment Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,344.10	\$2,344.10
1	8	Response to Intervention Supplemental Curricular Materials and Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,475.00	\$2,475.00
1	9	Response To Intervention Supplemental Curriculum Training	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$550.00
1	10	Classified Personnel	LEA-wide	English Learners Foster Youth			\$8,572.08

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	11	Retention of Highly Qualified Teachers	LEA-wide	English Learners Foster Youth Low Income		\$11,000.00	\$11,000.00
1	13	Response to Intervention Core Curriculum Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$550.00	\$550.00
2	9	Training in Differentiated Instruction and Universal Design for Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100.00	\$1,100.00
3	1	Counseling/ Social Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,750.00
3	7	After School Learning Hub	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,265.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Students will show growth in ELA and Math on locally administered benchmark assessments.

20-21

Renaissance STAR

Consolidated Status Report

	<u>MathSS</u>		<u>Ch</u>	<u>ReadingSS</u>		<u>Ch</u>
	<u>In.</u>	<u>W</u>		<u>In.</u>	<u>W</u>	
Grade 8	759	710	-49	672	631	-41

20-21

Renaissance STAR Consolidated

Assessment Proficiency Report

Reading Proficiency

	At/Above 50PR		Below 50PR	
	Total #	%	Total#	%
Grade 8	5	24%	16	76%

Math Proficiency

	At/Above 50PR		Below 50PR	
	Total #	%	Total#	%
Grade 8	6	26%	17	74%



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

ACTION ITEMS

- 6.1 Approve the Sequoia Union Charter School Renewal Petition



Sequoia Union Charter School

CHARTER SCHOOL PETITION
FOR AN EXTENDED TERM OF FIVE YEARS

PRESENTED TO
THE
SEQUOIA UNION ELEMENTARY SCHOOL
DISTRICT
BOARD OF TRUSTEES

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Sequoia Union Charter School

Charter Introduction

Rationale:

Renewal Application for the Sequoia Union TK -7 Dependent Charter School

By granting this Renewal Application, Sequoia Union Elementary School District will continue to fulfill the intent of the Charter Schools Act of 1992. The Charter Schools Act states:

It is the intent of the legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

Improve pupil learning.

Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics) with added emphasis for pupils who are identified as academically low achieving.

Encourage the use of different and innovative teaching methods.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Provide vigorous competition within the public school system to stimulate continua/ improvement in all public schools.

Sequoia Union Elementary District's TK-7 Dependent Charter School is based on the desire to remain an autonomous, successful, thriving school within Tulare County. Prior to the creation of the Charter, Sequoia Union Elementary School District (the "District") consisted of one traditional K-8 school, Sequoia Union Elementary School. The conversion of grades TK-7 of Sequoia Union Elementary School, has, in effect, resulted in the reconfiguration of the District in 2016 to Sequoia Union Charter School (a TK-7 conversion charter school), and Sequoia Union Elementary School (an 8th grade traditional public school).

The LEA conversion of Sequoia Union Elementary School to a TK-7 dependent charter school has had strong indicators of support that include:

100% of the credentialed employees in the district support working in the charter district

100% of the current School Board

100% of the existing School Site Council

Historically, the student population of the former (K-8) Sequoia Union Elementary School was comprised of an average of approximately forty percent (40%) of students in attendance on inter-district agreements. Local parents from the surrounding communities near Sequoia Union seek attendance within our district because we have a proven successful educational program set in a small rural school community in which every student is known and supported.

The Sequoia Union Charter School continues to allow us to maintain our learning environment but provides more flexibility than we previously had for staff development, program development, instructional materials selection, and improvement of our instructional techniques. We strive to meet the needs of our students and to prepare them to integrate into our changing world as 21st century learners. The Sequoia Union Charter Elementary TK-7 School gives the District the flexibility to better meet the educational needs of our students. We believe that our charter school status has allowed us to accomplish the following:

1. Engage students in real-world applications of curriculum with a special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics).

As a charter school, Sequoia Union Charter School has continued its tradition of excellence in serving the communities of Lemon Cove, Lincove, Exeter, and other surrounding cities while preparing our students to compete in an ever increasingly connected,

global society. The vision for the 21st century learning developed by the Partnership for 21st Century Skills provides a holistic view of how to enrich the 21st century learner. According to Tom Torlakson's A Blueprint for Great Schools:

"The highest performing school systems in the world prepare their students to apply rigorous academic content knowledge to real life situations. The end goal is to foster each student's ability to create innovative solutions to complex problems to bring higher levels of economic prosperity and social cohesion. As a result, these students are better able to lead more productive and prosperous lives" (California Department of Education 2011).

Again according to the Blueprint, "Students need to use knowledge in flexible ways, develop complex reasoning and problem-solving skills, and abilities to collaborate and communicate in multiple forms." As a charter school, Sequoia Union is providing an integrated, innovative, and alternative approach to delivering content instruction. This innovative approach to instruction fosters the development of creative and critical thinkers.

Sequoia Union Elementary Charter School employs project based learning as an enriched, in-depth approach wherein students investigate or simulate real-world problems that foster inquiry. This is done in concert with state adopted textbook-based materials and supplemental materials for high-quality first instruction. Projects incorporate California State standards and are specially tailored to the learning needs and interests of individual children in varied experiences. Charter status enables us to work with alternatives within age groupings, with students in cross-age groups working together on simulations, projects, and other problem-based learning opportunities given this flexibility in curriculum and scheduling.

Project-based learning is something that engages students in real-world issues. During this process, students learn cooperative skills, obtain a deeper knowledge of the subject area, and attend school more regularly as they become personally invested in the learning experience. Research shows that retention of knowledge through project-based learning occurs more readily than through traditional textbook- centered learning. In addition, students learn to adapt and to become stronger critical thinkers, problem solvers, and independent learners.

Project applications also are effective ways to integrate technology into the curriculum. As a charter school, project-based learning uses technology in concert with our state-adopted curriculum, and with research based supplemental materials available via the Internet and connectivity to global resources to reach our students with different modalities of instruction and keep them interested and motivated in their learning environment.

2. Support varied learning experiences

Sequoia Union Charter School offers our students a variety of alternatives to support learning that cannot be implemented in a traditional program. Our purpose is to engage the whole child within a success-oriented, supportive environment by using a variety of methods and varied learning experiences. These instructional strategies address the intellectual, social, emotional, creative, physical, and collaborative aspects of education. What students can do collaboratively or with support today, they can do independently and competently tomorrow.

We encourage the use of different and innovative learning opportunities:

Team teaching and collaboration utilizing an integrated approach to delivering content instruction and shared responsibility for student learning;

Flexible classroom rotations and scheduling to allow for enriched, in-depth work that foster inquiry, investigation, critical thinking, and drawing conclusions;

Experiential learning activities that make use of resources beyond the classroom, into the community, and across the world, and allow a "learn by doing" instructional focus;

Collaborative and independent work including personalized activities that allow choices for students;

Teaching methods that incorporate multiple learning styles and modalities;

Cross-age relationships including multi-age learning activities, cross-age tutoring, and buddy class groups for classroom projects and schoolwide events;

Project-based learning activities that are long-term, interdisciplinary, student centered, and integrated with real-world issues and practices;

Project-based learning activities with a special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics).

While most of these opportunities are done intermittently to some degree in our current COVID19 situation, renewing the charter school and getting on the other side of the COVID19 pandemic, will allow the full return to our implementation of these components

in order to create a comprehensive alternative approach to teaching and learning that we have been focusing on prior to the March 2020 onset of the COVID19 pandemic.

3. Provide meaningful staff collaboration

While we have utilized the PLC model during our first five years of implementation of our Charter, at this point, our staff meets weekly, but the focus has been on how to overcome the COVID19 pandemic, reopen our school, and keep our students and our staff safe. As we continue to move away from the COVID19 pandemic, with lower infection numbers in our County, and with vaccinations available, we know that our PLC focus will move back to be more focused on student learning and improving instructional techniques. These meetings will continue to cover calendar events, emergency procedures, and the basic operations of the school, but will have a data driven focus of student improvement and achievement.

Our intent has been to increase our effectiveness with collaboration through the flexibility of scheduling that our charter school has to offer. Classroom teachers collaborate in grade levels, teams, and as a whole staff. We are able to bring more intense focus to data-driven results and to analyze student work, assessments, and data during this time. Through the PLC model, our charter school has the flexibility to not only analyze the data but also then further develop an intervention strategy to accompany the findings. In our previous approach to PLC's prior to the implementation of our charter school, teachers collaborated on curriculum and projects; but the charter school has provided teachers the time to analyze student progress as a team instead of as individuals. Providing dedicated meeting times specifically for collaboration is strengthening our PLC model and allows implementation of other programs, such as service learning, and expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics); and this allows our staff the time necessary to strategically and effectively develop these programs.

Our intent over the first five years of our Charter has been to increase student engagement by constantly improving our academics as well as by offering enrichment activities during collaboration time. Since March of 2020, this has not been possible. As we move away from the COVID19 pandemic, our goal as a charter school is to return to our plan to amplify the students' learning experience by adding enrichment back to our PLC time and to expand the enrichment menu of learning opportunities and address the development of the whole child.

Utilizing charter school flexibility and implementing the aforementioned goals, we believe that the Sequoia Union Charter Elementary School has strengthened our commitment to our tradition of excellence since 1952, while promoting 21st century learners with a special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics).

AFFIRMATIONS/ASSURANCES

As the authorized representative of the Sequoia Union Elementary School District, and the Lead Petitioner for the renewal of the Sequoia Union Charter School, I hereby certify that the information submitted in this renewal application is pursuant to Education Code Section 47605, operating a charter school that is named Sequoia Union Charter School (the Charter School) is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school. I understand that Sequoia Union Elementary School District will continue to follow any and all federal, state, and local laws and regulations that apply to Sequoia Union Charter School, including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
2. The Charter School will be deemed the exclusive public school employer of the employees of the charter district for the purposes of the Educational Employment Relations Act. (EERA) [Ref. California Education Code §47605(b)(5)(O)]
3. The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
4. The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(1)]
5. The Charter School will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to Sequoia Union Elementary Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Sequoia Union Elementary Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)(A)-(C)]

6. The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the afore mentioned characteristics). [Ref. California Education Code §47605(d)(1)]
7. The Charter School will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to teachers and administrators holding credentials. [Ref. Title 5, California Code of Regulations §11967.5.I (f)(5)(C)]
9. The Charter School will ensure that teachers in the school hold a valid credential issued by the Commission on Teacher Credentialing.
10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.S(a)(I)(A)-(D).
12. If a pupil is expelled or leaves Sequoia Union Elementary School without graduating or completing the school year for any reason, Sequoia Union Elementary School shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.S(a)]
14. The Charter School shall, on a regular basis, consult with its parents and teachers regarding Sequoia Union Elementary Charter School's education programs. [Ref. California Education Code Section 47605(c)]
15. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
18. The Charter School shall comply with the Public Records Act.
19. The Charter School shall comply with the Family Educational Rights and Privacy Act.
20. The Charter School shall comply with the Ralph M. Brown Act.
21. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Ken Horn, Superintendent

Date:

Introduction:

From our early farming roots to the present, Sequoia Union Elementary School District prides itself on being a strong part of our community. Our school has served many families for multiple generations. We also have a dedicated staff invested in our tradition of excellence, as many of their children and grandchildren have attended Sequoia Union Elementary School. Even former students now work for Sequoia Union Elementary School District, returning to educate the next generation of Cougars. Some of our school board members have attended our school themselves, are children of former board members, and often serve multiple terms, even decades. The stakeholders at Sequoia Union Elementary School value our history and take great pride in it. As an educational anchor in our community for over fifty years, we recognize the importance of preserving both our traditions and the small-town atmosphere that is a source of community pride.

Even though we have currently been in a worldwide COVID19 pandemic since March of 2020, the Sequoia Union community is working hard to get back to a place where we have enjoyed the traditions of everything Sequoia Union has to offer our students, staff, and community. We share a commitment to, and an appreciation of, schoolwide traditions. Traditions such as the annual Parent Teacher Club Carnival, Winter Program, and Sports Booster Dinner, build confidence and feelings of inclusion among our families. From the annual Back to School Breakfast to the culminating graduation ceremony, we value the traditions that create bonds among our school community.

Our traditions of service extends to our role in our community. Due to our rural location, many organizations utilize our facility for a variety of local events. We work in partnership with the Lemon Cove Memorial District, Boy Scouts, and Girl Scouts. local churches, recreational and school athletic programs. In addition, we host a variety of local events. We are also designated as a county emergency site. Our relationship with our community is uniquely reciprocal.

In our pre-pandemic era, our Parent Teacher Club (PTC) has been a vital component of our school community and is ready to return to its crucial role for our students and staff. The PTC coordinates virtually all fundraising activities at Sequoia Union Elementary and Sequoia Union Charter School and continually searches for effective avenues to financially support our school. The PTC funds large projects at Sequoia Union Elementary School and also offers support in the form of field trips of all of our students and additional funds for programs such as History Day and our annual 8th grade trip. In addition, the PTC hosts social events such as the Fall Carnival to encourage families to become involved in and connected to our school. They provide support for students by donating backpacks, school supplies, and covering the cost of field trips.

Sequoia Union has historically been a quality educational choice for students throughout Tulare County, however, families have chosen Sequoia Union for our traditions, our consistently high expectations, our strong parent and community involvement, and our highly qualified, collaborative, and invested staff. Innovative and effective programs are our hallmarks.

We believe that education requires a strong partnership with parents. In the Sequoia Union Charter, parents are recognized as an integral support in the ultimate goal of providing the best education for each student. Our Charter has created a compact wherein students, parents, and our school are equal participants in each student's education.

Facilities

Governing Law: The facilities utilized by the Charter School:

The description of the facilities used by the Charter School, where the school is located. Education Code Section 47605(g).

Sequoia Union Elementary Charter School is located within the District boundaries of the Sequoia Union Elementary School District, and operates from the existing Sequoia Union Elementary School site at 23958 Ave. 324, Lemon Cove, California. The Sequoia Union Elementary School site comprises 20 classrooms, a speech/school psychologist room, a library, computer lab, district office, and a multipurpose room.

1. EDUCATIONAL PROGRAM

1. Students Served by Sequoia Union Charter School

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

A. Mission, Vision, and Core Educational Philosophy

Mission: "We, the Sequoia Union Elementary School District, are committed to the development of student with high moral integrity, academic excellence, and self-worth in a safe and supportive environment." (Adopted by the Sequoia Union Elementary School District Board of Trustees in July of 2013)

Vision: All students graduating from Sequoia Union School will be able to show and develop resiliency, integrity, and leadership skills and values through a cooperative efforts of home, school, and the community.

Educational Philosophy: Small School, Big Heart. Our success is measured by the success of our students:

We focus on our students. Every conference, every meeting, every exchange, and problem/solution is characterized by the quality of genuine caring about what is best for our students.

We listen, respect, and include each other in our "educational" lives. We work as a team and know that issues often have more than one side.

We handle controversy, deliberations, teaching, problem solving and future thinking with real care for the students and for each other.

We recognize and celebrate the talents and contributions of our staff.

We observe and appreciate the hard work of our teachers, support staff, custodians, office personnel, and administrators.

We are a welcoming, friendly, and open community. We take pride in our entire learning environment from classrooms and student safety to buildings and grounds.

We value our parents and community as essential partners in the learning processes necessary for student success.

We are proud of our ability to offer individualized attention and continuity of program to our students in a transitional kindergarten to eighth grade setting.

We function as an effective school system, a model for what the best in public education can be.

An Educated Person of the 21st Century. Sequoia Union Charter School staff believe that an educated person in the 21st century is: Self-motivated, confident, and a lifelong learner with strong communication and collaboration experience and skills.

Competent and productive citizen whom possess deep knowledge and are able to apply learning in new and different ways to contribute their talents, strengths, and abilities to an ever-changing society.

Critical thinkers who use problem solving, creativity, and innovation to live, work, and thrive in a highly connected world.

B. Students to Be Served-Whom the School is Attempting to Educate

The goal of Sequoia Union Charter School continues to be our service to all TK-7th grade students who reside in the district's boundaries within Tulare County, as well as all students from outside the district who have traditionally enrolled in Sequoia Union through inter-district transfers . Any families who reside in the District and do not wish to attend Sequoia Union Charter School will have access to non-charter public schools in neighboring and/or nearby school districts. Our student admission practices are compliant with both state and federal regulations, as described in Element Eight, admission requirements.

Sequoia Union Elementary School and Sequoia Union Charter School both play a large part in the local community. It continues to be our desire to serve a student population that demographically represents this community and is racially and ethnically reflective of the general population residing in the District. Extending our ability to serve additional families within our community has allowed us to increase the diversity of our student population. The programmatic changes allowed by becoming a charter school district has enabled us to be more inclusive while still maintaining our effective smaller-school size.

In her meta-analysis of research focusing on school size and its effect on student achievement and climate, Kathleen Cotton (1996) defined the ideal school size for elementary as "300-400" students. She also found that the academic achievement in small schools

is at least equal to, and often superior to, larger schools; student attitudes towards school in general is more positive; student social behavior (as measured by truancy, discipline, violence, theft, substance abuse, and gang participation) is positive; levels of extracurricular participation is much higher; student attendance is better; and students have a greater sense of belonging. This has been our experience at Sequoia Union Elementary Charter School.

Building on this research, Leithwood and Jantzi (2007) reviewed fifty-nine studies and found the majority of research clearly supports smaller schools, especially for students who traditionally struggle at school with students from disadvantaged social and economic backgrounds being the biggest benefactors. Similarly to Cotton, Liethwood and Jantzi found the ideal size of a school serving student populations from a largely diverse and/or economically disadvantaged background should be no larger than 300 while elementary schools serving economically and socially heterogeneous students should be limited in size to about 500 students. This continues to be our goal of finding our sweet spot with our enrollment size to keep us relatively small, but to have adequate resources to provide additional services to all of our students and staff.

The table below provides an overview of the student demographics at Sequoia Union Elementary School in 2019-2020:

Sequoia Union Elementary School Student Population 2019-2020

Ethnicity

Percentage

American Indian or Alaska Native

1.3%

Asian

2.2%

Filipino

.03%

Latino or Hispanic

5.7%

White

74.5%

Multiple/No Response

15.6%

Sub-Group

Free or Reduced Lunch Participants

49.4%

English Learners

7.76%

Foster Students

0.29%

Students with Disabilities

1.9%

Based on the above chart, currently Sequoia Union Elementary serves a mix of these two recommendations and has a student population of 325 students. The ultimate goal of the district has been to have two classes per grade level in Kindergarten through fifth grade and provide six teachers at the sixth, seventh, and eighth grade level with a maximum capacity of 425 students. We continue to work towards that goal. The recent COVID-19 worldwide pandemic saw a temporary drop in our enrollment from March of the 2019-2020 school year through the mid-year point in the 2020-2021 school year. However, Sequoia Union has been proactive and reopened school to on-campus learning in a Hybrid Model in October of 2020, and increased on-campus learning options in February of 2021. Finally, in March of 2021, the 7th and 8th grade students and teachers were able to return to campus for on-campus learning. While we still have some students on Distance Learning, the majority of our students have returned to the on-campus learning model. Also, many families that started homeschooling their students in March of 2020, have now re-enrolled their students in Sequoia Union. As of the writing of our Charter petition renewal, we have enrollment of 345 students.

C. How Learning Best Occurs

Students learn best when lessons are meaningful, relevant, and presented with multiple modalities in mind. Teachers must activate students' prior knowledge and help them recognize the importance of the material being presented. This occurs on our campus in many ways: hands-on projects, curriculum-connected field trips, music education, collaborative work, and a variety of teaching methods. Our staff understands that children have different needs and that instruction is best when individualized, as appropriate, for every student.

In addition to being mindful of how we present information, we also understand that learning must occur in a supportive environment. If a student does not feel safe at school, energy is focused on "survival" concerns rather than on skills mastery. We take the emotional health and well-being of our students very seriously. Students learn how to treat each other with compassion as well as how to effectively work through their conflicts with support from our teachers and staff.

Finally, our students' families are an integral part of their education. In the primary grades, parents and guardians spend time with their children reading and practicing skills for mastery, often providing input for assessments. Research has time and time shown that a strong parent and student connection in education leads to future success in high school and beyond.

Steinberg, Lamborn, Dornbusch, and Darling (1992) found that parent involvement (such as attending school functions and monitoring school progress closely) helped to significantly improve student outcomes for young adolescents. Barnard (2004) focused on the relevance of parent participation and student success towards completing high school. She found a very strong correlation between parent involvement in elementary school and student success in high school. Following Barnard's work, Lee & Bowen (2006) found that parent involvement is strongly associated with student success and achievement and should be a focus for schools and communities especially those serving students from low income and minority families.

As our students grow, these adults move from the role of instructor to that of support. Without the participation of our families, our students would not experience such a meaningful education and success in high school and beyond. Substantial participation in our PTC, Sports Boosters, classroom volunteers, and other groups demonstrates the important role families fill at our school and how essential their services are to meeting the needs of our students not just while attending Sequoia Union but beyond into high school and careers. While the COVID-19 pandemic has stopped parent involvement in the on-campus functions that make us strongest, their support in the background and their perseverance in pressuring county and state officials on the reopening of schools has been crucial to our return to an on-campus learning model in a safe and secure way for both our students and our staff. We are moving towards a more inclusive model of parent involvement on campus again and hopefully that relationship will be fully restored in the 2021-2022 school year.

Goals of the Program.

In becoming a charter school, Sequoia Union Charter School has established these goals:

Continue to provide a high quality educational choice in the county and allowing District autonomy while providing competition within our community, stimulating continual improvements in all local schools

Positively affect the lives of more families and children and support both family choice and student diversity by increasing enrollment opportunities for students living outside of our district boundaries

Ensure a world-class, rigorous, and challenging education for all students through expanded learning opportunities and enrichment programs with a special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics)

Implement the California State Standards utilizing an integrated approach to delivering content instruction that addresses the strengths and needs of diverse learners

Expand the capacity of our educational community by further development and practice of our Professional Learning Community to include:

Common collaboration time

Collegial sharing of expertise, including successful and innovative teaching methods

Greater responsibility and involvement of teachers in the schoolwide learning program

Further embrace a "parents as partners" philosophy in every aspect of the school community

Maintain high expectations for parent involvement and communication

Increase reciprocal relationships with the local community, recognizing that they also are stakeholders in the academic success of our students

Embrace opportunities for real-world learning and practical application of skills

Enable students to become self-motivated, competent, and lifelong learners.

Meeting the Objective of Creating Self-Motivated, Competent, Lifelong Learners. Providing children with a quality education requires both tremendous effort and a commitment to excellence. As a charter school district, Sequoia Union Charter School has had

a unique opportunity to develop students into self-motivated, competent, lifelong learners. We continue to accomplish this through the connections we make in the early years and continue through all grade levels.

Starting in Transitional Kindergarten, our staff encourages students to recognize the benefits of education. At every step of the way as students' progress through our school, staff work together with families to help our students understand that the skills gained in the classroom have real-life applications. Rather than being seen as something that has to be done, learning becomes a key that can open the doors to countless opportunities. Teachers often model scholarly behaviors and learn along with the students, whether through volunteer-led projects or by finding reliable online resources to answer a question, showing students that learning does not stop with a college degree.

When students do not make appropriate progress toward educational goals, our staff is quick to seek and implement appropriate interventions. Through direct parent contacts and Student Success Team (SST) meetings, we emphasize the importance of academics. Each student identified as "at-risk" becomes part of an individualized plan. Staff members, parents, and students work together to overcome obstacles and to ultimately achieve success.

In order to meet the needs of the 21st century learner, Sequoia Union Elementary School initiated the development of PLCs at the creation of our Charter. We continue to believe that by allowing our teachers to collaborate in teams that focus on improving student learning, we can increase the quality of our education program and community.

The PLC model:

1. Allows teachers and administrators the opportunity to share what they learn
2. Enhances our school curriculum
3. Allows us to bring in support personnel from the community
4. Focuses on examining outcomes to inform instruction and to improve student learning
5. Encourages instructional practice to become more data-driven

Our transitional kindergarten through fifth grade staff works closely with middle school staff to follow students through the years, providing necessary support and helping them to grow. Every teacher impacts a child's life, and on our campus, teachers are able to continue checking in with their former students and to maintain personal connections. By the end of their Sequoia Union careers, our students graduate understanding the importance of education. Students often return after leaving our school to share their success stories, both academic and personal, that were sparked by staff members who inspired them to pursue their individual paths. High school-aged alumni volunteer at events such as Fall Carnival, our Winter Program, Classroom assistants, and Scicon camp counselors because they understand the importance of giving back to a community that provided support for them in their formative years.

Sequoia Union Cougars of all ages understand that competence affects ability and opportunity, both of which can lead to personal fulfillment and create lifelong learners.

2. Curriculum and Instruction Program

Curriculum and Instructional Design.

Our current program is based on meeting the California State Standards and enriching our students' education through real-world application and experiences with special emphasis on expanded learning experiences through agriculture and STEM (Science, Technology, Engineering, and Mathematics). Sequoia Union Charter School's balanced approach of teaching the whole child is exemplified through a combination of high academic standards, mastery of basic skills, coordinated curriculum, and character education. Our school's academic standards work to meet or exceed the State standards as measured in the California Assessment of Student Performance and Progress (CAASPP). Although the CAASPP was suspended in 2019-2020, due to the COVID-19 pandemic, our data over the most recent 3 years of CAASPP scores demonstrates that Sequoia Union Charter School's academic performance for students served by the charter school is at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school. (See Appendix B).

Sequoia Union Elementary School has a strong educational approach that would be considered "traditional" based on research-based teaching models and curriculum as tools for our highly qualified teachers and instructional assistants. We utilize a variety of instructional approaches and models to meet the varying needs of our student population to support their learning including:

School Wide RTI support program through the push-in of classified instructional aides to provide additional response to intervention for students who are struggling without pulling the students out of CORE instruction;
The iReady RTI and Enrichment program in ELA and Math for all grade levels.

We engage in best practices to organize and to plan our teaching to ensure that we meet goals ranging from each lesson to the scope of the entire school year. As a K-7 program, we monitor a child's progress beginning at his/her entry into our school through matriculation goals.

3. Addressing the Needs of All Students

D. Serving Students with Disabilities

Sequoia Union Charter School understands its legal responsibility to provide educational services to students who qualify for special education programs in full compliance with Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEIA"). In concert with IDEA, the school supports and provides services to students receiving Special Education in the Least Restrictive Environment (LRE). Our school philosophy is to maintain high expectations for all students, including those receiving special education services.

The process used to identify students for special education services is as follows: Students can be referred by teachers, parents, agencies, and appropriate professional individuals, or through a Student Success Team (SST) meeting, after the resources of the regular education program have been considered and when appropriate, utilized. This is often accomplished through the Response to Intervention process. If the student needs to be evaluated for special education services, a formal evaluation, approved by the parent/legal guardian, will be given. All assessments (behavior, health, psychometric, and/or academic) will be performed in accordance to state and federal law.

An Individualized Education Program (IEP) meeting will be held to determine the programs or services a student may need. Each disabled student will be placed in appropriate programs and provided appropriate services in relation to his or her needs, as set forth in the student's written IEP.

Students are provided comprehensive access to the core curriculum to the greatest extent possible. To provide access to the comprehensive core curriculum, support is provided per the student's Individualized Education Plan by certificated special education staff and classified staff in concert and close collaboration with the general education teacher. Students' progress towards goals is reviewed and revised annually by an IEP team to ensure progress on goals, appropriate services, supports, accommodations and/or modifications, and educational benefit to guarantee they are making progress with their learning in accordance with state and federal law.

Services for Students under the "IDEIA"

Sequoia Union Charter School provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). Sequoia Union Elementary Charter School is, by default, a public school of the District for the purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right, in the future, to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

The District is a member of the Tulare County Special Education Local Plan Area (SELPA) and continues to be a member as a Charter School. As a dependent Charter School, the District will continue to apply for membership and will continue to be a member of the TCOE SELPA without a break in funding or membership. Through the Tulare County SELPA, the District ensures that the complete array of programs and services are available to meet the needs of students with disabilities by contracting with appropriate agencies and by hiring appropriately credentialed staff.

Sequoia Union Charter School follows the TCOE and SELPA policies and procedures, and uses SELPA forms, in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. Sequoia Union Elementary Charter School complies with District protocol as to the delineation of duties in providing special education instruction and related services to identified pupils. Sequoia Union Charter School holds an annual meeting between the school and TCOE to review special education policies, procedures, protocols, and forms of the District and the SELPA protocol, to ensure an ongoing mutual understanding of District protocol, and to facilitate ongoing

compliance.

As long as the Charter School functions as a public school for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), the Charter School shall comply with the Memorandum of Understanding ("MOU") with TCOE, which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding flows to the students of the Charter School and to the District. The following summarizes the current relationship between TCOE and the Charter School regarding special education.

Assessment:

Sequoia Union Charter School shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments, and tri-annual assessments, in accordance with the District's general practice and procedure and applicable laws.

Individualized Education Plan ("IEP"):

Responsibility for arranging necessary IEP meetings are allocated in accordance with the District's general practice and procedure and applicable law. Sequoia Union Charter School is responsible for having the designated representative in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program..

Decisions regarding eligibility, goals/objectives, program, placement, and exit from special education are the decision of the IEP team. Team membership occurs in compliance with state and federal law and includes the designated representative of Sequoia Union Charter School (or designee). Services and placements are provided to all eligible Sequoia Union Charter School students in accordance with the policies, procedures, and requirements of the District, TCOE SELPA, and of the Local Plan for Special Education.

To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than Sequoia Union Charter School staff, TCOE SELPA provides and/or arranges for such services in compliance with state and federal law.

Funding is in accordance with the MOU between the District and Tulare County Office of Education SELPA Plan.

Discipline:

Sequoia Union Charter School follows the requirements of state and federal law in regard to the suspension or expulsion of special education students, including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

Section 504:

Sequoia Union Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. Any student who has an objectively identified disability that substantially limits a major life activity such as learning is eligible for accommodation and/or related services by the School under Section 504. Our Charter School has written policies that outline the requirements for identifying and serving students with a 504 accommodation plan.

The Superintendent/Principal or Lead Teacher serves as the 504 Coordinator.

The 504 team is assembled by the Superintendent/Principal and includes the parent(s)/guardian(s), the student (as appropriate), and qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 team reviews the student's existing records, including academic, social, and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, who evaluates the nature of the student's disability and the impact upon the student's education. This evaluation also includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team also considers the following information in its evaluation:

- * Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- * Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

* Tests that are selected and administered to accurately reflect the aptitude or achievement level—or whatever factor the test purports to measure—of a student with impaired sensory, manual, or speaking skills rather than the student’s impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent(s) or guardian(s) of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment is made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team considers all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School professional staff. The 504 Plan describes the Section 504 disability and any program accommodations, modifications, or services that are necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, are provided a copy of each student’s 504 Plan. The 504 Coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student’s file. Each student’s 504 Plan is reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

SST Process:

Sequoia Union Charter School has developed a detailed Student Study Team process to support students who are performing below grade level or who are struggling. Teachers are required to review every one of their students’ work to see what deficits the student may have. Through this review process the teachers are able to adequately determine who may need to participate in a SST process for intervention.

Procedures for struggling students and those who have not qualified for special education services include the following:

- * Meet with parent to discuss the concerns about the student.
- * Discuss what is seen in class and what is seen at home.
- * Discuss any strategies that parents are finding successful at home.
- * Discuss modifications to be used in the classroom and/or with the online curriculum.
- * Allow two to four weeks to assess the modifications.
- * Document the meetings, modifications, and results of the modifications.
- * Meet again. If strategies are working, continue to monitor. If strategies are not working
- * Complete Referral to Student Study Team Document.
- * Referral to Administrator.

Referral to Administrator:

This includes:

- * Review the documentation with the administrator.
- * Discuss any additional strategies/modifications offered by the administrator.
- * Review cumulative file by administrator/teacher for history of incidences and/or strategies, referrals, modifications that have been attempted in the past.
- * Continue documentation.

Referral to Student Success Team:

This includes:

- * The person making the referral completes the SST referral form.
- * The team consists of those the administrator feels are necessary, i.e. referring teacher, other teachers, administrator, school psychologist, special education coordinator, speech/language specialist, and anyone else as indicated by student need.
- * The team discusses the strengths and needs of the student and documents the discussion on the SST notes form. If the SST decides that the student could be successful in the classroom if new modifications were made to curriculum and/or teaching

strategies, the interventions are designed and recorded on the SST notes form.

* If the interventions recorded on the SST notes form are effective, the student's "progress" continues to be monitored. If, however, after thirty to forty days, the student is not progressing satisfactorily even with minor modifications to the original interventions, the team meets again. If the consensus is still that the student can achieve in the regular classroom with further or revised modifications, alternative interventions are designed and implemented.

However, if the student's difficulties are such that the team feels interventions will not be successful, they may recommend Special Education Referral.

E. Serving Academically Low-Achieving Students

Sequoia Union Charter School meets the needs of academically low-achieving students and those who have not achieved mastery of the standards through an RTI model that provides a variety of intervention programs and instructional strategies. The intervention model is fluid and allows students to move in and out of classrooms and groups according to their specific instructional needs. Time is set aside each day to facilitate this deployment model that supplements the core program. The deployment model also facilitates innovative enrichment opportunities developed to meet the educational needs of academically high achieving students.

The intervention programs are implemented under the immediate supervision and direction of a fully credentialed teacher. Low achieving students receive focused instruction in small groups, or even one-on-one, with teachers or paraprofessional educators. Other intervention programs include after-school tutoring, lunch-time tutoring, small group differentiated learning within the classroom, and or instruction from the resource specialist teacher. The Student Success Team (SST) process is used to identify students who need alternative interventions to enhance their learning.

As a school that is built on the foundation that all students will learn at high levels, Sequoia Union Elementary Charter School has built a strategic process for student intervention and supports. These supports begin in Kindergarten before students enroll at Sequoia Union. All students are given a series of assessments to see where they are academically and socially. If students are below expected grade level ability or show a need for further support, those supports are put in place the spring before students enroll. Once students are enrolled, we have a strong Response to Intervention Program that is based on monitoring student progress on a weekly and monthly basis. If students continue to struggle, teachers allow time for small group on individualized instruction. If additional support is needed, students may be referred to our Expanded Education Lab that supports students by working in small groups or one-on-one focusing on skills students are lacking to be successful in the regular classroom. Students may attend the Expanded Education Lab daily. Also in grades TK-5, we have developed specific time during the day where students break out based on need and either receive enrichment or additional support by classroom teachers.

F. Serving Academically High-Achieving Students

Academically high-achieving students are identified at Sequoia Union Charter School by an annual review of CAASPP and local assessment scores in conjunction with parent or teacher referral for further evaluation. All students who Exceed Standards as measured by the CAASPP in English or Math are monitored throughout the school year to ensure their advanced progress continues.

Sequoia Union Charter School meets the needs of academically high-achieving students through a variety of instructional strategies and interventions including:

- * Differentiated instruction
- * Collaborative grouping
- * Hands on enrichment activities that may include:
 - * Robotics
 - * Odyssey of the Mind
 - * Future Problem Solvers
 - * Art
 - * Technology
 - * History Day
- * Participation in Gifted and Talented Education opportunities

There are several program options and activities that have been offered to high achieving students in the normal school year schedule. What actually occurs is subject to scheduling, student interest, and program funding. As needed, instructional funds have been used to support advanced math instruction for those with math ability above grade level expectancies. Thematic field trips or

expeditions are available to fourth through eighth grade students who choose to participate in the normal school year schedule. To be eligible for these enrichment programs, student must Meet or Exceed one or both areas assessed within the CAASPP assessment and received teacher recommendation.

G. Serving English Learners

Sequoia Union Charter School identifies English Language Learners through the Home Language Survey taken during initial enrollment into the Charter School.

All students who indicate that their home language is other than English are assessed using the English Learner Proficiency Assessment of California (ELPAC Initial) within thirty days of initial enrollment. Each English Learner student is annually assessed with the English Learner Proficiency Assessment (ELPAC Summative) annually, until re-designated as fluent English proficient.

The charter's continued goal is that English language learners progress academically at the same rate as all other students. These students are monitored regularly and the school's staff is provided strategies to strengthen the academic program for these students. Students identified as EL are assisted through a variety of instructional strategies and programs that include: instruction by teachers who have CLAD certification, English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) certification; as well as instruction from a bilingual paraprofessional educator.

The Charter School notifies all parents of its responsibility for ELPAC Initial testing and of ELPAC Summative testing and of ELPAC results within thirty days of receiving results from the publisher of the assessment.

Support services for EL students include one or more of the following, as needed and appropriate:

- Content instruction using SDAIE techniques
- Specialized instruction by a Reading or Literacy Specialist in the Student Success Center
- English Language Development
- Grade-level content courses (math, science, social science, etc.) delivered in English, with differentiated instruction that includes special support, as needed, for EL's.
- Primary language instruction/support
- Participation in Benchmark, Strategic or Intensive interventions
- Before and/or after school intervention programs
- Literacy courses
- Small group instruction
- Tutoring in native language with the English Learner Coordinator

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in

the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate

effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage

Notification of Parental Rights and Participation. Under separate notification, Sequoia Union Charter School shall inform the parents of English language learners participating in the failing program of such failure not later than 30 days after the district/school's is notified of not having made progress on the annual measurable achievement objectives.

Notifications to the parents of English language learners shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Sequoia Union Charter School provides information in an effective manner and applicable language, inclusive of letters, brochures, parent meetings, etc. on how:

- * Parents can be involved in the education of their children.
- * Parents can be active participants in assisting their children to learn English and achieve the state's high standards in core academic subjects.
- * Parents can participate in meetings to formulate and respond to concerns or recommendations from parents of English language learners.

Sequoia Union Charter School distributes a progress report to the parents on the school's adequate yearly progress through the School Accountability Report Card (SARC). In addition, there is access to this information through the school's website. The SARC is also discussed fully at school-based meetings. Letters to parents informing them about the SARC are also translated in the district's major languages.

Monitoring and Evaluation of Program Effectiveness. The evaluation for the program effectiveness for ELs in the Charter School includes:

- * Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- * Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- * Monitoring of student identification and placement.
- * Monitoring of parental program choice options.
- * Monitoring of availability of adequate resources.

H. Serving Socio-Economically Disadvantaged Students:

Sequoia Union Charter School meets the needs of socio-economically disadvantaged students through the same opportunities that are available to all students. Typically, when a concern arises, an SST is convened. We identify the student's strengths and staff or parent concerns about the student. Instructional strategies and interventions are developed as appropriate.

To further support Socio-Economically Disadvantaged Students, Sequoia Union Charter does the following:

- Specialized instruction by a Reading or Literacy Specialist in the Student Success Center.
- Grade-level content courses (math, science, social science, etc.) with differentiated instruction that includes special support as needed.
- Participation in Benchmark, Strategic or Intensive interventions
- Before and/or after school intervention programs
- Literacy courses
- Small group instruction
- One-on-one Tutoring

Methods for identification for additional Supports:

These include:

- Teacher or parent observations
- Low academic grades
- Low standardized test scores
- Low district developed benchmark test results
- Curriculum-based measurements
- Other District-approved diagnostic or screening criteria including benchmark assessments and interim assessments.
- Enrollment in Learning Lab for individualized instruction.

I. Annual Goals to be Achieved in the State Priorities

Sequoia Union Charter School annual goals for all pupils and for each subgroup to be achieved in the state priorities and the specific annual actions to achieve those goals as described in the 2021-2022 Local Control Accountability Plan (see Appendix A).

2. MEASURABLE STUDENT OUTCOMES

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 11												
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

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 11															
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
Grade 11									
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
Grade 11									
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
Grade 11									
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
Grade 11									
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.

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 11												
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
Grade 11															
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
Grade 11									
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
Grade 11									
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
Grade 11									
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.

3. ASSESSMENT

ELEMENT II: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Education Code Section 47605(b)(5)(B).

Sequoia Union Charter School and the Sequoia Union Elementary School District places high expectations on individual students and holding them fully accountable for meeting those expectations. Ongoing and varied assessment of student progress is at the core of our instructional program. The district uses a variety of tools to measure student progress, including formative and summative assessments based on classroom instruction, CAASPP Interim Block assessments, STAR Reading and STAR Math assessment, iReady Reading and iReady Math diagnostic benchmarks, and California Standards aligned curriculum-based measures in preparation for the upcoming Smarter Balanced Assessment, the California Assessment of Student Progress and Performance. (CAASPP). Although the CAASPP was suspended in 2019-2020, due to the COVID-19 pandemic, our data over the most recent 3 years of CAASPP scores demonstrates that Sequoia Union Charter School's academic performance for students served by the charter school is at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school. (See Appendix B).

The districts' measurable student outcome goals are for district students to become sufficiently proficient in the core content areas of English-language arts, mathematics, science, and history-social science, as well as physical education, to enter high school without need of any remedial coursework, on their way to becoming college and career ready, and/or to be prepared to be successful in the 21st Century workforce:

- * All district students will progress towards achieving the state content standards at Meeting or Exceeding the Standard level as measured by the Smarter Balanced Assessment, or other State performance indicator; reach grade level proficiency as based on the STAR Reading and STAR Math assessments, and the iReady Reading and iReady Math diagnostic benchmarks, formative and summative assessments based on classroom instruction.
- * All district students have the following as required under Education Code section 52060 outlined in our Local Control Accountability Plan (LCAP):
 - * Providing all students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
 - * Implementation of California's academic standards, including the State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
 - * Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
 - * Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
 - * Supporting student engagement, including whether students attend school or are chronically absent.
 - * Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
 - * Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
 - * Measuring other important student outcomes related to required areas of study, including physical education and the arts.

ELEMENT III: METHOD BY WHICH STUDENT OUTCOMES AND PROGRESS IS MEASURED

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

Student performance in the district are assessed by using a variety of assessment measures to demonstrate the extent to which pupils have attained the skills and knowledge specified in the California State Standards.

District Grade Level California State Standards of Performance are formulated by certificated staff utilizing community input, state framework, California State Standards, and standardized assessment instrument goals on the California Assessment of Student

Performance and Progress (CAASPP). Administration and staff shall also participate in curriculum articulation through the Tulare County Office of Education Education Resource Services Network. Grade level California State Standards cover Language Arts, Math, Science, History-Social Science, Visual and Performing Arts, Music Education, and Health & Physical Education. The Charter maintains and periodically updates its Technology Use Plan.

All district students, including all numerically significant subgroups, progress towards achieving the California State Standards at a proficient or advanced level. Assessment measures include the California Assessment of Student Performance and Progress (CAASPP); STAR Reading benchmark assessments; STAR Math benchmark assessments; iReady Reading diagnostic benchmark; iReady Math diagnostic benchmark; common formative assessments; teacher developed tests; text publisher tests; informal and formal parent conferences throughout the year; periodic grade level review of standards and student achievement data; periodic review of standardized and state assessment results for program changes, and staff assessment.

The District will use the results of the California Assessment of Student Performance Standards and Progress (CAASPP) and the other multiple measures of assessment as a means of measuring student performance. Current data from the CAASPP is old date from the 2018-2019 school year, since the CAASPP test was suspended in the 2019-2020 school year. The 2020-2021 CAASPP data is not yet available as this Charter Renewal Application is being written. Although the CAASPP was suspended in 2019-2020, due to the COVID-19 pandemic, our data over the most recent 3 years of CAASPP scores demonstrates that Sequoia Union Charter School's academic performance for students served by the charter school is at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school. (See Appendix B)

To ensure continuing growth in student achievement this district has established:

- * An annual review of each student's academic progress
- * An annual review of ELA and Math assessments to ensure they correlate with the California State Standards
- * Ongoing grade level meetings to ensure continued improvement of the instructional program
- * Ongoing teacher meetings to analyze assessment data to improve the total educational program
- * Continual evaluation and purchase of Common Core State Standards aligned curricula and other instructional and supplemental materials as needed
- * New technologies to enhance and strengthen the instructional program
- * Systematic processes to identify students who are below the proficient level and provided specific intervention to ensure academic progress
- * Systematic processes to provide timely and relevant professional development for all staff members

Data on student achievement is collected, analyzed and reported to school staff and parents in the following ways:

- * Methods of collecting data:
- * Data reports provided by the state as part of California Assessment of Student Performance and Progress (CAASPP)
- * Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects, and student attendance
- * STAR Reading and STAR Math assessment reports
- * iReady Reading and iReady Math diagnostic benchmark reports

Data Assessment Tools

STAR Reading:

- * STAR Reading is designed for students who can read independently. It measures students' reading comprehension and compares their reading achievement to that of students across the nation. The test provides norm-referenced scores for students in grades 1 through 12; kindergarten students who have begun to read may take the test, but norm-referenced scores are not reported.
- * How STAR Reading Works:
- * Students take STAR Reading at individual computers. The software delivers multiple-choice items one by one, and the student selects answers. After the test is completed, the software calculates a score, and teachers and administrator view and analyze reports that show results for an individual, class, grade, or school.
- * STAR Reading can provide accurate data in a short amount of time because it combines cutting-edge computer-adaptive technology with a specialized psychometric test design.
- * The software reports various types of scores.
- * Scaled Scores
- * Instructional Reading Level
- * Percentile ran (PR): based on National Norms

- * Grade Equivalent Scores
- * Estimated Oral Reading Fluency

* How STAR Reading Measures Comprehension:

- * STAR Reading test items are presented in two formats.
- * In one format, students read a single sentence with a blank to indicate a missing word. The student chooses the word that will complete the sentence from a list of three or four words.
- * The other format consists of a multi-sentence passage taken from authentic children's literature or nonfiction text. One sentence in the passage contains a blank to indicate a missing word. The student must read the passage and choose the word that will complete it from a list of three or four words. Students in grades K through 2 are presented with 25 single-sentence items. Students in grades 3 through 12 are presented with 20 single-sentence items and five passages. Questions developed at a kindergarten and first grade reading level show three answer choices. Questions developed at a second-grade level and higher show four answer choices.
- * Each item is carefully constructed so that the correct answer fits both the semantics and the syntax of the sentence. The incorrect options either fit the syntax of the sentence or relate to the meaning of something in the sentence, but they do not do both. Only if the student uses all these cognitive skills can he derive meaning from the text, which, experts agree, is the essence of reading comprehension.

STAR Math:

- * STAR Math is designed for students in grades 1 through 12, but can also be used with kindergarten students. It identifies students' instructional math levels and compares their math achievement to that of students across the nation.
- * The test provides norm-referenced and criterion-referenced scores for students in grades 1 through 12; kindergarten students only receive criterion-referenced scores.
- * How STAR Math Works:
- * Students take STAR Math tests at individual computers. The software delivers multiple-choice items one by one, and the student selects answers by using four letter keys (A, B, C, D) and the Enter key (or return key for Macintosh computers). Students follow a protocol: They can use blank scratch paper and a pencil while testing, but not calculators or reference materials. After the test is completed, the software calculates a score, and teachers and administrators view and analyze reports that show results for an individual, class, grade, or school.
- * The software reports various types of scores.
- * Objective clusters to show each student's level of proficiency within numeration and computation objectives.
- * Scale Score
- * Percentile Rank
- * Grade Equivalent

i-Ready Assessments:

i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom.

i-Ready Assessments:

- * Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need
- * Enables educators to confidently determine each student's on-grade level proficiency based on state and national standards
- * Delivers online lessons that provide tailored instruction and practice for each student to accelerate growth
- * Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels of instruction
- * Is research-based and proven to work—students who use i-Ready Personalized Instruction make remarkable learning gains

i-Ready Assessments:

Achieve Growth and Proficiency through actionable data:

Assessments should be planned and purposeful. The i-Ready Assessment suite illuminates student learning through research-backed measures of performance, including an adaptive Diagnostic, Growth Monitoring, and Standards Mastery. With i-Ready Assessment, educators can:

- * Pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency
- * Access an easy-to-use dashboard and robust reports to monitor student growth and inform instruction
- * Seamlessly connect assessment results to i-Ready Learning instructional resources

i-Ready Learning Lessons:

i-Ready Learning Lessons make differentiated instruction possible.

i-Ready Learning is a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning. i-Ready Learning gives educators the ability to:

- * Deliver precise instructional pathways that are guided by i-Ready Assessment data
- * Engage students through motivating, personalized instruction, learning games, and other resources
- * Address learning gaps, provide scaffolded supports, challenge above-level students, and prepare all students for state and national standards

Forums for analyzing STAR and i-Ready data reports:

- * Teacher analysis of student data
- * Grade level meetings
- * Assessment meetings
- * Parent-teacher conferences
- * Staff meetings
- * Intervention Team meetings
- * Student Success Teams
- * Administrative meetings
- * School Site Councils
- * School Board meetings

4. GOVERNANCE

ELEMENT IV: GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Sequoia Union Charter School is non-sectarian in its programs, policies, employment practices, and all other operations; does not charge tuition; and does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School complies with all applicable federal, state, and local laws that are applicable to public charter schools.

A. Sequoia Union School District Board of Education

The District's governing structure is directed by a publically elected Board of Trustees, consisting of five (5) members. The current election process for the Board of Trustees, as governed by state and local statute, as well as current board bylaws, continue to remain in place. The term of office for board members elected in regular elections is 4 years. Board members' terms are staggered so that as nearly as practicable, one-half of the members shall be elected in each odd numbered year.

Board meetings are held the second Thursday of each month and in accordance with Brown Act requirements. The Board holds regular Board meetings to discuss the state of the District and the state of the Charter School, including, but not limited to, reporting on the performance of the schools with data regarding: enrollment, attendance, academic performance, financials (including budget reports, etc.), parent/student satisfaction, withdrawals, suspensions, and dismissals.

The general public is given notice of each Board meeting and is encouraged to contribute and participate. Parents participate in school improvement through expressing their opinions on the annual school satisfaction survey as well as participating on school councils when appropriate.

Current Board Members:

- * Nicole Ray, President
- * Nicole Ray has served on the Sequoia Union Board for three years and currently has two children attending Sequoia Union.
- * Lane Anderson, Secretary
- * Lane Anderson has served on the Sequoia Union Board off and on in more than one term over the last 25 years and currently has one child attending Sequoia Union.
- * Anna Eynaud, Member
- * Anna Eynaud has served on the Sequoia Union Board for five years and currently has two children attending Sequoia Union.
- * James McNulty, Member
- * James McNulty has served on the Sequoia Union Board for eight years and currently has one child attending Sequoia Union.
- * Brad Ward, Member
- * Mr. Ward has served on the Sequoia Union Board for fifteen years and has one child currently attending Sequoia Union.

The ultimate duty for the governance of the district remains with this elected Board of Trustees unless delegated by the Board. These duties include:

- * Hire, supervise, evaluate, discipline, and dismissal of the Superintendent/Principal of the Charter School;
- * Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Superintendent;
- * Approve all contractual agreements;
- * Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- * Approve and monitor the Charter School's annual budget and budget revisions;
- * Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- * Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- * Establish operational committees as needed;

- * Regularly measure progress of both student and staff performance;
- * Involve parents and the community in school related programs;
- * Execute all applicable responsibilities provided for in the California Corporations Code;
- * Engage in ongoing strategic planning;
- * Approve the school calendar and schedule of Board meetings;
- * Review requests for out of state or overnight field trips;
- * Participate in the dispute resolution procedure and complaint procedures when necessary;
- * Approve charter amendments and requests for material revisions as necessary;
- * Approve annual independent fiscal audit and performance report;
- * Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

B. The Superintendent

The Superintendent reports directly to the Board and s/he and has primary responsibility for implementing district vision, policies, and operation as well as the day-to-day operation of the Charter School.

The Superintendent shall perform assigned tasks as directed by the Board and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Board of Education;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Education;
- Complete and submit required documents as requested or required by the charter and/or the Board of Education;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote Sequoia Union Schools in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the SARC;
- Present independent fiscal audit to the Board of Education and after review by the Board of Education present audit to the County Superintendent of Schools, the State Controller and the California Department of Education as required by law;
- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exemption of personnel matters, may be delegated or contracted as approved by the Board of Education to a business administrator of the Charter School or other appropriate employee of third party provider.

C. The Administrative Cabinet

This cabinet is composed of administrative staff under the direction of the Superintendent including the Chief Financial Officer, Director of Maintenance, Facilities and Transportation, as well as, the Library-Media-Curriculum-Assessment-Coordinator. The administrative cabinet meets regularly for the purpose of collaborating and working together as a team to ensure a safe, nurturing,

and engaging learning environment that positively impacts students, their learning outcomes, opportunities, and experiences, is provided for our children. The focus of the cabinet is to direct District resources to furthering our mission through coordinating services including transportation, child nutrition, health, technology, maintenance, operations, and other departments towards improving student learning and achievement.

D. Student Council/Leadership Club

The school maintains a Student Council composed of students selected by their peers to represent student interests. Officers of Student Council meet with administrators to advise them on matters relating to student interests and concerns. In addition, Student Council Officers and Representatives are a part of the school Leadership Club. Leadership Club members serve on a variety of committees to give students a voice on matters that are important to them. (Dress Code, Wellness, etc.) They also coordinate dances, activities, and community support throughout the year for the students.

E. School Site Council

The Sequoia Union School Site Council is composed of parents/community members and staff elected by their peers with the role of each site advisory council to:

- Approve the Comprehensive Site Plan
- Consult with parents and teachers regarding the site's educational program
- Consider parent suggestions and concerns
- Oversee curriculum services
- Participate in developing annual goals

The School Site Council, which consists of 5 parent and 5 school site representatives, also advises the Board of Trustees on categorical funding plans including the Districts LCAP. All advisory councils offer the opportunity for shared governance in that their role is to advise and make recommendations to the Board of Trustees.

F. Parent and Community Involvement

The Board of Trustees actively seeks and enthusiastically welcomes parent input on a wide range of topics, from curriculum and instruction, to assessment and accountability, to school operations, budget and finance. The following forums are regularly provided for parent and community input:

- Parent Teachers Committee
- Sports Boosters
- School Site Council
- Meetings of the Governing Board are posted at the district/school site, the district web-site, calendars, and the local newspaper.
- Additionally, the Governing Board holds annual Strategic Planning Sessions that allow all interested school employees, parents, or community members the opportunity to participate in the planning process for the District.

5. EMPLOYEE QUALIFICATIONS

ELEMENT V: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

To provide an optimal learning environment, the District maintains district standards for all those who work with children. These standards are reflected in the hiring practices, evaluation methods, and professional development. The District makes all staffing decisions for the charter. Employees of Sequoia Union Charter School remain District employees and any movement between the school and District is subject to applicable collective bargaining agreements between our existing teacher union (Sequoia Union Elementary Teachers Association) and the District

Sequoia Union Charter School does not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Sequoia Union Charter School is nonsectarian in its programs, admission policies, employment practices, and all other operations.

A. Background Checks and Tuberculosis Testing

Sequoia Union Charter School adheres to Education Code Section 44237 and 49406 regarding fingerprinting, background clearance, and tuberculosis testing of employees prior to employment.

B. Superintendent/Principal Qualifications

The Superintendent/Principal must hold a valid California administrative services credential and a valid California teaching credential. The Superintendent/Principal is employed by and responsible to the Board of Trustees. The Superintendent/Principal shall have a criminal background check performed pursuant to Education Code Section 44830.1

C. Teachers/Coordinators

Classroom teachers and coordinators must hold a valid California teaching credential. All teachers are fully credentialed for the subject and pupils they teach. They are employed by the Board of Trustees and are responsible to the Superintendent/Principal. Teachers shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- Counselors/Psychologists: School Counselors and Psychologists will be fully qualified with the appropriate service credential for their position.
- Nurses: all nurses (RN and LVN) will be fully qualified with the appropriate license to administer the health programs within the district.

D. Classified Personnel

All classified personnel must meet the qualifications and standards established for employment and are responsible to the Superintendent/Principal. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1.

- Instructional Aides: All instructional aides will also have met the State and/or Federal prerequisite requirements for paraprofessionals.

E. Human Resources

The District adheres to existing state law relating to the permanent status of certificated staff. The administration recognizes state laws of permanency for existing classified staff.

The District continues to employ all current certificated employees, subject to the effects of declining enrollment and/or reduction in

funding.

All employees of the District who work at Sequoia Union Elementary School and Sequoia Union Elementary Charter School continue to be deemed District employees with seniority, sick leave, and all other rights and privileges intact.

Employee bargaining units, agreements, contracts and policies relating to District personnel continue to be in effect. Prior to hiring, all new employees will be informed of the charter status of the Charter School. If the charter is revoked or the Charter School is otherwise closed, all employees will revert to their status as employees of the District.

Certificated personnel are covered by the Collective Bargaining Agreement between the Sequoia Union Elementary Teachers Association and the Sequoia Union School District. Certificated personnel are covered by all existing provisions in the Education Code pertaining to working conditions of certificated public school employees including permanent status and dismissal.

The District ensures teachers in core areas and instructional aides meet the highly qualified designation. In addition, it is expected that all employees of the district have a solid understanding of and commitment to the importance of student success and a commitment to a collaborative partnership.

During the life of the Charter, the administration has the flexibility of hiring non-certificated instructors, hereafter referred to as instructors, on a contractual basis, as allowed by law in non-core areas, such as keyboarding and physical education, where such instructors have demonstrated their competency through experience and/or education. These Instructors complete a district-required course in classroom behavior management and have met the State and/or Federal prerequisite requirements for paraprofessionals. Instructors have a criminal background check performed pursuant to Education Code Section 44830.1.

Certificated Personnel Evaluation Procedures:

The Board of Trustees believes that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement. Evaluations also serve to hold staff accountable for their performance. The Superintendent/Principal evaluates the performance of certificated staff members in accordance with law, negotiated employee contracts and Board-adopted evaluation standards. Any credentialed teacher regardless of assignment will be placed on the certificated salary schedule and fall under the agreed upon contract of Sequoia Union Elementary Teachers Association and the School Board.

Objective standards from the National Board for Professional Teaching Standards and/or the California Standards for the Teaching Profession shall be reviewed and may be incorporated in district evaluation standards with the agreement of the exclusive representative of the certificated staff.

Evaluation procedures include observation of teacher performance in the classroom.

Evaluations shall be used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement. When areas needing improvement are identified, the Board expects employees to accept responsibility for improving their performance. The Superintendent/Principal or designee assists employees in improving their performance and may require participation in appropriate programs.

The Superintendent/Principal shall print and make available to certificated employees written regulations related to the evaluation of their performance in their assigned duties. (Education Code 35171)

Certificated staff shall receive information regarding the district's evaluation criteria and procedures upon employment with the district and whenever the criteria are negotiated upon and revised.

Frequency of Evaluations:

Each probationary certificated employee shall be evaluated at least once each school year. (Education Code 44664)

In addition, probationary teachers shall be formally observed and given constructive feedback at least twice per school year and more often when necessary, as part of the evaluation process.

The performance of each certificated employee with permanent status shall be evaluated and assessed on a continuing basis as follows: (Education Code 44664)

1. At least once every year

Evaluation Criteria:

The Superintendent/Principal or designee shall assess the performance of certificated instructional staff as it reasonably relates to the following criteria: (Education Code 44662)

1. Students' progress toward meeting district standards of expected achievement for their grade level in each area of study and, if applicable, towards the state-adopted content standards as measured by state-adopted criterion-referenced assessments
2. The instructional techniques and strategies used by the employee
3. The employee's adherence to curricular objectives
4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities

The evaluation of certificated employee performance shall not include the use of publishers' norms established by standardized tests. (Education Code 44662)

Non-instructional certificated employees shall be evaluated on their performance in fulfilling their defined job responsibilities. (Education Code 44662)

Evaluation Results. Certificated instructional employees shall receive a written copy of their evaluation no later than 30 days before the last scheduled school day of the school year in which the evaluation takes place. Before the last scheduled school day of the school year, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Instructional and non-instructional certificated employees shall have the right to respond in writing to their evaluation. This response shall become a permanent attachment to the employee's personnel file. (Education Code 44663)

Evaluations shall include recommendations, if necessary, as to areas in need of improvement in the employee's performance. If an employee is not performing satisfactorily according to teaching standards approved by the Board of Trustees pursuant to Education Code 44662, the Superintendent/Principal or designee shall so notify the employee in writing and shall describe the unsatisfactory performance. The Superintendent/Principal or designee shall confer with the employee, make specific recommendations as to areas needing improvement, and endeavor to provide assistance to the employee in his/her performance. (Education Code 44664)

The Superintendent/Principal or designee may require any certificated employee who receives an unsatisfactory rating in the area of teaching methods or instruction to participate in a program designed to improve appropriate areas of performance and to further student achievement and the district's instructional objectives. (Education Code 44664)

Classified Personnel Evaluation Procedures

The Board of Trustees recognizes that appropriate supervision and regular, comprehensive evaluations can help employees to continually improve in the performance of their responsibilities. Evaluations are made in accordance with procedures specified in negotiated contracts and based on job-specific standards of performance.

The Superintendent/Principal or designee ensures that evaluation ratings have uniform meaning throughout the district.

Evaluations are used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement. When the evaluation indicates areas needing improvement, the Board expects employees to accept responsibility and take initiative to improve their performance. The Superintendent/Principal or designee assists employees in obtaining needed job skills.

The evaluation shall be dated and signed by both the employee and the supervisor.

The Superintendent/Principal or designee shall ensure that classified employees have access to rules and procedures related to performance evaluations.

Employees newly hired for regular positions in the classified service shall be considered probationary employees until they have satisfactorily completed one year of probationary service. Upon satisfactorily completing this period, they shall become permanent classified employees of the district.

Probationary employees shall receive written performance evaluations by their supervisor during the probationary period. These evaluations shall indicate whether the evaluator is satisfied or not satisfied with the employee's ability, performance, and compatibility with the job.

The Superintendent/Principal or designee may dismiss an employee during the initial probationary period.

Permanent employees promoted to a higher classification shall be considered probationary in their new position until they have satisfactorily completed one year of service in that position.

A permanent employee who accepts a promotion and fails to complete the probationary period for that promotional position shall be employed in the classification from which he/she was promoted. (Education Code 45113)

This policy shall be made available to classified employees and the public.

6. HEALTH AND SAFETY

ELEMENT VI: HEALTH AND SAFETY

Governing Law: The procedures that the school follows to ensure the health and safety of pupils and staff. These procedures include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

Procedures for Background Checks

Employees and contractors of Sequoia Union Elementary Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Superintendent/Principal shall monitor compliance with this policy and report to the School Board on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Superintendent/Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee must be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, which are the same policies and procedures used by schools within the Tulare County Office of Education Service Area.

TB Testing

All staff at the school will meet the Tulare County Office of Education TB testing requirements in accordance with Education Code Section 49406.

Immunizations

The school adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.

Medication in School

The school adheres to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

The school adheres to Education Code Section 49450 et seq. as applicable to the grade levels served.

Emergency Preparedness

The school adheres to an Emergency Preparedness Handbook drafted for Sequoia Union Elementary School. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks.

Blood-Borne Pathogens

The Superintendent/Principal, or designee, meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free / Smoke Free Environment

The school maintains a drug, alcohol, and smoke free environment.

Facility Safety

Sequoia Union Charter School complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The school agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Sequoia Union Charter School conducts fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

Sequoia Union Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Sequoia Union has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school's sexual harassment policy.

7. RACIAL AND ETHNIC BALANCE

ELEMENT VII: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school achieves a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Charter consists of the Transitional Kindergarten through Seventh grade level enrollment, while the Elementary School of the District houses the Eighth grade enrollment. The Charter and District ensure a racial and ethnic balance that is reflective of the general population residing within the historical attendance area of the District.

Element VIII describes the admission practices and policies that have been put into place to continue to ensure a diverse applicant pool and enrollment.

Additionally, the Charter School monitors this balance each year and takes necessary recruitment steps to achieve this goal. This process involves the following:

- Hosting an annual Open House (Virtual due to COVID-19 in 2020)
- Advertising by way of electronic media, the school's website, and an ad at least once per year in a local newspaper.

The Charter School implements a student recruitment strategy, which includes, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.

The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District. The recruitment program includes, but is not necessarily limited to:

- Developing promotional material, such as brochures and banners.
- Visiting community centers as well as park and recreation facilities when appropriate events are held.
- Attending and participating at local neighborhood events to promote the school and meet prospective students.
- Developing partnerships with local community organizations as a source of referrals for prospective students.
- Organizing open house and school tour visits to offer opportunities for prospective students and families to learn more about the school program.
- Using teachers and staff to develop a teacher referral network from other schools for prospective students.

8. ADMISSIONS REQUIREMENTS

ELEMENT VIII: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Admission to the Charter is open to all students, meeting mandatory assurances regarding non-discrimination, and will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, subject to the District's Enrollment Board Policy and Administrative Regulation 5116.2, Attachment B. Admission preference will be given to those students showing proof of residency within the historical attendance area of the District.

An open application period is publicly announced each year. Sequoia Union Charter School's application process is comprised of the following:

- Completion of a student admissions application

Registration packets for students who are admitted will also gather the following:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of Records

A. Public Random Drawing

Sequoia Union School District admits all pupils who wish to attend the Charter School. However, if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance shall be determined by a public random drawing. If a public random drawing is necessary, preference for admission in the lottery will be given in the following order:

1. Students residing in the attendance area of the public school (District residents).
2. Children of school employees
3. Siblings of existing students
4. Students who reside outside the District

In the public random drawing, all applicants are drawn and listed in order, separately, for each grade level. Once the Charter School's capacity is met, the remaining applicants will continue be drawn randomly and placed in the order they are drawn on the waiting list. Any vacancies during the school year after the public random drawing will be filled with the students on the waiting list (See Appendix B).

Any applications not accepted through this public random drawing due to capacity limitations are used to develop a wait list pool of applicants should space become available in the order in which they were randomly drawn. Additional applications are accepted on an ongoing basis and are added to the wait list pool until there is a need for a second lottery when a space becomes available. The wait list does not carry over from one school year to the next (See Appendix C).

The Superintendent or Designee reviews the applications and to ascertain the availability of space and capacity in the classrooms providing the required grade level or other program along with the priority for admission criteria prior to establishing a wait list or the need for a random public lottery drawing.

9. FINANCIAL AUDITS

ELEMENT IX: FINANCIAL AUDIT

The Charter is an indirect funded charter school and adheres to the Sequoia Union Elementary School District Board of Trustees' Policies and Administrative Regulations, and participate in the board's annual audit of fiscal and program operations.

The Board of Trustees oversees the selection of an independent auditor. The qualifications for an auditor are described in a request for proposal. The scope of the audit is as follows:

- Verifies the accuracy of the district's financial statements, attendance, and enrollment accounting practices, and reviews the district's internal controls.
- The audit is conducted in accordance with generally accepted accounting principles, the standards established by the Government Accounting Standards Board (GASB), and applicable provisions of the current edition of Standards and Procedures for Audits of California K-12 Local Educational Agencies (issued annually).
- As required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable office of Management and Budget Circulars.
- Completion of the audit should be within six months of the close of the fiscal year and before December 15th.
- Copies of the audit are to be given to the district business manager and are presented to the Board of Trustees at a regularly scheduled board meeting, following which copies are duly filed with the state and local agencies as required by law.
- Audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on resolving the exceptions.
- It is the responsibility of the district to resolve exceptions or deficiencies.

Financial Plan

Governing Law: The petitioner or petitioners shall also be required to provide ongoing financial statements that include an operational budget, including ongoing costs, and cash flow and financial projections for three years of operation. Education Code Section 47605(g).

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Centralized Administrative Services

Governing Law: The manner in which administrative services of the Charter School are to be provided. Education Code Section 47605(g).

Centralized administrative services at Sequoia Union Charter School runs in a substantially similar fashion as has been run through the Sequoia Union Elementary School District. All "back office" services are handled by the District.

5 Year Projection Forecast: (Based on gradual increase in student enrollment of Sequoia Union Charter School from the current enrollment up to the cap of 456 students by the end of the five year term) (See complete Multiyear Projection in Appendix A)

Ending Fund Balance: 2020-21: \$184,970.36; 2021-22: \$320,964.75; 2022-23: \$856,643.26; 2023-24: \$1,533,845.33; 2024-25: \$2,481,229.64

10. STUDENT SUSPENSIONS AND EXPULSIONS

ELEMENT X: SUSPENSION, EXPULSION, AND/OR LEAVING THE CHARTER DISTRICT

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

The District maintains student discipline policies. These policies are printed and distributed as part of the Parent/Student Handbook and describe the expectations of the district for attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent and student are required to verify, by signature, that they have reviewed and understand the policies.

Policies and lists of offenses for which a student must or may be suspended or expelled will be reviewed annually by the superintendent or designee and revised accordingly to conform to any changes in Education code pertaining to suspension, expulsion, and due process. Revisions will be reviewed and approved by the Board of Trustees.

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at Sequoia Union Elementary School and at Sequoia Union Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq.

This policy serves as the charter school's policy and procedures for student suspension and expulsion. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. The policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures clearly describe discipline expectations, and are printed and distributed as part of the Student Handbook, which is sent to each student at the beginning of the school year. The charter school administration ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students are excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The charter school follows all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students. A student may be suspended or expelled for prohibited misconduct if the act 1) is related to school activity, 2) occurs at the charter school or at any other school, or 3) is at a charter school sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school site; or
- during, going to, or coming from a school-sponsored activity.

Suspension Offenses. A student may be suspended when it is determined that the pupil did any of the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights

by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non- Discretionary Suspension Offenses. Students must be suspended and recommended for expulsion if a pupil engaged in any of the following acts:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Suspension Procedure. Suspensions shall be initiated according to the following procedures:

Conference. Suspension shall be preceded, if possible, by a conference conducted by the Superintendent/Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Superintendent/Principal. The conference may be omitted if the Superintendent/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians. At the time of suspension, the Superintendent/Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent/Principal or Superintendent/Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expellable Offenses

Discretionary Expellable Offenses: Students may be expelled for engaging in any of the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions 48900(r) of the Education Code , directed specifically toward a pupil or school personnel.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non -Discretionary Expellable Offenses. Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Authority to Expel. A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Sequoia Union Elementary School governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the School Board, which will make the final determination.

Expulsion Procedures. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent/Principal or designee determines that the pupil has committed an expellable offense.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include

- The date and place of the expulsion hearing.
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
- A copy of the school's disciplinary rules that relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses. The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the school, panel chair, or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2)

adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- The school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students with Disabilities. A pupil identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The charter school will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils.

Procedural Safeguards/Manifestation Determination. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the charter school, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine

- if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability or
- if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the charter school, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the charter school, the parent, and relevant members of the IEP Team make the determination that the conduct was a

manifestation of the child's disability, the IEP Team shall do the following

1. Conduct a functional behavioral assessment or a functional analysis assessment and implement a behavioral intervention plan for such child, provided that the charter school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
2. If a behavioral intervention plan has been developed, review it and modify it, as necessary, to address the behavior.
3. Return the child to the placement from which the child was removed, unless the parent and the charter school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the charter school, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the charter school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals. If the parent of a child with a disability disagrees with any decision regarding placement or the manifestation determination, or if the charter school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, they may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

Special Circumstances. Charter school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent/Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student

- carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting. The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services. A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the charter school had knowledge that the student was disabled before the behavior occurred.

The charter school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to charter school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other charter school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other charter school supervisory personnel.

If the charter school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the charter school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The charter school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the charter school pending the results of the evaluation.

The charter school shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, if the parent has refused services, or if the student has been evaluated and determined to not be eligible.

Record of Hearing. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the administrative panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel. The Superintendent/Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- notice of the specific offense committed by the student
- notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school

The Superintendent/Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following~:

- The student's name
- The specific expellable offense committed by the student~

The Board's decision to expel shall be final.

Disciplinary Records. The school shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

No Right to Appeal. The pupil shall have no right of appeal from expulsion from the Charter School as the School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence.

Rehabilitation Plans. Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

Readmission. The decision to readmit a pupil or to admit a previously-expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent/Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the school's capacity at the time the student seeks readmission.

Gun Free Schools Act. The Charter School complies with the federal Gun Free Schools Act

11. RETIREMENT PROGRAMS OFFERED TO EMPLOYEES

ELEMENT XI: COMPENSATION AND BENEFITS/RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools are covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All existing and new employees of the Charter School participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), and Social Security in accordance with his or her position. The District is responsible for ensuring that the required contributions and deductions are made.

A. Benefits

The District purchases general liability insurance, workers compensation insurance, and other necessary coverage through carriers approved by the district's Board of Trustees.

12. ATTENDANCE ALTERNATIVES

ELEMENT XII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No pupil residing within the historical attendance area of the District is required to attend the Sequoia Union Elementary Charter School. The District assists with inter-district transfers for pupils pursuant to Education Code Section 46600 through agreements entered into between the District and Woodlake Unified School District and Three Rivers Elementary School District. The listed districts unqualifiedly agree to accept the District's students who are in compliance with the receiving district's inter-district transfer requirements (See Appendix D).

In the event that a parent and the District cannot agree on an alternative placement, the dispute resolution process outlined in Element XIV of this Charter is implemented. If after all aspects of Element XIV of this charter have been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the parent may notify the State Board of Education that the Charter did not adhere to its alternative attendance placement policy. If the State Board of Education and the State Superintendent of Public Instruction determine that the Charter did not meet the terms of this element, this failure constitutes a material violation of this Charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the Charter pursuant to the revocation authority granted in Education Code Section 47607.

13. EMPLOYEE RETURN RIGHTS

ELEMENT XIII: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

The district acknowledged that no employee could be forced to work for the charter school. The district opened the Charter school in the 2016-2017 school year to strong support from employees through the charter petition, having eleven of the thirteen full time certificated employees (85%), including six of eight tenured certificated employees (75%) having signing a support petition (See Appendix E). The district reached the state required criteria of more than 50% employees supporting the conversion, which took place in the 2016-2017 school year. The charter continues earn high support from all District staff through the duration of its first five year term, and there is overwhelming support for the Charter to be renewed by the staff.

The TK-7 district charter renewal term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration.

All new employees will be informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Sequoia Union Charter School. If the Charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Sequoia Union Elementary School District.

The Collective Bargaining Agreement between the Sequoia Elementary Teachers Association (SETA) and the District will continue to be honored. The Charter adheres to existing state law relating to the tenure and permanent status of certificated staff. All sick/vacation leave was carried over at the beginning of the Charter five years ago and continues to be honored by the Charter school.

The administration continues to recognize state laws of permanency for classified staff.

In the event of a dispute between the District and any employee related to this provision of the Charter, the dispute resolution process outlined in SETA Collective Bargaining Agreement shall be followed. If, after all aspects of the local dispute resolution process have been completed, a resolution of the dispute cannot be agreed upon by the affected parties, the employee may notify the State Board of Education that the District did not adhere to the requirement that the District shall not require any employee to work in the Charter school. If the State Board of Education and the State Superintendent of Public Instruction determine that the District did not meet the terms of this element of the Charter and that this failure constitutes a material violation of this Charter, the State Board of Education and the State Superintendent of Public Instruction may initiate revocation of the Charter pursuant to the revocation authority granted in Education Code Section 47607.

14. DISPUTES WITH THE DISTRICT

ELEMENT XIV: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

(A) Sequoia Union Elementary School District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.

(B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.

(C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.

Sequoia Union Elementary School District has worked to accomplish all tasks necessary and has fully implemented Sequoia Union Charter School. The District originally submitted any necessary and duly prepared waiver requests to the State Board of Education. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, Sequoia Union Charter School District will revert back to Sequoia Union Elementary School District.

The Board of Trustees of Sequoia Union Elementary District School agrees to continue to review the annual fiscal and program audit and performance report as specified in Element IX consistent with the State Board of Education's adopted policies.

15. EMPLOYER STATUS AND COLLECTIVE BARGAINING DECLARATION

ELEMENT XV: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

The Charter is deemed as the exclusive public school employer of the employees of the Charter for the purposes of the Educational Employment Relations Act ("EERA"). The District shall comply with the EERA.

16. PROCEDURES USED IF Sequoia Union Charter School CLOSES

ELEMENT XVI: CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the Sequoia Union Charter School closes.

The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Should the Sequoia Union Elementary School District determine the necessity of disbanding (closing) its Charter, the District will revert to its previous designation as a regular elementary school district, non-chartered status. Should that be necessary, the following procedures will be conducted:

1. The District Superintendent/Principal will be responsible to conduct activities to disband the charter.
2. The Superintendent/Principal will recommend disbanding the charter to the authorizing entity, the District Board of Trustees.
3. Following Board approval to disband, the Superintendent/Principal will notify the parents (guardians) of pupils attending at the time the school district disbands its charter. Students who live outside of the district boundaries who are in attendance at the time of the charter being withdrawn will be welcome to stay in the district through their eighth grade year. The students' districts of residence will also be notified as well as the Tulare County Office of Education, the Tulare County SELPA, the State Teacher's Retirement System, the Public Employees Retirement System, the Social Security Office and the California Department of Education with the following information:
 - a. The effective date of closure/disbanding
 - b. The Superintendent's name and contact information
 - c. The pupils' school districts of residence
 - d. The manner in which parent (guardians) may obtain copies of pupil records should they choose to leave Sequoia Union
 - e. All relevant pupil records, including assessment results, special education records, health records, etc. will be forwarded to the student's new school upon request
4. A list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence

Sequoia Union Charter School will revert back to non-charter status upon closure of the charter unless otherwise closed by the District. As soon as reasonably practical, the District will prepare final financial records. The District will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the District. The final audit will include the following:

- An accounting of all financial assets, including cash and accounts receivable
- An inventory of property, equipment, and other items of material value
- An accounting of the liabilities, including accounts payable
- Any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation
- An assessment of the disposition of any restricted funds received by or due to Sequoia Union Elementary Charter School.

The District will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Sequoia Union Charter School, all assets of Sequoia Union Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Sequoia Union Charter School, remain the sole property of the Sequoia Union Elementary School District. Any assets acquired from the District or District property will be promptly returned upon closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The District will utilize the Charter School's reserve fund to undertake any expenses associated with the closure procedures identified above.

ADDITIONAL ELEMENTS:

17. INTERNAL DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Sequoia Union Charter School agrees that every attempt should be made to resolve disputes informally before invoking a formal dispute resolution process. In the event that informal processes have proven ineffective, the following dispute resolution procedures will be followed:

Disputes Arising from within the School:

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations, shall be resolved pursuant to policies and processes developed by the Charter School.

The procedures to be followed by the Charter School and the District, the entity granting the charter, to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

(A) Sequoia Union Elementary School District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.

(B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.

(C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.

Sequoia Union Elementary School District has worked to accomplish all tasks necessary and has fully implemented Sequoia Union Charter School. The District originally submitted any necessary and duly prepared waiver requests to the State Board of Education. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, Sequoia Union Charter School District will revert back to Sequoia Union Elementary School District.

The Board of Trustees of Sequoia Union Elementary District School agrees to continue to review the annual fiscal and program audit and performance report as specified in Element IX consistent with the State Board of Education's adopted policies.

18. MANDATED COST RECOVERY

The Sequoia Union Charter School follows the guidelines for California Department of Education in recovery of Mandated Costs and works through a contract with School Innovations and Achievement to recover all available mandated costs for the Charter School on an annual basis.

19. CHARTER TERM

Term of Charter

The requested term of the charter shall be for five years, from July 1, 2021 to June 30, 2026.

Appendix A: Multiyear Financial Projection

Appendix A:



Sequoia Union Charter School

Multiyear Financial Projection

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Combined				Fund 09
Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
A. REVENUES & OTHER FINANCING SOURCES [Sum Lines A1-A5c]	\$0.00	\$3,176,962.00	\$3,261,812.00	\$3,709,624.00	\$3,877,570.00	\$4,168,694.00
1. LCFF/Revenue Limit Sources (8010-8099)	0.00	2,807,935.00	2,919,659.00	3,543,816.00	3,711,762.00	4,002,886.00
2. Federal Revenues (8100-8299)	0.00	281,557.00	102,526.00	102,526.00	102,526.00	102,526.00
3. Other State Revenues (8300-8599)	0.00	87,470.00	239,627.00	63,282.00	63,282.00	63,282.00
4. Other Local Revenues (8600-8799)	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Financing Sources						
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	0.00	0.00	0.00	0.00	0.00
B. EXPENDITURES & OTHER FINANCING USES [Sum Lines B1-B10]	\$0.00	\$3,269,939.23	\$3,125,817.61	\$3,173,945.49	\$3,200,367.93	\$3,221,309.69
1. Certificated Salaries (1000-1999)	0.00	1,249,924.26	1,232,902.70	1,247,204.36	1,261,671.94	1,276,307.33
2. Noncertificated Salaries (2000-2999)	0.00	551,928.95	542,593.43	542,593.43	545,306.40	545,306.40
3. Employee Benefits (3000-3999)	0.00	741,528.13	814,269.59	848,095.81	857,337.70	863,644.07
4. Books and Supplies (4000-4999)	0.00	205,365.37	61,359.37	61,359.37	61,359.37	61,359.37
5. Services and Other Operating Expenditures (5000-5999)	0.00	521,192.52	474,692.52	474,692.52	474,692.52	474,692.52
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299, 7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	0.00	0.00	0.00
9. Other Financing Uses						
a. Transfers Out (7600-7629)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	---	0.00	0.00	0.00	0.00	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	(92,977.23)	135,994.39	535,678.51	677,202.07	947,384.31

Sequoia Elementary Charter 54-72116-6054340	Multiyear Projection Sequoia Charter Renewal Projection Combined					Fund 09
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Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
B. EXPENDITURES & OTHER FINANCING USES: Salary Details						
1. Certificated Salaries (1000-1999)[Sum Lines B1a-B1d]	\$0.00	\$1,249,924.26	\$1,232,902.70	\$1,247,204.36	\$1,261,671.94	\$1,276,307.33
a. Base Salaries	---	0.00	1,249,924.26	1,232,902.70	1,247,204.36	1,261,671.94
b. Step & Column Adjustment	---	0.00	(17,021.56)	14,301.66	14,467.58	14,635.39
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	0.00	0.00	0.00	0.00
2. Noncertificated Salaries (2000-2999)[Sum Lines B2a-B2d]	\$0.00	\$551,928.95	\$542,593.43	\$542,593.43	\$545,306.40	\$545,306.40
a. Base Salaries	---	0.00	551,928.95	542,593.43	542,593.43	545,306.40
b. Step & Column Adjustment	---	0.00	2,699.48	0.00	2,712.97	0.00
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	(12,035.00)	0.00	0.00	0.00
3. Employee Benefits (3000-3999)	0.00	741,528.13	814,269.59	848,095.81	857,337.70	863,644.07

Sequoia Elementary Charter 54-72116-6054340	Multiyear Projection Sequoia Charter Renewal Projection Combined					Fund 09
	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Description (Object Range) (Sum Detail)						
B. EXPENDITURES & OTHER FINANCING USES: Employee Benefit Details						
3. Employee Benefits (3000-3999)(Sum Lines B3a-B3i)	\$0.00	\$741,528.13	\$814,269.59	\$848,095.81	\$857,337.70	\$863,644.07
a. State Teachers' Retirement System, STRS (3101-3102)	0.00	203,433.71	209,356.86	226,359.58	228,967.05	231,590.74
b. Public Employees' Retirement System, PERS (3201-3202)	0.00	104,744.49	116,506.99	132,729.49	138,504.00	141,570.50
c. OASDI/Medicare/Alternative (3301-3302)	0.00	58,377.77	57,760.25	57,990.59	58,406.34	58,642.20
d. Health and Welfare Benefits (3401-3402)	0.00	349,567.84	384,967.84	384,967.84	384,967.84	384,967.84
e. State Unemployment Insurance (3501-3502)	0.00	889.49	21,610.23	21,785.14	21,995.07	22,174.63
f. Workers' Compensation Insurance (3601-3602)	0.00	24,514.83	24,067.42	24,263.17	24,497.40	24,698.16
g. OPEB, Allocated (3701-3702)	0.00	0.00	0.00	0.00	0.00	0.00
h. OPEB, Active Employees (3751-3752)	0.00	0.00	0.00	0.00	0.00	0.00
i. Other Benefits (3901-3902)	0.00	0.00	0.00	0.00	0.00	0.00
3. Employee Benefits (3000-3999)(Sum Lines B3j-B3k)	\$0.00	\$741,528.13	\$814,269.59	\$848,095.81	\$857,337.70	\$863,644.07
j. Total Certificated (Sum Objects 3001)	0.00	506,917.84	561,982.15	579,395.99	582,574.94	585,790.75
k. Total Noncertificated (Sum Objects 3002)	0.00	234,610.29	252,287.44	268,699.82	274,762.76	277,853.32

Sequoia Elementary Charter 54-72116-6054340	Multiyear Projection Sequoia Charter Renewal Projection Combined					Fund 09
	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Description [Object Range] [Sum Detail]						
C. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	(92,977.23)	135,994.39	535,678.51	677,202.07	947,384.31
D. FUND BALANCE						
1. Beginning Fund Balance (9791-9795)	0.00	277,947.59	184,970.36	320,964.75	856,643.26	1,533,845.33
2. Ending Fund Balance [Sum lines D2a-D2e2]	\$0.00	\$184,970.36	\$320,964.75	\$856,643.26	\$1,533,845.33	\$2,481,229.64
a. Nonspendable (9710-9719)	---	0.00	0.00	0.00	0.00	0.00
b. Restricted (9740)	---	29,217.12	46,148.79	23,494.46	20,633.13	17,771.80
c. Committed						
1. Stabilization Arrangements (9750)	---	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)	---	0.00	0.00	0.00	0.00	0.00
d. Assigned						
1. Other Assignments (9780)	---	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties (9789)	---	0.00	0.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)	---	155,753.24	274,815.96	833,148.80	1,513,212.20	2,463,457.84

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Combined				Fund 09	
Description [Object Range] [Sum Detail]		2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
E. AVAILABLE RESERVES							
1. From Components of Ending Fund Balance							
a. Stabilization Arrangements (9750)	---	0.00	0.00	0.00	0.00	0.00	0.00
b. Reserve for Economic Uncertainty (9789)	---	0.00	0.00	0.00	0.00	0.00	0.00
c. Unassigned/Unappropriated (9790)	---	155,753.24	274,815.96	833,148.80	1,513,212.20	2,463,457.84	
d. Negative Restricted Ending Balances (negative resources 2000-9999) (9792)	---	0.00	0.00	0.00	0.00	0.00	0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)							
a. Stabilization Arrangements (9750)	---	0.00	0.00	0.00	0.00	0.00	0.00
b. Reserve for Economic Uncertainty (9789)	---	0.00	0.00	0.00	0.00	0.00	0.00
c. Unassigned/Unappropriated (9790)	---	0.00	0.00	0.00	0.00	0.00	0.00
3. Total Available Reserves - by Amount	\$---	\$155,753.24	\$274,815.96	\$833,148.80	\$1,513,212.20	\$2,463,457.84	
4. Total Available Reserves - by Percent	---	4.76%	8.79%	26.25%	47.28%	76.47%	
F. RECOMMENDED RESERVES							
1. Calculating the Reserves							
a. Expenditures and Other Financing Uses [Sum Lines 81-810]	0.00	3,269,939.23	3,125,817.61	3,173,945.49	3,200,367.93	3,221,309.69	
b. Local Methodology Selection	Standard	Standard	Standard	Standard	Standard	Standard	Standard
c. Reserve Standard Percentage Level	---	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%
d. Reserve Standard - By Percent [Line F1a times F1c]	---	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00
e. Reserve Standard - By Amount	---	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00
f. Reserve Standard [Greater of F1d or F1e]	---	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00
g. Available Reserves (Line E3) Meet Reserve Standard (Line F1f)		MET	MET	MET	MET	MET	MET

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Unrestricted				Fund 09
Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
A. REVENUES & OTHER FINANCING SOURCES [Sum Lines A1-A5c]	\$0.00	\$2,810,548.50	\$2,918,716.33	\$3,399,801.56	\$3,545,026.55	\$3,834,065.59
1. LCFF/Revenue Limit Sources (8010-8099)	0.00	2,807,935.00	2,919,659.00	3,543,816.00	3,711,762.00	4,002,886.00
2. Federal Revenues (8100-8299)	0.00	0.00	0.00	0.00	0.00	0.00
3. Other State Revenues (8300-8599)	0.00	48,654.00	48,654.00	48,654.00	48,654.00	48,654.00
4. Other Local Revenues (8600-8799)	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Financing Sources						
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	(46,040.50)	(49,596.67)	(192,668.44)	(215,389.45)	(217,474.41)
B. EXPENDITURES & OTHER FINANCING USES [Sum Lines B1-B10]	\$0.00	\$2,900,664.40	\$2,799,653.61	\$2,841,468.72	\$2,864,963.15	\$2,883,819.95
1. Certificated Salaries (1000-1999)	0.00	1,240,198.94	1,121,970.57	1,134,985.42	1,148,151.26	1,161,469.81
2. Noncertificated Salaries (2000-2999)	0.00	460,803.90	463,107.93	463,107.93	465,423.47	465,423.47
3. Employee Benefits (3000-3999)	0.00	703,108.56	718,022.11	746,822.37	754,835.42	760,373.67
4. Books and Supplies (4000-4999)	0.00	50,029.00	50,029.00	50,029.00	50,029.00	50,029.00
5. Services and Other Operating Expenditures (5000-5999)	0.00	446,524.00	446,524.00	446,524.00	446,524.00	446,524.00
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299, 7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	0.00	0.00	0.00
9. Other Financing Uses						
a. Transfers Out (7600-7629)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	---	0.00	0.00	0.00	0.00	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	(90,115.90)	119,062.72	558,332.84	680,063.40	950,245.64

Sequoia Elementary Charter 54-72116-6054340	Multiyear Projection Sequoia Charter Renewal Projection Unrestricted					Fund 09
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Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
B. EXPENDITURES & OTHER FINANCING USES: Salary						
Details						
1. Certificated Salaries (1000-1999)[Sum Lines B1a-B1d]	\$0.00	\$1,240,198.94	\$1,121,970.57	\$1,134,985.42	\$1,148,151.26	\$1,161,469.81
a. Base Salaries	---	0.00	1,240,198.94	1,121,970.57	1,134,985.42	1,148,151.26
b. Step & Column Adjustment	---	0.00	(17,134.37)	13,014.85	13,165.84	13,318.55
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	(101,094.00)	0.00	0.00	0.00
2. Noncertificated Salaries (2000-2999)[Sum Lines B2a-B2d]	\$0.00	\$460,803.90	\$463,107.93	\$463,107.93	\$465,423.47	\$465,423.47
a. Base Salaries	---	0.00	460,803.90	463,107.93	463,107.93	465,423.47
b. Step & Column Adjustment	---	0.00	2,304.03	0.00	2,315.54	0.00
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	0.00	0.00	0.00	0.00
3. Employee Benefits (3000-3999)	0.00	703,108.56	718,022.11	746,822.37	754,835.42	760,373.67

Sequoia Elementary Charter 54-72116-6054340	Multiyear Projection Sequoia Charter Renewal Projection Unrestricted				Fund 09	
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Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
B. EXPENDITURES & OTHER FINANCING USES: Employee Benefit Details						
3. Employee Benefits (3000-3999)[Sum Lines B3a-B3i]	\$0.00	\$703,108.56	\$718,022.11	\$746,822.37	\$754,835.42	\$760,373.67
a. State Teachers' Retirement System, STRS (3101-3102)	0.00	201,863.00	191,598.17	206,160.09	208,533.24	210,919.90
b. Public Employees' Retirement System, PERS (3201-3202)	0.00	88,372.36	98,296.32	111,983.15	116,855.07	119,442.26
c. OASDI/Medicare/Alternative (3301-3302)	0.00	51,605.66	50,070.24	50,282.06	50,648.53	50,865.30
d. Health and Welfare Benefits (3401-3402)	0.00	337,201.93	337,201.93	337,201.93	337,201.93	337,201.93
e. State Unemployment Insurance (3501-3502)	0.00	840.14	19,244.26	19,403.90	19,592.83	19,756.21
f. Workers' Compensation Insurance (3601-3602)	0.00	23,225.47	21,611.19	21,791.24	22,003.82	22,188.07
g. OPEB, Allocated (3701-3702)	0.00	0.00	0.00	0.00	0.00	0.00
h. OPEB, Active Employees (3751-3752)	0.00	0.00	0.00	0.00	0.00	0.00
i. Other Benefits (3901-3902)	0.00	0.00	0.00	0.00	0.00	0.00
3. Employee Benefits (3000-3999)[Sum Lines B3j-B3k]	\$0.00	\$703,108.56	\$718,022.11	\$746,822.37	\$754,835.42	\$760,373.67
j. Total Certificated (Sum Objects 3001-3902)	0.00	505,065.72	504,460.19	519,383.74	522,277.18	525,204.18
k. Total Noncertificated (Sum Objects 3002)	0.00	198,042.84	213,561.92	227,438.63	232,558.24	235,169.49

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Unrestricted				Fund 09	
Description [Object Range] [Sum Detail]		2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
C. NET INCREASE (DECREASE) IN FUND BALANCE		0.00	(90,115.90)	119,062.72	558,332.84	680,063.40	950,245.64
D. FUND BALANCE							
1. Beginning Fund Balance (9791-9795)		0.00	245,869.14	155,753.24	274,815.96	833,148.80	1,513,212.20
2. Ending Fund Balance [Sum lines D2a-D2e2]		\$0.00	\$155,753.24	\$274,815.96	\$833,148.80	\$1,513,212.20	\$2,463,457.84
a. Nonspendable (9710-9719)		---	0.00	0.00	0.00	0.00	0.00
b. Restricted (9740)		---	0.00	0.00	0.00	0.00	0.00
c. Committed							
1. Stabilization Arrangements (9750)		---	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)		---	0.00	0.00	0.00	0.00	0.00
d. Assigned							
1. Other Assignments (9780)		---	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated							
1. Reserve for Economic Uncertainties (9789)		---	0.00	0.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)		---	155,753.24	274,815.96	833,148.80	1,513,212.20	2,463,457.84

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Unrestricted				Fund 09	
Description (Object Range) [Sum Detail]		2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
E. AVAILABLE RESERVES							
1. From Components of Ending Fund Balance							
a. Stabilization Arrangements (9750)		---	0.00	0.00	0.00	0.00	0.00
b. Reserve for Economic Uncertainty (9789)		---	0.00	0.00	0.00	0.00	0.00
c. Unassigned/Unappropriated (9790)		---	155,753.24	274,815.96	833,148.80	1,513,212.20	2,463,457.84
d. Negative Restricted Ending Balances (negative resources 2000-9999) (9792)		---	0.00	0.00	0.00	0.00	0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)							
a. Stabilization Arrangements (9750)		---	0.00	0.00	0.00	0.00	0.00
b. Reserve for Economic Uncertainty (9789)		---	0.00	0.00	0.00	0.00	0.00
c. Unassigned/Unappropriated (9790)		---	0.00	0.00	0.00	0.00	0.00
3. Total Available Reserves - by Amount		\$---	\$155,753.24	\$274,815.96	\$833,148.80	\$1,513,212.20	\$2,463,457.84

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Restricted				Fund 09
Description [Object Range] [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
A. REVENUES & OTHER FINANCING SOURCES [Sum Lines A1-A5c]	\$0.00	\$366,413.50	\$343,095.67	\$309,822.44	\$332,543.45	\$334,628.41
1. LCFF/Revenue Limit Sources (8010-8099)	0.00	0.00	0.00	0.00	0.00	0.00
2. Federal Revenues (8100-8299)	0.00	281,557.00	102,526.00	102,526.00	102,526.00	102,526.00
3. Other State Revenues (8300-8599)	0.00	38,816.00	190,973.00	14,628.00	14,628.00	14,628.00
4. Other Local Revenues (8600-8799)	0.00	0.00	0.00	0.00	0.00	0.00
5. Other Financing Sources						
a. Transfers In (8900-8929)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Sources (8930-8979)	0.00	0.00	0.00	0.00	0.00	0.00
c. Contributions (8980-8999)	0.00	46,040.50	49,596.67	192,668.44	215,389.45	217,474.41
B. EXPENDITURES & OTHER FINANCING USES [Sum Lines B1-B10]	\$0.00	\$369,274.83	\$326,164.00	\$332,476.77	\$335,404.78	\$337,489.74
1. Certificated Salaries (1000-1999)	0.00	9,725.32	110,932.13	112,218.94	113,520.68	114,837.52
2. Noncertificated Salaries (2000-2999)	0.00	91,125.05	79,485.50	79,485.50	79,882.93	79,882.93
3. Employee Benefits (3000-3999)	0.00	38,419.57	96,247.48	101,273.44	102,502.28	103,270.40
4. Books and Supplies (4000-4999)	0.00	155,336.37	11,330.37	11,330.37	11,330.37	11,330.37
5. Services and Other Operating Expenditures (5000-5999)	0.00	74,668.52	28,168.52	28,168.52	28,168.52	28,168.52
6. Capital Outlay (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo (excluding Transfers of Indirect Costs) (7100-7299,7400-7499)	0.00	0.00	0.00	0.00	0.00	0.00
8. Other Outgo - Transfers of Indirect Costs (7300-7399)	0.00	0.00	0.00	0.00	0.00	0.00
9. Other Financing Uses						
a. Transfers Out (7600-7629)	0.00	0.00	0.00	0.00	0.00	0.00
b. Other Uses (7630-7699)	0.00	0.00	0.00	0.00	0.00	0.00
10. Other Adjustments (described in assumptions)	---	0.00	0.00	0.00	0.00	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE	0.00	(2,861.33)	16,931.67	(22,654.33)	(2,861.33)	(2,861.33)

Sequoia Elementary Charter 54-72116-6054340	Multiyear Projection Sequoia Charter Renewal Projection Restricted					Fund 09
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Description (Object Range) [Sum Detail]	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
B. EXPENDITURES & OTHER FINANCING USES: Salary Details						
1. Certificated Salaries (1000-1999)[Sum Lines B1a-B1d]	\$0.00	\$9,725.32	\$110,932.13	\$112,218.94	\$113,520.68	\$114,837.52
a. Base Salaries	---	0.00	9,725.32	110,932.13	112,218.94	113,520.68
b. Step & Column Adjustment	---	0.00	112.81	1,286.81	1,301.74	1,316.84
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	101,094.00	0.00	0.00	0.00
2. Noncertificated Salaries (2000-2999)[Sum Lines B2a-B2d]	\$0.00	\$91,125.05	\$79,485.50	\$79,485.50	\$79,882.93	\$79,882.93
a. Base Salaries	---	0.00	91,125.05	79,485.50	79,485.50	79,882.93
b. Step & Column Adjustment	---	0.00	395.45	0.00	397.43	0.00
c. Cost-of-Living Adjustment	---	0.00	0.00	0.00	0.00	0.00
d. Other Adjustment	---	0.00	(12,035.00)	0.00	0.00	0.00
3. Employee Benefits (3000-3999)	0.00	38,419.57	96,247.48	101,273.44	102,502.28	103,270.40

Sequoia Elementary Charter 54-72116-6054340	Multiyear Projection Sequoia Charter Renewal Projection Restricted					Fund 09
	2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Description (Object Range) (Sum Detail)						
B. EXPENDITURES & OTHER FINANCING USES: Employee Benefit Details						
3. Employee Benefits (3000-3999)(Sum Lines B3a-B3i)	\$0.00	\$38,419.57	\$96,247.48	\$101,273.44	\$102,502.28	\$103,270.40
a. State Teachers' Retirement System, STRS (3101-3102)	0.00	1,570.71	17,758.69	20,199.49	20,433.81	20,670.84
b. Public Employees' Retirement System, PERS (3201-3202)	0.00	16,372.13	18,210.67	20,746.34	21,648.93	22,128.24
c. OASDI/Medicare/Alternative (3301-3302)	0.00	6,772.11	7,690.01	7,708.53	7,757.81	7,776.90
d. Health and Welfare Benefits (3401-3402)	0.00	12,365.91	47,765.91	47,765.91	47,765.91	47,765.91
e. State Unemployment Insurance (3501-3502)	0.00	49.35	2,365.97	2,381.24	2,402.24	2,418.42
f. Workers' Compensation Insurance (3601-3602)	0.00	1,289.36	2,456.23	2,471.93	2,493.58	2,510.09
g. OPEB, Allocated (3701-3702)	0.00	0.00	0.00	0.00	0.00	0.00
h. OPEB, Active Employees (3751-3752)	0.00	0.00	0.00	0.00	0.00	0.00
i. Other Benefits (3901-3902)	0.00	0.00	0.00	0.00	0.00	0.00
3. Employee Benefits (3000-3999)(Sum Lines B3j-B3k)	\$0.00	\$38,419.57	\$96,247.48	\$101,273.44	\$102,502.28	\$103,270.40
j. Total Certificated (Sum Objects 3001-3902)	0.00	1,852.12	57,521.96	60,012.25	60,297.76	60,586.57
k. Total Noncertificated (Sum Objects 3002)	0.00	36,567.45	38,725.52	41,261.19	42,204.52	42,683.83

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Restricted				Fund 09	
Description (Object Range) [Sum Detail]		2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
C. NET INCREASE (DECREASE) IN FUND BALANCE		0.00	(2,861.33)	16,931.67	(22,654.33)	(2,861.33)	(2,861.33)
D. FUND BALANCE							
1. Beginning Fund Balance (9791-9795)		0.00	32,078.45	29,217.12	46,148.79	23,494.46	20,633.13
2. Ending Fund Balance [Sum lines D2a-D2e2]		\$0.00	\$29,217.12	\$46,148.79	\$23,494.46	\$20,633.13	\$17,771.80
a. Nonspendable (9710-9719)		---	0.00	0.00	0.00	0.00	0.00
b. Restricted (9740)		---	29,217.12	46,148.79	23,494.46	20,633.13	17,771.80
c. Committed							
1. Stabilization Arrangements (9750)		---	0.00	0.00	0.00	0.00	0.00
2. Other Commitments (9760)		---	0.00	0.00	0.00	0.00	0.00
d. Assigned							
1. Other Assignments (9780)		---	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated							
1. Reserve for Economic Uncertainties (9789)		---	0.00	0.00	0.00	0.00	0.00
2. Unassigned/Unappropriated (9790)		---	0.00	0.00	0.00	0.00	0.00

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Restricted				Fund 09	
Description (Object Range) [Sum Detail]		2019-20 Historical 1	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
E. AVAILABLE RESERVES							
1. From Components of Ending Fund Balance							
a. Stabilization Arrangements (9750)		---	---	---	---	---	---
b. Reserve for Economic Uncertainty (9789)		---	---	---	---	---	---
c. Unassigned/Unappropriated (9790)		---	---	---	---	---	---
d. Negative Restricted Ending Balances (negative resources 2000-9999) (9792)		---	---	---	---	---	---
2. Special Reserve Fund - Noncapital Outlay (Fund 17)							
a. Stabilization Arrangements (9750)		---	---	---	---	---	---
b. Reserve for Economic Uncertainty (9789)		---	---	---	---	---	---
c. Unassigned/Unappropriated (9790)		---	---	---	---	---	---
3. Total Available Reserves - by Amount		\$---	\$---	\$---	\$---	\$---	\$---
4. Total Available Reserves - by Percent		---	---	---	---	---	---

Sequoia Elementary Charter 54-72116-6054340		Multiyear Projection Sequoia Charter Renewal Projection Assumptions				Fund 09
Description (Object range)	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5	
State Rates						
California CPI	1.4400%	0.0000%	0.0000%	0.0000%	0.0000%	
California Lottery - Base	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	
Applied Change Rate		0.0000%	0.0000%	0.0000%	0.0000%	
California Lottery - Instructional Materials	\$49.00	\$49.00	\$49.00	\$49.00	\$49.00	
Applied Change Rate		0.0000%	0.0000%	0.0000%	0.0000%	
STRS Rate Change	16.1500%	16.9200%	18.0000%	18.0000%	18.0000%	
Applied Change Rate		4.7678%	6.3830%	0.0000%	0.0000%	
PERS Rate Change	20.7000%	22.9100%	26.1000%	27.1000%	27.7000%	
Applied Change Rate		10.6763%	13.9241%	3.8314%	2.2140%	
Federal COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	
ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	
Description (Object range)	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5	
Local Rates						
LCFF Sources - State Aid, Current Year	\$2,230,407.00	\$2,342,131.00	\$2,966,288.00	\$3,134,234.00	\$3,425,358.00	
LCFF Sources - Education Protection Account, Current Year	\$63,200.00	\$63,200.00	\$63,200.00	\$63,200.00	\$63,200.00	
LCFF Sources - Charter In-Lieu of Property Tax Transfer	\$514,328.00	\$514,328.00	\$514,328.00	\$514,328.00	\$514,328.00	
Certificated Staff Step & Column	0.0000%	1.1600%	1.1600%	1.1600%	1.1600%	
Certificated COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	
Classified Staff Step	0.0000%	0.5000%	0.0000%	0.5000%	0.0000%	
Classified COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	
Certificated Management COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	
Classified Management COLA	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	
Health & Welfare Rate Change	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	
OASDI/Medicare/Alternative Rate Change	1.4500%	1.4500%	1.4500%	1.4500%	1.4500%	
Applied Change Rate		0.0000%	0.0000%	0.0000%	0.0000%	
State Unemployment Insurance Rate Change	0.0500%	1.2300%	1.2300%	1.2300%	1.2300%	
Applied Change Rate		2,360.0000%	0.0000%	0.0000%	0.0000%	
Workers Compensation Insurance Rate Change	1.2400%	1.2400%	1.2400%	1.2400%	1.2400%	
Applied Change Rate		0.0000%	0.0000%	0.0000%	0.0000%	

Description (Object range)	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
User-defined Rates and Values					
Description (Object range)	2020-21 Base Year	2021-22 Year 2	2022-23 Year 3	2023-24 Year 4	2024-25 Year 5
Other Adjustments					
Other Adjustments - Unrestricted - Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Adjustments - Unrestricted - Other Financing Uses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Adjustments - Restricted - Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Adjustments - Restricted - Other Financing Uses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Appendix B: Summary of School Performance



Appendix B:

Summary of School Performance

Sequoia Union Elementary Charter School, a charter school authorized by the Sequoia Union Elementary School District (SUESD), continues to successfully educate all students enrolled in the educational program, as evidenced by the data provided for Sequoia Union Elementary Charter School, and comparative data from the neighboring two school districts provided.

Using Assessment to Analyze Monitoring and Report Student Progress:

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents, and other stakeholders?

The Sequoia Union Charter School staff uses a variety of assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The staff at Sequoia Union Charter School acknowledge that they are lifelong learners and they are continuing to self-examine and strengthen schoolwide pedagogical practices through the Professional Learning Community process and move the improvements onto assessment practices.

Sequoia Union Charter School collects, disaggregates, and analyzes student performance data. The school uses CAASPP, Renaissance STAR Reading and STAR Math benchmarks, and iReady Reading and Math benchmarks, end of project observations, and writing samples. Special Education students, CAASPP scores and classroom assessments are reported in annual IEPs to help monitor the progress and set appropriate academic goals.

Sequoia Union employs acceptable information dissemination-to notify district, board, parents, and the community as to student progress toward achieving the California Academic Standards. Sequoia Union posts the annual School Accountability Report Card on their website annually and presents the SARC to the school Board at a regular Board Meeting annually. Sequoia Union provides progress reports, the parent-portal on the Powerschool Student Information System, parent letters, and bi-annual parent-teacher conferences.

Using Assessment to Monitor and Modify Learning in the Classroom:

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning and to what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Sequoia Union Charter School uses many formative assessments pulled from state adopted curriculum and uses a variety of summative assessment strategies to evaluate student learning. Teachers often will re-teach lessons to reinforce state standards if the majority of students fall below teacher expectations.

Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches. The staff determines the appropriate direction of curriculum and instruction. Additionally, during the time of Distance Learning, the monitoring of student work can be found with the online google drive student platform



SEQUOIA UNION | ELEMENTARY SCHOOL

utilized by the district.

Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards. Students participate in providing feedback through the CORE data platform and the data is analyzed by the administration and shared with staff in monthly Professional Learning Community meetings.

The Tulare County Office of Education provided Counselor-LMFT carefully reviews student academic and attendance data in preparation for the meeting with students. The teachers and the counselor-LMFT inform parents through phone calls, text messages, letters to parents, progress reports/report cards, emails, and face to face meetings.

Using Assessment to Monitor and Modify the School Program:

To what extent does the school have an assessment monitoring system to determine student progress toward achievement of the academic standards, and school learning outcomes?

Sequoia Union Charter School has a monitoring system to determine learning outcomes. Sequoia Union Charter School uses the CORE data platform provided through a grant with the Tulare County Office of Education as the data monitoring system. The data reports from CORE are shared with teachers and with all other stakeholder groups at School Site Council meetings, School Board Meetings, and on the District website. In addition, parents can monitor their student's progress through access on the Parent Portal through the District School Information System, PowerSchool. The School Accountability Report Card is provided on the District website.

The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language arts and mathematics. The District Curriculum and Assessment Coordinator collects the data from the CORE platform and reports it out to the Superintendent-Principal, who shares it with Staff, the SSC, the School Board, and with the Community on the website.

Sequoia Union Charter School uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The analysis of school data has led to an increase in teacher training around pedagogical practices. During Professional Learning Communities, participants review the effectiveness of curriculum, instruction review and evaluation processes.

Academic Data Comparison of Sequoia Union Charter School and the neighboring two districts for the 3 most recent CAASPP scoring summaries for ELA and for Math

The academic performance for students served by the charter school is at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school.



SEQUOIA UNION | ELEMENTARY SCHOOL

All Students

District/School	2018-19 Reading	2018-19 Math	2017-18 Reading	2017-18 Math	2016-17 Reading	2016-17 Math
Sequoia Charter	50.27%	34.39%	60.54%	44.32%	52.38%	39.29%
Sequoia Union E.S.D.	49.32%	31.25%	60.75%	45.79%	51.71%	41.75%
Exeter Unified	44.27%	30.43%	44.65%	32.36%	40.85%	27.50%
Lincoln Elementary	40.44%	33.58%	47.08%	39.17%	38.26%	40.80%
Rocky Hill Elementary	47.19%	36.39%	45.45%	40.84%	34.13%	37.71%
Woodlake Unified	34.14%	23.94%	32.03%	24.64%	33.93%	22.93%
Castle Rock Elementary	29.75%	26.59%	29.75%	26.59%	23.34%	23.08%



SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

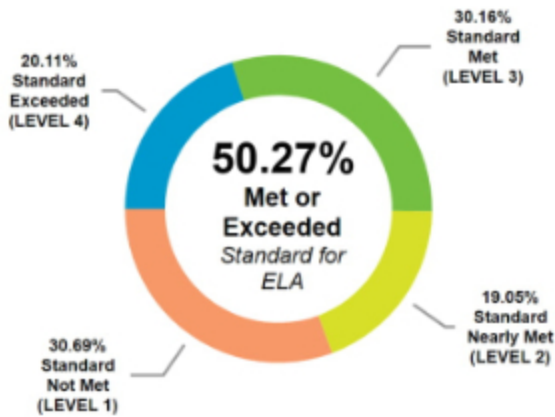
All Students (Default)

School Type:

All Schools

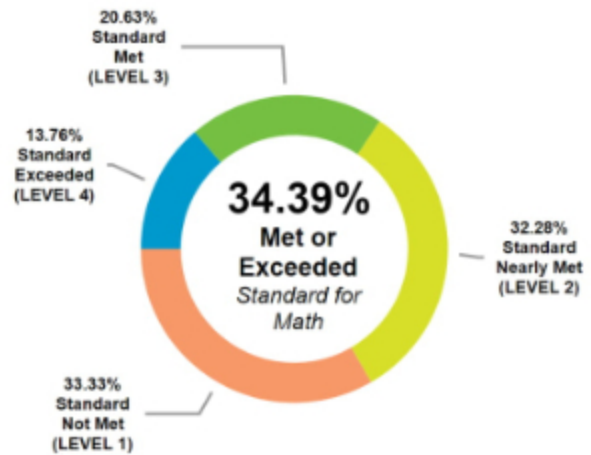
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

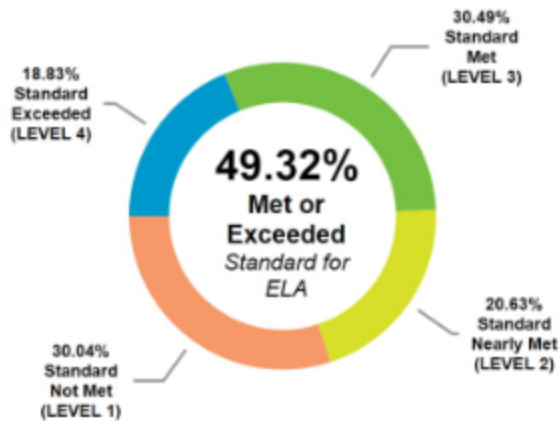
All Students (Default)

School Type:

All Schools

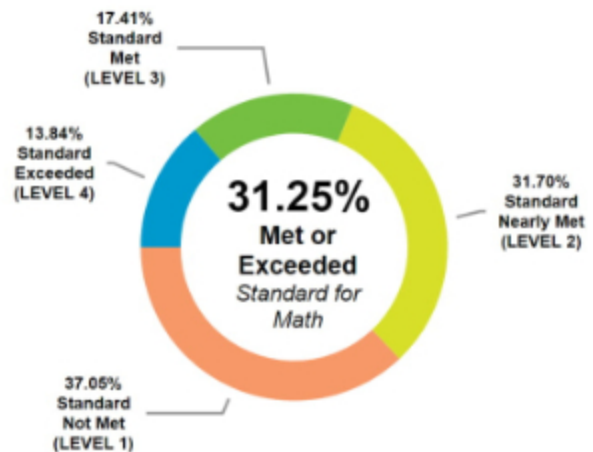
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION | ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

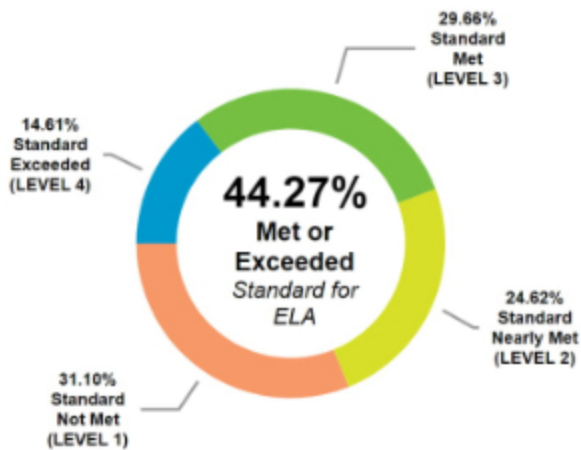
All Students (Default)

School Type:

All Schools

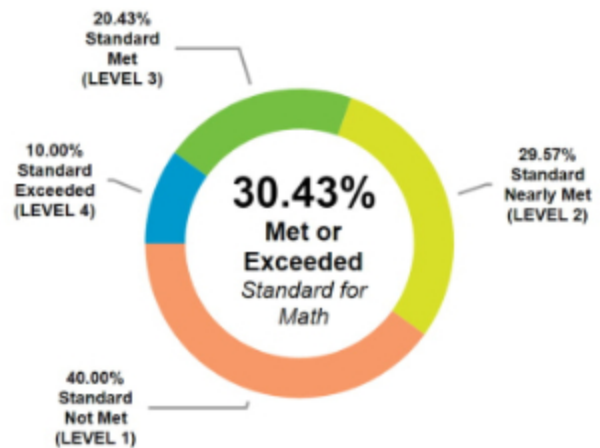
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

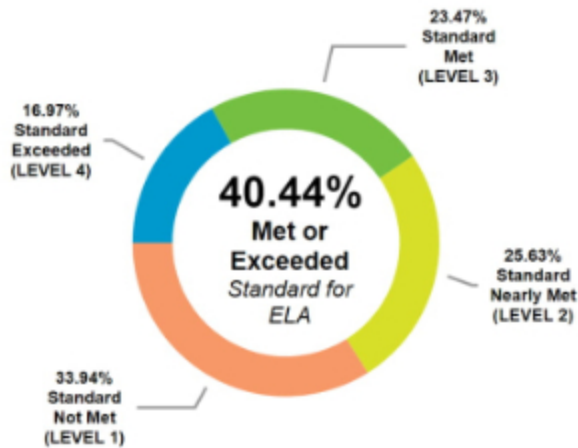
All Students (Default)

School Type:

All Schools

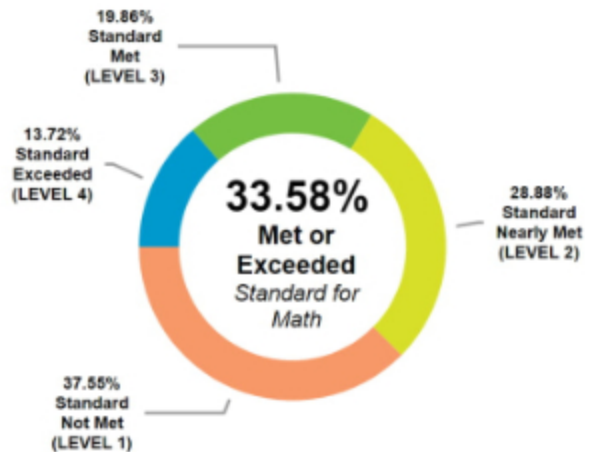
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

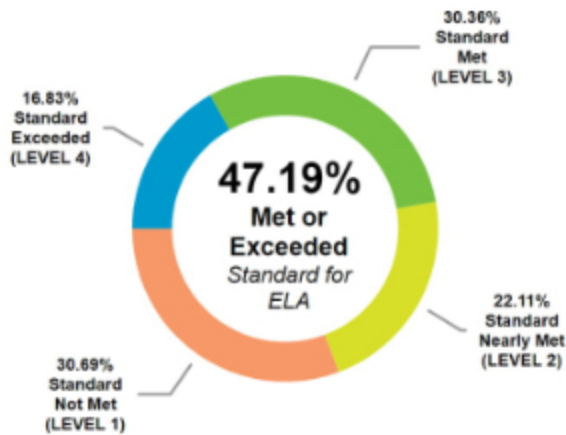
All Students (Default)

School Type:

All Schools

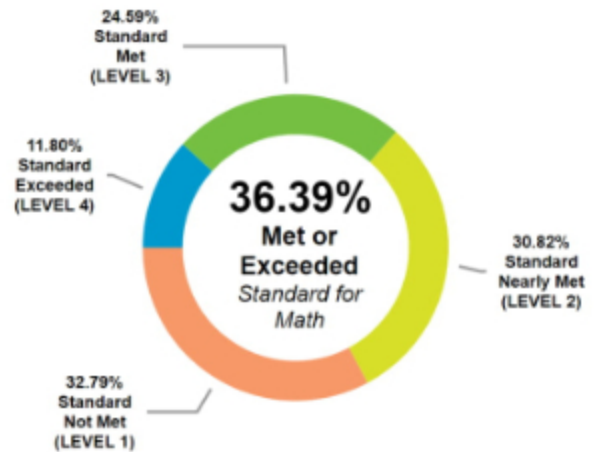
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

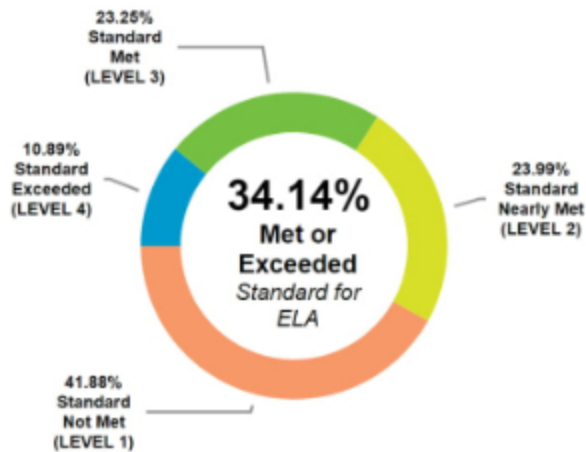
All Students (Default)

School Type:

All Schools

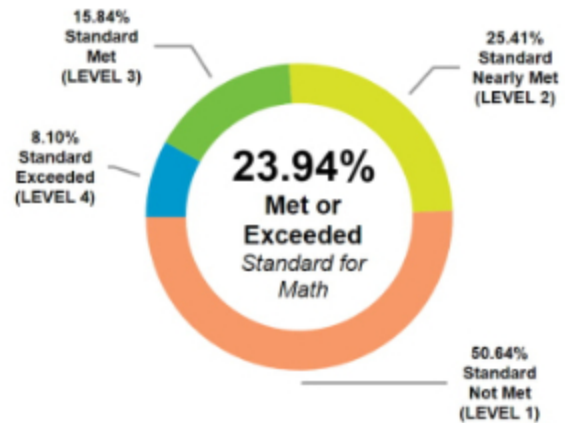
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Castle Rock Elementary

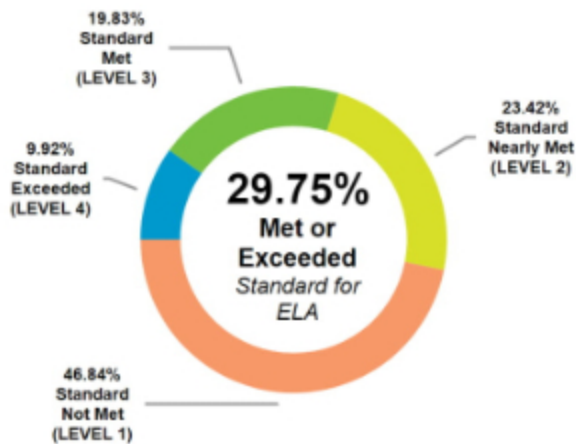
CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year: 2018-19 Grade: All Grades Student Group: All Students (Default) School Type: All Schools

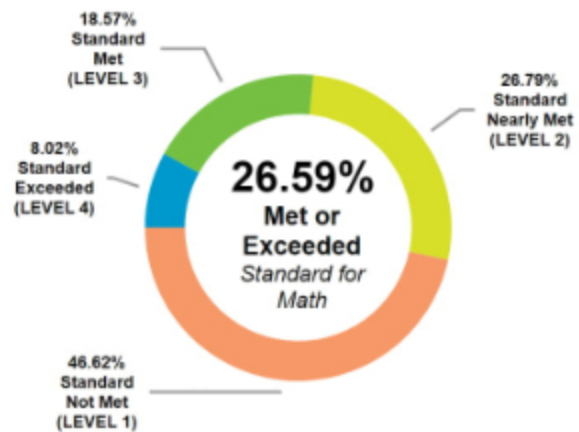
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

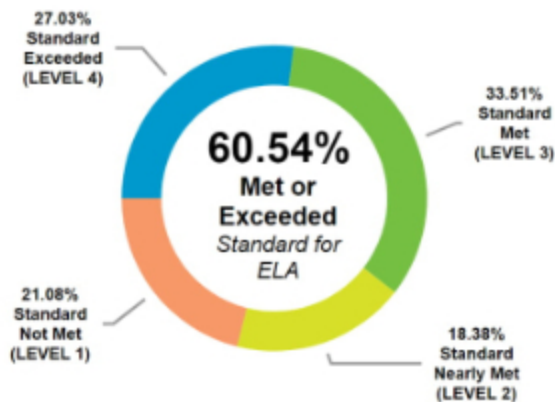
All Students (Default)

School Type:

All Schools

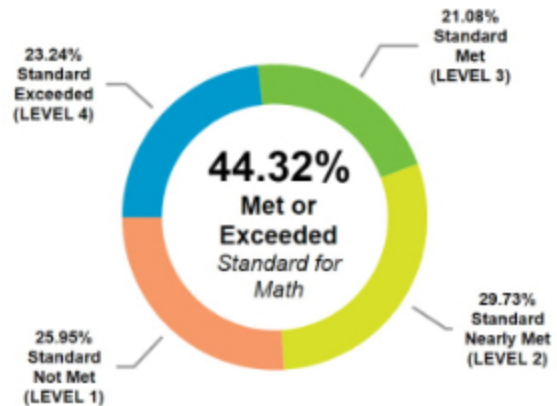
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



[VIEW DETAILED TEST RESULTS →](#)



SEQUOIA UNION | ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

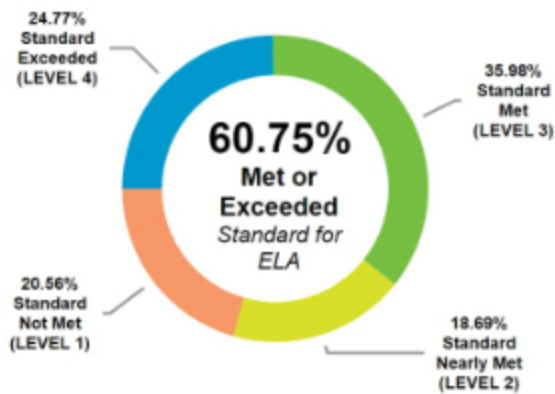
All Students (Default)

School Type:

All Schools

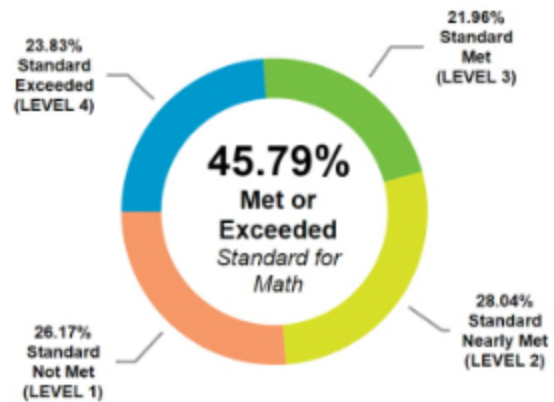
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

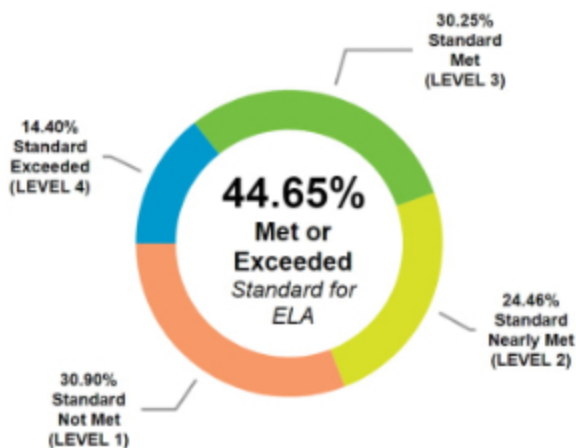
All Students (Default)

School Type:

All Schools

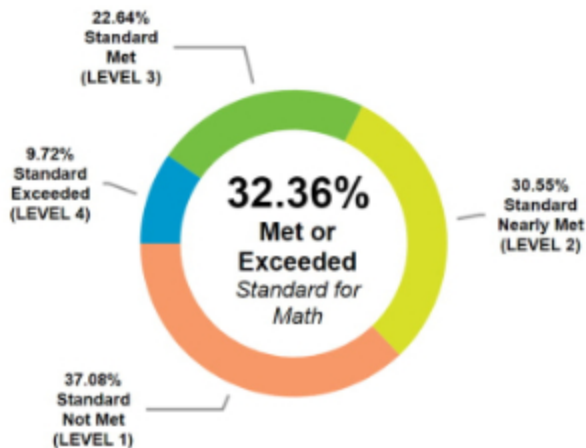
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

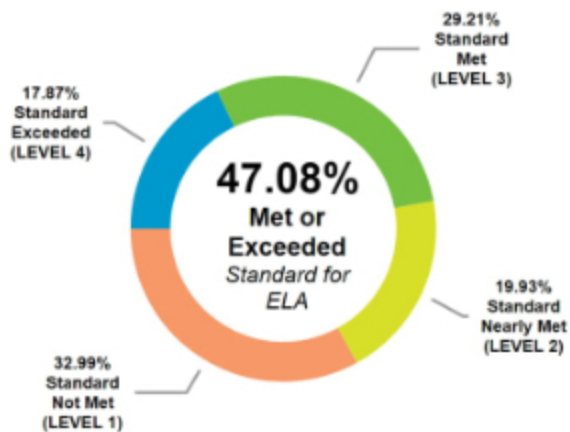
All Students (Default)

School Type:

All Schools

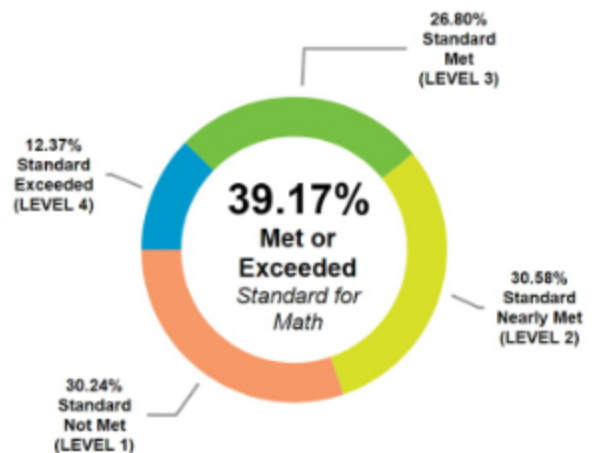
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

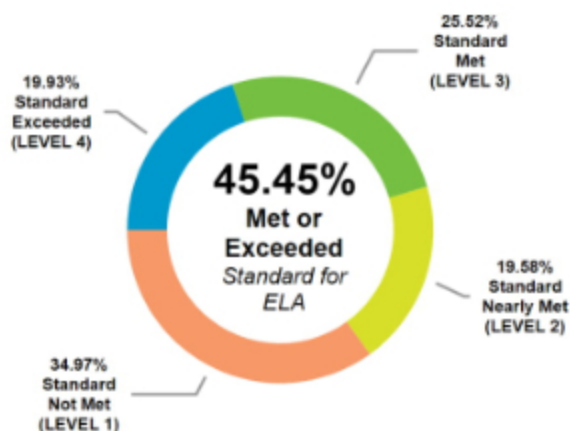
All Students (Default)

School Type:

All Schools

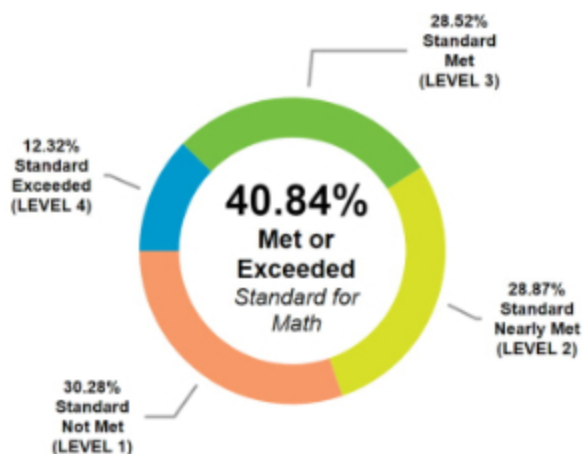
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

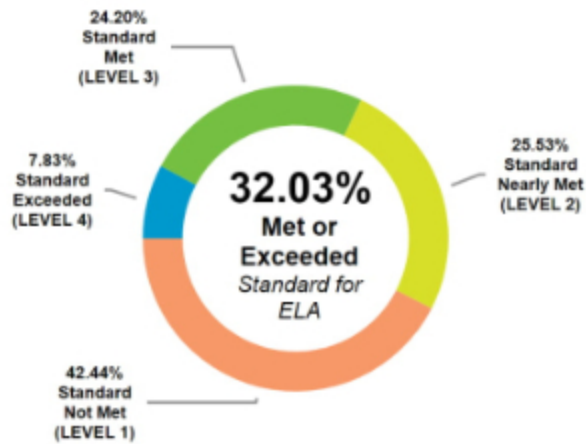
All Students (Default)

School Type:

All Schools

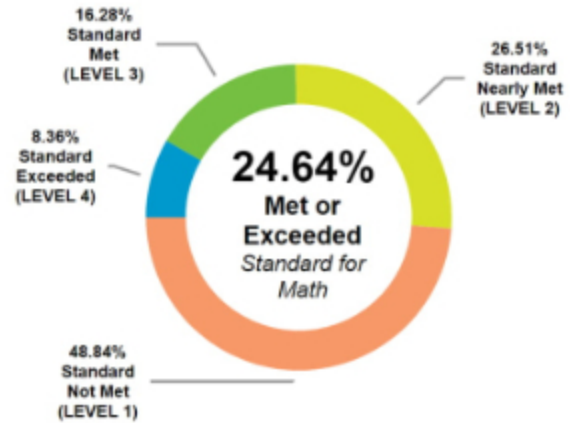
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



[VIEW DETAILED TEST RESULTS](#)



SEQUOIA UNION ELEMENTARY SCHOOL

School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

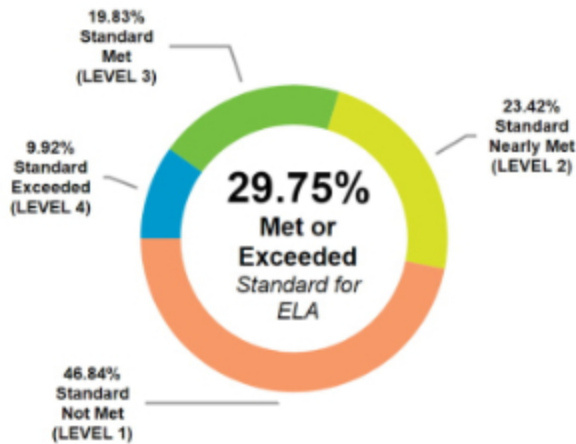
All Students (Default)

School Type:

All Schools

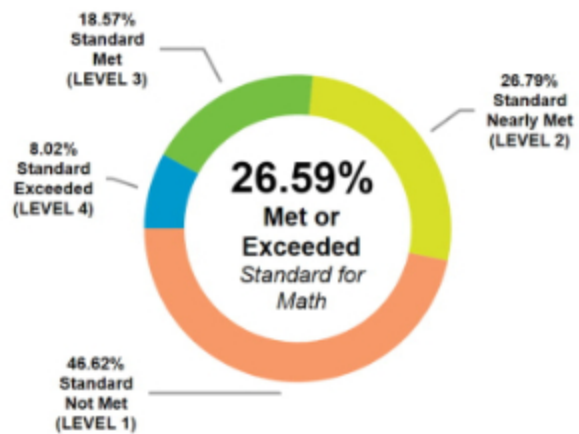
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

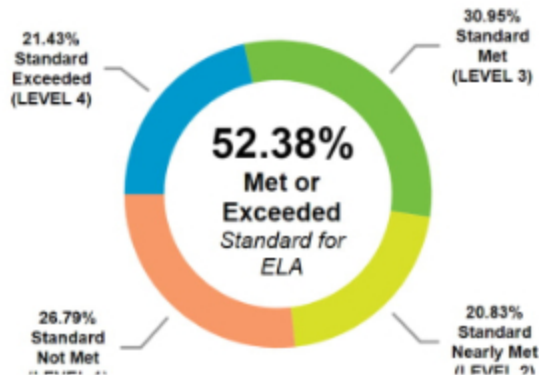
All Students (Default)

School Type:

All Schools

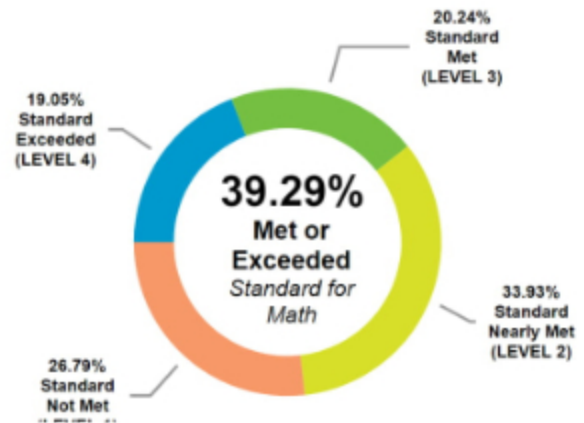
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

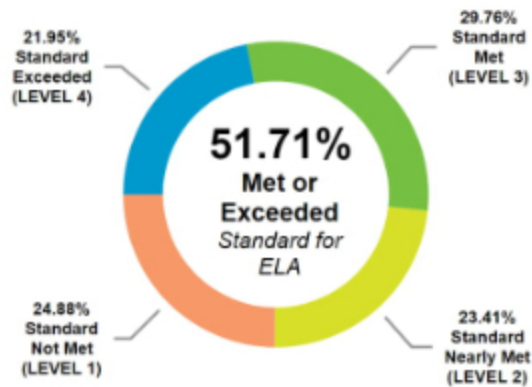
All Students (Default)

School Type:

All Schools

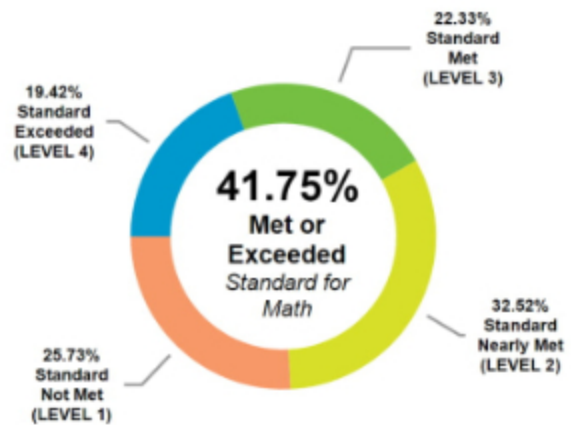
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION | ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

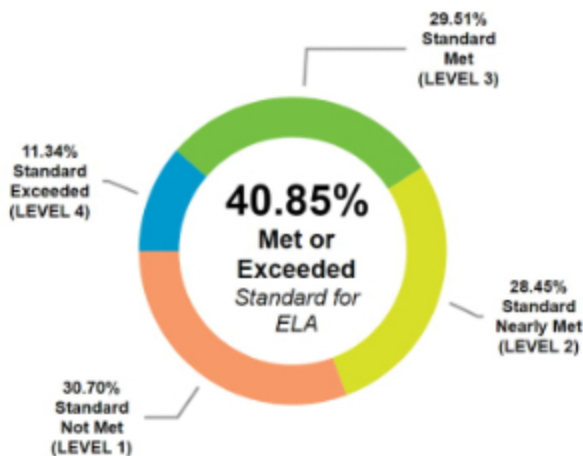
All Students (Default)

School Type:

All Schools

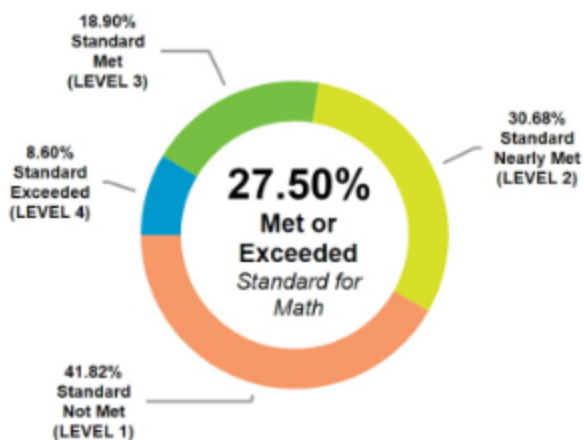
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

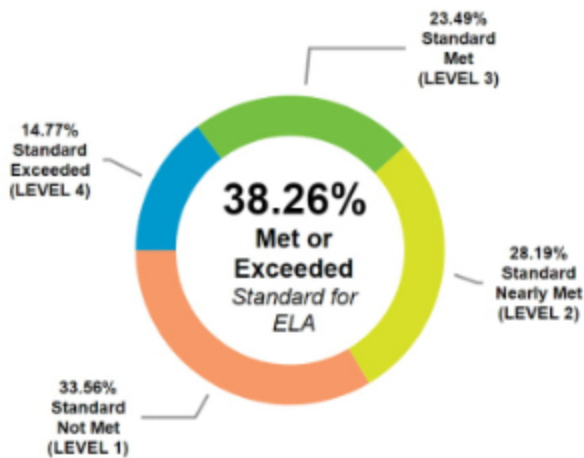
All Students (Default)

School Type:

All Schools

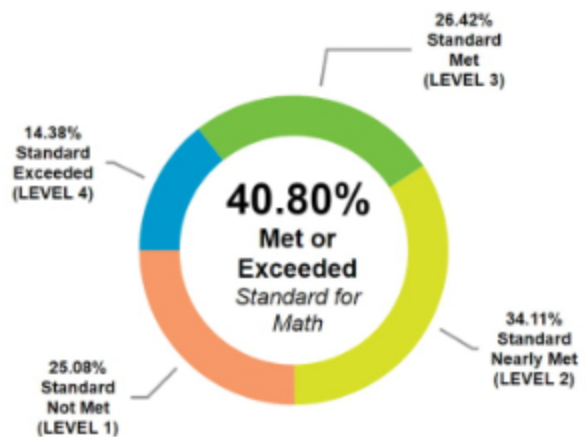
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

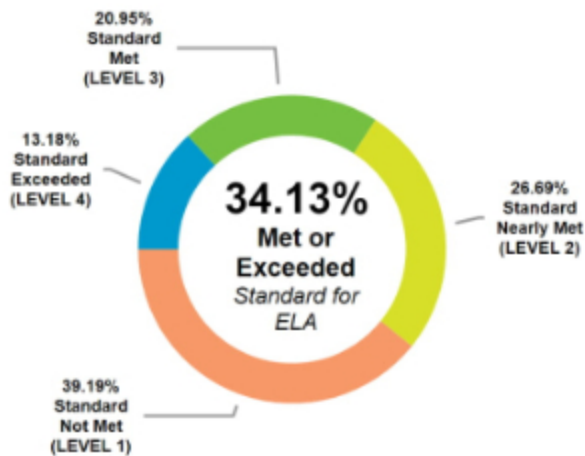
All Students (Default)

School Type:

All Schools

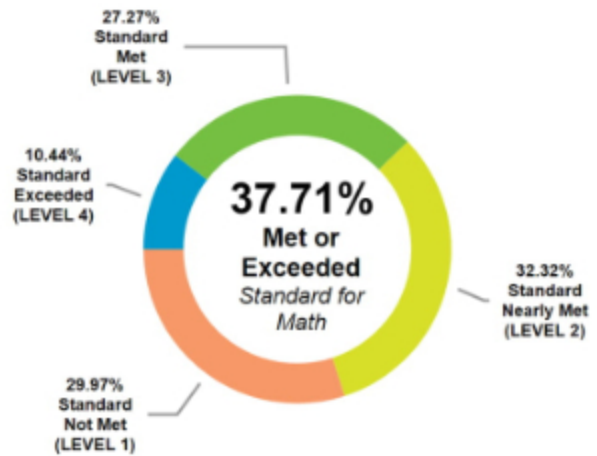
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

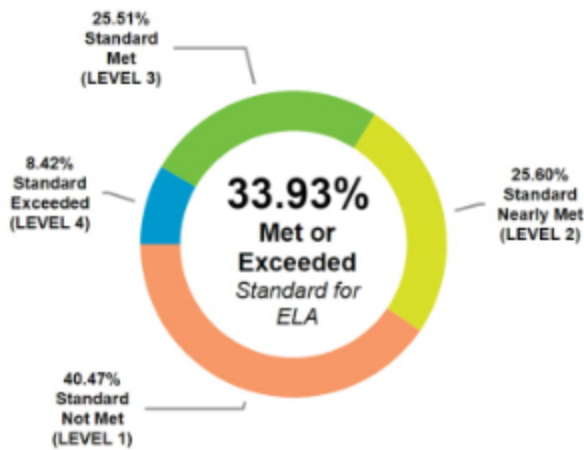
All Students (Default)

School Type:

All Schools

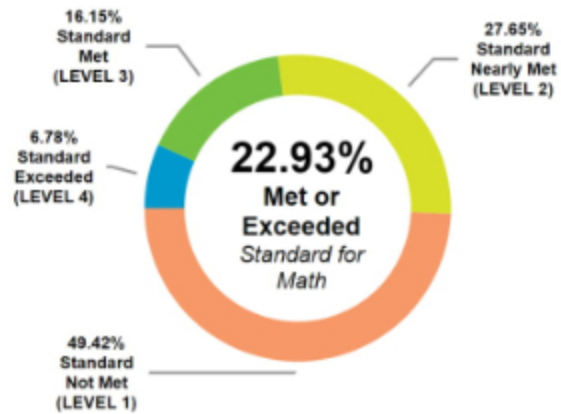
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

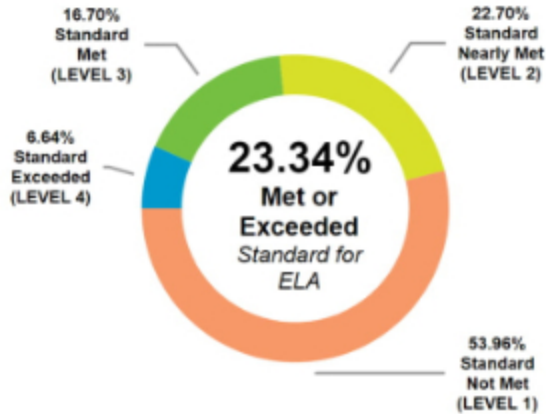
All Students (Default)

School Type:

All Schools

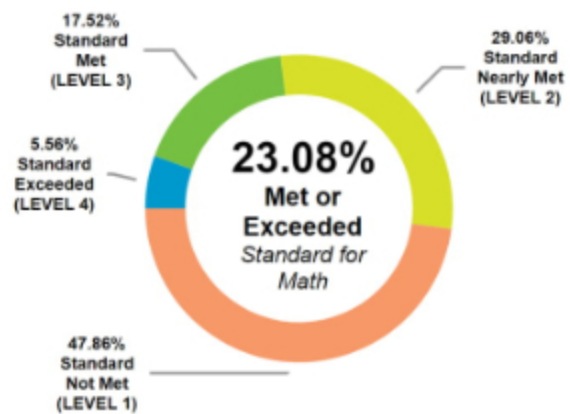
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION | ELEMENTARY SCHOOL

Hispanic-Latino Students:

Sequoia Union Charter School – Hispanic Students also score at least equal, and in most all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school.

District/School	2018-19 Reading	2018-19 Math	2017-18 Reading	2017-18 Math	2016-17 Reading	2016-17 Math
Sequoia Charter	39.68%	20.63%	41.27%	26.98%	38.89%	22.22%
Sequoia Union E.S.D.	41.89%	20.27%	42.26%	29.58%	38.46%	24.62%
Exeter Unified	38.05%	25.82%	39.67%	27.75%	33.64%	23.22%
Lincoln Elementary	34.83%	28.36%	39.15%	34.39%	29.08%	35.03%
Rocky Hill Elementary	43.15%	33.67%	43.17%	37.56%	27.60%	31.61%
Woodlake Unified	34.17%	23.31%	31.86%	24.30%	33.98%	23.14%
Castle Rock Elementary	30.60%	26.20%	28.31%	28.54%	24.06%	23.54%



SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

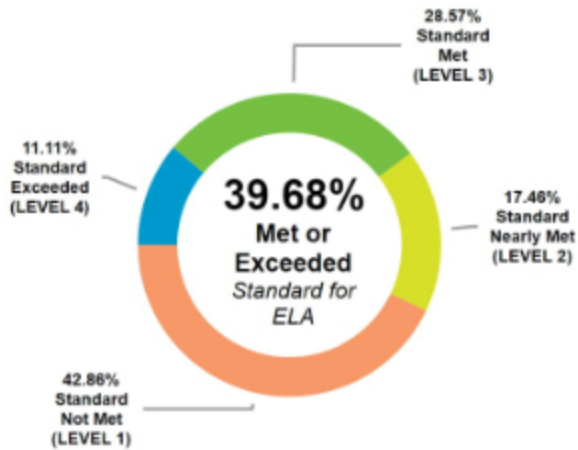
Hispanic or Latino

School Type:

All Schools

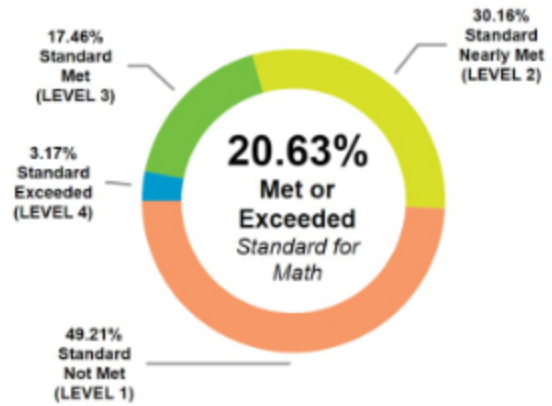
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

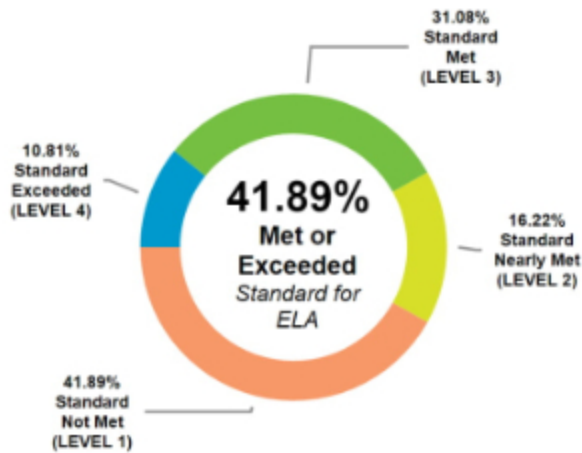
Hispanic or Latino

School Type:

All Schools

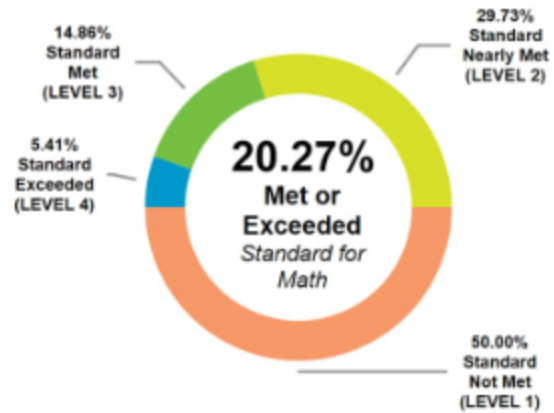
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

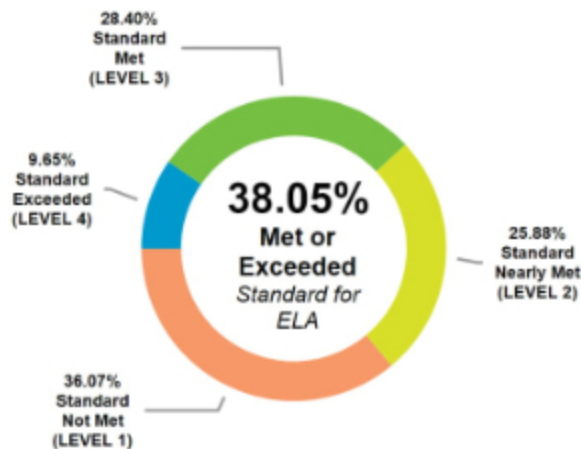
Hispanic or Latino

School Type:

All Schools

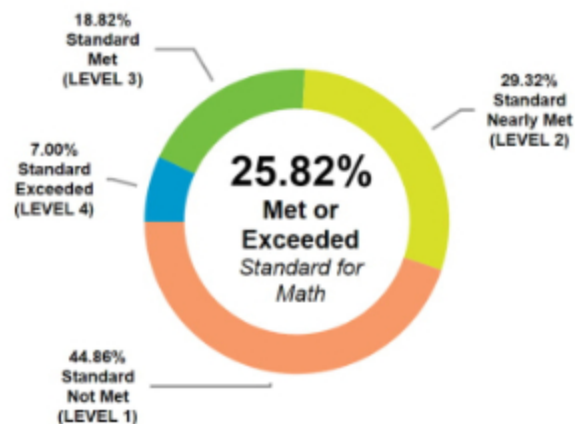
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

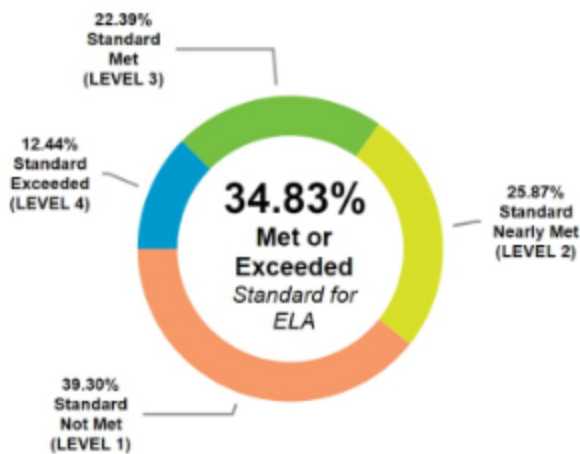
Hispanic or Latino

School Type:

All Schools

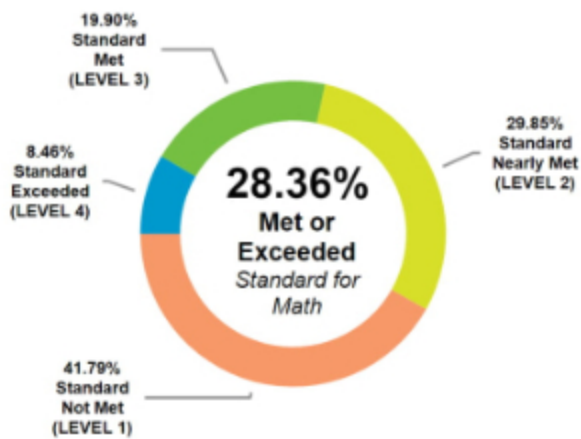
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Ethnicity

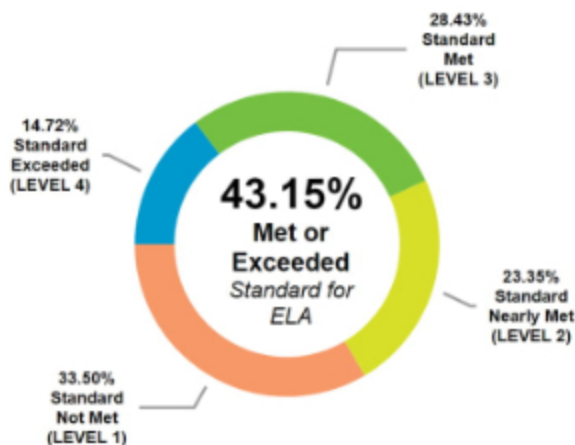
Hispanic or Latino

School Type:

All Schools

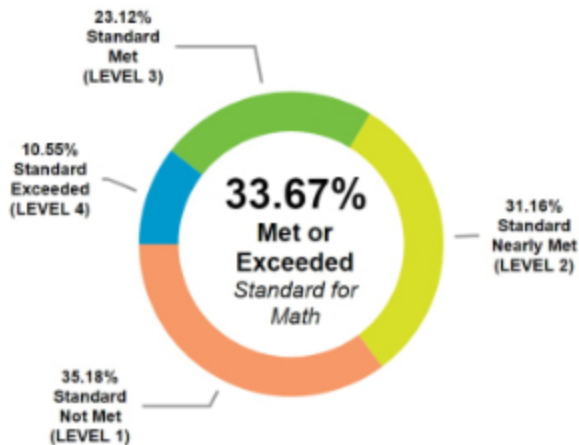
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

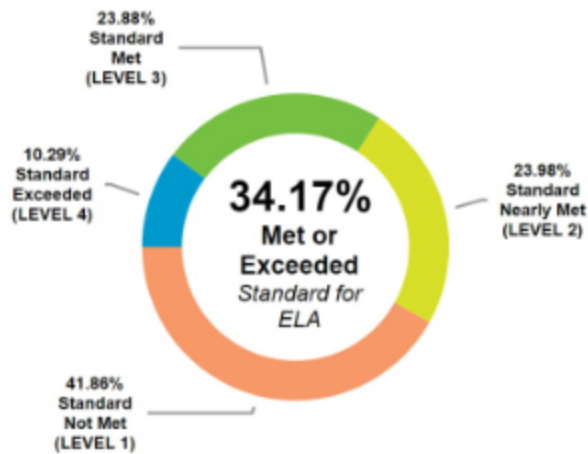
Report Options

Year: 2018-19 Grade: All Grades Student Group: Ethnicity School Type: All Schools

Hispanic or Latino

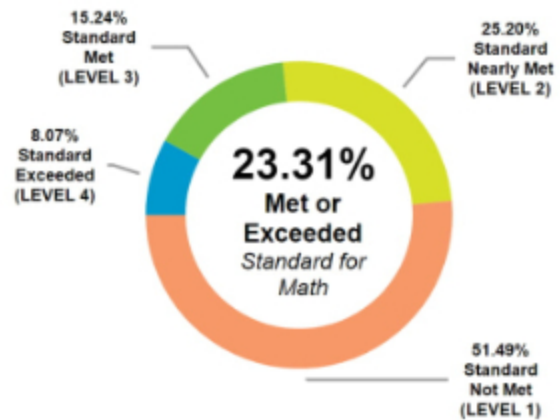
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Castle Rock Elementary

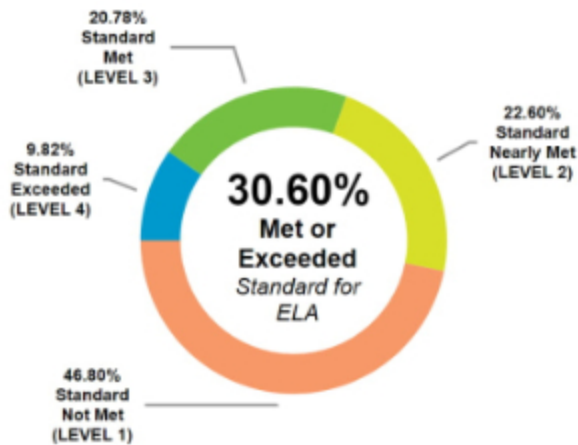
CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year:	Grade:	Student Group:	School Type:
2018-19	All Grades	Ethnicity	All Schools
		Hispanic or Latino	

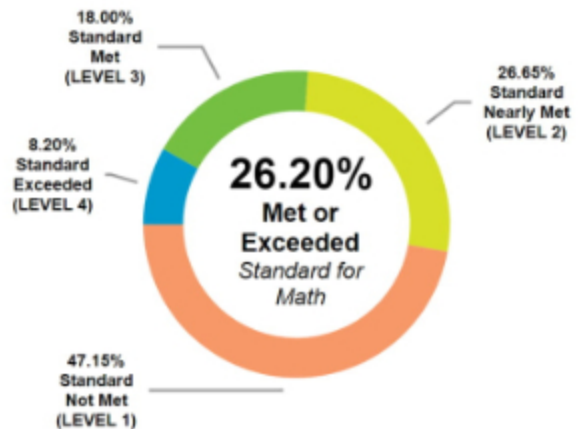
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

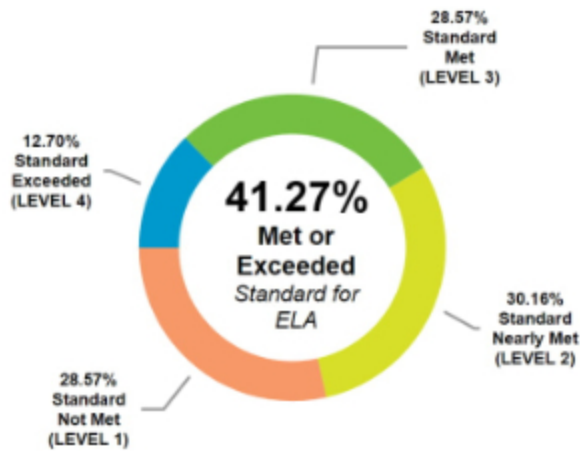
Hispanic or Latino

School Type:

All Schools

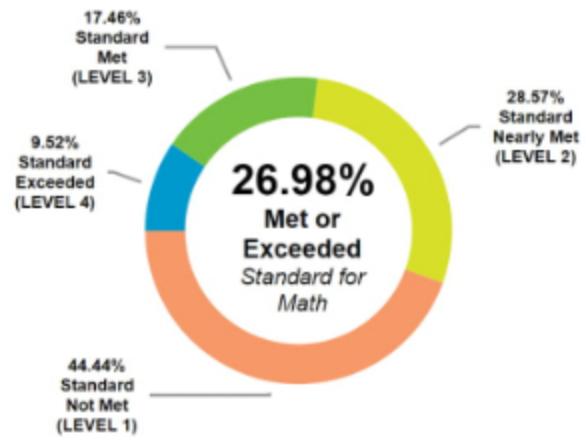
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION | ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

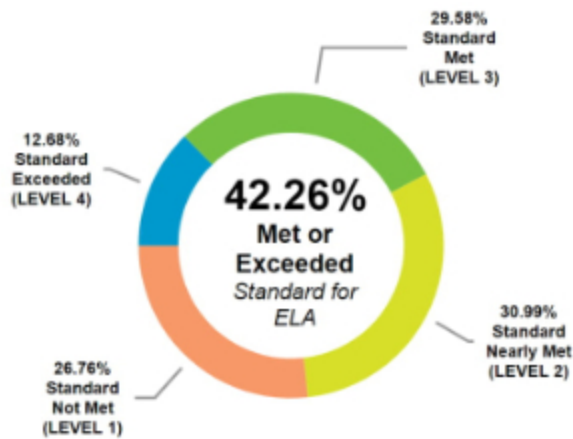
Hispanic or Latino

School Type:

All Schools

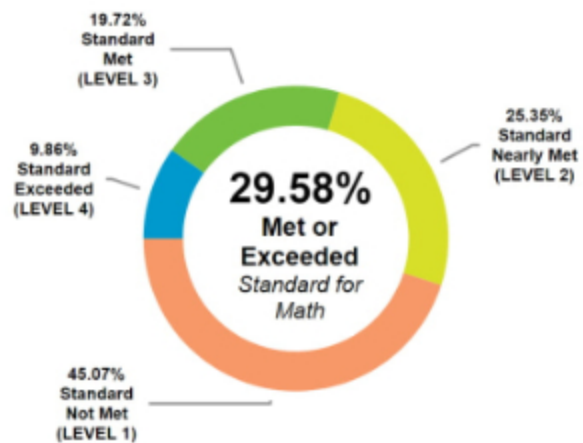
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

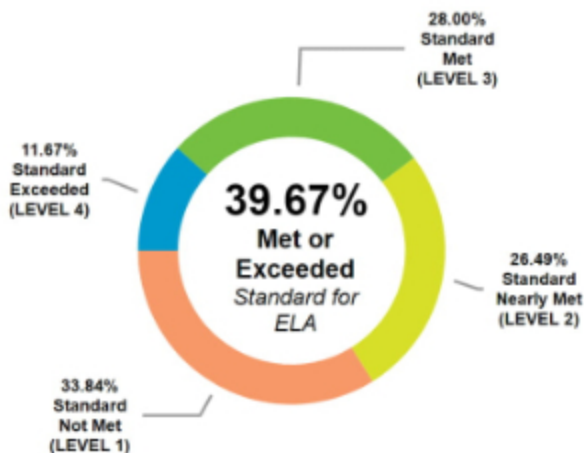
Hispanic or Latino

School Type:

All Schools

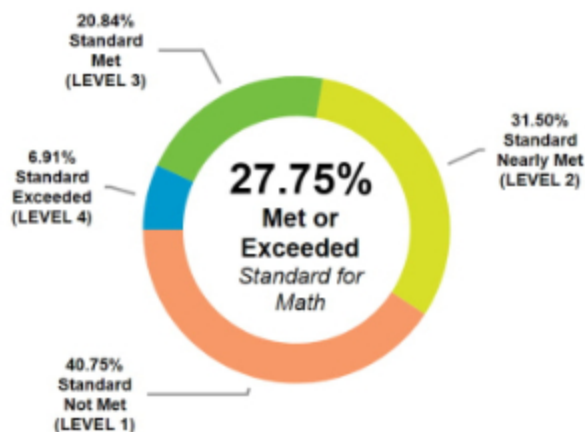
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

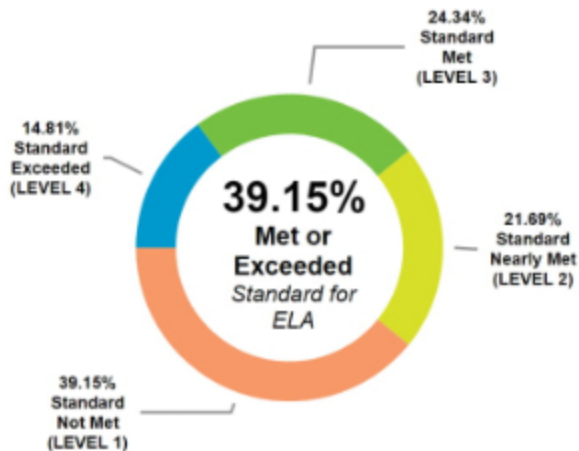
Hispanic or Latino

School Type:

All Schools

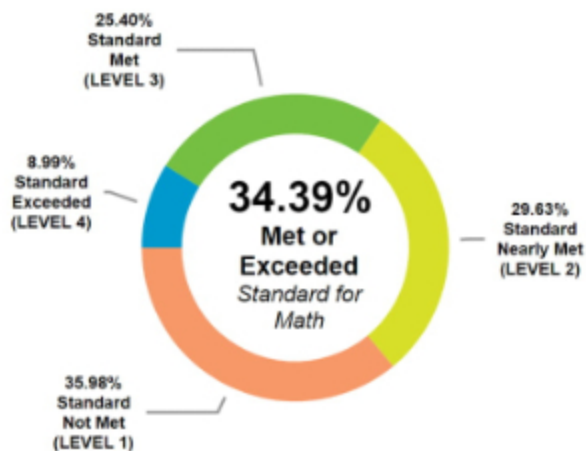
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

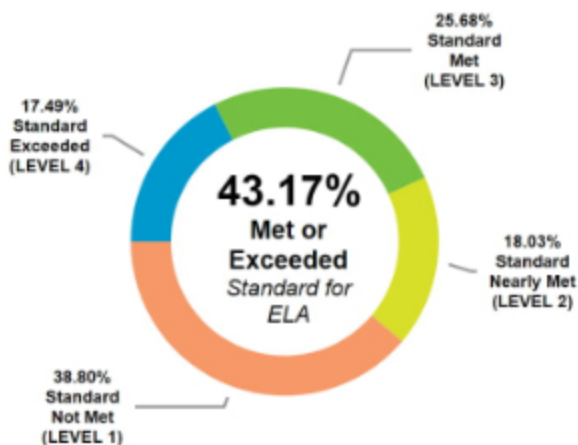
Hispanic or Latino

School Type:

All Schools

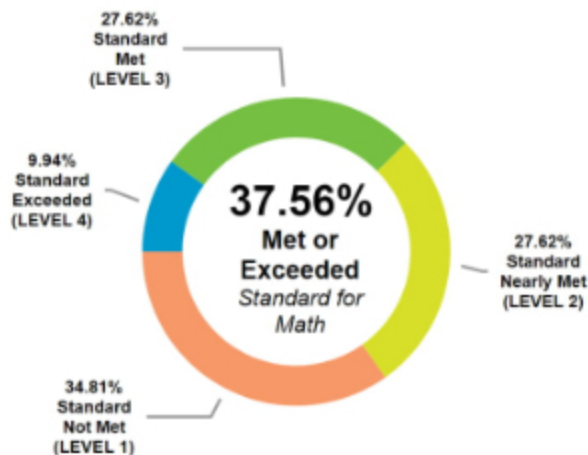
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

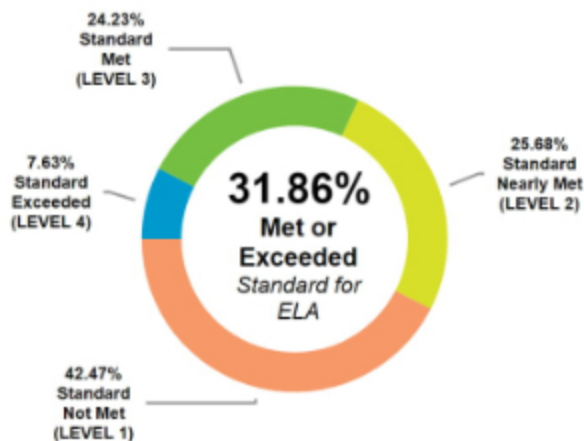
Hispanic or Latino

School Type:

All Schools

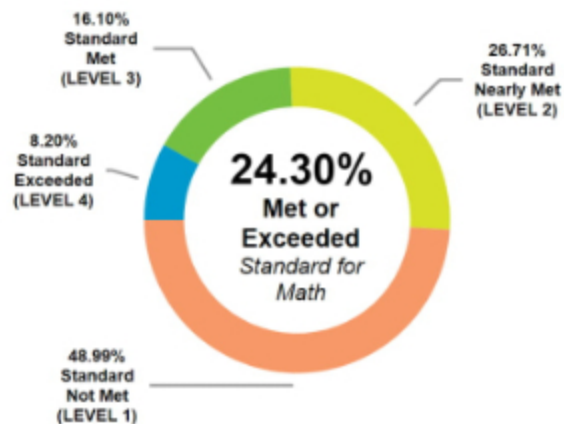
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Ethnicity

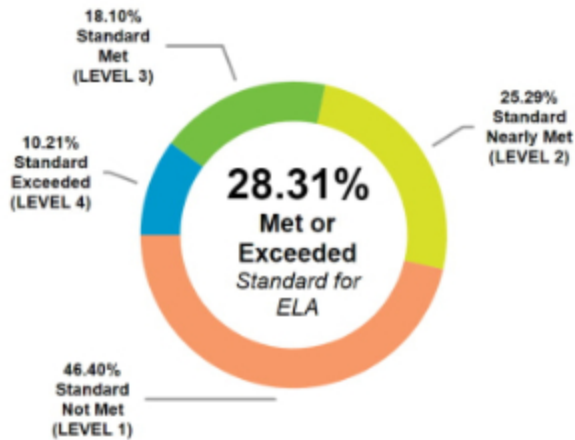
Hispanic or Latino

School Type:

All Schools

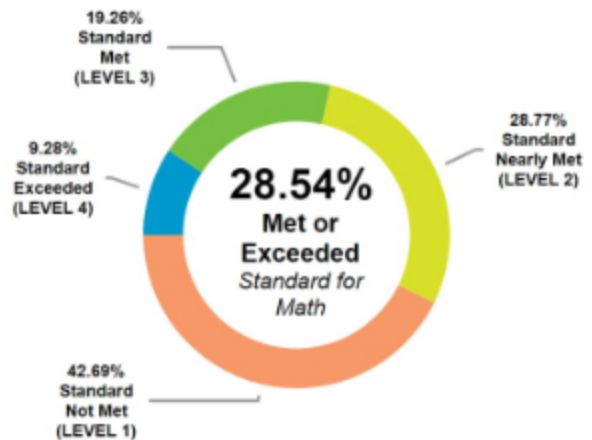
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

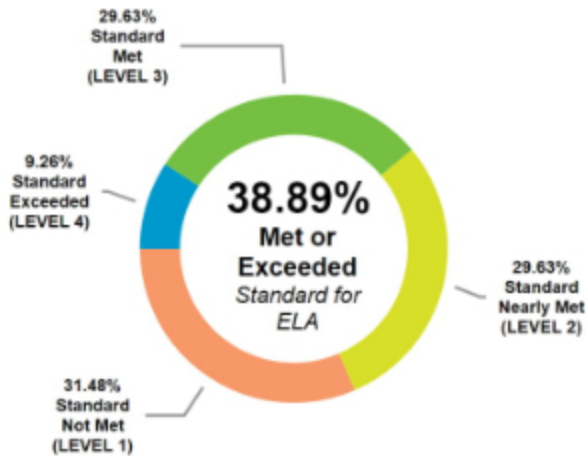
Hispanic or Latino

School Type:

All Schools

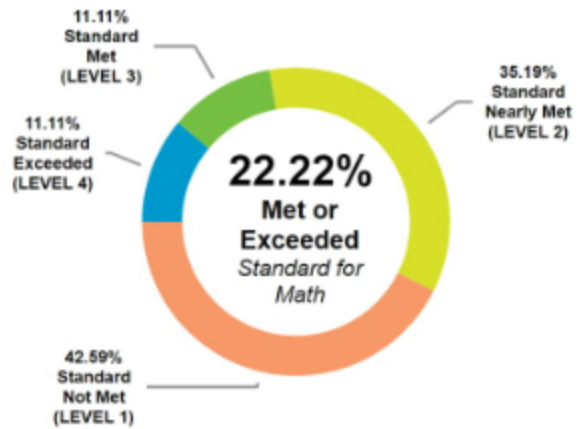
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

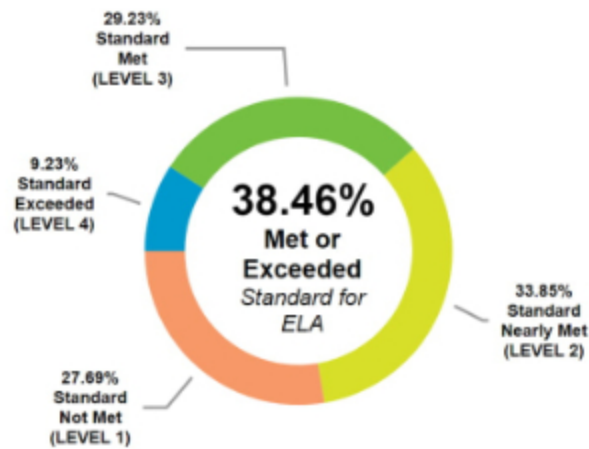
Hispanic or Latino

School Type:

All Schools

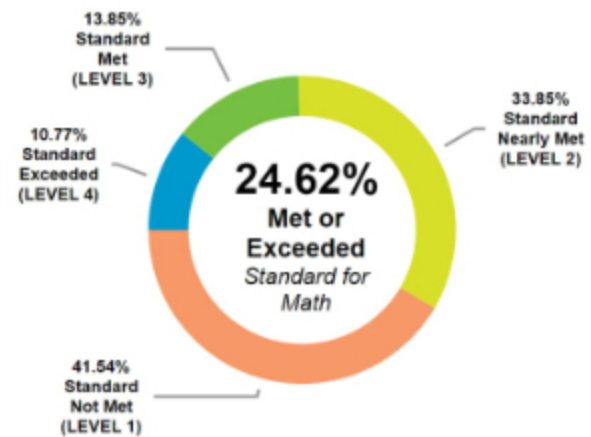
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION | ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

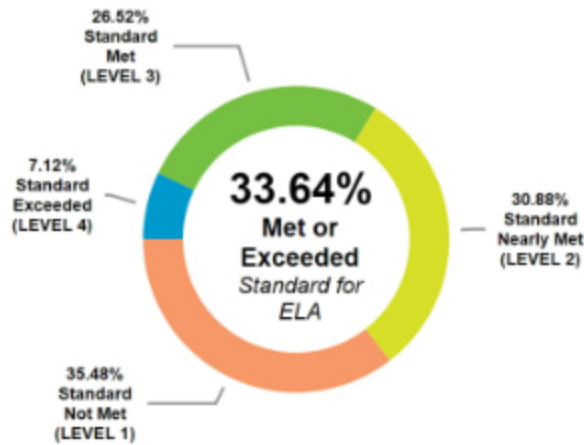
Hispanic or Latino

School Type:

All Schools

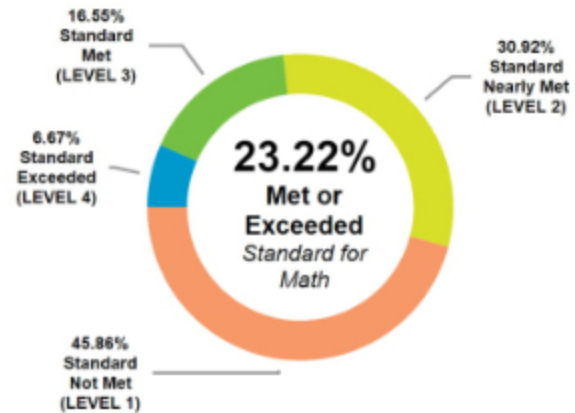
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

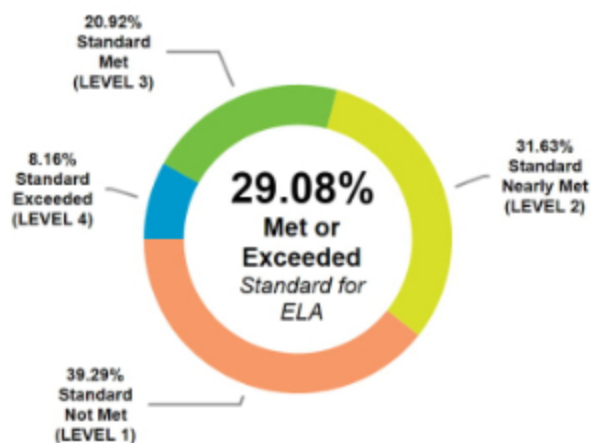
Hispanic or Latino

School Type:

All Schools

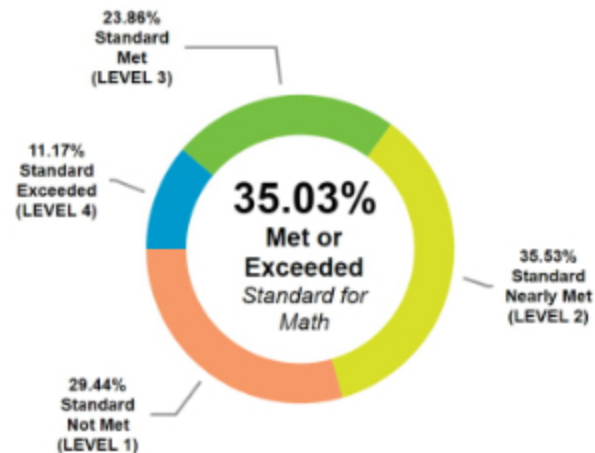
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

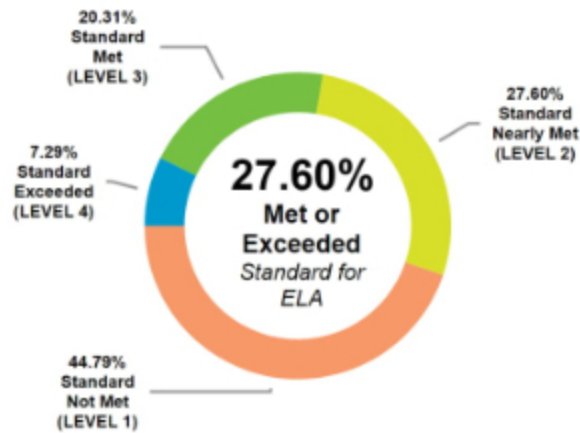
Hispanic or Latino

School Type:

All Schools

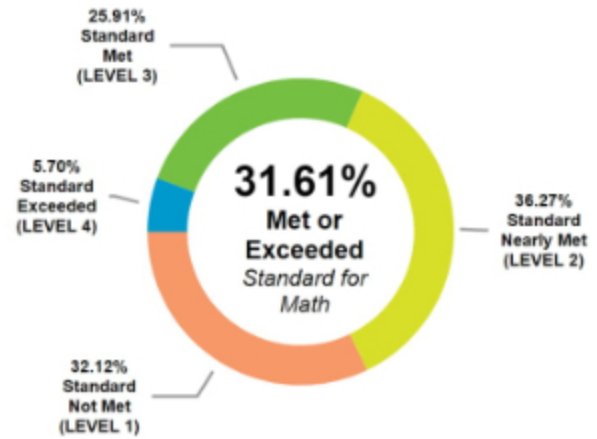
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

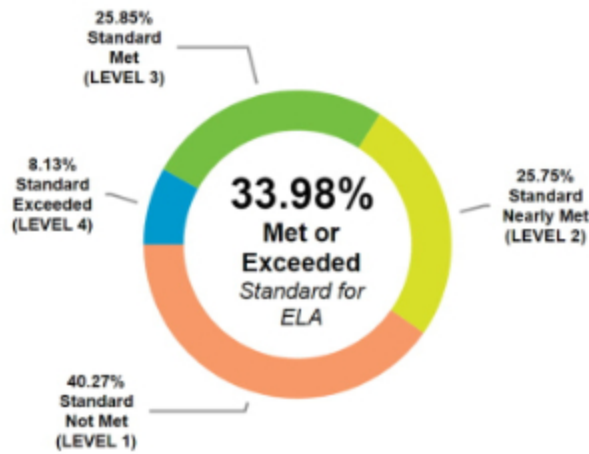
Hispanic or Latino

School Type:

All Schools

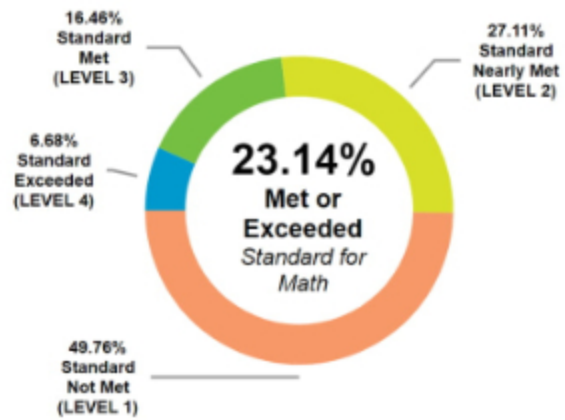
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Ethnicity

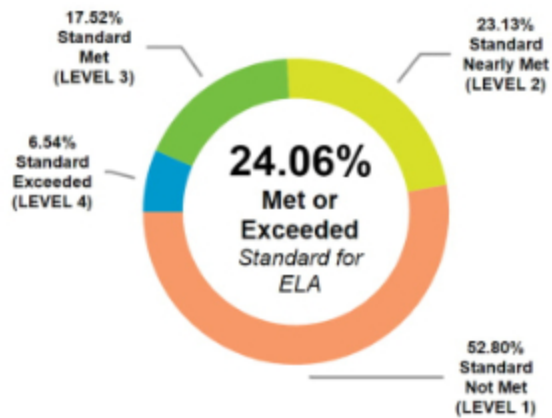
Hispanic or Latino

School Type:

All Schools

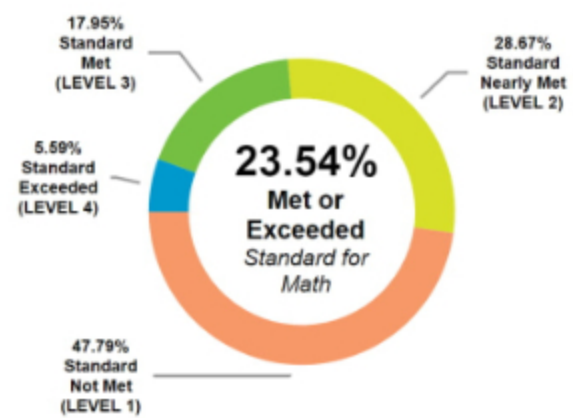
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION | ELEMENTARY SCHOOL

Economically Disadvantaged Students:

Sequoia Union – Economically Disadvantaged Students also score at least equal, and in almost all cases better, than the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located taking into account the composition of the pupil population that is served at the charter school.

District/School	2018-19 Reading	2018-19 Math	2017-18 Reading	2017-18 Math	2016-17 Reading	2016-17 Math
Sequoia Charter	38.75%	18.75%	51.72%	33.33%	44.58%	32.53%
Sequoia Union E.S.D.	39.58%	17.53%	48.98%	33.68%	46.24%	34.04%
Exeter Unified	37.65%	25.20%	38.01%	26.80%	31.77%	23.55%
Lincoln Elementary	35.19%	29.17%	41.97%	33.33%	30.42%	36.70%
Rocky Hill Elementary	42.25%	32.10%	38.09%	32.53%	21.21%	21.92%
Woodlake Unified	31.13%	21.49%	30.24%	23.72%	30.92%	21.44%
Castle Rock Elementary	28.70%	24.77%	26.00%	26.70%	23.34%	23.08%



SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

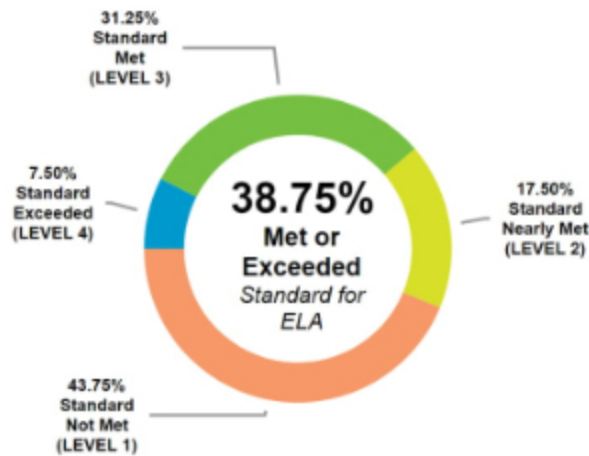
Economically disadvantaged

School Type:

All Schools

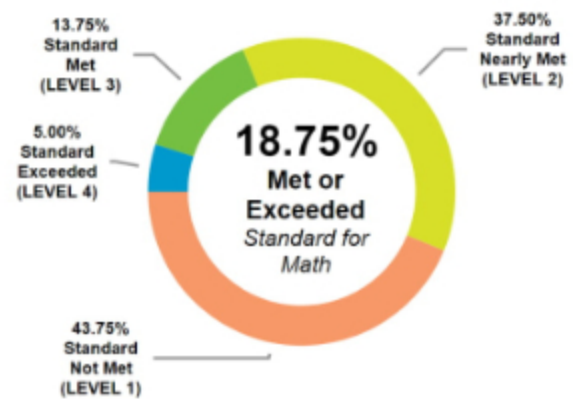
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

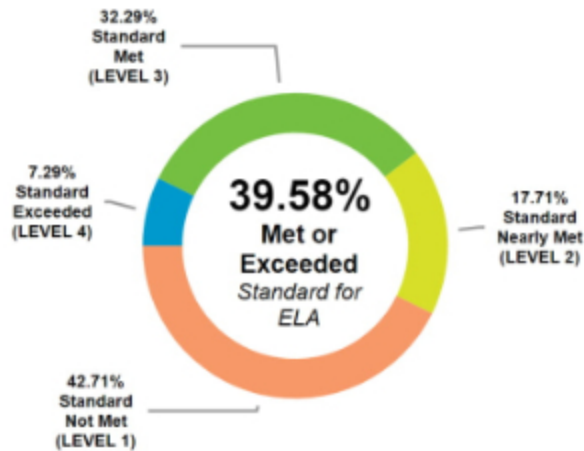
Economically disadvantaged

School Type:

All Schools

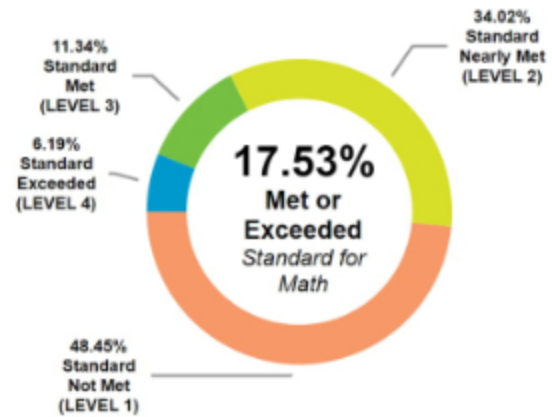
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Exeter Unified

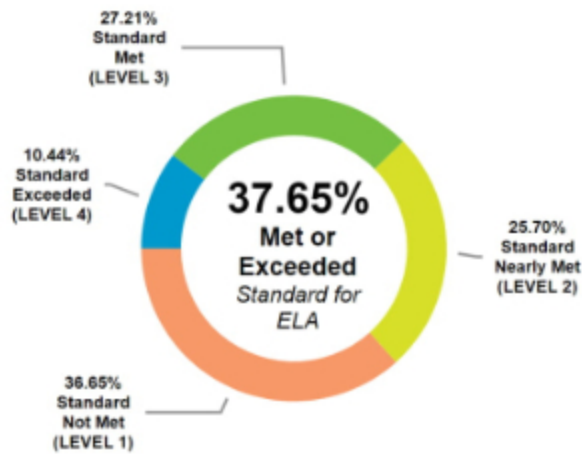
CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:	Grade:	Student Group:	School Type:
2018-19	All Grades	Economic Status	All Schools
		Economically disadvantaged	

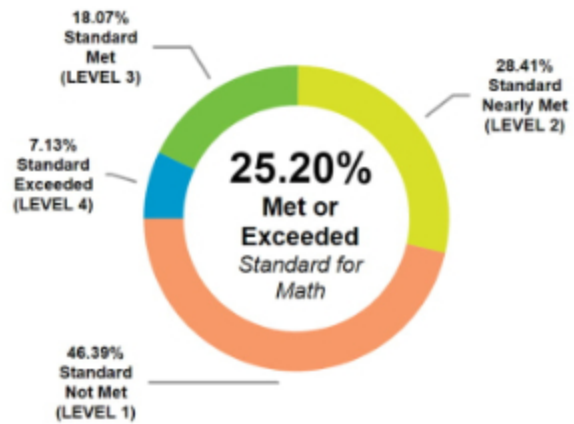
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

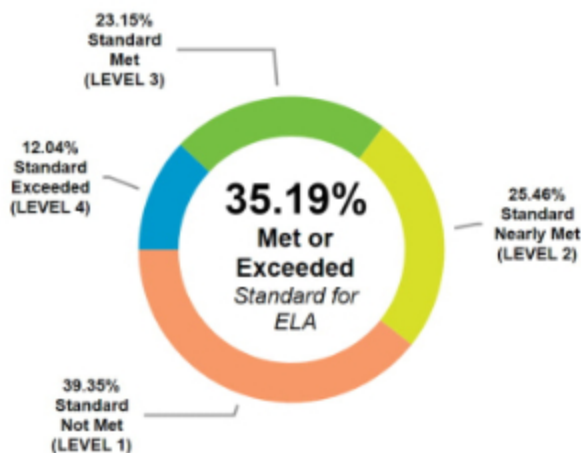
Economically disadvantaged

School Type:

All Schools

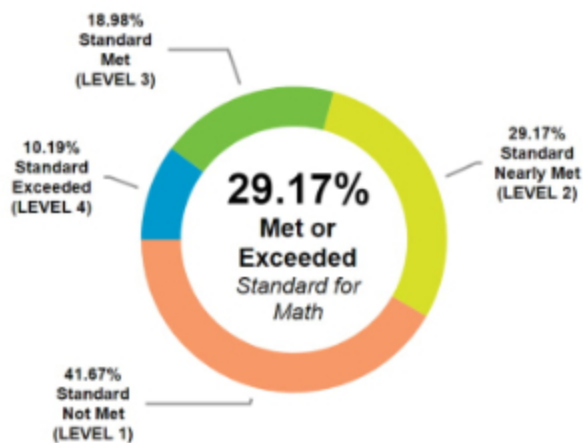
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

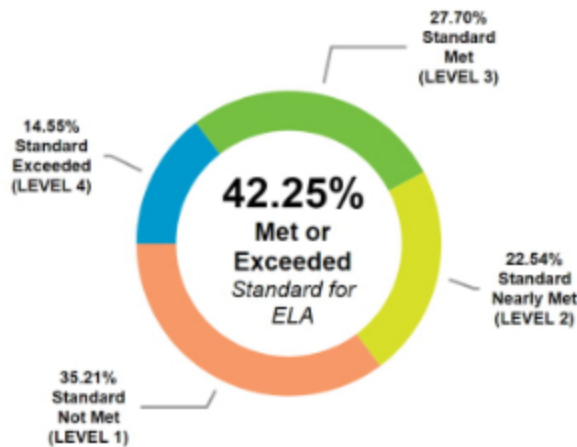
Economically disadvantaged

School Type:

All Schools

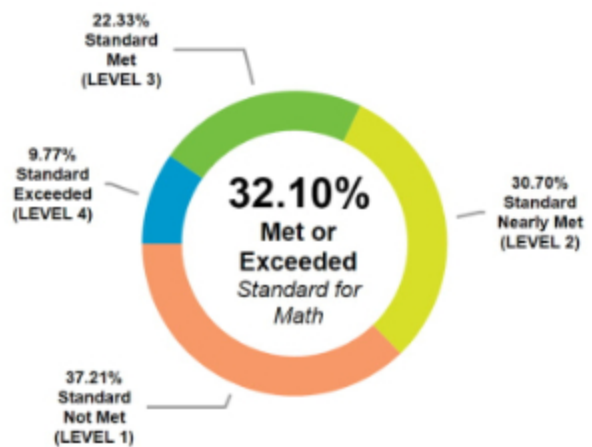
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

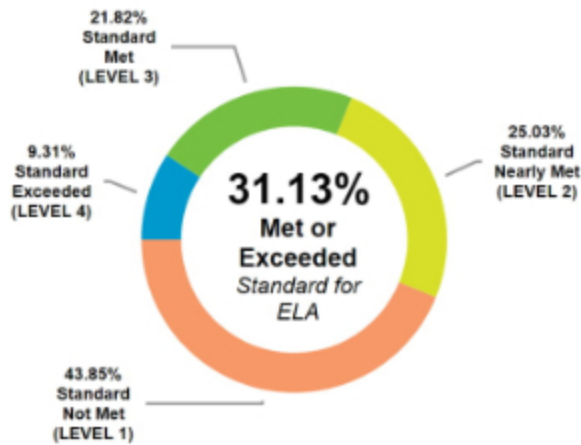
Economically disadvantaged

School Type:

All Schools

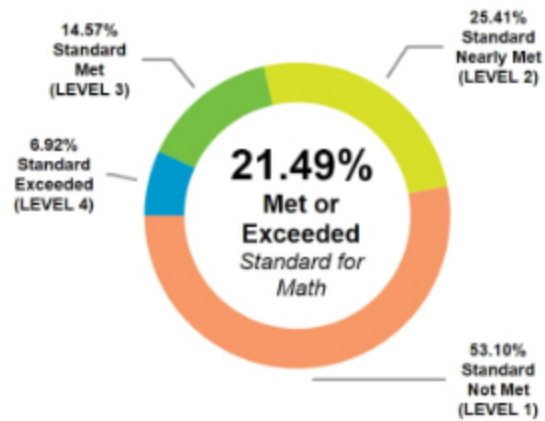
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year:

2018-19

Grade:

All Grades

Student Group:

Economic Status

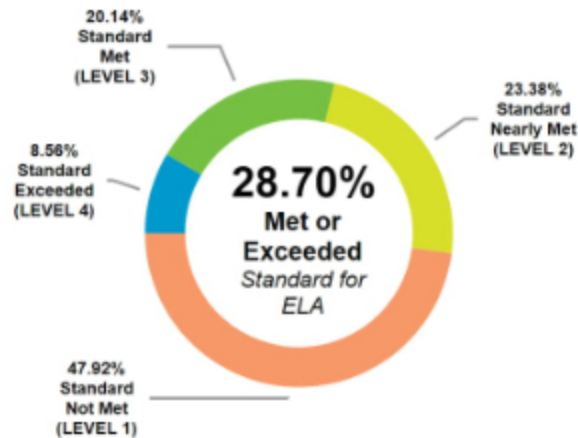
Economically disadvantaged

School Type:

All Schools

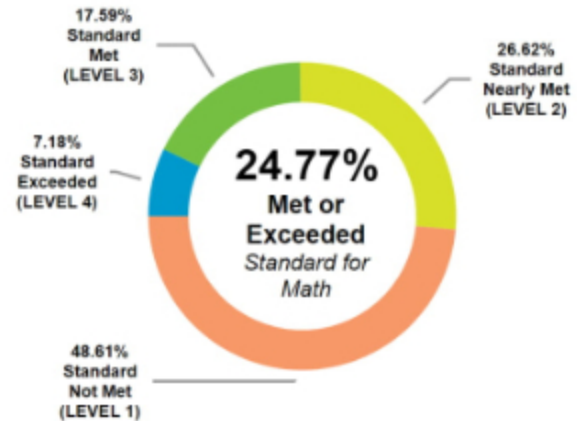
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

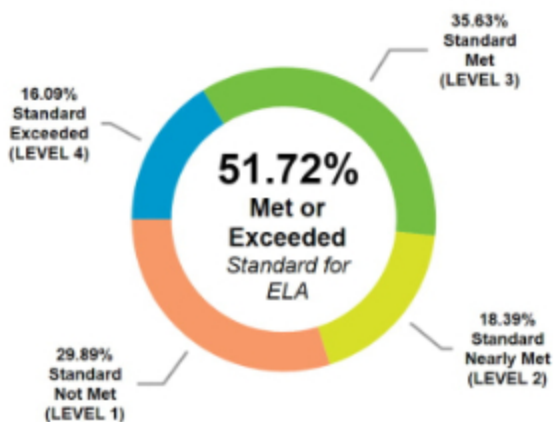
Economically disadvantaged

School Type:

All Schools

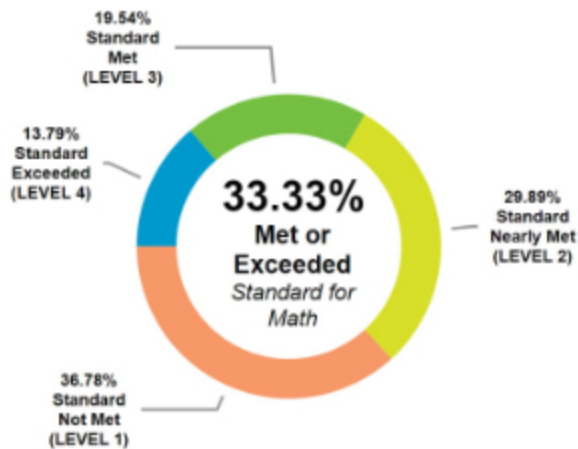
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

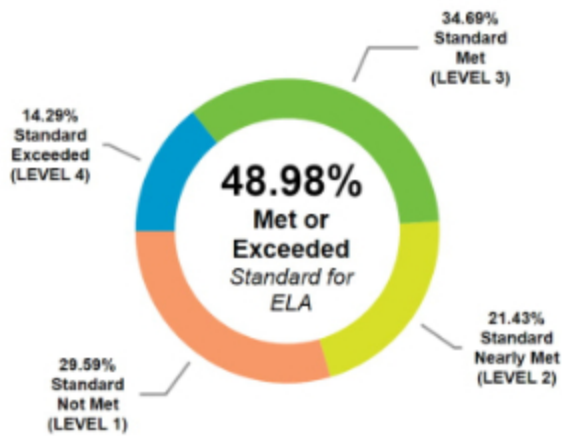
Economically disadvantaged

School Type:

All Schools

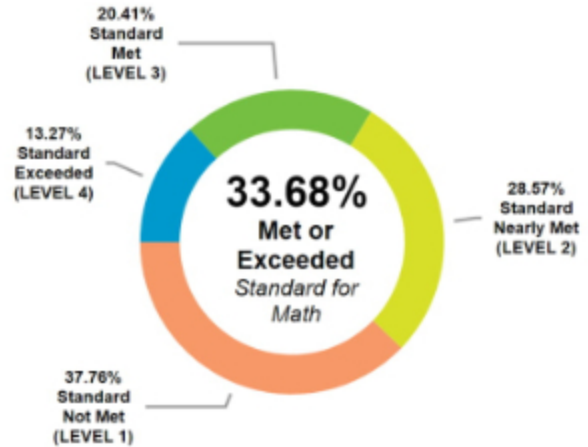
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

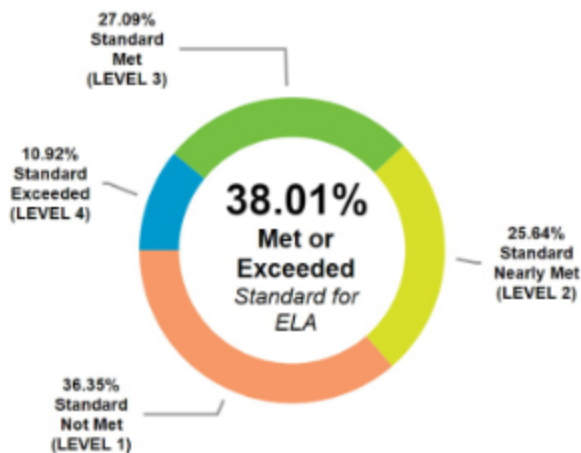
Economically disadvantaged

School Type:

All Schools

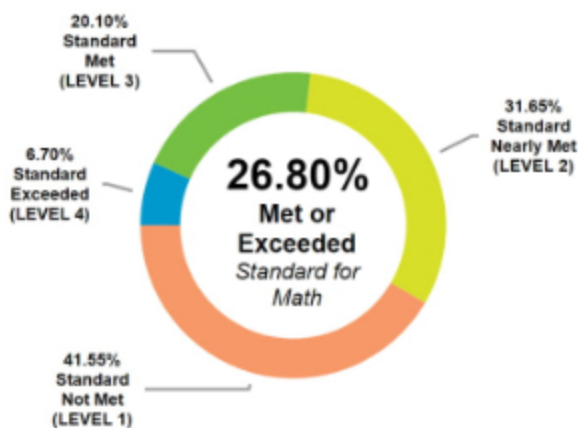
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

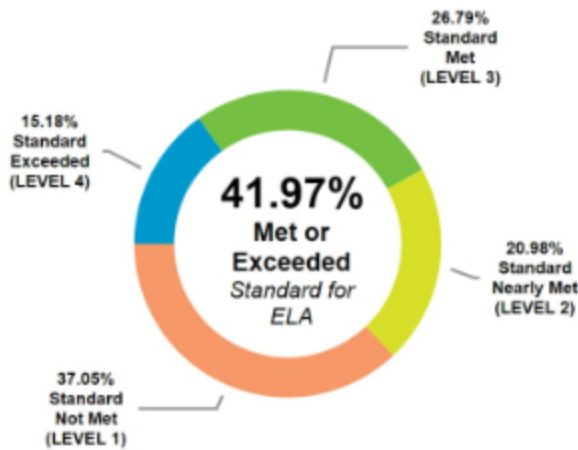
Economically disadvantaged

School Type:

All Schools

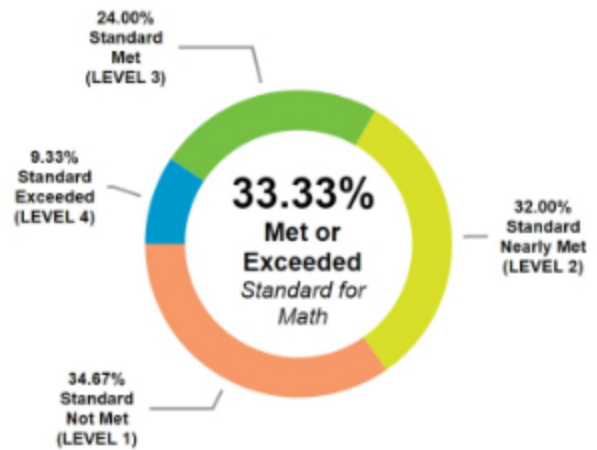
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Rocky Hill Elementary

CDS Code: 54-76836-6054050 | County: Tulare | District: Exeter Unified

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

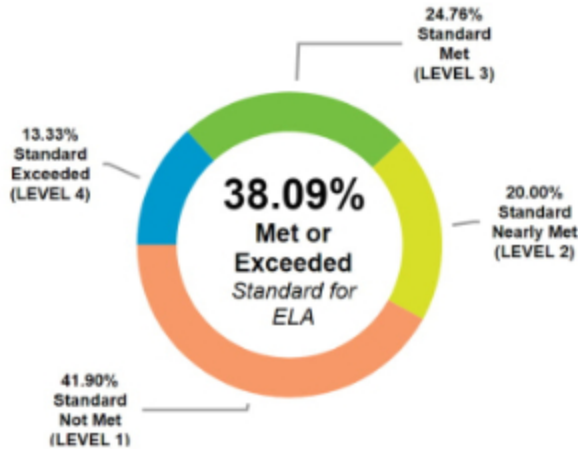
Economically disadvantaged

School Type:

All Schools

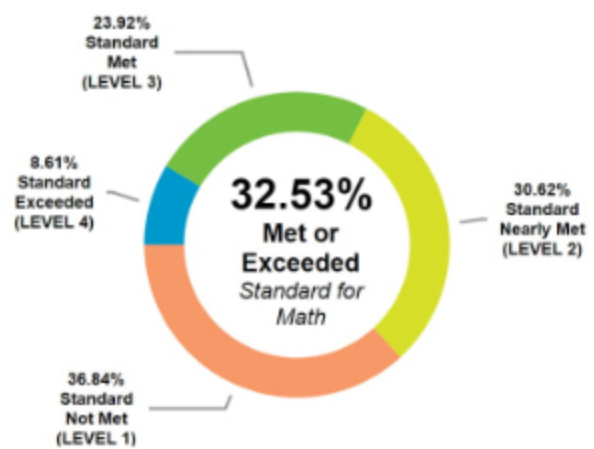
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

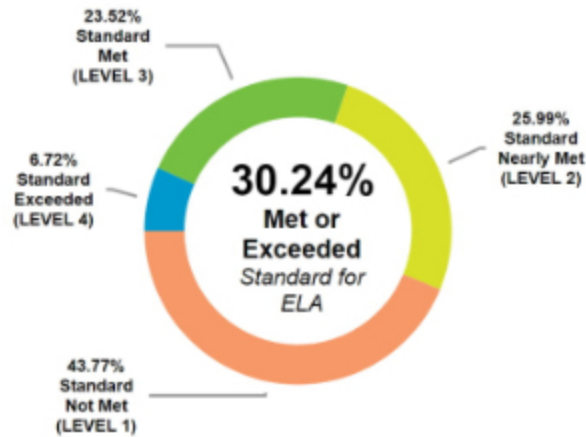
Economically disadvantaged

School Type:

All Schools

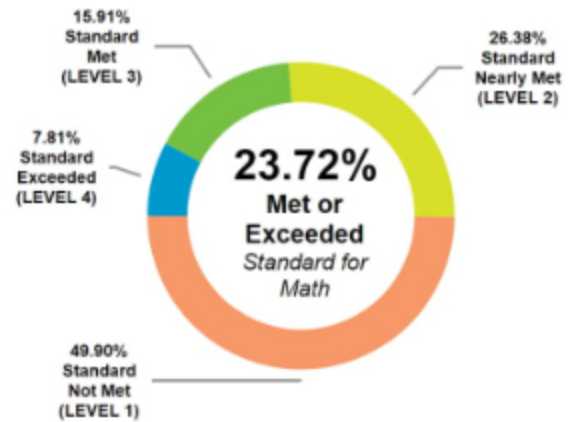
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year:

2017-18

Grade:

All Grades

Student Group:

Economic Status

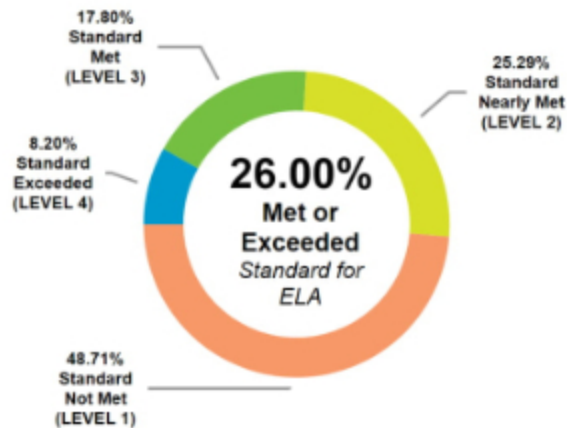
Economically disadvantaged

School Type:

All Schools

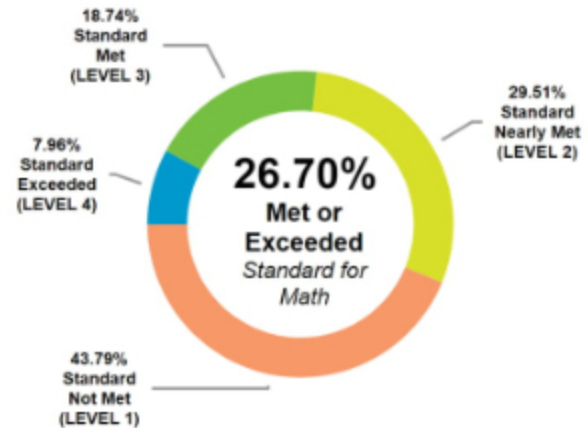
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Sequoia Elementary Charter

CDS Code: 54-72116-6054340 | County: Tulare | District: Sequoia Union Elementary

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

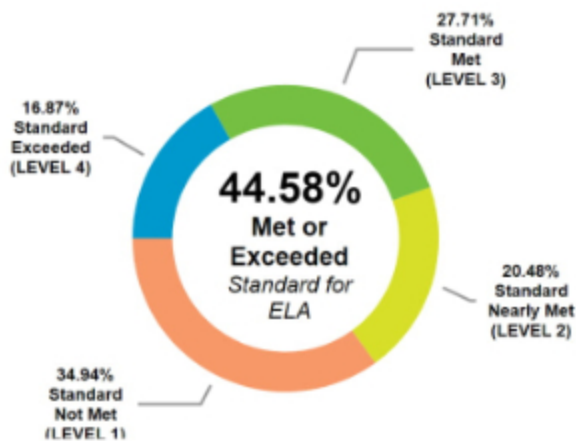
Economically disadvantaged

School Type:

All Schools

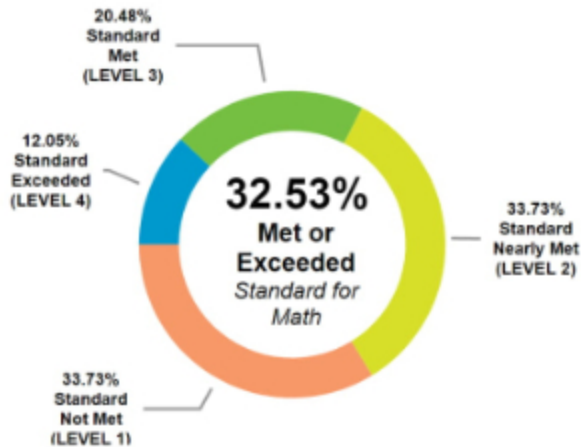
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Sequoia Union Elementary

CDS Code: 54-72116-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

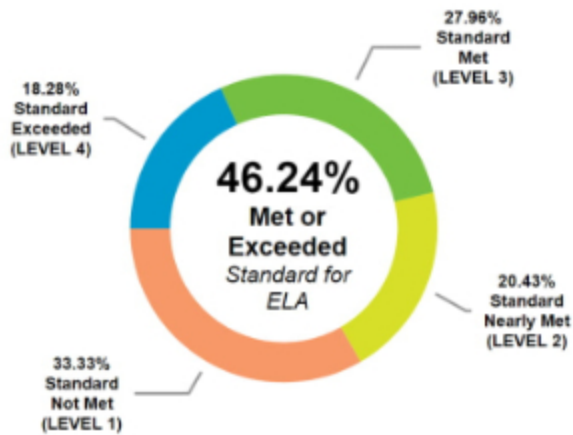
Economically disadvantaged

School Type:

All Schools

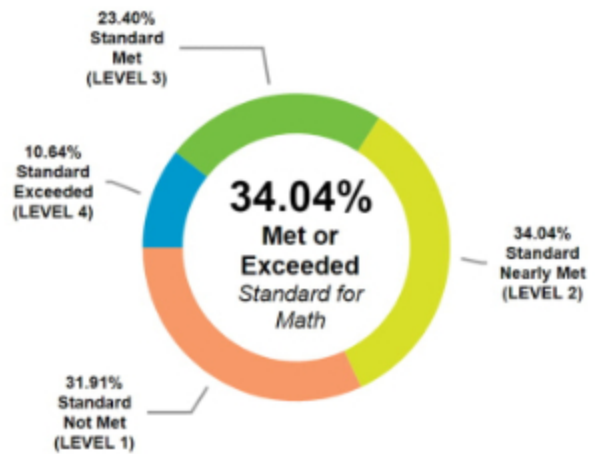
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION | ELEMENTARY SCHOOL

District: Exeter Unified

CDS Code: 54-76836-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

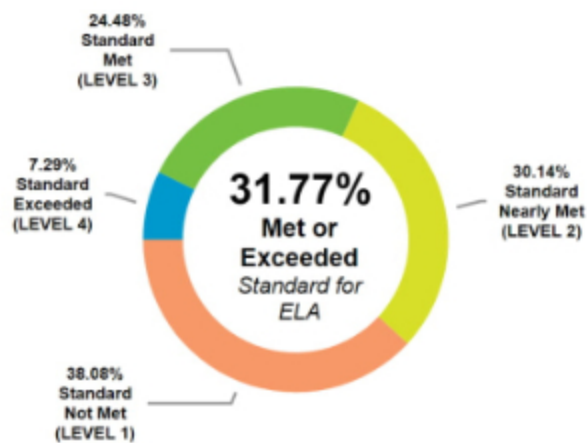
Economically disadvantaged

School Type:

All Schools

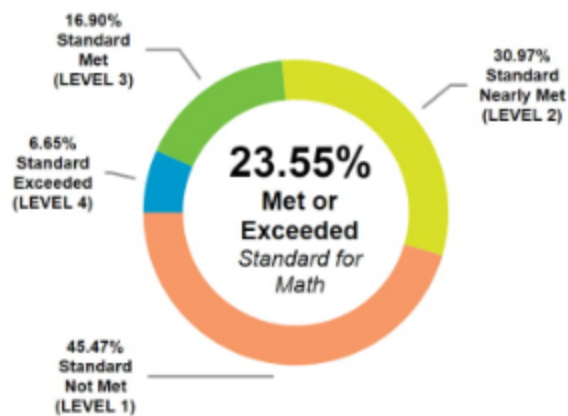
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

School: Lincoln Elementary

CDS Code: 54-76836-6054043 | County: Tulare | District: Exeter Unified

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

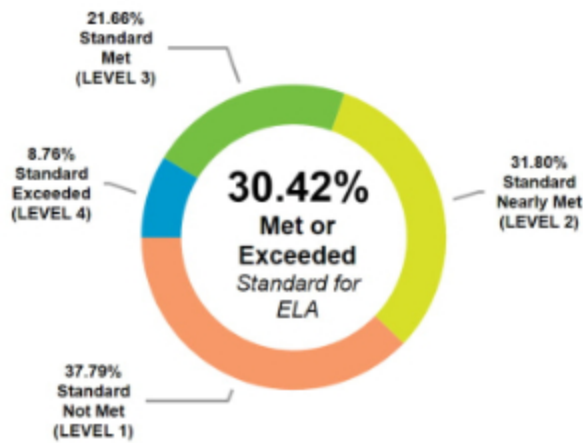
Economically disadvantaged

School Type:

All Schools

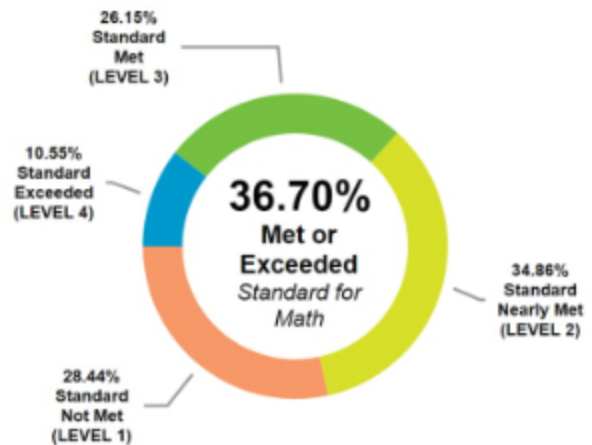
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Castle Rock Elementary

CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

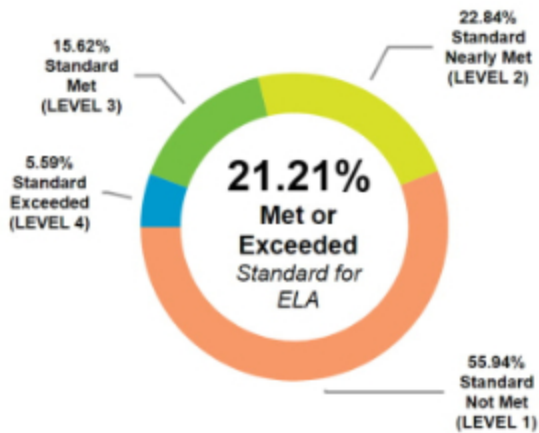
Economically disadvantaged

School Type:

All Schools

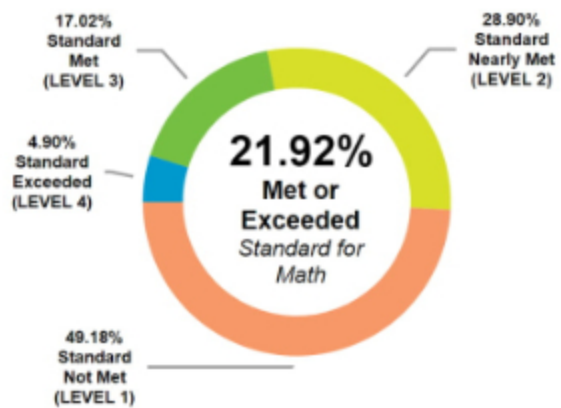
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





SEQUOIA UNION ELEMENTARY SCHOOL

District: Woodlake Unified

CDS Code: 54-76794-0000000 | County: Tulare

Report Options

Year:

2016-17

Grade:

All Grades

Student Group:

Economic Status

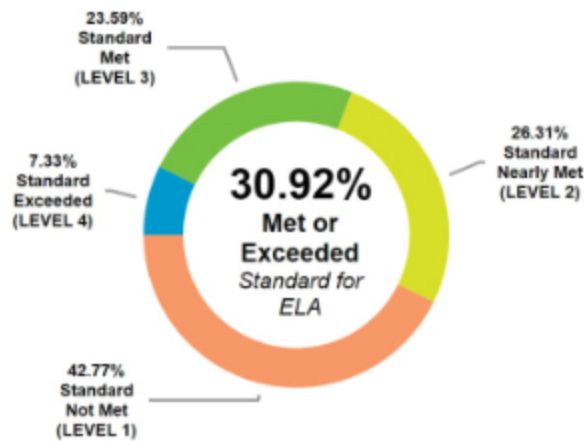
Economically disadvantaged

School Type:

All Schools

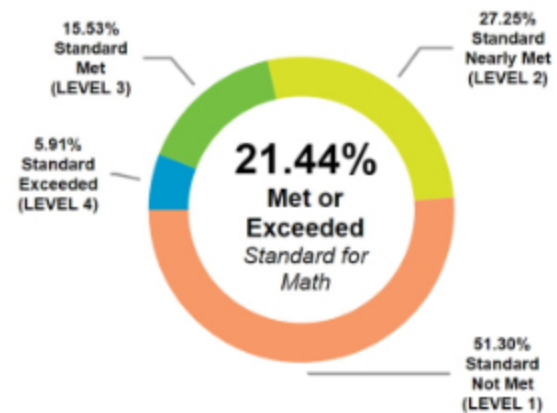
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level





School: Castle Rock Elementary

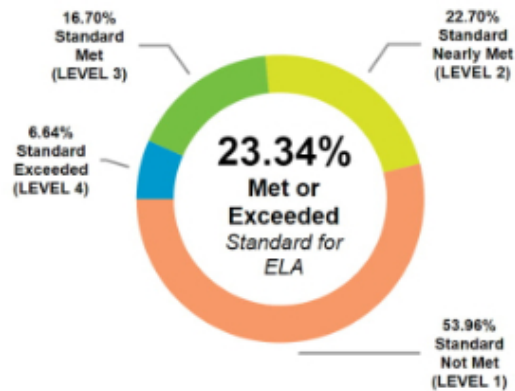
CDS Code: 54-76794-6108286 | County: Tulare | District: Woodlake Unified

Report Options

Year: 2016-17 Grade: All Grades Student Group: All Students (Default) School Type: All Schools

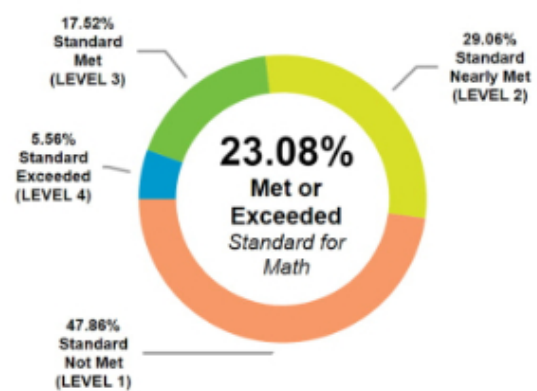
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Appendix C: Charter Enrollment Policy



Appendix C:

B.P. 5116.2

Charter Enrollment Policy

Students who were enrolled in the Sequoia Union Elementary School District at the time of the District Charter creation continue to have preference to attend Sequoia Union Elementary School regardless of their place of residence.

Siblings of students who enrolled in the Sequoia Union Elementary School District at the time the District Charter was adopted may also attend on the same basis as in the preceding paragraph, so long as the attending student is enrolled at the time the sibling applies for enrollment. If there is a break in enrollment, the siblings lose the preferential attendance status accorded to historical district residents.

Students who reside within the historical Sequoia Union Elementary School District boundaries and began attending Sequoia Union Elementary District School after charter school conversion shall have preference to attend Sequoia Union Elementary Charter School. Students who cease to reside within the District's historical attendance area will maintain preferential attendance status.

The purpose of this policy is to protect the preferential rights of current residents of the historical Sequoia Union Elementary School District.

Except as provided in this policy and District Regulation, attendance in Sequoia Union Elementary School District will not be based upon the residence of the pupil or the pupil's family or guardian. However, if the number of pupils who wish to attend Sequoia Union Elementary Charter School exceeds the school's enrollment capacity, the District may limit attendance.

District capacity is established by the governing board and is currently as set forth in Schedule "A" in Board Policy (Appendix D). Enrollment may be limited when the number of existing pupils exceeds 80% District capacity in any grade or class. Selection of pupils will be determined by public random lottery, if necessary, after accommodating pupils who reside within the District's historical residence boundaries. The District's governing board may grant other preferences that are consistent with the Charter School Law of 1989, as amended.

Notwithstanding any other paragraph of this section it is the policy of the District to allow the dependent children of employees to attend Sequoia Union Charter School. It is understood, however, that residents of the historic attendance area will not be displaced by this policy.

The hierarchy of attendees is as follows: all students who live within the historical district boundaries; then in public random lottery in descending order: 1. Employees' children; 2. Siblings of current enrollees; 3. All others as space allows.

Appendix D: Charter Enrollment Capacity Regulation



Appendix D:

Charter Enrollment Capacity Regulation

The Sequoia Union Elementary School District has established a maximum enrollment of 456 students through Board Policy 5116.2. Whenever District pupil enrollment reaches 80% for grades TK-3 and 85% for grades 4-8 of District capacity, the District superintendent may implement the District policy for limiting enrollment, as follows:

1. Determine the needs of District residents and grant precedence for those students.
2. Determine whether any pupil space remains after granting the preferences described in 1 above.
3. If the superintendent determines that there is additional pupil space, he or she will post and publish a schedule for conducting a public lottery at least 30 days before the end of the current academic year.
4. Participants in the lottery will include pupils on the District waiting list.
5. The District will notify successful lottery participants within 30 days of the date the lottery is conducted.

The current S.E.T.A. Collective Bargaining Agreement with the District established the current class size maximums per grade level and the current maximum class size for combination classes as follows:

TK/K – 3rd: 24-1

4th-5th: 29-1

6th – 8th: 30-1

TK/K – 2nd Combo: 20-1

3rd – 8th Combo: 24-1

Appendix E: Interdistrict Acceptance Agreements



Appendix E:

Interdistrict Acceptance Agreements



SEQUOIA UNION ELEMENTARY SCHOOL

Three Rivers Union School District
P.O. Box 99 41932 Sierra Drive
Three Rivers, California 93271
559-561-4466 Faax:559-561-4468
spsherwood@3rusd.org

March 15, 2021

Board of Trustees
Sequoia Union School District
23958 Avenue 324
P.O. Box 44260
Lemon Cove, California

Members of the Sequoia Union School District Board of Trustees:

On behalf of the Three Rivers Union School District Board of Trustees I would like to extend support for the efforts of the Sequoia Union Elementary School District to become a charter K-8 district on condition that busing is not provided to Sequoia Union within the boundaries of the Three Rivers Union School District.

The Three Rivers Union School District agrees to permit students of Sequoia Union Elementary School District to enroll as students should they not wish to attend the Sequoia Union Elementary Charter School. Enrollment will be predicated on meeting the following criteria:

- ★ Three Rivers K-8 Elementary School is not impacted; and
- ★ The students are in compliance with the Three Rivers Union School District's interdistrict agreement transfer requirements and policies

Sincerely,

Susan P. Sherwood

Susan P. Sherwood
Superintendent



April 20, 2021

Memorandum of Understanding

The Woodlake Unified School District supports the Sequoia Union Elementary School District to become a charter K-8 district on condition that:

- Busing is not provided to Sequoia Union within the boundaries of the Woodlake Unified School District; and
- Eighth graders at Sequoia Union who live within the WUSD boundaries understand that they must apply for interdistrict agreement to attend a high school other than Woodlake High School when they are promoting from eighth grade.

The Woodlake Unified School District agrees to permit students of Sequoia Union Elementary School District to enroll as students should they not wish to attend the Sequoia Union Elementary Charter School. Enrollment will be predicated on meeting the following criteria:

- The K-8 schools in WUSD are not impacted; and
- The students are in compliance with the Woodlake Unified School District's interdistrict agreement transfer requirements and policies.

Laura A. Gonzalez, Superintendent
Woodlake Unified School District



Appendix F:

Agriculture at Sequoia Union

STEM through Agriculture
Science – Technology – Engineering - Math



You don't have to look far to find **STEM** in everyday farming and ag.

Science: Scientists are constantly working to improved seeds to better withstand different weather conditions (e.g. wind and drought) and overall improve yield. Farmers do a number of scientific tests throughout the year to ensure all of their management practices are optimal. These tests include things like soil samples, water quality samples, moisture testing harvested grain in the fall, feed particle size for livestock operations, and the list goes on.



Technology: You can hardly open a farming magazine today without an article on new technology. Precision farming technologies are being used in much of the equipment today to auto-steer equipment and attachments with increasing precision and accuracy, vary the rate of seeds and fertilizer, and send alerts or messages to farm managers. Drones are being used for crop scouting and monitoring farm areas more efficiently. Technology has also increased for livestock operations with hardware and software to monitor everything from feed ordering to building maintenance issues. A number of farmers are also looking at installing solar panels around their operations for energy.



Engineering: Engineering is designing and building a new or improved product or process. Farmers do this on a regular basis. They may modify a tool bar to better meet their needs, design a new grain leg, or modify a sprayer to plant cover crops. Farmers are also documenting their processes and looking for ways to improve efficiency.



Math: Math is something that is definitely used on a daily basis. Farming is a business which requires solid financials to remain competitive in today's environment. In addition to financial performance, farmers are constantly doing mathematical calculations to determine everything from acres of coverage to bushels of grain.

Agriculture focus...
it's not just one more
thing.

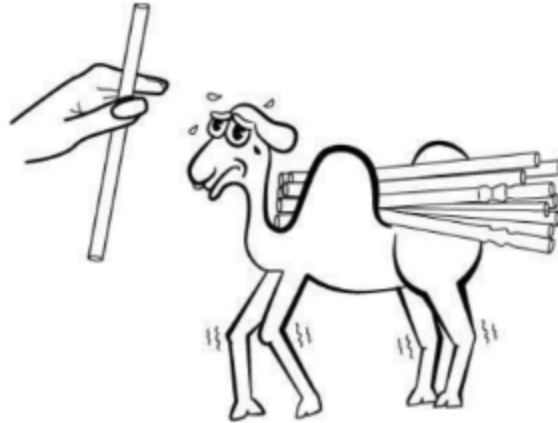


Image retrieved from: <http://thedailyastor.com/88412/opinion/astor-should-follow-in-countys-footsteps-and-initiate-straw-ban/attachment/unnamed-21/>

Agriculture NOT just about



Cows



Sows



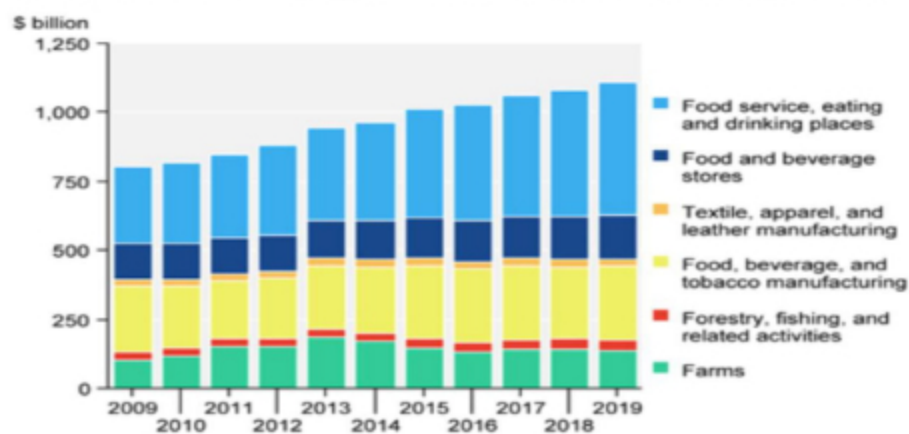
Plows

California Agricultural Employment 2017 Annual Average



What is agriculture's share of the overall U.S. economy?

Value added to GDP by agriculture and related industries, 2009-19



Note: GDP = Gross domestic product.

Source: USDA, Economic Research Service using data from U.S. Department of Commerce, Bureau of Economic Analysis, Value Added by Industry, data as of September 30, 2020.

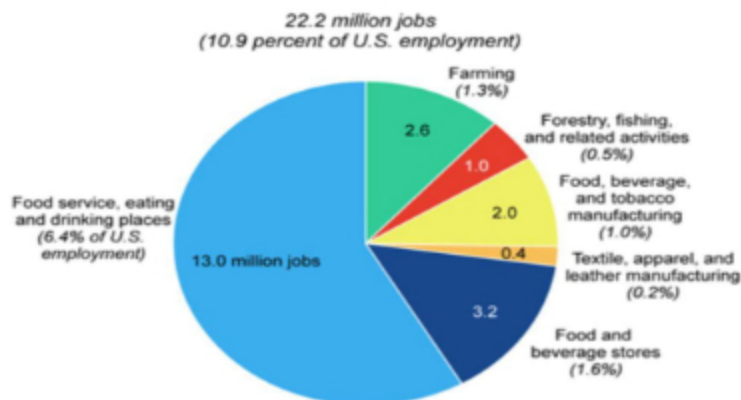
Related

Ag and
Charting



Agriculture and its related industries provide 10.9 percent of U.S. employment

Employment* in agriculture, food, and related industries, 2019



*Full- and part-time jobs. Categories may not sum to total due to rounding.
Source: USDA, Economic Research Service using data from U.S. Department of Commerce, Bureau of Economic Analysis, data as of September 24, 2020.

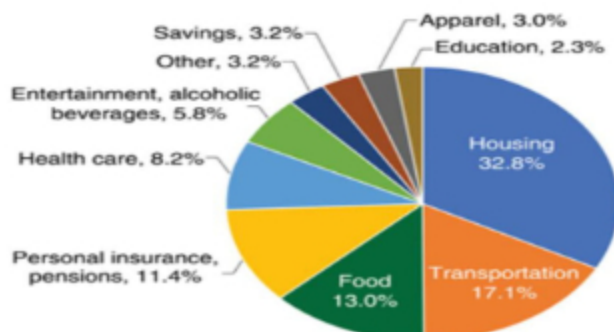
Related Data

Ag and Food Statistics:
Charting the Essentials



Food accounted for 13.0 percent of American households' expenditures in 2019

Share of U.S. household consumer expenditures by major categories, 2019

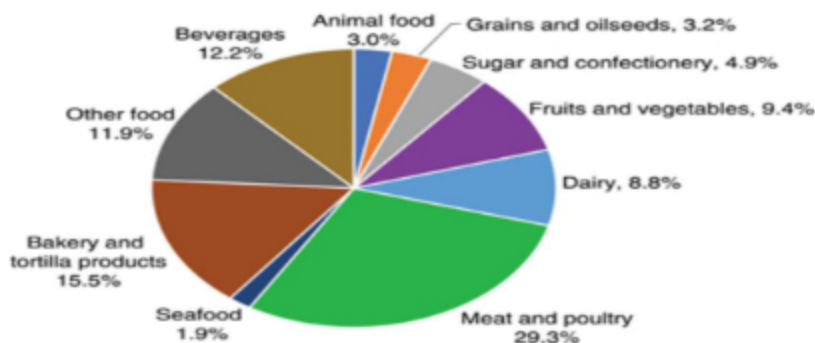


Note: "Other" includes personal care products, tobacco, and miscellaneous expenditures.
"Education" includes education and reading.
Source: USDA, Economic Research Service using data from U.S. Department of Labor, Bureau of Labor Statistics, Consumer Expenditure Survey, 2019.



Meat and poultry plants employ about a third of U.S. food and beverage manufacturing employees

Food and beverage manufacturing employees by industry, 2018

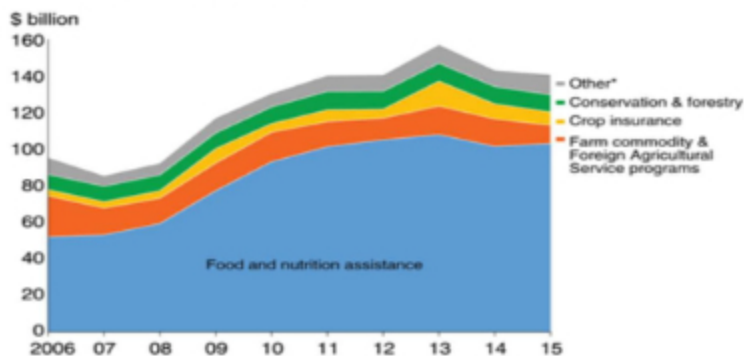


Source: USDA, Economic Research Service using data from U.S. Department of Commerce, Bureau of the Census, 2018 Annual Survey of Manufactures.



Food and nutrition assistance programs make up the largest share of USDA outlays

USDA budget outlays, fiscal years 2006-15



*Includes rural development, food safety, marketing and regulatory programs, research, and departmental activities. Note: Nominal dollars.
Source: USDA, Economic Research Service using data from FY2008-FY2016 USDA Budget Summary and Annual Performance Plan.



At Sequoia Union, STEM education is focused through the lens of agriculture. The STEM-Ag lessons stimulate a students aptitude and interest in science, technology, engineering and math through agriculture, and help students develop the necessary skills needed in agricultural fields. Our STEM education focuses on problem-solving: identifying the source of a problem, exploring alternate solutions, and then designing and constructing the solution. It's real-world science as real-world scientists experience it, designed to allow students to experience the satisfaction that comes with the successful implementation of a solution.



At Sequoia Union, we integrated STEM with the Next Generation Science Standards (NGSS) which create learning outcomes designed not just to prepare future scientists and engineers, but also to instill a scientific way of thinking in each and every citizen. It originates from the belief that a good science education provides the knowledge that allows us to think through the impact of our actions in different ways, providing every citizen with the knowledge and ability to affect the future in ways that are constructive and positive.



Sequoia Union's focus on Agriculture is found all around our campus, with learning gardens near each classroom. The recently "donated" five acre farm that has been added to the S.U. campus has increased teachers capacity to use outside "learning labs" to teach students about STEM through agriculture, with an NGSS focus.

Appendix G: Teacher Support for Sequoia Union Charter School Renewal Petition

Appendix G: Teacher Support for the Renewal of Sequoia Union Charter School for a five-year term



SEQUOIA UNION ELEMENTARY SCHOOL

Petition for the Renewal of Sequoia Union Charter School

Teacher Signatures (2020-2021)

In accordance with Education Code section 47600 *et seq.*, we the undersigned:

1. Are currently employed as teachers at the Sequoia Union Elementary School District
2. Are meaningfully interested in continuing in teaching at Sequoia Union Charter School
3. We formally support the Sequoia Union Elementary School District Board of Trustees' efforts to renew the Sequoia Union Charter School Petition for a five-year term.
4. We understand that the Charter School Petition will continue to be consistent with the Collective Bargaining Agreement held between Sequoia Elementary Teachers Association and the Sequoia Union Elementary School District.

We represent at least 50% of the teaching staff of the Sequoia Union Elementary School District

Grade Level	Teacher Printed Name	Signature	Date
5	Heather Burtchett	Heather Burtchett	5/5/2021
6	Cassandra Ray	Cassandra Ray	5/5/2021
3rd/4th	Christina Medina	Christina Medina	5/5/21
5	Kellie Zerlang	Kellie Zerlang	5/5/2021
K	Sandy Helwig	Sandy Helwig	5/5/2021
6	Niki Hagarada	Niki Hagarada	5/5/21
7	Nataley Pickens	Nataley Pickens	5/5/21
2	Deborah Wilson	Deborah Wilson	5/5/21
1	Breanna Johnson	Breanna Johnson	6/6/21
1st	Janelle von Aelt	Janelle von Aelt	5/5/21
4th	Kelley Butcher	Kelley Butcher	5/5/21
T-K/K	Harold Stanley	Harold Stanley	5/5/21
3rd	Ariane O'Brien	Ariane O'Brien	5/5/21
2nd	Jason Castelli	Jason Castelli	5/5/21
3rd	Christine Robinson	Christine Robinson	5/5/21
K	Jessica Peck	Jessica Peck	5/5/21
7th	Sheri Karjala	Sheri Karjala	5/5/21
7th	Joel Nunes	Joel Nunes	5/5/21
8th	Janene Keller	Janene Keller	5/5/21

Staff Name Printed	Signature	Date
Betty Rossi	Betty Rossi	5/5/21
Debbie Johnson	Debbie Johnson	5/5/21
Mark Johnson	Mark Johnson	5/5/21
Patricia Johnson	Patricia Johnson	5-5-21
Jenna Holly	Jenna Holly	05/5/21
Glady's Ramirez	Glady's Ramirez	5/6/21
Tanya Rader	Tanya Rader	5-7-21
Kim Lanting	Kim Lanting	5-6-21
Jerry Line	Jerry Line	5-6-21
Mindi Line	Mindi Line	5-6-21
Hope Wagon	Hope Wagon	5-6-21
LINDA A. MARIS	Linda A. Maris	5-7-21
Renee Lancia	Renee Lancia	5-7-21
Susan Stuart	Susan Stuart	5-7-21
NAHELI RODRIGUEZ	Naheli Rodriguez	5-7-21
Sarra Moreno	Sarra Moreno	5-7-21
Diana Hernandez	Diana Hernandez	5-7-21



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

ACTION ITEMS

- 6.2 Approve Board Resolution 2020-21-09- Establishing a Special Reserve Fund

**RESOLUTION OF THE GOVERNING BOARD OF
SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT**

In the matter of Establishing a Special Reserve)
Fund for Other than Capital Outlay Projects and)
Authorizing Inter-fund Transfers from General)
Fund to the Special Reserve Fund #170) **RESOLUTION NUMBER. 2020-21-09**

WHEREAS, the SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT needs to established a School District Special Reserve Fund for Other than Capital Outlay Projects #170 to set aside monies for the purpose of :
Special reserve for economic uncertainties and,

WHEREAS, the SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT has a need to transfer monies from the School District General Fund to the Special Reserve Fund for Other than Capital Outlay Projects;

THEREFORE, BE IT RESOLVED that the Governing Board authorizes District Administration to establish a Special Reserve Fund for Other than Capital Outlay Projects; revise the budget for and request the County Treasurer to transfer \$1,300,000.00 from the General Fund #010 to the district Special Reserve Fund # 170.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____ , seconded by _____ , at a regular meeting of the Governing Board on the _____ day of _____ , 200__ by the following vote.

Ayes:

Noes:

Abstentions:

Absent:

Secretary/Clerk of said District Board



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

ACTION ITEMS

6.3 Approve Board Resolution 2020-21-10- Establishment of a Charter School Fund

RESOLUTION
BEFORE THE GOVERNING BOARD OF
SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT

ESTABLISHMENT OF A CHARTER)
SCHOOL FUND PER)
EDUCATION CODE SECTION 47651)

Resolution: 2020-21-10

WHEREAS, the SEQUOIA UNION ELEMENTARY School District wishes to establish a Charter School fund, as permitted in Education Code section 47651; and

WHEREAS, the purpose or purposes for which this fund shall be established are to establish the Charer School Fund as permitted in Education Code Section 47651

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of said School District that a Charter School Fund shall be established in the amounts as needed for said purpose or purposes; and

BE IT FURTHER RESOLVED, that the Board of Trustees shall authorize, by this resolution, the County Auditor and the County Treasurer to establish a Charter School Fund for said district; and

BE IT FURTHER RESOLVED, that the Board of Trustees, by written authorization to the County Superintendent of Schools, shall request during the fiscal school year the transfer or deposit of funds by the County Auditor and the County Treasurer to the Charter School Fund of said district.

The foregoing resolution, on motion of Trustee _____, seconded by Trustee _____, was duly passed and adopted this 25th day of May, 2021, by the following vote, to wit:

AYES: _____
NOES: _____
ABSENT: _____

Signed: _____
Clerk/Secretary, Board of Trustees

Approved this _____ day of _____, 20____



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

ACTION ITEMS

6.4 Approve the Purchase and Financing Plan for a School Bus



3418 52nd Ave Sacramento CA 95823
 Quote #21451
 May 7, 2021
 (559) 999-2281
<https://a-zbus.com>



Tom Scheidt
 tscheidt@a-zbus.com
 (559) 999-2281

2022 Blue Bird T3RE 3904

Customer:	Sequoia Union Elementary School District	Attn:	Ken Horn
Mailing Address:	P.O. Box 44260 Lemon Cove, CA 93244	Phone:	(559) 564-2106
		Email:	kenhorn@sequoiaunion.org

Quantity:	1	Wheelbase:	259"
GVWR:	36,200	Transmission:	Allison 3000PTS/SEM
Engine:	Cummins L9 300HP	Suspension:	Spring/Air
Fuel Type:	Diesel	Brakes:	Air Disc
Fuel Port:	Standard	Upholstery:	Blue
Capacity:	52 Amb	WC Lift:	N/A
AC:	MCC Skirt Mount Bitzer Freeblow Front & Rear In-wall		

Body Content

- | | |
|---|--|
| <ul style="list-style-type: none"> • Locking Battery Compartment Door • Vandal Lock - Rear Emerg Win • Sliding Bolt Vandal Lock - Side Emerg Door • Forward Grabrail • Emergency Door Right 28 inch • Emerg Door L - 28 in • Mud Flaps - Rear • Rear wheel front flaps • Mud Flaps w/logo - Rear • Mud Flap Extension - Rear • Rubber Fenders - Rear • Rubber Fenders - Front • Floor - 1/2" Plywood • Floor - Plywood Screwed Down | <ul style="list-style-type: none"> • Acoustic Headlining - Full Length • Lettering - Emerg. Door Arrows • Lights - Day Run Lights w/park brake deactive • Yellow Entrance Door • Paint - NSB Yellow Exterior • Black Blue Bird Logo • Paint - Bright White Roof 12.5" • Driver 3pt belt - Black • Visor Left Arcylic Adjust., Opaque • 2 Piece Curved Tinted Wndshld • 77" Headroom • Air Horn Mounted Under Floor • Aux. Fan Upper Left 6" • Aux. Fan Upper Center 6" |
|---|--|

- Specialty Pro-Lo Roof Hatch
- Driver's 12k Heater
- 50k Left Rear Floor Heater
- Dome Lights - LED
- LED 8 Way Lights - Amber/Red
- Warning Flashing Pilot Light - Right
- Strobe Light - 4ft from Rear
- Clear LED Strobe Light
- 8 Speaker Deluxe System w/wiring
- Pre-Wire 2Way Radio Center Dash
- Stop Arm - LED Strobe Cluster
- Stop Arm Location - Rear
- Backing Safety Horn 112DB
- Rubrails - Full Width Black
- Warning Light Paint Base Color
- Interior Paint Astro White
- Rearview 6X30 Int. Mirror w/monitor
- Remote Ctrl Rearview Mirror
- Heated Mirror Ext 15 Min Timer
- Exterior Open View Split System Mirror
- Crossview Eye-Max Mirror
- Pre-Wire Video Monitor System
- Modesty Panel Barrier Ent. Door
- Modesty Panel Left Driver Barrier
- National Air Prem Mor-Dura Charcoal Driver Seat
- Right Driver Seat Armrest
- 39" High Back Barrier
- Barrier - Blue Fire Block
- 36" Track Mnt 3pt Seat
- Cup Holder
- Arm Rest - Driver's Console
- Overhead Storage - Locking
- Galvanized Stepwell
- Entrance Door Outward Open - Air
- Door Control - Air Power Mom. Switch 2-Pos
- Security Lock Entrance Door
- Rear Emergency Window
- Black Rubber Floor
- Vinyl Ribbed Steptread
- Vinyl Black Steptread
- Ent. Door Barrier Handrail 3.25"-5.25"
- Stepwell Light LED, ADA
- Dark Tint Temp Rear Emerg Window
- Driver Green Lam. Window Black Frame
- Rear Emerg Window Buzzer
- Left Emerg Door Buzzer
- Right Emerg Door Buzzer
- 12" S/S Tint Lam Window Black Frame
- Back-Up Camera
- Delete Roof Hatch Buzzer
- Roller Tray Battery Compt - Chas Mntd
- All American Rear Engine, 259" Wheelbase

Chassis Content

- Accessory Pwr Socket w/Cap
- Performace TCM Program Allison Transmission
- Air Disc Brakes
- Bendix AD-IP Air Dryer
- Steel Rear Bumper
- 12" Steel Front Bumper
- Cruise Control
- Adjustable Pedals
- 350 amp alternator
- 3 - Group 31 Batteries
- Governor, 65 MPH
- Engine Emissions Control, 2021
- Cooper 12R22.5 LRh, RM230 HH Tires
- Front Tow Hooks
- Rear Tow Hooks
- Aluminum Wheels, 22.5x8.25 Polished, w/Hub Cover
- Electronic Stability Control
- Exhaust VTG

Dealer Added Content

- Lettering
- Hand held stop sign & holder
- FE/FAK/Decals - CA Spec
- EP1 Child check safety system
- Electric air drains w/controls in Dr's compt
- Fog lights in front bumper
- 24/7 5 head camera system

Pricing

Unit Price:	\$181,220.65
Taxable Amount:	\$181,220.65
Non-Taxable Amount:	\$0.00
7.500 % Sales Tax Total:	\$13,591.55
Total Per Unit w/Tax Included:	\$194,812.20
Grand Total For 1 Unit(s):	\$194,812.20

Acceptance

Signature: _____ Title: _____

Name: _____ Date: _____

***Notice of Intent to Purchase:**

By signing this vehicle quotation above, it signifies the intent of Sequoia Union Elementary School District to purchase the vehicle(s) as listed on this document, from A-Z Bus Sales, Inc. This purchase is based on this Vehicle quotation and is subject to approval by our School Board at their _____ (date) Board meeting. _____
(Initial Here)

*All pricing is based upon the Waterford Unified School District piggyback bid awarded to A-Z Bus Sales. A copy of all piggyback bid documents is available from A-Z Bus Sales, Incorporated.

*This is a stock unit and is subject to prior sale.

All pricing valid for 90 days, or availability of stock units at time of purchase order. Prices quoted herein are based upon Federal, State, and Local Laws and Regulations governing truck equipment and performance levels in effect as of the date hereof. Buyer will pay for any equipment or performance changes, modifications, or additions required by any changes in such laws or regulations subsequent to the date hereof at the increased cost to Seller.

Required Information

Delivery Address:

Initial here:

P.O. Box 44260 Lemon Cove, CA 93244

DMV Information:

Please confirm DMV registration name & address by signing below. Fill other sections as applicable.

Register To Name:

Register To Address:

Signature Confirming DMV Address:

Signature, Name & Title

☐

Exempt

☐

Private

☐

Out of State | Customer Demand

Lettering Information:

Initial here:

Beltline Lettering:

CA #: _____ Unit #s: _____

Lienholder Information: (if none, write "none")

Lienholder Name: _____

Contact Person: _____

Contact Number: _____

Grant Information: (if applicable)

Agency Name: _____

Grant Deadline: _____

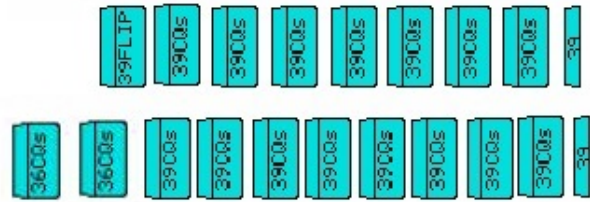
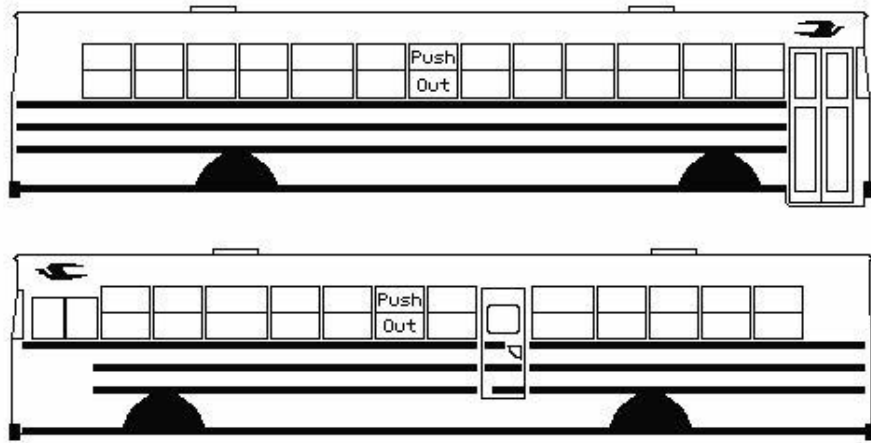
WATERFORD USD CO-OP BID #01/17 PRICE RECONCILIATION

Blue Bird T3RE3904S 259" WB 52 Pax

Cummins L9 300 HP Diesel Allison 3000 PTS SEM Automatic

Base Waterford co-op pricing	\$157,625.18
2018 Price Increase - 5%	\$7,881.26
2019 Price Increase - 5%	\$8,275.32
2020 Price increase - 5%	\$8,689.09
2021 Price increase - 5%	\$9,123.54
14) Air disc brakes	\$2,027.00
14b) Adjustable pedals	\$1,029.00
17) ESC - Electronic Stability Control	\$1,260.00
24d) Child check safety system	\$758.00
27b) LED 8way warning lights	\$525.00
27c) LED stop arm	\$163.00
27d) LED dome lights	\$462.00
27e) LED driver's dome lights	\$102.00
28) Strobe light w/pilot	\$331.00
29) Fog lights in front bumper	\$310.00
35c) National premium air drivers seat	\$0.00
37b) Delete 39" 3pt Floor Mount Seats - Qty 11	(\$6,699.00)
37c) Add 36" 3pt Floor Mount Seats - Qty 2	\$1,124.00
40) Blue fireblock upholstery	\$0.00
40a) Blue Bird NexGen 3pt seats	\$0.00
43c.) 130K BTU Freeblow roof mount	\$11,210.00
43f.) AC Compressor	\$2,709.00
50a) 2 year extended limited factory warranty	\$352.00
Discount	(\$26,036.74)
Total per bus + sales tax	\$181,220.65

Body Plan / Seat Plan Information



Quote Id: 152675

Seat Plan Spacing Chart

Sequoia Union Elementary School District
P.O. Box 44260
Lemon Cove, CA 93244
Ken Horn
(559) 564-2106 kenhorn@sequoiaunion.org

From: A-Z Bus Sales
Tom Scheidt
tscheidt@a-zbus.com
(559) 999-2281

Blue Bird School Bus

Nominal Annual Rate: 2.100%

Event	Date	Amount	Number	Period
1 Loan	8/15/2021	194,812.20	1	
2 Payment	8/15/2022	67,684.00	3	Annual
Date	Payment	Interest	Principal	Balance
Loan 8/15/2021				194,812.20
1 8/15/2022	67,684.00	4,091.06	63,592.94	131,219.26
2 8/15/2023	67,684.00	2,755.60	64,928.40	66,290.86
3 8/15/2024	67,684.00	1,393.14	66,290.86	0.00
Grand Totals	203,052.00	8,239.80	194,812.20	

Nominal Annual Rate: 2.300%

Event	Date	Amount	Number	Period
1 Loan	8/15/2021	194,812.20	1	
2 Payment	8/15/2022	41,692.00	5	Annual
Date	Payment	Interest	Principal	Balance
Loan 8/15/2021				194,812.20
1 8/15/2022	41,692.00	4,480.68	37,211.32	157,600.88
2 8/15/2023	41,692.00	3,624.82	38,067.18	119,533.70
3 8/15/2024	41,692.00	2,749.28	38,942.72	80,590.98
4 8/15/2025	41,692.00	1,853.59	39,838.41	40,752.57
5 8/15/2026	41,692.00	939.43	40,752.57	0.00
Grand Totals	208,460.00	13,647.80	194,812.20	

Nominal Annual Rate: 2.880%

Event	Date	Amount	Number	Period
1 Loan	8/15/2021	194,812.20	1	
2 Payment	8/15/2022	31,128.00	7	Annual
Date	Payment	Interest	Principal	Balance
Loan 8/15/2021				194,812.20
1 8/15/2022	31,128.00	5,610.59	25,517.41	169,294.79
2 8/15/2023	31,128.00	4,875.69	26,252.31	143,042.48
3 8/15/2024	31,128.00	4,119.62	27,008.38	116,034.10
4 8/15/2025	31,128.00	3,341.78	27,786.22	88,247.88
5 8/15/2026	31,128.00	2,541.54	28,586.46	59,661.42
6 8/15/2027	31,128.00	1,718.25	29,409.75	30,251.67
7 8/15/2028	31,128.00	876.33	30,251.67	0.00
Grand Totals	217,896.00	23,083.80	194,812.20	



SEQUOIA UNION | **ELEMENTARY SCHOOL**

Mr. Ken Horn
Superintendent/Principal

ACTION ITEMS

6.5 Approve New Board Policy 4033 (a-d)- Lactation Accommodation

CSBA Sample

Board Policy

All Personnel

BP 4033(a)

LACTATION ACCOMMODATION

The Governing Board recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any district employee to express milk for her infant child upon her return to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee who chooses to express breast milk for her infant child while at work.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

The district shall provide a reasonable amount of break time to accommodate an employee each time she has a need to express breast milk for her infant child. (Labor Code 1030)

BP 4033(b)

To the extent possible, such break time shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 207)

The employee shall be provided a private location, other than a restroom, which is in close proximity to her work area and meets the requirements of Labor Code 1031 and 29 USC 207, as applicable.

Employees are encouraged to notify their supervisor or other appropriate personnel in advance of their intent to make use of the accommodations offered for employees who are nursing mothers. As needed, the supervisor shall work with the employee to address arrangements and scheduling in order to ensure that the employees' essential job duties are covered during the break time.

Lactation accommodations may be denied only in limited circumstances in accordance with law. (Labor Code 1032; 29 USC 207)

BP 4033(c)

LACTATION ACCOMMODATION (continued)

Before an employee's supervisor makes a determination to deny lactation accommodations, he/she shall consult the Superintendent or designee. In any case in which lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

BP 4033(d)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*

CIVIL CODE

43.3 *Right of mothers to breastfeed in any public or private location*

GOVERNMENT CODE

12940 *Discriminatory employment practices*

12945 *Discrimination based on pregnancy, childbirth, or related medical conditions*

LABOR CODE

1030-1033 *Lactation accommodation*

CODE OF REGULATIONS, TITLE 2

7291.2-7291.16 *Sex discrimination; pregnancy and related medical conditions*

UNITED STATES CODE, TITLE 29

207 *Fair Labor Standards Act; lactation accommodation*

FAIR EMPLOYMENT AND HOUSING COMMISSION DECISIONS

Department of Fair Employment and Housing v. Acosta Tacos (Chavez), FEHC Precedential Decision 09-03P, 2009

Management Resources:

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Rest Periods/Lactation Accommodation, Frequently Asked Questions

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Minimum Requirements of the California Lactation Accommodation Law

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Lactation Support Program Toolkit

FEDERAL REGISTER

Reasonable Break Time for Nursing Mothers, December 21, 2010, Vol. 75, No. 244, pages 8007380079

OFFICE OF THE SURGEON GENERAL PUBLICATIONS

The Surgeon General's Call to Action to Support Breastfeeding, 2011

HEALTH RESOURCES AND SERVICES ADMINISTRATION PUBLICATIONS

The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly Worksite, Toolkit, 2008

U.S. DEPARTMENT OF LABOR, WAGE AND HOUR DIVISION, PUBLICATIONS

Fact Sheet #3: Break Time for Nursing Mothers under the FLSA, rev. December 2010 WEB

SITES

California Department of Industrial Relations, Division of Labor and Standards Enforcement:
<http://www.dir.ca.gov/dlse>

California Department of Public Health: <http://www.cdph.ca.gov>

California Women, Infants and Children: <http://www.wicworks.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Health Resources and Services Administration: <http://www.hrsa.gov>

Office of the Surgeon General: <http://www.surgeongeneral.gov>

LACTATION ACCOMMODATION (continued)

U.S. Department of Labor, Wage and Hour Division, Break Time for Nursing Mothers:
<http://www.dol.gov/whd/nursingmothers>

Policy Reference UPDATE Service

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SEQUOIA UNION | **ELEMENTARY SCHOOL**

Mr. Ken Horn
Superintendent/Principal

ACTION ITEMS

6.6 Approve Interdistrict Transfer IN

Interdistrict IN
For Board Approval
2021-2022 School Year

Month: May

Student Name	Grade	District Coming from	Continuing/New
Cayden Wallace	8 th	Woodlake USD	Continuing at Sequoia Union