



Sequoia Union Board of Trustees Regular Board Meeting June 23, 2022 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 agendized item at this time or at the time of the items discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

5. **DISCUSSION & REPORTS**
 - 5.1 [Superintendent Report](#)
 - 5.2 CA Dashboard Local Indicators Report



6. ACTION ITEMS

- 6.1 [Approve the Minutes of the June 9, 2022 Regular Board Meeting](#)
- 6.2 Approve 2022-2023 District Budget
- 6.3 Approve 2022-2023 District LCAP
- 6.4 Approve 2022-2023 Charter LCAP
- 6.5 Approve 2022-2023 District LCAP Federal Addendum
- 6.6 Approve 2022-2023 Charter LCAP Federal Addendum
- 6.7 Approve Board Resolution 2021-22-13 Legal Service Agreement with TCOE
- 6.8 Approve Board Resolution 2021-22-14 on the Spending Determination for Funds Received from the Education Protection Account (EPA)
- 6.9 Approve the CONAPP
- 6.10 Approve TCOE Add/Remove Authorized Signers Form for 2022-2023
- 6.11 Approve the Department of Toxic Substances Control Environmental Oversight Agreement
- 6.12 Approve the Interdistrict Transfers IN and OUT
- 6.13 Approve the Updated Office Clerk III Job Description for 2022-2023
- 6.14 Approve the Updated Administrative Assistant Job Description for 2022-2023
- 6.15 Approve the TCOE Agency Agreement for School Health Nursing Services for 2022-2023

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 54957.6: CONFERENCE WITH LABOR NEGOTIATOR
AGENCY REPRESENTATIVE: Superintendent.. EMPLOYEE ORGANIZATION: S.E.T.A..
UNREPRESENTED EMPLOYEES: Sequoia Union Classified Staff.

8.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT
(Government Code section 54957)



SEQUOIA UNION | **ELEMENTARY SCHOOL**

9. ADJOURNMENT



SEQUOIA UNION | **ELEMENTARY SCHOOL**

5. DISCUSSION & REPORTS: 5.1 Superintendent Report



Mr. Ken Horn
Superintendent/Principal

Superintendent's Report:

The last few weeks we have been trying to finish up getting all of the open positions for employment in the District filled. I'm happy to say we have filled the majority of the positions. We have hired Edgardo Monroy as our new District Business Manager. We welcome Mr. Monroy to the Sequoia Union team! We also have hired a new Cafeteria Manager, Nayeli Rodriguez and we have hired a new Cafeteria Aide, Mindi Line. We welcome our two staff members to their new roles at Sequoia Union. We are currently seeking a new After School Coordinator and two new Yard Duty Aides. These positions are currently open on Edjoin.

Jerry Line, Mark Oldham, and Darren West are busy getting the classrooms deep cleaned and organized for the setup for new classes for the 2022-2023 school year. We have been making purchases of items like white boards and bulletin boards that need to be added or replaced in certain classrooms.

I met with our Administration Team and we have planned out the Professional Development Days for the return of the school year in August. We discussed the things that the two Learning Directors can lead that will be a positive for our Teaching staff and we talked about ideas on items they can take off of my day-to-day work load, like running 504 meetings, etc. The Learning Directors will also be working with Grade Level spans in planning professional development for our Wednesday PLC times.

As we head into the summer, I am looking forward to resting and recharging so that I can come back and be in a great frame of mind as we head into the 2022-2023 school year.

Ken Horn

Superintendent-Principal

Small School, Big Heart



SEQUOIA UNION | **ELEMENTARY SCHOOL**

5. DISCUSSION & REPORTS: 5.2 CA Dashboard Local Indicators Report



CA Dashboard Local Indicators

Sequoia Union Elementary School District

June 23, 2022



Background on Local Performance Indicators

- ❖ LEAs, including charter schools are required to report via the California School Dashboard, performance on local area measures related to specific State Priorities.
- ❖ These areas of self-measuring are called Local Performance Indicators, aka Local Indicators.
- ❖ The Local Performance Indicator information must be shared by the LEA at a meeting of the governing board and at the same meeting at which the LCAP is adopted. Subsequently, the information is then shared with the public at large via the Dashboard.
- ❖ Local Performance Indicators (LPI) are to be completed using 2021-22 school year information.
- ❖ After reporting the LPI information at a meeting of the governing board, the LEA upload this information to the California Department of Education (CDE) for reporting to the public via the 2022 California Dashboard.



What are the Local Performance Indicators to be Measured by the LEA?

Local Control Funding Formula (LCFF) **Priority 1**

- ❖ Appropriately Assigned Teachers
- ❖ Access to Curriculum-Aligned Instructional Materials
- ❖ Safe, Clean and Functional School Facilities



What are the Local Performance Indicators to be Measured by the LEA?

Local Control Funding Formula (LCFF) **Priority 2**

Implementation of State Academic Standards

- ❖ The LEA annually measures its progress implementing State Academic Standards.



What are the Local Performance Indicators to be Measured by the LEA?

Local Control Funding Formula (LCFF) **Priority 3**

Parent and Family Engagement

- ❖ The LEA annually measures its progress in:
 - (1) Building Relationships between School Staff and Families
 - (2) Building Partnerships for Student Outcomes
 - (3) Seeking Input for Decision-Making



What are the Local Performance Indicators to be Measured by the LEA?

Local Control Funding Formula (LCFF) **Priority 6**

School Climate

- ❖ The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12).



What are the Local Performance Indicators to be Measured by the LEA?


Local Control Funding Formula (LCFF) **Priority 7**

Access to a Broad Course of Study

- ❖ The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to Unduplicated students and individuals with exceptional needs.




How is performance on Local Indicators Measured?

- ❖ The CDE provides LEAs with self-reflective tools to utilize in measuring progress and performance in particular areas within the required Local Indicators (1, 2, 3, 6, and 7)
 - ❖ In addition to using the self-reflection tools to report its progress on the Local Performance Indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board.
- 



Priority 1- Basic Services

- Number/Percentage of misassignments of teachers of English Learners, total teacher misassignments, and vacant teacher positions: **0**
 - Number/Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
 - Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**
- 



Priority 2 – Implementation of State Academic Standards

For reporting progress, the LEA may choose one of two options.

Provide a brief narrative (no more than 3,000 words) on the measures or tools the LEA utilizes to track progress in implementation of State Academic Standards and why the school chose these measures or tools.

Also in this narrative, summarize the progress in implementing the following SBE adopted academic Standards: ELA, Math, ELD, NGSS, History-SS, CTE, Health, PE, VAPA, and World Language. Since the district is self-measuring, there is no penalty for progress status in any of these. The focus and importance is that the progress or status is measured and reported out.

OR

As an alternative to the narrative option above, the LEA may utilize the Self-Reflection Tool to measure the progress of implementation of State Academic Standards.

Priority 2 – Implementation of State Academic Standards

Self-Reflection Tool Rating Scale (lowest to highest)

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Priority 2 – Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. **Guidance** – Include the Self-Reflection tool rating after the hyphen for each.

ELA – Common Core State Standards for ELA - Initial Implementation, 3

ELD (Aligned to ELA Standards) - Initial Implementation, 3

Mathematics – Common Core State Standards for Mathematics - Initial Implementation, 3

Next Generation Science Standards - Beginning Development, 2

History-Social Science - Full Implementation, 4

Priority 2 – Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ELA – Common Core State Standards for ELA - Full Implementation, 4

ELD (Aligned to ELA Standards) - Full Implementation, 4

Mathematics – Common Core State Standards for Mathematics - Full Implementation and Sustainability, 5

Next Generation Science Standards - Full Implementation and Sustainability, 5

History-Social Science - Full Implementation, 4

Priority 2 – Implementation of State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

ELA – Common Core State Standards for ELA - Initial Implementation, 3

ELD (Aligned to ELA Standards) - Beginning Development, 2

Mathematics – Common Core State Standards for Mathematics - Initial Implementation, 3

Next Generation Science Standards - Beginning Development, 2

History-Social Science - Beginning Development, 2

Priority 2 – Implementation of State Academic Standards

Other Adopted Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Career Technical Education - Initial Implementation, 3

Health Education Content Standards - Initial Implementation, 3

Physical Education Model Content Standards - Full Implementation, 4

Visual and Performing Arts - Initial Implementation, 3

World Language - Exploration and Research Phase, 1

Priority 2 – Implementation of State Academic Standards


Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole - Initial Implementation, 3

Identifying the professional learning needs of individual teachers - Full Implementation, 4

Providing support for teachers on the standards they have not yet mastered - Full Implementation, 4




Priority 3 – Parent and Family Engagement

❖ The LEA will utilize the CDE self-reflection tool to report its status and progress related to Parent and Family Engagement. This information is organized into three sections.

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.



Priority 3 – Parent and Family Engagement

- ❖ Based on the analysis of data, LEAs identify the number which best indicates the LEA's current stage of implementation for each practice (Building Relationship, Building Partnerships, and Seeking Input for Decision-making) using the following rating scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

LEAs then write a brief response to the prompts following each of the three sections, and use the information to assist in developing school level plans.

Parent and Family Engagement – Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. - **Beginning Development, 2**
2. Rate the LEA's progress in creating welcoming environments for all families in the community. – **Full Implementation, 4**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. – **Beginning Development, 2**
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
- **Initial Implementation, 3**

Parent and Family Engagement – Building Relationships

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

According to the CORE Parent/Family Adapted Survey that was administered to families in the spring of 2022:

- 96% of parents agreed that school staff treats them with respect.
- 74% of parents say that school staff takes their concerns seriously.
- 88% of parents agreed that school staff responds to their needs in a timely manner.

These results reveal that parents feel valued and understand that their input matters. Other results indicate, however, that the frequency and clarity of communications with parents is an area that the LEA needs to improve upon.

Parent and Family Engagement – Building Relationships

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families

Input from our educational partners indicates that communication between parents, teachers and administration needs to be improved. Several actions within the LCAP will attempt to address these deficiencies.

Administrative support staff positions, Goal 2 Action 7, have been restructured to distribute work more evenly and allow better functioning of the front office - our first point of contact with the public. Our use of the Intrado School Messenger System, Goal 2 Action 6, will help us to regularly update parents on critical school information. The LEA hopes to continue and expand a weekly parent newsletter that began during the final months of this school year, and will continue to encourage use of parent-teacher communication apps such as ClassDojo.

Parent and Family Engagement – Building Relationships

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Better communication with underrepresented families will be facilitated through the restructuring of our office staff positions, use of School Messenger, including using its Spanish translation feature, and use of parent teacher communication apps. Better communication with underrepresented families will also improve once a permanent EL Coordinator is once again established at our school. This position acts as a liaison for Spanish speaking families in our district.

Parent and Family Engagement – Building Partnerships

- 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
– **Beginning Development, 2**
- 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. – **Initial Implementation, 3**
- 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. – **Full Implementation, 4**
- 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. – **Beginning Development, 2**

Parent and Family Engagement – Building Partnerships

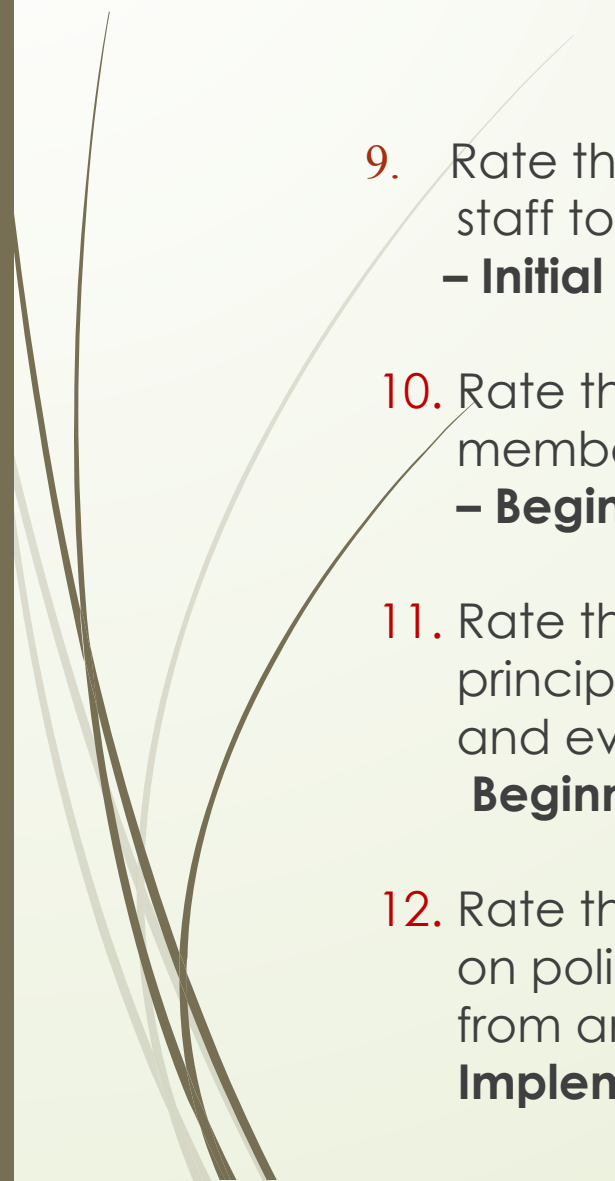
1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.
2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Guidance – Under each of the above, provide a narrative response (limited to 3,000 characters each)

(Duplicate slide as needed for response completion to prompts)



Parent and Family Engagement – Seeking Input for Decision-Making

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9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.
– **Initial Implementation, 3**
 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
– **Beginning Implementation, 2**
 11. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. –
Beginning Implementation, 2
 12. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. – **Initial Implementation, 3**



Parent and Family Engagement – Seeking Input for Decision-Making


1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Engaging educational partners was challenging as COVID quarantines and limited visitor access to campus continued throughout much of the year. Sequoia Union Elementary School District relied on School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for input for decision making.

Parent and Family Engagement – Seeking Input for Decision-Making

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The LEA's focus area for improvement in seeking input for decision making is to increase the number of educational partners who take part in our annual surveys. When parents respond in greater numbers we get a more complete picture of the needs of our school community. The LEA also seeks to increase the number of parents who take part in in-person advisory meetings such as School Site Council and LCAP planning meetings.



Parent and Family Engagement – Seeking Input for Decision-Making

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Improving the engagement of our underrepresented families will be facilitated through offering translations of our Educational Partner surveys, and media that is sent out regarding in person opportunities to provide input for decision making. Better engagement with underrepresented families will also improve once a permanent EL Coordinator is once again established at our school. This position acts as a liaison for Spanish speaking families in our district and can help facilitate the engagement of underrepresented families in the decision making process.



Priority 6 – School Climate

LEAs must provide a narrative summary of the learnings from an analysis of a local climate survey or other local survey on students' **sense of school safety and connectedness** administered in at least one grade level in grades K-5, one grade level in grades 6-8, and one grade level in grades 9-12.

Included in the summary, the LEA will reflect and share any key learnings from this year related to students and school safety/connectedness, share any areas of strength, growth, challenges, or barriers. The LEA will also share any steps, decisions, actions, or revisions the district will make to continue to improve in this area.



Priority 6 – School Climate

The survey given to students this year was the CORE Elementary Student Survey. This survey was administered to students in grades 4-8 in the spring of 2022. A majority of students surveyed, 68%, responded that they felt "safe" or "very safe" at school. An even greater number of students, 76%, reported getting along with students who are different from themselves. 64% of students surveyed answered that in general they like school "Often" or "Almost All of the Time". These percentages are higher than those reported on the survey given to our students last year constituting an improvement in some aspects of safety and connectedness. Indicating the positive state of their relationships with adults, 87% of students said that their teachers worked hard to help them with their schoolwork when they needed it.

Survey results show that some student behaviors still remain a challenge for our district and contribute negatively to the climate at our school. 44% of students reported having other kids hit or push them at school when they are not just playing around at least some of the time. Half of kids also reported that kids teased them about what their body looked like at least some of the time.

Priority 7 – Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The LEA uses the PowerSchool Student Information System to store and aggregate student data. This system retains the course completion information of each student over time during the course of their academic career at Sequoia Union. This system can track students identified as belonging to different groups including unduplicated pupils and those with exceptional needs. The LEA also uses the CORE Data Collaborative which provides “on tract” information for students in junior high. This tool can help identify students who are at risk of not graduating due to lack of credits or grades. Since our LEA is a K-8 Elementary school the course offerings are basic and are the same for all students until they reach grades 7 and 8. As such, the tools mentioned above do not really measure broad course of study because none are needed.

Priority 7 – Access to a Broad Course of Study

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students at sequoia Union are enrolled in self-contained classrooms in grades K-6. In these classrooms all students receive the same core curriculum instruction. In addition to core curriculum, K-6 students also engage in Physical Education and a variety of activities, depending on grade level, that meet VAPA standards.

In Grades 7 and 8 students participate in afternoon elective classes such as leadership, agriculture, art, and coding. Students spend a single trimester in each elective ensuring that they get the opportunity to participate in a broad course of study beyond their core curriculum.

Priority 7 – Access to a Broad Course of Study

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

The main barrier the LEA experiences in attempting to provide all students with a broad course of study is financial. Our school structure and the funding structure currently in place in California does not favor our school. We do not meet the structural or demographic categories that receive the majority of funding. This means hiring a band teacher, expanding our agricultural program, and obtaining the equipment for true STEAM educational initiatives is simply not feasible for our district.


Priority 7 – Access to a Broad Course of Study

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

The LEA meets legal requirements for adequate curriculum and courses to meet minimum state standards. Because we lack the funding to broaden our offerings in an official way, we often turn to the community and our county partners to help us offer broad educational opportunities to our students. Our parent groups raise upwards of \$30,000 each year to provide multiple educational field trips to students at all grade levels. Parent volunteers are often available to facilitate extra classroom activities such as art projects. Our campus also takes part in academic competitions offered by the state and county such as Spelling Bee, Math Bowl, Poetry and Prose, and Reading Revolution to help broaden student access to additional academic experiences.



Questions/Comments?



Through measurement and reporting of progress within the appropriate Priority areas, reporting this information at a public meeting of the district governing board, and pending uploading of information onto the California School Dashboard, **Input Your LEA Name Here** will have demonstrated having “Met” all Local Performance Indicator requirements.



6. ACTION ITEMS: 6.1 Approve the Minutes of the June 9, 2022 Regular Board Meeting



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

MINUTES - SEQUOIA UNION BOARD OF TRUSTEES REGULAR BOARD MEETING

THURSDAY, JUNE 9, 2022

6:00pm

AGENDA

ATTENDANCE

Board Members <i>Present</i>	Lane Anderson, Board President Brad Ward, Clerk Nicole Ray, Member Cody Bogan, Member
Board Members <i>Absent</i>	James McNulty, Member
Staff Members <i>Present</i>	Ken Horn, Superintendent/Principal Gladys Ramirez, Administrative Assistant

OPENING BUSINESS

1. CALL TO ORDER

1.1 The June 9, 2022, Board meeting was called to order 6:00pm by Lane Anderson. All Board members, except James McNulty were present in the Gymnasium at Sequoia Union Elementary, 23958 Ave 324, Lemon Cove, CA 93244.

2. FLAG SALUTE

2.1 Board President, Lane Anderson led the flag salute. Lane introduced Jane Bettencourt as the Interim Business Manager.

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Mr. Ken Horn
Superintendent/Principal

3. APPROVAL OF AGENDA

3.1 Motion by Board Member, Nicole Ray, **seconded** by Board Member Brad Ward, to approve the agenda, Motion carried.

4. COMMENTS FROM THE PUBLIC

Lane Anderson announced there are no public comments. Mr. Horn reported no online public comments.

5. PUBLIC HEARING

5.1 LCAP Charter

Mr. Horn read through the LCAP for Sequoia Union Elementary Charter.

5.2 LCAP District

Mr. Horn presented and highlighted any differences in the District LCAP

Board President, Lane Anderson asked if there were any questions. None at this time, on June 23rd only updates or corrections will be reported.

5.3 and 5.4 2022-2023 Sequoia Union **Charter** School Proposed Budget

Interim Business Manager, Jane Bettencourt presented the Charter and District combined budget for the 2022-2023 school year.

6. DISCUSSION AND REPORTS

6.1 Superintendent Report

6.2 Superintendent Goals

Mr Horn reported on his goals for Sequoia Union Elementary for the 2022-23 school year.

- Increase ADA; mailed out letters and to their local newspaper to Exeter and Woodlake letting them we have open enrollment.
- Current enrollment K-8 is 389
- STEM program get the Agriculture program; going to pull out some trees to build a greenhouse somewhere on the east side of the 8th grade building.
- Increase communication; going to send out a notice to parent to opt in for text messages.
- We have added plaques of expectations for students to know how to make positive choices on campus.

6.3 P.T.C. Report

- Mr. Horn presented the PTC Report

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Mr. Ken Horn
Superintendent/Principal

7. CONSENT ACTION ITEMS

- 7.1 Budget Report **District**
- 7.2 Budget Report **Charter**
- 7.3 Cafeteria Report
- 7.4 Enrollment Report **District**
- 7.5 Enrollment Report **Charter**
- 7.6 Payroll Report
- 7.7 Vendor Payment Report

Trustee, Nicole Ray motioned to approve Consent Report Items 7.1 through 7.7, seconded by Trustee, Brad Ward. Motion carries

8. OTHER ACTION ITEMS

- 8.1 Approve the Minutes of the *April 7, 2022 Regular Board Meeting*

Trustee, Nicole Ray motioned to approve minutes from April 7, Regular Board Meeting, Seconded by Cody Bogan. Motion carries.

- 8.2 Approve the Minutes of the *April 7, 2022 Special Board Meeting*

Trustee, Nicole Ray motioned to approve minutes from April 7, Special Board Meeting, Seconded by Cody Bogan. Motion carries.

- 8.3 Approve the Minutes of the *May 12, 2022 Regular Board Meeting*

*Trustee, Nicole Ray motioned to approve minutes from May 12, 2022 Regular Board meeting, **seconded** by Trustee, Cody Bogan. Motion carries*

- 8.4 Approve the A.B. 361 "State of Emergency" Teleconferencing Provisions for the Brown Act

*Trustee, Nicole Ray motioned to approve A.B. 361, **seconded** by Trustee, Cody Bogan. Motion carries.*

- 8.5 Approve the Inter-District Transfers IN and OUT

*Trustee, Cody Bogan motioned to approve Inter-district transfers, **seconded** Trustee, Nicole Ray. Motion carries*

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SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

8.6 Approve the Moonlight Maintenance Quote to Deep Clean Kitchen and all Rest Rooms

*Trustee, Brad Ward motioned to approve Moonlight Maintenance Quote, **seconded** by Trustee, Cody Bogan. Motion carries*

8.7 Approve the Expanded Learning Opportunities Plan

*Trustee, Cody Bogan motioned to approve Expanded Learning Opportunities, **seconded** by Trustee, Nicole Ray. Motion carries*

8.8 Approve the Consultant Contract for the Interim District Business Manager

*Trustee, Nicole Ray motion to approve Consultant Contract for the Interim District Business Manager, **seconded** by Trustee, Cody Bogan. Motion carries*

9. ORGANIZATIONL BUSINESS

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

No items where requested at this time.

*Trustee, Cody Bogan motioned to close open session at 7:55 pm, **seconded** by Trustee, Nicole Ray. Motion carries*

10. CLOSED SESSION

10.1 GOVERNMENT CODE SECTION 54957.6: CONFERENCE WITH LABOR NEGOTIATOR AGENCY REPRESENTATIVE: Superintendent/Principal. EMPLOYEE ORGANIZATION: S.E.T.A UNPRESENTED EMPLOYEES: Sequoia Union Classified Staff.

*Motion made by Trustee, Nicole Ray to come out of Closed Session and go back into Open Session at 8:20 pm, **seconded** by Trustee, Brad Ward.*

Board President Lane Anderson announced that there was nothing to report out of Closed Session.

*Motion made by Trustee, Cody Bogan to adjourn the Board Meeting at 8:21 pm, **seconded** by Trustee, Nicole Ray.*

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SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6. ACTION ITEMS: 6.2 Approve the District Budget

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106
FAX 559-564-2136

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Sequoia Union
Place: Elementary School
District

Sequoia Union
Place: Elementary
School District

Date: June 06, 2022

Date: June 09, 2022

Time: 6:00 p.m.

Adoption
Date: June 23, 2022

Signed:

Clerk/Secretary of
the Governing
Board

(Original signature
required)

Contact person for additional information on the budget reports:

Name: Jane Bettencourt

Telephone: 559-564-2106
Ext 223

Title: Interim Business
Manager

E-mail:

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

		If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 23, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of
Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code
Section 42141(a):

Total liabilities actuarially determined:	\$
Less: Amount of total liabilities reserved in budget:	\$
Estimated accrued but unfunded liabilities:	\$ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers
the following information:

☒ This school district is not self-insured for workers' compensation claims.

Signed

Date of
Meeting: Jun
23,
2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:

Jane Bettencourt

Title:

Interim Business Manager

Telephone:

559-564-2106 Ext 223

E-mail:

jane.bettencourt@sequoiaunion.org

G = General Ledger Data; S =
Supplemental Data

			Data Supplied For:	
Form	Description	2021-22 Estimated Actuals	2022-23 Budget	
01	General Fund/County School Service Fund	GS	GS	
08	Student Activity Special Revenue Fund	G	G	
09	Charter Schools Special Revenue Fund	G	G	
10	Special Education Pass-Through Fund			
11	Adult Education Fund			
12	Child Development Fund			
13	Cafeteria Special Revenue Fund	G	G	
14	Deferred Maintenance Fund			
15	Pupil Transportation Equipment Fund			
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G	
18	School Bus Emissions Reduction Fund			
19	Foundation Special Revenue Fund			
20	Special Reserve Fund for Postemployment Benefits			
21	Building Fund			
25	Capital Facilities Fund	G	G	
30	State School Building Lease-Purchase Fund			
35	County School Facilities Fund	G	G	
40	Special Reserve Fund for Capital Outlay Projects	G	G	
49	Capital Project Fund for Blended Component Units			
51	Bond Interest and Redemption Fund			
52	Debt Service Fund for Blended Component Units			
53	Tax Override Fund			
56	Debt Service Fund			
57	Foundation Permanent Fund			
61	Cafeteria Enterprise Fund			
62	Charter Schools Enterprise Fund			
63	Other Enterprise Fund			
66	Warehouse Revolving Fund			
67	Self-Insurance Fund			
71	Retiree Benefit Fund			
73	Foundation Private-Purpose Trust Fund			
76	Warrant/Pass-Through Fund			
95	Student Body Fund			
A	Average Daily Attendance	S	S	
ASSET	Schedule of Capital Assets	S		
CASH	Cashflow Worksheet			

DescriptionResource CodesObject Codes			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources	8010-8099		520,825.00	0.00	520,825.00	571,874.00	0.00	571,874.00	9.8%
2) Federal Revenue	8100-8299		0.00	101,459.00	101,459.00	0.00	34,926.00	34,926.00	-65.6%
3) Other State Revenue	8300-8599		2,242.00	239,056.00	241,298.00	2,242.00	158,903.00	161,145.00	-33.2%
4) Other Local Revenue	8600-8799		57,000.00	0.00	57,000.00	52,000.00	0.00	52,000.00	-8.8%
5) TOTAL, REVENUES			580,067.00	340,515.00	920,582.00	626,116.00	193,829.00	819,945.00	-10.9%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		169,960.00	33,317.87	203,277.87	237,906.00	10,671.00	248,577.00	22.3%
2) Classified Salaries	2000-2999		79,558.00	55,510.00	135,068.00	70,267.00	32,719.00	102,986.00	-23.8%
3) Employee Benefits	3000-3999		96,357.69	171,615.13	267,972.82	135,589.00	183,653.00	319,242.00	19.1%
4) Books and Supplies	4000-4999		27,505.73	38,494.32	66,000.05	19,932.00	25,692.00	45,624.00	-30.9%
5) Services and Other Operating Expenditures	5000-5999		111,005.00	45,018.00	156,023.00	92,268.00	15,806.00	108,074.00	-30.7%
6) Capital Outlay	6000-6999		0.00	9,971.00	9,971.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		2,000.00	0.00	2,000.00	5,424.00	0.00	5,424.00	171.2%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			486,386.42	353,926.32	840,312.74	561,386.00	268,541.00	829,927.00	-1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			93,680.58	(13,411.32)	80,269.26	64,730.00	(74,712.00)	(9,982.00)	-112.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	33,000.00	33,000.00	0.00	0.00	0.00	-100.0%
b) Transfers Out	7600-7629		1,360,000.00	0.00	1,360,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(64,748.00)	64,748.00	0.00	(55,104.00)	55,104.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,424,748.00)	97,748.00	(1,327,000.00)	(55,104.00)	55,104.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,331,067.42)	84,336.68	(1,246,730.74)	9,626.00	(19,608.00)	(9,982.00)	-99.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		2,297,921.76	205,498.30	2,503,420.06	901,704.52	185,231.24	1,086,935.76	-56.6%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G9 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	381,482.00	0.00	381,482.00	392,461.00	0.00	392,461.00	2.9%
Education Protection Account State Aid - Current Year		8012	81,973.00	0.00	81,973.00	107,078.00	0.00	107,078.00	30.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	601,935.00	0.00	601,935.00	601,935.00	0.00	601,935.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		9,462.00	9,462.00		1,100.00	1,100.00	-88.4%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	80,794.00	80,794.00	0.00	23,566.00	23,566.00	-70.8%
TOTAL, FEDERAL REVENUE			0.00	101,459.00	101,459.00	0.00	34,926.00	34,926.00	-65.6%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	27,769.00	27,769.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	1,072.00	0.00	1,072.00	1,072.00	0.00	1,072.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,170.00	211,287.00	212,457.00	1,170.00	158,903.00	160,073.00	-24.7%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	40,000.00	0.00	40,000.00	35,000.00	0.00	35,000.00	-12.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			57,000.00	0.00	57,000.00	52,000.00	0.00	52,000.00	-8.8%
TOTAL, REVENUES			580,067.00	340,515.00	920,582.00	626,116.00	193,829.00	819,945.00	-10.9%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	123,200.00	33,317.87	156,517.87	193,730.00	8,031.00	201,761.00	28.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	46,320.00	0.00	46,320.00	44,176.00	2,640.00	46,816.00	1.1%
Other Certificated Salaries		1900	440.00	0.00	440.00	0.00	0.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			169,960.00	33,317.87	203,277.87	237,906.00	10,671.00	248,577.00	22.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	26,000.00	11,630.00	37,630.00	24,898.00	6,029.00	30,927.00	-17.8%
Classified Support Salaries		2200	17,781.00	1,400.00	19,181.00	16,409.00	0.00	16,409.00	-14.5%
Classified Supervisors' and Administrators' Salaries		2300	13,485.00	39,560.00	53,045.00	13,483.00	25,827.00	39,310.00	-25.9%
Clerical, Technical and Office Salaries		2400	11,300.00	110.00	11,410.00	9,584.00	0.00	9,584.00	-16.0%
Other Classified Salaries		2900	10,992.00	2,810.00	13,802.00	5,893.00	863.00	6,756.00	-51.1%
TOTAL, CLASSIFIED SALARIES			79,558.00	55,510.00	135,068.00	70,267.00	32,719.00	102,986.00	-23.8%
EMPLOYEE BENEFITS									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Buildings and Improvements of Buildings		6200	0.00	9,971.00	9,971.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	9,971.00	9,971.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	618.00	0.00	618.00	New

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(64,748.00)	64,748.00	0.00	(55,104.00)	55,104.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(64,748.00)	64,748.00	0.00	(55,104.00)	55,104.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,424,748.00)	97,748.00	(1,327,000.00)	(55,104.00)	55,104.00	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	37,542.09	0.00	37,542.09	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,335,463.85	205,498.30	2,540,962.15	901,704.52	185,231.24	1,086,935.76	-57.2%
d) Other Restatements		9795	(102,691.91)	(104,603.74)	(207,295.65)	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,232,771.94	100,894.56	2,333,666.50	901,704.52	185,231.24	1,086,935.76	-53.4%
2) Ending Balance, June 30 (E + F1e)			901,704.52	185,231.24	1,086,935.76	911,330.52	165,623.24	1,076,953.76	-0.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	185,231.24	185,231.24	0.00	165,623.24	165,623.24	-10.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	901,704.52	0.00	901,704.52	911,330.52	0.00	911,330.52	1.1%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,272.24	16,272.24	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,272.24	16,272.24	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,272.24	16,272.24	0.0%
2) Ending Balance, June 30 (E + F1e)			16,272.24	16,272.24	0.0%
Components of Ending Fund Balance					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			16,272.24	16,272.24	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	16,272.24	16,272.24	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,921,780.00	3,116,099.00	6.7%
2) Federal Revenue		8100-8299	652,875.00	282,549.00	-56.7%
3) Other State Revenue		8300-8599	336,698.00	183,958.00	-45.4%
4) Other Local Revenue		8600-8799	100.00	100.00	0.0%
5) TOTAL, REVENUES			3,911,453.00	3,582,706.00	-8.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,328,647.00	1,418,811.00	6.8%
2) Classified Salaries		2000-2999	581,724.00	585,873.00	0.7%
3) Employee Benefits		3000-3999	826,699.19	970,456.00	17.4%
4) Books and Supplies		4000-4999	410,982.12	188,774.00	-54.1%
5) Services and Other Operating Expenditures		5000-5999	552,018.00	560,713.00	1.6%
6) Capital Outlay		6000-6999	80,673.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	27,704.00	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,780,743.31	3,752,331.00	-0.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			130,709.69	(169,625.00)	-229.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	327,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			327,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			457,709.69	(169,625.00)	-137.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	665,005.34	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	665,005.34	New
d) Other Restatements		9795	207,295.65	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			207,295.65	665,005.34	220.8%
2) Ending Balance, June 30 (E + F1e)			665,005.34	495,380.34	-25.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	366,758.62	349,936.62	-4.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	145,443.72	New
BOARD ASSIGNMENT FOR ECONOMIC UNCERTAINTIES	0000	9780		18,191.35	
BOARD RESERVE FOR ECONOMIC UNCERTAINTIES: LOTTERY	1100	9780		85,127.37	
BOARD RESERVE FOR ECONOMIC UNCERTAINTIES: EPA	1400	9780		42,125.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	298,246.72	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Federal Revenue	All Other	8290	555,978.00	190,637.00	-65.7%
TOTAL, FEDERAL REVENUE			652,875.00	282,549.00	-56.7%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	5,366.00	5,366.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	70,155.00	71,694.00	2.2%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	261,177.00	106,898.00	-59.1%
TOTAL, OTHER STATE REVENUE			336,698.00	183,958.00	-45.4%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	100.00	100.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From					
Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			100.00	100.00	0.0%
TOTAL, REVENUES			3,911,453.00	3,582,706.00	-8.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,199,928.00	1,294,374.00	7.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	122,800.00	124,437.00	1.3%
Other Certificated Salaries		1900	5,919.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			1,328,647.00	1,418,811.00	6.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Debt Service					
Debt Service - Interest		7438	0.00	4,994.00	New
Other Debt Service - Principal		7439	0.00	22,710.00	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	27,704.00	New
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,780,743.31	3,752,331.00	-0.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	327,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			327,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			327,000.00	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	88,053.00	88,053.00
5810	Other Restricted Federal	33,054.00	33,054.00
6266	Educator Effectiveness, FY 2021-22	56,385.00	20,904.00
6300	Lottery: Instructional Materials	640.02	21,079.02
7388	SB 117 COVID-19 LEA Response Funds	5,142.80	5,142.80
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	11,132.92	9,352.92
9010	Other Restricted Local	172,350.88	172,350.88
Total, Restricted Balance		366,758.62	349,936.62

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	175,000.00	175,000.00	0.0%
3) Other State Revenue		8300-8599	20,000.00	20,000.00	0.0%
4) Other Local Revenue		8600-8799	1,250.00	1,250.00	0.0%
5) TOTAL, REVENUES			196,250.00	196,250.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	62,000.00	59,855.00	-27.0%
3) Employee Benefits		3000-3999	43,950.00	38,187.00	-13.1%
4) Books and Supplies		4000-4999	65,000.00	65,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	100.00	100.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			191,050.00	163,142.00	-14.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,200.00	33,108.00	536.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,200.00	33,108.00	536.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,811.86	8,011.86	184.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,811.86	8,011.86	184.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,811.86	8,011.86	184.9%
2) Ending Balance, June 30 (E + F1e)			8,011.86	41,119.86	413.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,011.86	41,119.86	413.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			82,000.00	59,855.00	-27.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	18,900.00	15,185.00	-19.7%
OASDI/Medicare/Alternative		3301-3302	6,300.00	4,579.00	-27.3%
Health and Welfare Benefits		3401-3402	17,100.00	17,100.00	0.0%
Unemployment Insurance		3501-3502	450.00	300.00	-33.3%
Workers' Compensation		3601-3602	1,200.00	1,023.00	-14.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			43,950.00	38,187.00	-13.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	5,000.00	5,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	60,000.00	60,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			65,000.00	65,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	100.00	100.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			100.00	100.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			191,050.00	163,142.00	-14.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	175,000.00	175,000.00	0.0%
3) Other State Revenue		8300-8599	20,000.00	20,000.00	0.0%
4) Other Local Revenue		8600-8799	1,250.00	1,250.00	0.0%
5) TOTAL, REVENUES			196,250.00	196,250.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		191,050.00	163,142.00	-14.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			191,050.00	163,142.00	-14.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,200.00	33,108.00	536.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,200.00	33,108.00	536.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,811.86	8,011.86	184.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,811.86	8,011.86	184.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,811.86	8,011.86	184.9%
2) Ending Balance, June 30 (E + F1e)			8,011.86	41,119.86	413.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,011.86	41,119.86	413.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,000.00	9,000.00	0.0%
5) TOTAL, REVENUES			9,000.00	9,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,000.00	9,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,300,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	300,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,009,000.00	9,000.00	-99.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	1,009,000.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	1,009,000.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	1,009,000.00	New
2) Ending Balance, June 30 (E + F1e)			1,009,000.00	1,018,000.00	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	1,018,000.00	New
BOARD RESERVE FOR OTHER THAN CAPITAL OUTLAY	0000	9780		1,018,000.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,009,000.00	0.00	-100.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash In County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,000.00	9,000.00	0.0%
5) TOTAL, REVENUES			9,000.00	9,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			9,000.00	9,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,300,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	300,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,009,000.00	9,000.00	-99.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	1,009,000.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	1,009,000.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	1,009,000.00	New
2) Ending Balance, June 30 (E + F1e)			1,009,000.00	1,018,000.00	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	1,018,000.00	New
BOARD RESERVE FOR OTHER THAN CAPITAL OUTLAY	0000	9780		1,018,000.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,009,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	32,000.00	32,000.00	0.0%
5) TOTAL, REVENUES			32,000.00	32,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			32,000.00	32,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			32,000.00	32,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	178,002.85	210,002.85	18.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			178,002.85	210,002.85	18.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			178,002.85	210,002.85	18.0%
2) Ending Balance, June 30 (E + F1e)			210,002.85	242,002.85	15.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	210,002.85	242,002.85	15.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	32,000.00	32,000.00	0.0%
5) TOTAL, REVENUES			32,000.00	32,000.00	0.0%
B. EXPENDITURES (Object 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			32,000.00	32,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			32,000.00	32,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	178,002.85	210,002.85	18.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			178,002.85	210,002.85	18.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			178,002.85	210,002.85	18.0%
2) Ending Balance, June 30 (E + F1e)			210,002.85	242,002.85	15.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	210,002.85	242,002.85	15.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,100.00	7,100.00	0.0%
5) TOTAL, REVENUES			7,100.00	7,100.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	235,000.00	235,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			235,000.00	235,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(227,900.00)	(227,900.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		6900-6929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		6930-6979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(227,900.00)	(227,900.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	672,642.74	444,742.74	-33.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			672,642.74	444,742.74	-33.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			672,642.74	444,742.74	-33.9%
2) Ending Balance, June 30 (E + F1e)			444,742.74	216,842.74	-51.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	444,742.74	216,842.74	-51.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	235,000.00	235,000.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			235,000.00	235,000.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			235,000.00	235,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7,100.00	7,100.00	0.0%
5) TOTAL, REVENUES			7,100.00	7,100.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		235,000.00	235,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			235,000.00	235,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(227,900.00)	(227,900.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(227,900.00)	(227,900.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	672,642.74	444,742.74	-33.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			672,642.74	444,742.74	-33.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			672,642.74	444,742.74	-33.9%
2) Ending Balance, June 30 (E + F1e)			444,742.74	216,842.74	-51.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	444,742.74	216,842.74	-51.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4.38	4.38	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4.38	4.38	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4.38	4.38	0.0%
2) Ending Balance, June 30 (E + F1e)			4.38	4.38	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3.91	3.91	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	.47	New
RESERVE FOR CAPITAL PROJECTS	0000	9780		.47	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	.47	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8800-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4.38	4.38	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4.38	4.38	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4.38	4.38	0.0%
2) Ending Balance, June 30 (E + F1e)			4.38	4.38	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3.91	3.91	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	.47	New
RESERVE FOR CAPITAL PROJECTS	0000	9780		.47	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	.47	0.00	-100.0%

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	32.00	32.00	32.68	42.75	42.75	42.75
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA						
Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	32.00	32.00	32.68	42.75	42.75	42.75
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	312.10	312.10	312.10	314.45	314.45	314.45

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	1,910.00		1,910.00			1,910.00
Work in Progress	3,442,683.58		3,442,683.58			3,442,683.58
Total capital assets not being depreciated	3,444,593.58	0.00	3,444,593.58	0.00	0.00	3,444,593.58
Capital assets being depreciated:						
Land Improvements	619,039.69		619,039.69			619,039.69
Buildings	5,572,157.06		5,572,157.06			5,572,157.06
Equipment	668,961.00		668,961.00			668,961.00
Total capital assets being depreciated	6,860,157.75	0.00	6,860,157.75	0.00	0.00	6,860,157.75
Accumulated Depreciation for:						
Land Improvements	(240,882.87)		(240,882.87)			(240,882.87)
Buildings	(1,986,528.00)		(1,986,528.00)			(1,986,528.00)
Equipment	(554,089.36)		(554,089.36)			(554,089.36)
Total accumulated depreciation	(2,781,500.23)	0.00	(2,781,500.23)	0.00	0.00	(2,781,500.23)
Total capital assets being depreciated, net excluding lease assets	4,078,657.52	0.00	4,078,657.52	0.00	0.00	4,078,657.52
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	7,523,251.10	0.00	7,523,251.10	0.00	0.00	7,523,251.10
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	203,277.87	301	0.00	303	203,277.87	305	0.00		307	203,277.87	309
2000 - Classified Salaries	135,068.00	311	2,000.00	313	133,068.00	315	7,800.00		317	125,268.00	319
3000 - Employee Benefits	267,972.82	321	197.58	323	267,775.24	325	4,440.00		327	263,335.24	329
4000 - Books, Supplies Equip Replace. (6500)	66,000.05	331	0.00	333	66,000.05	335	20,469.00		337	45,531.05	339
5000 - Services . . & 7300 - Indirect Costs	156,023.00	341	0.00	343	156,023.00	345	6,846.00		347	149,177.00	349
TOTAL					826,144.16	365	TOTAL			786,589.16	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.	
1. Teacher Salaries as Per EC 41011.	1100	156,517.87	375
2. Salaries of Instructional Aides Per EC 41011.	2100	37,630.00	380
3. STRS.	3101 & 3102	141,378.00	382
4. PERS.	3201 & 3202	10,271.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	7,191.13	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	30,751.00	385
7. Unemployment Insurance.	3501 & 3502	1,556.84	390
8. Workers' Compensation Insurance.	3601 & 3602	3,443.41	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		388,739.25	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	248,577.00	301	0.00	303	248,577.00	305	66.00		307	248,511.00	309
2000 - Classified Salaries	102,986.00	311	0.00	313	102,986.00	315	8,204.00		317	94,782.00	319
3000 - Employee Benefits	319,242.00	321	0.00	323	319,242.00	325	4,516.00		327	314,726.00	329
4000 - Books, Supplies Equip Replace. (6500)	45,624.00	331	15,000.00	333	30,624.00	335	3,850.00		337	26,774.00	339
5000 - Services. . . & 7300 - Indirect Costs	108,074.00	341	0.00	343	108,074.00	345	5,071.00		347	103,003.00	349
TOTAL					809,503.00	365	TOTAL			787,796.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.	
1. Teacher Salaries as Per EC 41011.	1100	201,024.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	30,113.00	380
3. STRS.	3101 & 3102	180,172.00	382
4. PERS.	3201 & 3202	10,860.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	5,353.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	41,247.00	385
7. Unemployment Insurance.	3501 & 3502	1,164.00	390
8. Workers' Compensation Insurance.	3601 & 3602	7,349.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		477,282.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	

2022-23 Budget, July 1
Schedule of Long-Term Liabilities
DEBT - Schedule of Long-Term Liabilities

54721160000000
Form DEBT
D8BTA7917M(2022-23)

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	24,345.00		24,345.00			24,345.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Governmental activities long-term liabilities	24,345.00	0.00	24,345.00	0.00	0.00	24,345.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	5,981,056.05
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	720,942.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	90,644.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,360,000.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,450,644.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				3,809,470.05
Section II - Expenditures Per ADA				2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				344.10
B. Expenditures per ADA (Line I.E divided by Line II.A)				11,070.82

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)

(Functions 7200-7700, goals 0000 and 9000)

167,346.45

2. Contracted general administrative positions not paid through payroll

a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.

b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

--

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)

(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000)

3,176,042.43

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6)

5.27%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero.

0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19)

6.97%

D. Preliminary Proposed Indirect Cost Rate(For final approved fixed-with-carry-forward rate for use in 2023-24 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B19)

7.79%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)

301,135.69

B. Carry-forward adjustment from prior year(s)

1. Carry-forward adjustment from the second prior year

(21,238.53)

2. Carry-forward adjustment amount deferred from prior year(s), if any

0.00

C. Carry-forward adjustment for under- or over-recovery in the current year

1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.66%) times Part III, Line B19); zero if negative

35,316.42

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.66%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive

0.00

D. Preliminary carry-forward adjustment (Line C1 or C2)

35,316.42

E. Optional allocation of negative carry-forward adjustment over more than one year

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward

adjustment is applied to the current year calculation:

not
applicable

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward

adjustment is applied to the current year calculation and the remainder

is deferred to one or more future years:

not
applicable

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward

adjustment is applied to the current year calculation and the remainder

is deferred to one or more future years:

not
applicable

LEA request for Option 1, Option 2, or Option 3

1

F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if

Option 2 or Option 3 is selected)

35,316.42

Approved
indirect
cost rate: 5.66%
Highest
rate used
In any
program: 0.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
<hr/>				

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	198,953.91		61,631.55	260,585.46
2. State Lottery Revenue	8560	50,155.00		20,000.00	70,155.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		249,108.91	0.00	81,631.55	330,740.46
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	3,000.00		67,469.00	70,469.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			10,511.00	10,511.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		3,000.00	0.00	77,980.00	80,980.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	246,108.91	0.00	3,651.55	249,760.46
D. COMMENTS:					

LOTTERY INSTR MATERIALS OBJ 5800 EXPENSE FOR TEACHER CREATED RESOURCES, NOT DUPLICATING

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	571,874.00	0.00%	571,874.00	-1.68%	562,242.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	2,242.00	22.39%	2,744.00	-8.67%	2,506.00
4. Other Local Revenues	8600-8799	52,000.00	0.00%	52,000.00	0.00%	52,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	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
c. Contributions	8980-8999	(55,104.00)	3.00%	(56,758.00)	2.95%	(58,430.00)
6. Total (Sum lines A1 thru A5c)		571,012.00	-0.20%	569,860.00	-2.03%	558,318.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				237,906.00		246,715.00
b. Step & Column Adjustment				4,543.00		4,634.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				4,266.00		3,490.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	237,906.00	3.70%	246,715.00	3.29%	254,839.00
2. Classified Salaries						
a. Base Salaries				70,267.00		71,627.00
b. Step & Column Adjustment				1,360.00		1,388.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	70,267.00	1.94%	71,627.00	1.94%	73,015.00
3. Employee Benefits	3000-3999	135,589.00	-3.10%	131,382.00	1.42%	133,250.00
4. Books and Supplies	4000-4999	19,932.00	3.14%	20,558.00	1.97%	20,963.00
5. Services and Other Operating Expenditures	5000-5999	92,268.00	3.14%	95,165.00	1.97%	97,040.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	5,424.00	0.00%	5,424.00	0.00%	5,424.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	200,000.00	0.00%	200,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		561,386.00	37.32%	770,871.00	1.77%	784,531.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
23-24: CERTIFICATED SALARIES \$4266 FROM RESTRICTED RESOURCES DUE TO EXPIRING GRANTS; 24-25: CERTIFICATED SALARIES \$3490 FROM RESTRICTED RESOURCES DUE TO EXPIRING GRANTS						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(19,608.00)		(5,581.00)		(502.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		185,231.24		165,623.24		160,042.24
2. Ending Fund Balance (Sum lines C and D1)		165,623.24		160,042.24		159,540.24
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		160,042.24		159,540.24
b. Restricted	9740	165,623.24				
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		165,623.24		160,042.24		159,540.24
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	571,874.00	0.00%	571,874.00	-1.68%	562,242.00
2. Federal Revenues	8100-8299	34,926.00	-34.70%	22,806.00	-30.11%	15,940.00
3. Other State Revenues	8300-8599	161,145.00	0.31%	161,647.00	-0.15%	161,409.00
4. Other Local Revenues	8600-8799	52,000.00	0.00%	52,000.00	0.00%	52,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	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
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		819,945.00	-1.42%	808,327.00	-2.07%	791,591.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				248,577.00		253,173.00
b. Step & Column Adjustment				4,543.00		4,634.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				53.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	248,577.00	1.85%	253,173.00	1.83%	257,807.00
2. Classified Salaries						
a. Base Salaries				102,986.00		105,000.00
b. Step & Column Adjustment				2,014.00		2,055.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	102,986.00	1.96%	105,000.00	1.96%	107,055.00
3. Employee Benefits	3000-3999	319,242.00	-1.54%	314,311.00	0.35%	315,423.00
4. Books and Supplies	4000-4999	45,624.00	-31.32%	31,336.00	-20.72%	24,844.00
5. Services and Other Operating Expenditures	5000-5999	108,074.00	-2.22%	105,675.00	1.97%	107,753.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	5,424.00	0.00%	5,424.00	0.00%	5,424.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	200,000.00	0.00%	200,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		829,927.00	22.29%	1,014,919.00	0.33%	1,018,306.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes</p> <p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p>						
2. Special education pass-through funds		0.00				
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
2. District ADA		357.20		357.20		357.20
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		829,927.00		1,014,919.00		1,018,306.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		829,927.00		1,014,919.00		1,018,306.00
d. Reserve Standard Percentage Level						
(Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		33,197.08		40,596.76		40,732.24
f. Reserve Standard - By Amount						
(Refer to Form 01CS, Criterion 10 for calculation details)		75,000.00		75,000.00		75,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		75,000.00		75,000.00		75,000.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					33,000.00	1,360,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					327,000.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail					0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail					0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	1,660,000.00	1,660,000.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the

previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

357.20

District's ADA Standard Percentage Level:

2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)				
District Regular	33	33		
Charter School	316	316		
Total ADA	349	349	N/A	Met
Second Prior Year (2020-21)				
District Regular	33	33		
Charter School	312	312		
Total ADA	345	344	0.2%	Met
First Prior Year (2021-22)				
District Regular	23	33		
Charter School	316	312		
Total ADA	339	345	N/A	Met
Budget Year (2022-23)				
District Regular	43			
Charter School	314			
Total ADA	357			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

Budget Year (2022-23)		
District Regular		45
Charter School		331
Total Enrollment		376

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

21-22: ENROLLMENT GROWTH PRIMARILY IN CHARTER

- 1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		P-2 ADA	Enrollment	Historical Ratio of ADA to Enrollment
		Estimated/Unaudited Actuals	CBEDS Actual	
		(Form A, Lines A4 and C4)	(Criterion 2, Item 2A)	
Third Prior Year (2019-20)	District Regular	33	348	
	Charter School	316	0	
	Total ADA/Enrollment	349	348	100.2%
Second Prior Year (2020-21)	District Regular	33	340	
	Charter School	312		
	Total ADA/Enrollment	344	340	101.3%
First Prior Year (2021-22)	District Regular	32	384	
	Charter School	312		
	Total ADA/Enrollment	344	384	89.6%
Historical Average Ratio:				97.1%

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected:

LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	344.78	357.20	357.20	355.30
b. Prior Year ADA (Funded)		344.78	357.20	357.20
c. Difference (Step 1a minus Step 1b)		12.42	0.00	(1.90)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		3.60%	0.00%	(.53%)

Step 2 - Change in Funding Level

a. Prior Year LCFF Funding	571,874.00	571,874.00	562,242.00
b1. COLA percentage	6.56%	5.38%	4.02%
b2. COLA amount (proxy for purposes of this criterion)	37,514.93	30,766.82	22,602.13
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	6.6%	5.4%	4.0%

Step 3 - Total Change in Population and Funding Level

(Step 1d plus Step 2c)

	10.2%	5.4%	3.5%
	9.16% to 11.16%	4.38% to 6.38%	2.49% to 4.49%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2019-20)	2,322,099.78	2,980,181.37	77.9%
Second Prior Year (2020-21)	2,603,260.25	3,309,073.32	78.7%
First Prior Year (2021-22)	345,875.69	486,386.42	71.1%
Historical Average Ratio:			75.9%

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	71.9% to 79.9%	71.9% to 79.9%	71.9% to 79.9%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)		
Budget Year (2022-23)	443,762.00	561,386.00	79.0%	Met
1st Subsequent Year (2023-24)	449,724.00	570,871.00	78.8%	Met
2nd Subsequent Year (2024-25)	461,104.00	584,531.00	78.9%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

Explanation:
(required if Yes)

ALL YEARS: EXPIRATION OF ESSER GRANTS, AND ESTIMATED CARRYOVER WILL BE BUDGETED.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)	241,298.00		
Budget Year (2022-23)	161,145.00	(33.22%)	Yes
1st Subsequent Year (2023-24)	161,647.00	.31%	Yes
2nd Subsequent Year (2024-25)	161,409.00	(.15%)	No

Explanation:
(required if Yes)

2022-23 AND 2023-24: EXPIRATION OF COVID RELATED STATE GRANTS.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)	57,000.00		
Budget Year (2022-23)	52,000.00	(8.77%)	Yes
1st Subsequent Year (2023-24)	52,000.00	0.00%	Yes
2nd Subsequent Year (2024-25)	52,000.00	0.00%	No

Explanation:
(required if Yes)

2022-23 AND 2023-24: DISTRICT CONSERVATIVELY BUDGETED OTHER LOCAL REVENUES BY REDUCING FROM 21-22 BY \$5000

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)	66,000.05		
Budget Year (2022-23)	45,624.00	(30.87%)	Yes
1st Subsequent Year (2023-24)	31,336.00	(31.32%)	Yes
2nd Subsequent Year (2024-25)	24,844.00	(20.72%)	Yes

Explanation:
(required if Yes)

22-23 AND 23-24: ELIMINATE TEXTBOOK PURCHASE NOT IN LCAP, AND REDUCE EXPENSES FOR EXPIRING GRANTS

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2021-22)	156,023.00		
Budget Year (2022-23)	108,074.00	(30.73%)	Yes
1st Subsequent Year (2023-24)	105,675.00	(2.22%)	Yes
2nd Subsequent Year (2024-25)	107,753.00	1.97%	No

Explanation:
(required if Yes)

22-23 AND 23-24: REDUCE EXPENSES BY APPROXIMATELY \$48,000 FOR EXPIRING GRANTS

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Percent Change

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

22-23 AND 23-24: REDUCE EXPENSES BY APPROXIMATELY \$48,000 FOR EXPIRING GRANTS

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE:

EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute excludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D)
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

- a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)

 652,038.00

- b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required

Budgeted Contribution¹

Minimum
Contribution

to the Ongoing and Major
Maintenance Account

(Line 2c times 3%)

Status

- c. Net Budgeted Expenditures and Other Financing Uses

652,038.00	19,561.14	52,218.00	Met
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¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the

Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by

any negative ending balances in restricted resources in the General Fund.

*A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA)

may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	519,073.64	3,006,655.72	N/A	Met
Second Prior Year (2020-21)	(57,270.58)	3,383,311.32	1.7%	Met
First Prior Year (2021-22)	(1,331,067.42)	1,846,386.42	72.1%	Not Met
Budget Year (2022-23) (Information only)	9,626.00	561,386.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

21-22: DISTRICT TRANSFERRED \$1.3M TO FD 17 RESERVE FOR NONCAP EXPEND

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	357	357	357
District's Reserve Standard Percentage Level:	4%	4%	4%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1.	Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes
2.	If you are the SELPA AU and are excluding special education pass-through funds:	
	a. Enter the name(s) of the SELPA(s):	
	b. Special Education Pass-through Funds	
	(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
1. Expenditures and Other Financing Uses			
(Fund 01, objects 1000-7999) (Form MYP, Line B11)	829,927.00	1,014,919.00	1,018,306.00
2. Plus: Special Education Pass-through			
(Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses			
(Line B1 plus Line B2)	829,927.00	1,014,919.00	1,018,306.00

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

(required if NOT met)

1c.

NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

22-23: TRANSFER TO CHARTER FD 09 OF \$60000 FOR BUDGET SHORTFALL AND TO FD 17 SPECIAL RESERVE FOR NONCAP EXP OF \$1.3M POSTED IN 21-22 NOT REPEATED IN BUDGET YEAR. 23-24: TRANSFER TO FD 09 CHARTER FOR BUDGET SHORTFALL.

1d.

NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

No

2.

If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2022-23
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

N/A

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

No

2. For the district's OPEB:

a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

--	--

4. OPEB Liabilities

a. Total OPEB liability

b. OPEB plan(s) fiduciary net position (if applicable)

c. Total/Net OPEB liability (Line 4a minus Line 4b)

0.00

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	2	2	2	2

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin
Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd
Subsequent
Year

(2022-23)

(2023-24)

(2024-25)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

No	No	No
----	----	----

[illegible]

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

3. Percent change in step & column over prior year

Budget Year	1st Subsequent Year	2nd Subsequent Year

Classified (Non-management)
Attrition (layoffs and retirements)

(2022-23)

(2023-24)

(2024-25)

1. Are savings from attrition included in the budget and MYPs?

No

No

No

2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No

No

No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	1	.33	.33	.33

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Is the cost of salary settlement included in the budget and multiyear

--	--	--

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6. ACTION ITEMS: 6.3 Approve 2022-2023 District LCAP

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106
FAX 559-564-2136



LCFF Budget Overview for Parents

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

CDS Code: 54-721160134973

School Year: 2022-23

LEA contact information:

Ken Horn

Superintendent/Principal

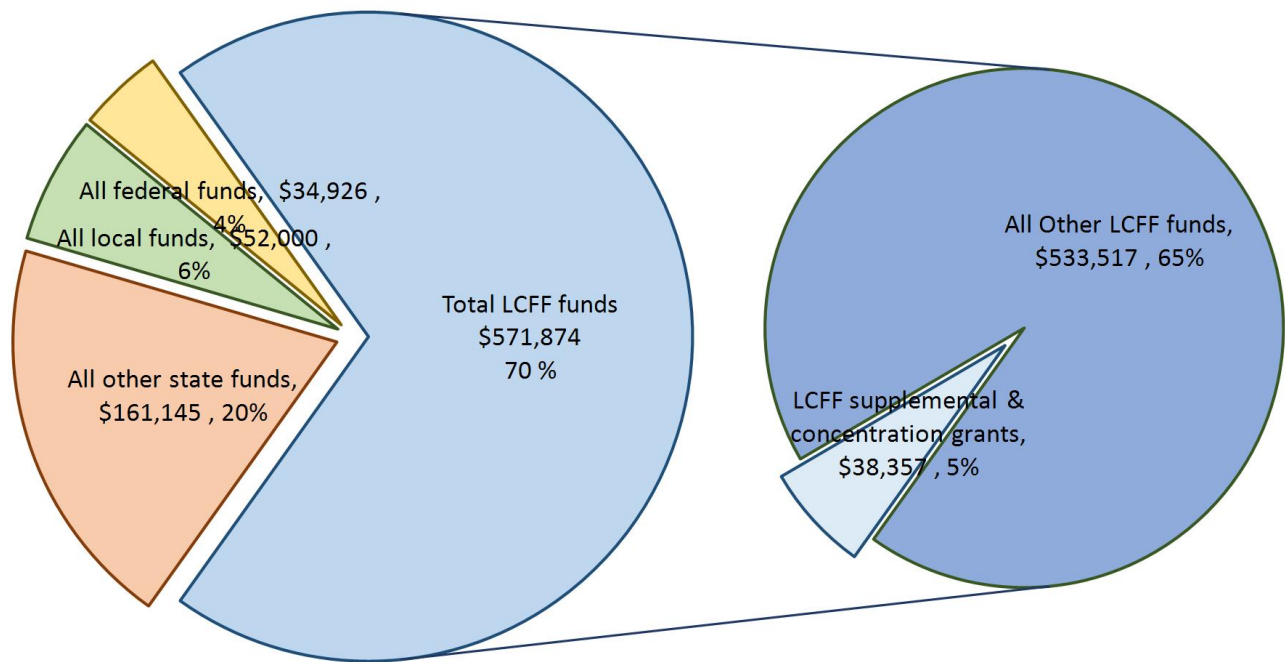
kenhorn@sequoiaunion.org

(559) 564-2106

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

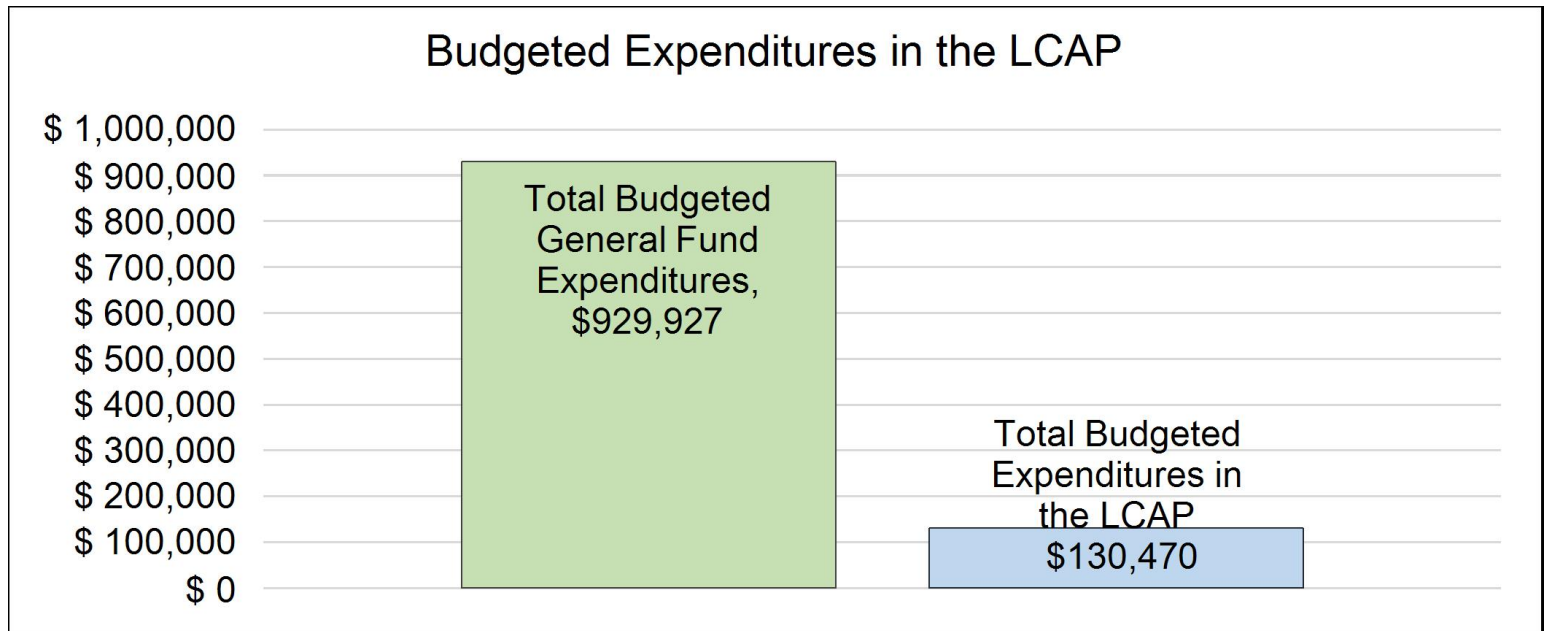


This chart shows the total general purpose revenue Sequoia Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary School District is \$819,945, of which \$571,874 is Local Control Funding Formula (LCFF), \$161,145 is other state funds, \$52,000 is local funds, and \$34,926 is federal funds. Of the \$571,874 in LCFF Funds, \$38,357 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sequoia Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sequoia Union Elementary School District plans to spend \$929,927 for the 2022-23 school year. Of that amount, \$130,470 is tied to actions/services in the LCAP and \$699,457 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other Support Services, Staff, Benefits, Reserves, and ongoing operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

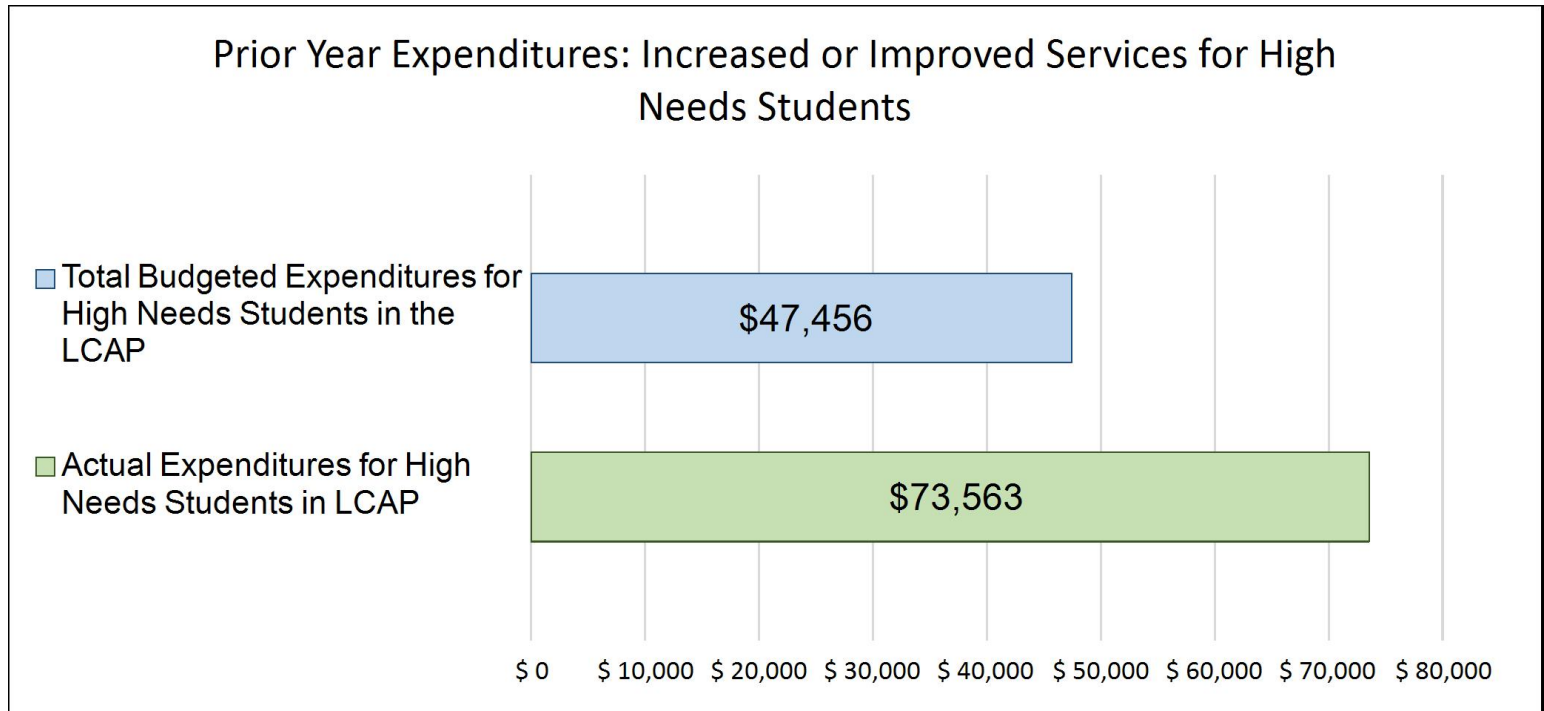
In 2022-23, Sequoia Union Elementary School District is projecting it will receive \$38,357 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union Elementary School District plans to spend \$80000.00 towards meeting this requirement, as described in the LCAP.

Sequoia Union Elementary School will continue to increase or improve services for high needs students by offering the Student Success Center to focus on intervention strategies for unduplicated students in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage unduplicated students in their learning; to provide English Language Development training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor; provide curriculum that has built in support for unduplicated students learning needs; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with unduplicated students on a daily basis; to provide response to intervention training through the lens of the core

ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for unduplicated students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Sequoia Union Elementary School District's LCAP budgeted \$47456.42 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary School District actually spent \$73563.42 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$26107.00 had the following impact on Sequoia Union Elementary School District's ability to increase or improve services for high needs students:

The difference that caused the increase in the expected expenses and the actual expenses happened in Goal 1, Action 1, the Student Success Center and was due to the fact that we were able to hire an extremely experience teacher to lead the S.S.C. and she came on at a higher step and column than we budgeted for. The S.S.C.'s student data for the unduplicated students has a huge growth for those students in reading and math on their last IReady Benchmark. The increased expense had a tremendous impact for our students.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Sequoia Union Elementary School District met several times with staff, parents, and community members on how best to use additional funds to meet the needs of our students. The following meetings were held with discussion and feedback given from stakeholders at School Site Council Meetings in February, March, April, November and December of 2021. There were reports and discussions with feedback provided by educational partners at Regular Board Meetings and Special Board Meetings in February, March, April, October, November, and December of 2021. Certificated and Classified Staff were provided opportunities to discuss and provide feedback at Monthly All-Staff Professional Learning Community Meetings in February, March, April, August, October, and November of 2021. The discussions with stakeholder groups centered around explaining the goal and parameters of the use of the additional funds. Stakeholder groups shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to

evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our District does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August - May of 2020-2021, we expanded our efforts and continued to meet with stakeholders in November and December of 2021, and in January of 2022. There were reports and discussions with feedback provided from stakeholders at Regular Board Meetings and Special Board Meetings, as well as School Site Council Meetings. All Staff meetings provided Staff with the opportunities to share feedback, ask questions, and fill out surveys. The discussion with stakeholder groups centered around explaining the goals and parameters of the use of the additional funds. Stakeholders shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our District is implementing the federal American Rescue Plan Act and the federal Elementary and Secondary School Emergency Relief expenditure plan by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for

students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the implementing of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Our District is using the fiscal resources received for the 2021-22 school year by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sequoia Union Elementary School District is a rural single site district consisting of a traditional Elementary School (grade 8), which shares a school site with a dependant Charter School (grades K-7). The campus 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 Elementary School is between 30 to 40 students, with over 30% 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. Events such as our annual carnival, track meet, drama production and multi-day eighth grade trip are cherished traditions in our community. 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 \$40,000 each year which they split between the Elementary School and the dependant Charter to fund school field trips and other extracurricular activities.

The Sequoia Union Elementary School District's focus is on accessing STEM through an agricultural lens. In recent years the district acquired 5 acres of orchard land behind the school that the Board hopes to develop into a working farm site. The vision for the district as a whole is to provide a robust education in all academic areas enhanced by hands on learning on the farm site. This type of active experiential instruction is valued by our parents and community partners.

The Elementary School serves a population that is 50% socioeconomically disadvantaged. Demographically the Elementary School together with the dependant Charter serves a population that is mainly Caucasian, 56%, and Hispanic, 38%, with 6% falling into other demographic categories. Though sometimes statistics such as these may be cited that combine the Elementary School and the dependant Charter, the enrollment for purposes of this LCAP is the enrollment of the 8th Grade; the Elementary School and the Charter have separate LCAPs and are funded as separate entities.

Reflections: Successes

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

The LEA as a whole counts as a success the in person administration of the 2021 ELA and Math CAASPP tests in both schools; many surrounding districts elected not to give the test and instead used local indicators to meet state requirements. The California School Dashboard shows no data for either school in the LEA for the 20-21 school year. The CAASPP results website (caaspp-elpac.cde.ca.gov) however, shows that in the Elementary School 42.11% of students were proficient in English language arts, and 21.06% were proficient in math. These scores are significantly better than those for Tulare County as a whole which were 32.18% and 16.29 % respectively.

Sequoia Union Elementary School District has made progress toward meeting all of our LCAP goals over the course of the last year. In support of Goal 1 for the 21-22 school year the LEA created and staffed a Student Success Center with a full time teacher and aid dedicated to serving students in need of academic support, those on independent study and foster youth, in both the Elementary School and dependant Charter. Of the 38 students who received assistance from this team throughout the year for English Language Arts, 79% improved their scores on the iReady Reading Diagnostic internal benchmark. Of those that improved their scores, 53% improved them by at least one grade level. While the number of students receiving math support was significantly smaller - 16 students - 12 improved their scores by at least one grade level on the iReady Math Diagnostic. 43 unique students were assisted in ELA, Math or both, 70% of whom were unduplicated pupils. This action has significantly improved the services the LEA provides to unduplicated pupils. We are excited by the improvement in student performance that this intervention has shown, and plan to continue to fund the positions related to the Student Success Center going forward.

The LEA has also made strides toward meeting our goals for enrichment and engagement as outlined in Goal 2. Teachers have begun to implement new science curriculum with a focus on hands on experiments and activities. Our agricultural program is slowly beginning to take shape with the addition of chickens and two baby steers to facilitate agriculture education. Agriculture and science based field trips have resumed with students in every grade visiting nature sites and learning about domestic and wild animals. With COVID restrictions receding, we once again have been able to offer enrichment programs that our kids and our community enjoy such as National History Day, Poetry and Prose, Reading Revolution, SCION, Math Bowl and our yearly school drama production.

Like schools around the country, this fall we struggled with behavior issues never before seen on our campus. The mid-year addition of a Campus Safety Supervisor which has helped us make progress toward meeting Goal 3 has made a huge difference to the LEA providing back-up to administration with discipline investigations, an extra set of eyes on students, and an additional role model as the individual holding this job has sought to help direct students into more positive and constructive outlets for their energies. This position has proved essential on a campus without a second administrator and it will be funded going forward in Goal 3 of this LCAP.

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.

Though the California School Dashboard is not currently showing updated data, our local data, reported to the state through CALPADS, shows that our suspension rate for the 21-22 school year puts the Elementary School in the "Red" Dashboard category for suspensions. There have been a total of 9 students suspended in the Elementary School this year, giving the school a suspension rate of 26% compared to a reported suspension rate of 0% last year. This rate of suspension is unprecedented in the history of our LEA. Furthermore, 100% of the suspensions have been male students. This information indicates that there needs to be more resources for these students if they are experiencing social or emotional difficulties, and more acceptable and appealing outlets for their energies. Actions in this LCAP related to Goals 2 and 3 will provide additional enrichment for students and support for both students and staff members to help address problem behaviors before they escalate to the level of suspension.

According to the CAASPP results website, the performance gap between scores for English Learners and scores for all students in the LEA is significant. According to caaspp-elpac.cde.ca.gov a combined 9.09% of English Learners in the Elementary and Charter schools met or exceeded ELA standards and 0% of English Learner students met or exceeded Math standards. This difference in English Learner scores is equivalent to two or more color levels below the "All Students" level of achievement in both ELA and Math. Additional assistance for these students is clearly necessary in order to help them reach proficiency. Actions contained in Goal 1 of this LCAP will give English Language Learners additional academic assistance to close achievement gaps.

Surveys given to staff, students and parents reveal three areas that Educational Partners agreed needed improvement. The climate/culture of campus has changed significantly over the last few years due to changes in administration, staffing, COVID restrictions, shifts in student behavior, and alterations in California Education Code that limit what actions can be taken when students misbehave. Parents and teachers have expressed a desire to return to the high behavior standards and traditions that previously made our school unique. Educational partners also said that services at both ends of the educational spectrum - for students needing academic intervention and for students needing acceleration and enrichment - are lacking. Respondents indicated that additional programs and services for these students are necessary. Finally, educational partners continue to see communication between parents, teachers and administration as insufficient. Actions taken as a result of this Educational Partner feedback are listed in the Educational Partner Engagement section of this LCAP.

LCAP Highlights

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

New and continued actions and expenditures were included in this year's plan, focusing on supporting academic achievement, serving the needs of unduplicated pupils, and supporting teachers and administration.

~The Student Success Center will continue to be funded, assisting students in recouping learning loss related to the COVID-19 pandemic. Cullinan Orton Gillingham curriculum has helped our students make great strides and will continue to be the base curriculum for most grades in the SSC.

~ The addition of a second Learning Director stipend will help create a Teacher Support Team in lieu of a vice principal. These positions will support teachers in implementing curriculum, creating curriculum maps and pacing guides, using student data to drive instruction, coaching new and untenured teachers and creating effective professional learning communities. This team will provide another layer of support and guidance for teachers as well as lend support to the Superintendent/Principal with tasks such as 504 meetings and state testing.

~A Campus Safety Supervisor will assist in student supervision, positive behavior supports, de-escalation and incident investigation. In the absence of a vice principal, the individual in this position is essential to assisting the Superintendent/Principal with behavior interventions.

~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.

~Sequoia Union Elementary School District 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 off-site conference attendance included in the plan.

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

~Plans related to our school farm continue to move forward. Funds from the SRSA grant will be used to pay for a staff member to spend time planning and implementing the next phases of the project, and for materials needed to bring those plans to fruition.

~Newly adopted NGSS compliant curriculum will continue to be implemented helping to further our mission of increasing our science scores.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging educational partners was again challenging as COVID quarantines and limited visitor access to campus continued throughout much of the year. Sequoia Union Elementary School District relied on School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for feedback on the LCAP.

The LCAP and other funding documents that require an adopted plan and are featured in the LCAP were discussed on the following dates:

October 25, 2021 School Site Council Meeting
December 6, 2021 School Site Council Meeting
February 2, 2022 School Site Council Meeting
May 31, 2022 School Site Council Meeting

Regular and Special Governing Board Meetings:

September 9, 2021
October 14, 2021
November 18, 2021
December 7, 2021
February 24, 2022
March 10, 2022
April 7, 2022
May 12, 2022

Sequoia Union Staff Meetings:

December 1, 2021
April 26, 2022
June 1, 2022

Core Data Collaborative Student, Parent and Staff spring surveys were sent out via email and posted on the LEA's website on

February 24, 2022

A summary of the feedback provided by specific educational partners.

Educational partners provided disparate feedback, but analysis of public comments, meeting minutes, and survey data reveal three cohesive themes or areas of need that continue to be a priority:

- 1) Parents teachers staff and administration have expressed concern about discipline, climate and culture on our campus. The return to full day five day a week in-person instruction this year came with an unforeseen number of severe discipline problems. Our campus was overwhelmed and unprepared for these issues. Some felt that not enough was being done to address the problem. Some educational partners expressed a desire for stricter, more consistent student discipline applied equally to all students. Data also show that a vice principal is desired by many, as well as greater access to counseling and social services for students.
- 2) Student academic intervention and enrichment is frequently cited as a need by our educational partners. Some partners believe not enough focus is placed on students performing below grade level and that more classroom aids and another intervention team is necessary. Others believe that on-level students are not receiving the challenging coursework and enrichment they need to continue to grow academically and desire a Gifted and Talented Program. Some also state that lack of basic arts programs such as visual arts and music is a detriment to our students.
- 3) All parties believe that communication between parents, teachers and administration is lacking. Partners frequently state that they receive inadequate or incomplete information and that consistency of communication is necessary.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input from Partners : Discipline, climate and culture on campus need to be improved.

LCAP Actions Taken : Since a vice principal was not fiscally viable two separate actions were taken that are projected to have a similar effect. First, a Campus Safety Supervisor was hired mid-year and the position will continue to be funded in the 22-23 LCAP (Goal 3 Action 5). This individual helps assist in student supervision, de-escalation and incident investigation. This position provides assistance to the Superintendent/Principal with behavior interventions. An additional Learning Director stipend was created in Goal 1 Action 4 and the together these two positions will form a Teacher Support Team as a first line of assistance for teachers. These individuals will help by providing coaching and mentoring, facilitating professional learning communities and helping to institute a culture of continuous improvement on our campus. Well prepared and supported teachers will positively impact all aspects of our school culture.

Input from Partners : Additional academic intervention and enrichment are needed.

LCAP Actions Taken : Unfortunately adding additional staff members for intervention, enrichment or the arts has proven to be cost prohibitive. The LEA will continue to invest in off-site training and conferences, Goal 1 Action 13, and training additional staff in the Cullinan Orton Gillingham instructional method, Goal 1 Action 14, to increase capacity in existing personnel. The SRSA grant, Goal 2 Action 1 will help us expand our agricultural program, and money will continue to be invested in Outside Enrichment Opportunities, Goal 2 Action 3 and the Library Media Center, Goal 2 Action 2, as a means of enrichment.

Input from Partners : Communication between parents, teachers and administration needs to be improved.

LCAP Actions Taken : Administrative support staff positions, Goal 2 Action 7, have been restructured to distribute work more evenly and allow better functioning of the front office - our first point of contact with the public. A modest stipend has been instituted for a current staff member to regularly update the school website and serve as author of a weekly newsletter to be sent out to parents.

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 Union 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 two years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will continue to implement State Board adopted academic content and performance standards for all students and student groups will show growth towards meeting/ exceeding standards on the California Assessment	Note: Due to the small size of the elementary school, these baseline numbers have been established using LEA wide data. If only elementary data are used, subgroup data does not populate due to suppression to protect privacy.	LEA Wide CAASPP Performance All Students 2020-2021 39.25% met or exceeded standard for ELA 30.05% met or exceeded standard for Math			All students metric will grow by 3% a year in ELA and Math. 2% a year in Science. English Learner Metric will improve by 1% a year. Hispanic/Latino Students will improve by 2% a year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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</p>	<p>The CAST test was not given in 20-21</p> <p>English Learners 2020-2021 9.09% met or exceeded standard for ELA 0.00% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2020-2021 17.19% met or exceeded standard for ELA 7.69% met or exceeded standard for Math</p> <p>Socioeconomically Disadvantaged 2020-2021 27.77% met or exceeded standard for ELA 12.22% met or exceeded standard for Math</p>			Socioeconomically Disadvantaged students will improve their scores by 2% a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	38.75% met or exceeded standard for ELA 18.75% met or exceeded standard for Math 33.34% met or exceeded standard for Science				
All teachers are fully credentialed, in the subject areas, and, for the pupils they are teaching.	All teachers are fully credentialed.	All teachers are fully credentialed.			All teachers are fully credentialed.
The District will continue implementation of ELD Standards. English Language Learners will increase proficiency as measured by the ELPAC.	Note: Due to the small size of the elementary school, these baseline numbers have been established using LEA wide data. If only elementary data are used, subgroup data does not populate due to suppression to protect privacy. 26.32% of English Language Learners scored proficient on the ELPAC in 2018-2019	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021			32% of English Language Learners will score proficient on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification of English Language Learners will increase.	LEA wide two English Learners were Reclassified Fluent English Proficient for the 2019-2020 school year, for a reclassification rate of 7%	LEA wide no students were Reclassified Fluent English Proficient for the 2020-2021 school year			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.	80% of Elementary School students who received services from the Student Success Center increased their scores on the iReady ELA benchmark from fall 21 to spring 22. 60% improved their ELA scores by at least one full grade level.			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.	Note: original baseline data was incorrect as it referenced the LEA's charter school, not the elementary. Revised baseline data is as follows: 100% of teachers in the Sequoia Union Elementary School have been fully	100% of teachers in the Sequoia Union Elementary School have been fully trained in core curriculum programs.			All teachers will be trained in core curriculum programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	trained in core curriculum programs.				
Students will show growth in ELA and Math on locally administered benchmark assessments.	<p>20-21 Renaissance STAR Consolidated Status Report Grade 8 Math: IN: 759; W: 710 Change: -49 Grade 8 Reading: IN: 672 W: 631 Change: -41</p> <p>20-21 Renaissance STAR Consolidated Assessment Proficiency Report Reading Proficiency: Grade 8: At/Above #: 5 %: 24%; Grade 8: Below #: 16; %: 76% Math Proficiency: Grade 8: At/Above #: 6 %: 26% Grade 8: Below #: 17 %: 74%</p>	<p>Note: Due to a change in benchmark assessment programs, Year 1 iReady Diagnostic will serve as the baseline for locally administered assessments.</p> <p>iReady Diagnostic Overall Placement Fall 21 to Spring 22</p> <p>*Mid/Above Grade Level Reading Fall 6% Spring 23% Math Fall 3% Spring 19%</p> <p>*Early on Grade Level Reading Fall 26% Spring 32% Math Fall 6% Spring 25%</p> <p>*One Grade Level Below Reading Fall 19% Spring 19% Math</p>			<p>Average Scaled Score (SS) per grade level, as shown on the Renaissance STAR 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
		<p>Fall 50% Spring 25%</p> <p>*Two Grade Levels Below Reading Fall 10% Spring 3% Math Fall 6% Spring 16%</p> <p>*Three or More Grade Levels Below Reading Fall 39% Spring 23% Math Fall 34% Spring 16%</p>			
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 for a sense of school safety.	<p>81% of parents are comfortable contacting school staff if they have a concern</p> <p>74% of parents say that communication is frequent, clear and two-way</p>	<p>96% of parents agreed that school staff treats them with respect.</p> <p>74% of parents say that school staff takes their concerns seriously.</p> <p>88% of parents agreed that school staff responds to their needs in a timely manner.</p>			<p>85% of surveyed parents will report that they are comfortable contacting school staff (or similar question).</p> <p>80% of parents will report that communication is frequent, clear and two-way (or similar question).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual survey of parents, currently the Sequoia Union Needs Assessment for Parent Participation in programs for Unduplicated Pupils and students with exceptional needs.	<p>80% of parents of unduplicated pupils stated positive satisfaction with their role in school decisions that impact their student.</p> <p>75% of parents of exceptional needs students stated positive satisfaction with their role in school decisions that impact their student</p>	<p>Note: the name of this year's survey to Parents is the CORE Parent/Family Survey</p> <p>95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with the services their students receives.</p> <p>95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.</p>			<p>85% of parents of unduplicated pupils will state positive satisfaction with their role in school decisions that impact their student.</p> <p>80% of parents of exceptional needs students will state positive satisfaction with their role in school decisions that impact their student.</p>
Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being and Learning Conditions Survey, will show growth in the	<p>53% of students surveyed in grades 4-8 answered that they liked school</p> <p>61% of parents surveyed answered</p>	<p>64% of students surveyed in grades 4-8 answered that in general they like school Often or Almost All of the Time</p>			<p>65% of surveyed students will report that they like school (or similar question).</p> <p>75% of surveyed parents will report that their child likes</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	that their child enjoys coming to school	93% of parents surveyed agreed with the statement "My child enjoys coming to school."			coming to school (or similar question).
All teachers are appropriately assigned in the subject areas, and, for the pupils they are teaching.	All teachers are appropriately assigned.	All teachers are appropriately assigned.			All teachers are appropriately assigned

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Success Center	<p>This action will allow for staff salaries to continue 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: ESSER III, certificated Supplemental and Concentration, classified)</p>	\$15,752.00	Yes
1.2	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>	\$1,120.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Curriculum Adoptions	Current subscriptions will cover the cost of all core curriculum for the Elementary school.	\$0.00	No
1.4	Learning Director/Coach 1 & 2	<p>These positions 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 provide support to teachers in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as 504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments.</p> <p>(Year 1: LCFF Supplemental and Concentration, Year 2: Educator Effectiveness Block Grant)</p>	\$3,288.00	Yes
1.5	English Language Development Training for all Teachers	<p>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.</p> <p>(Title III)</p>	\$0.00	No Yes
1.6	ELD 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.	\$9,993.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		(Supplemental and Concentration)		
1.7	Curriculum & Assessment Coordinator	<p>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 serves as LEA coordinator for CAASPP Summative and Smarter Balanced Interim Assessments as well as ELPAC.</p> <p>(LCFF Supplemental & Concentration)</p>	\$2,625.00	Yes
1.8	Response to Intervention Supplemental Curricular Materials and Programs	<p>Curriculum materials and programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps in areas identified by those benchmarks.</p> <p>(Year 1: ESSER II, Years 2 & 3: ESSERIII, Supplemental and Concentration)</p>	\$3,410.00	No Yes
1.9	Response To Intervention Supplemental Curriculum Training	<p>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.</p> <p>(Year 1: ESSER II)</p>	\$242.00	No Yes
1.10	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas.	\$44,785.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		(Title I, Supplemental and Concentration)		
1.11	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)	\$0.00	Yes
1.12	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. (Title II, LCFF Supplemental and Concentration)	\$1,100.00	No
1.13	Response to Intervention Core Curriculum Training	Training for the Student Success Center Teacher, classroom teachers and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. Currently the Cullinan Orton Gillingham program. (LCFF Supplemental and Concentration, Educator Effectiveness Block Grant)	\$1,100.00	Yes
1.14	Edgenuity Online Learning Platform	Comprehensive online learning platform for use with independent study students. Edgenuity provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$4,666.00	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.

Some action items in this goal were carried out to positive effect over the last year, while unforeseen impediments prevented others from commencing as planned.

The Student Success Center (Action 1) was created and implemented as described. The positive effects of this resource are described in detail in the Successes portion of this document. Staff were trained in the Cullinan Orton Gillingham program (Action 13) and the method proved effective for our struggling students.

New curriculum was purchased in Science (Action 3) and subscriptions for current History and ELA curriculum programs were renewed. All teachers were trained in Science, and update/refresher online sessions were attended in History and ELA (Action 2)

Most teachers were unable to attend Off-Site Training and Conferences (Action 12) due to a shortage of substitute teachers and COVID quarantines that made leaving campus for professional development nearly impossible.

The ELD coordinator (Action 6) took a leave of absence in the fall and the position was filled by a substitute for the remainder of the year. ELD training for all teachers (Action 5) was also not implemented as the ELD Consortium through TCOE had limited offerings due to COVID and our teachers were frequently overwhelmed by the difficulties COVID quarantines and unruly student behavior created. These conditions made any kind of professional learning a challenge on our campus.

Response to Intervention Supplemental Programs (Action 8) were purchased and implemented campus wide. The iReady program was used in two ways: the diagnostic served as the internal benchmark test for our campus, and the instructional segment of the program served to address individual learning gaps.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

More money than allocated was spent on the Student Success Center (Action 1) due to the step and column placement of the SSC teacher.

Funds for Off-Site Training and Conferences (Action 12) went almost entire unutilized as lack of substitute teachers and COVID quarantines made leaving campus for professional development nearly impossible. This supplemental and concentration funding will be carried forward and this action will remain in the LCAP with the intention of full implementation in the coming year.

Due to the disparity in salary between the ELD Coordinator and the substitute, not all of the funds allocated for this action were used.

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

The Student Success Center (Action 1) was by far the most effective action taken in this Goal this year. The extra instruction provided by the SSC made a substantive difference in the observed abilities and benchmark scores of struggling students who received assistance there. This is demonstrated by the metric showing improved benchmark scores for 80% of Elementary School students who received SSC services. The Cullinan Orton Gillingham training (Action 13) was effective; application of these methods resulted in increased benchmark scores and observational improvement in student literacy skills.

The Learning Director/Coach (Action 4) proved invaluable as a resource for our new teachers, and to the Administration. This position ushered three teachers through the process of induction, allowing them to clear their credentials this year. Increasing the number of fully credentialed teachers with access to professional support on our campus will positively influence our long term ability to increase student achievement across the board.

The Curriculum and Assessment Coordinator (Action 7) helps create and maintain the infrastructure necessary for delivering content and tracking student achievement. Administration of curriculum and assessment platforms would be a significant burden on classroom teachers and the superintendent/principal. Creating a separate position that sets up and maintains these necessary tools allows teachers and the superintendent/principal to focus on students. Quantifying effectiveness for this goal is difficult as it is only without it that we would be able to assess the burden on teachers and administration that the execution of these duties would impose.

The effectiveness of Response to Intervention Supplemental Programs (Action 8) will be determined going forward as we compare our iReady diagnostic (benchmark) results with CAASPP scores. Implementing this resource campus wide was more successful this year than it was in 2020-2021. A greater percentage of students took the diagnostic within the allotted time frame and at all three appointed intervals this year. This uniform implementation will aid in the legitimacy of the overall results of this tool. Though year to year comparison is not available, the metrics reported above show fall to spring iReady scores for 21-22 showed growth in the percentage of students on and above grade level and reduced numbers of students below grade level for both ELA and Math.

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.

Additional funds will be allotted to Action 1 to account for the advanced step and column placement of the Student Success Center teacher. The Elementary School will not require the purchase of curriculum this year as all core subjects are covered by current subscriptions, so 21-22 Action 3 will have a \$0 expenditure. Since no new curriculum has been adopted, the amount allocated for Training in Core Curriculum Programs (Action 2) has been reduced.

The hoped for full-time Learning Director/Vice Principal position is not fiscally possible long term, so an additional Learning Director stipend has been added to create a two person "Teacher Support Team". The individuals in these positions each hold administrative credentials and complementary specialities - one in math and one in ELA. Together these individuals will be dedicated to the needs of teachers on campus, helping them to plan and problem solve, gather and reflect on data and grow in their teaching practice.

The one time funds for Retention of Highly Qualified Teachers (Action 11) are unavailable this year as the funds for this item were made possible by paying for many Supplemental and Concentration LCAP actions with one time COVID recovery money provided by the state and federal government. Without the additional COVID funds, other LCAP items will once again require financing with Supplemental and Concentration funds, leaving us unable to provide retention bonuses.

Action 14 was added as an option for students who are experiencing prolonged illness or habitual behavior issues that have persisted after all reasonable intervention methods have been exhausted. This Action provides an equitable comprehensive educational option for students experiencing these issues.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 group of educational partners alone, it must be a group effort that includes 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	53% of students surveyed answered that they liked school	Note: The survey given to students this year was the CORE			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
Interim Well Being and Learning Conditions Survey, will show growth in the area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	61% of parents surveyed answered that their child enjoys coming to school.	<p>Elementary Student Survey</p> <p>64% of students surveyed answered that in general they like school "Often" or "Almost All of the Time".</p> <p>93% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>			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.	<p>81% of parents are comfortable contacting school staff if they have a concern</p> <p>74% of parents say that communication is frequent, clear and two-way</p>	<p>Note: The survey given to parents this year was the CORE Parent/Family Adapted Survey</p> <p>96% of parents agreed that school staff treats them with respect.</p> <p>74% of parents say that school staff takes their concerns seriously.</p> <p>88% of parents agreed that school staff responds to their</p>			<p>85% of surveyed parents will report that they are comfortable contacting school staff (or similar question).</p> <p>80% of parents will report that communication is frequent, clear and two-way (or similar question).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		needs in a timely manner.			
Average daily attendance (ADA) will remain at 98% or higher	ADA Baseline is 98%	ADA for Sequoia Union Elementary for the 21-22 school year is 92.29%			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 for Sequoia Union Elementary is 8.8% for the 21-22 school year.			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.	The suspension rate for Sequoia Union Elementary for the 21-22 school year is 26%.			Suspension rate will remain at 0%
Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.	Expulsion rate for Sequoia Union Elementary for the 21-22 school year is 0%.			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.	The middle school dropout rate for Sequoia Union Elementary School for 21-22 school year is 0%.			Middle school dropout rate will remain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STEM Through Agriculture	Salaries and materials for the continued development of our STEM through Agriculture program. (Yearly REAP SRSA Grant)	\$4,580.00	No
2.2	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)	\$3,931.00	Yes
2.3	Outside Enrichment Opportunities	This action allows for stipends, overtime, 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)	\$394.00	No
2.4	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)	\$220.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	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)	\$935.00	No
2.6	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)	\$88.00	No
2.7	Office Administrative Assistant & Attendance Clerk	The Administrative Assistant and Office Clerk are another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting. (LCFF Base)	\$11,806.00	No
2.8	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	No
2.9	Training in Differentiated	Training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instruction and Universal Design for Learning	experiences by adjusting content and strategies to their individual ability level. (LCFF Supplemental and Concentration)		
2.10	Materials Equipment and Supplies for Electives	Equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students. (Title I)	\$1,100.00	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.

Lack of an identified leader for our agriculture program along with ongoing COVID restrictions and quarantines, learning loss and behavior issues made the implementation of enrichment programs (Actions 1, 2 & 3) difficult. Our STEM though agriculture initiative was not implemented at all in the first half of the year. Beginning mid-January our new Campus Safety Supervisor began to engage some of our students who struggle to focus during their afternoon elective time in a new agricultural based elective. Throughout the spring these students worked with chickens, cattle, and horticulture. Going forward the Campus Safety Supervisor will help plan and implement next steps for our agricultural program.

Regular library visits and engagement with the library (Action 2) suffered from the same issues that hindered other enrichment programs. Student behavior, disrupted schedules due to quarantines and the urgency of packing as much content into the day as possible, kept many classes from visiting the library on a regular schedule. Other duties assigned to the librarian also contributed to a weakened emphasis on library education and independent reading.

Most of the outside enrichment opportunities (Action 3) were able to take place as scheduled this year as many occur in the spring when most restrictions were lifted.

Action 4, Hands on Science Activities got off to a slow start in the fall for the same reasons that enrichment programs were hindered. It has taken some time for teachers to adapt to the new science adoptions as well. As such, implementation of these new science activities was minimal.

Action 9, Universal Design for Learning was not implemented as we were unable to find time in the professional development calendar for additional training and had no obvious candidate to provide such training.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Because agricultural activities did not begin until about half way through the school year, and because little expense was required as part of the activities that did take place, most of the SRSA funding for Action 1 went untouched. This funding will roll over and plans for expenditures related to our agriculture program are in progress.

The purchase of Hands-On science materials in Action 4 ended up exceeding the initial estimates that were used for the 21-22 LCAP.

Since Universal Design for Learning training did not take place, these supplemental and concentration funds will roll over for use in the 2022-2023 school year.

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

Action 1, STEM Through Agriculture and 3 Outside Enrichment Opportunities, when they were implemented, were definitely successful in increasing student engagement. The resumption of these programs benefitted diverse student populations including unduplicated pupils, students who are academically at or above grade level standards and students requiring positive outlets for their energies as discussed in the Identified Need section of this LCAP. LEA wide, 17 middle school students participated in the afternoon agriculture elective four days a week. All middle school students participated in the school wide History Day competition, 11 in the county History Day competition and 5 students attended the state finals for History Day. 61 students participated in the school wide Poetry and Prose Competition and 6 attended the county competition. 12 students participated in the county Reading Revolution competition, and 15 participated in the county Math Bowl competition. 35 students participated in the drama production of Alice in Wonderland that culminated in two full theatrical performances. These participation statistics represent significant numbers of students on our small campus and participants no doubt contributed to the 11% rise in students reporting that they like coming to school "Often" or "Almost All of the Time." The LEA is hopeful that with the resumption of these activities, engagement will continue to rise along with average daily attendance, and suspensions will decrease.

While Actions 5-8 related to parental engagement were implemented as expected, their effectiveness in making progress toward greater engagement of parents was less clear. Many parents and teachers still site communication as one of the biggest challenges facing our LEA. Despite this, significant numbers of parents report that when they do come into contact with school staff that they are treated with respect, their concerns are taken seriously, and their concerns are addressed in a timely manner.

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.

Expenditures for Action 4 will be greatly reduced as use of science materials was less than expected and minimal consumable supplies will be needed to replace those used this year.

Action 7 will be significantly restructured and funding for this action will increase. The addition of another full time position and reworking the duties of all three administrative staff members will result in a more equitable distribution of work, and a greater level efficiency. Stability and efficiency must first be achieved before better and more frequent communication can commence.

Action 9 will be removed from this goal, with the intent of bringing back UDL at some point in the future when it fits better with the needs of our campus.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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. Educational partners 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.	59% of students felt safe at school "almost all the time" in the last month 29% of students felt safe at school "once in a while" or "almost	68% of students surveyed responded that they felt "safe" or "very safe" at school.			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%	Belonging - 42% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff". Satisfaction - 71% of staff Agree or Strongly Agree with the statement "This school is a supportive and inviting place for staff to work". Belonging & Satisfaction 58% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".			Reported Belonging and Satisfaction with the working environment at Sequoia Union will increase.
When surveyed, a smaller percentage of parents and/or students will report their school issued	32% of parents surveyed rated the condition of their students' technological device	17% of students rated the condition of their chromebook to be fair, and 0% rated the condition of their			The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
technology to be in fair or poor condition.	to be in fair or poor condition.	Chromebook to be poor.			
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.	67% of teachers rated the condition of the equipment in their classroom as "Good". 50% of staff members agree or strongly 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% 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 Chromebooks currently in circulation are over five years old.			No devices older than five years will be in use.
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.	Overall summary ranking for the 21-22 school year was Good as reported in the SARC.			Facilities will continue to be ranked "Good"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling/ Social Services	<p>Students and teachers continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professional to serve our campus to the maximum extent that funds will allow. Together with our current one and a half day per week school psychologist, this action will allow greater access to these services for both students and staff.</p> <p>(Year 1: Behavioral Health Grant, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$0.00	Yes
3.2	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>(Lottery)</p>	\$3,300.00	No
3.3	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>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	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)	\$220.00	No
3.5	School Safety Personnel, Materials and Training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment. (LCFF Supplemental and Concentration)	\$3,190.00	No
3.6	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)	\$5,720.00	No
3.7	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. (Year 1: ELO, Years 2 & 3: Supplemental and Concentration)	\$344.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	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)	\$5,733.00	No
3.9	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)	\$638.00	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.

Action 1, Counseling/Social Services, was not implemented as we were unable to obtain an additional contracted day from TCOE Behavioral Health Services.

Action 4 Training in de-escalation strategies was not implemented. The LEA was unable to find a local program or training for teaching de-escalation strategies. This Action remains a priority and will be carried over to next year with the hope that appropriate training can be found.

Action 7 the After School Learning Hub was not implemented as outlined. Our district was unable to recruit enough teachers to consistently provide after school services to our entire student population. Two teachers provided tutoring to our middle school students two days a week for the majority of the school year.

Additional digital monitoring software was purchased as part of Action 9 in an attempt to track student activity online and identify students who were attempting to access harmful content.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Because Action 1, Counseling/ Social Services was not implemented, no expenditures were made as part of this action.

Action 4 was also not implemented, therefore zero funds were expended on this action.

Since Action 7 was not implemented as outlined only a small percentage of allotted funds were used.

More money was spent on Action 9 than originally anticipated as an additional filter with a "Wellness Module" was purchased.

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

Though we were unable to obtain an additional day of paid services from TCOE Behavioral Health as originally desired (Action 1), we did retain the services of an intern in her final semester of field work. This intern carried her own caseload of students, effectively providing us with an additional day of mental health services at no charge. This arrangement helped fulfill our growing need for mental health services to support our students' social and emotional well-being.

Actions 2 and 3 helped update our technology, providing teachers and students with reliable tools as COVID quarantines continued to necessitate some distance learning throughout the year. An additional warranty purchased for student devices will help ensure that our technology remains in working order for years to come, protecting our initial investment. Actions 6 and 9 also contributed to our ability to keep students digitally connected, engaged and safe. Action 9, Digital

As part of Action 5 two staff members attended Assessing Student Threats a two day training of trainers offered through TCOE. After attending the level 2 portion of the course this fall, these individuals will be equipped to train other adults on our campus in threat assessment strategies. This knowledge will assist all staff in helping to maintain a safe and secure learning and teaching environment. The mid-year addition of the Campus Safety Supervisor which will be part of Action 5 going forward has contributed to the 9% rise in students reporting feeling "safe" or "very safe" at school.

Monitoring Software in particular proved useful in identifying students in need of support. The Hapara Filter with "Wellness Module" alerted authorized personnel of attempts to access potentially harmful content as well as the use of words and phrases in emails that might signal student distress. This information was then passed on to the Behavioral Health worker, intern, or administration to properly address the issue.

Action 8, School Nurse/LVN has proven crucial to addressing the safety and health needs of our students. Prior to Fall 2020 the LEA only employed a part-time nurse, requiring office staff or yard duties to deal with illness or injury that occurred during hours when the nurse was not on campus. Having a full time nurse available during school hours is safer for our students and the adults on campus ensuring that prescribed medications are administered safely, injuries are dealt with properly, and illness is addressed swiftly.

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.

Though we do not have funds to contribute to Action 1 Counseling/Social Services this year, the LEA hopes to obtain another field work intern to help maintain the level of services student experienced this year.

Additional funds were added to Action 2 to account for the rising cost of devices, and the rapidity with which the majority of the LEA's fleet of Chromebooks are failing. The continued purchase of warranty protection will ensure that devices remain active as long as originally intended.

Action 3, Teacher Desktop Computers will have a zero expenditure as it was planned as a one time action last year.

Action 5 has been renamed School Safety Personnel Materials and Training and will include the majority of the funding necessary for continued employment of the Campus Safety Supervisor who was hired mid-year. This position provides student supervision, positive behavior supports, de-escalation and incident investigation and has proved invaluable in a year when student behavior was more disruptive than anticipated.

Additional funds will be added to Action 6, Campus Technology Support to provide for an additional day of technology services from TCOE.

Action 7, After School Learning Hub, will remain but the allotted funds will be reduced significantly to account for an anticipated level of teacher involvement consistent with the 21-22 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$38,357	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.71%	13.42%	\$76,729.75	20.12%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

For all Actions in the LCAP identified as Contributing to increasing/improving services for Unduplicated Pupils and being implemented in our District, Sequoia Union engaged Educational Partners in needs-identifying processes that yielded much information as to the identification of Unduplicated Pupil needs, as well as the needs of all other students. The Educational Partners engaged in this process are identified in the Engagement section of the LCAP, and their input and the feedback are included within that section. In addition the district also analyzed state provided and local data information such as, survey results, internal benchmarks and other sources to further identify Unduplicated Pupil needs.

Upon identification of needs through the varied methods of data collecting, the process also encompassed an analysis of Unduplicated Pupil conditions and circumstances to identify possible causes and the availability of resources to address the needs and causes identified. Actions were developed that first targeted and were principally directed in providing for the needs of Unduplicated Pupils in closing the achievement gap and addressing circumstances that affect student success. Resources were appropriately directed and metrics used to measure progress and results were developed that tie directly to intended targeted outcomes for these Unduplicated Pupil groups.

While principally targeted to address and support the needs of Unduplicated Pupils, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented the same needs as the Unduplicated Pupil group. To more effectively and efficiently deliver Action services principally directed at Unduplicated Pupils in our small LEA, these Actions will be implemented Districtwide to all students in need of these services, not just Unduplicated. The Goals and related Actions identified in the response below are Contributing to increasing/improving services for Unduplicated Pupils and being implemented Districtwide.

List of Actions Contributing to Increasing or Improving Services for Unduplicated Pupils and being implemented districtwide:

Goal 1, Action 1: Student Success Center. Intervention services help Unduplicated Pupils successfully build skills and strategies for learning that help them to close close educational gaps and feel successful as students. Small group intensive targeted instruction with a credentialed teacher is a proven intervention strategy to help improve academic achievement.

Goal 1, Action 4: Learning Director/Coach Stipends. Studies indicate that new teachers have difficulty with differentiation in lesson design and instructional pedagogy. This has a detrimental effect on Unduplicated Students that need the differentiation of instruction in order to access the curriculum. This Action will provide funds for two Learning Directors each with a complementary speciality. These individuals will Coach and Mentor teachers to assist them in designing differentiated lessons and improving Instructional strategies to assist Unduplicated Students in accessing the curriculum. Measurement: CAST, CAASPP assessments and iReady assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 7: Provide a Curriculum & Assessment Coordinator. This Action will provide a Curriculum & Assessment Coordinator to assist all teachers in using curriculum that meets the educational needs of Unduplicated Students, connecting access to the core curriculum content and using reports provided by assessments that help identify gaps in learning of Unduplicated Students so teachers can target those areas for intervention. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 12: Off Site Professional Development and training to better educate staff on how to meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 13: Response to Intervention Core Curriculum Training in the Cullinan Orton Gillingham ELA and Math curriculum. that will be used for pull out small group intervention to better meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 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 with a focus on library materials that reflect the interest and lives of Unduplicated Students. Data from the National Assessment of Educational Progress (NAEP) shows that while the majority of fourth-grade students scored below proficiency in reading, students of color and students from low-income families had much lower rates of reading proficiency than their peers. Research suggests that these kinds of gaps can lead to lower academic achievement and a greater chance of eventually dropping out of school. Data from the NAEP also show that students who report having more books in their homes performed better academically. Specifically, while less than 15 percent of students with between 0 and 10 books scored proficient in 2015, 50 percent of students with more than 100 books did. The data and research are clear – children who have access to print reading materials have better literacy outcomes. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

Goal 2, Action 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 with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 9: Training in Differentiated Instruction and Universal Design for Learning. Professional Development Training and support for teachers to design lessons that are accessible to Unduplicated students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated students to access the digital content that is part of all adopted curriculum programs. Our Parent survey shows that 90% of unduplicated students at Sequoia Union School District do not have access to a chromebook or laptop at home. The 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 which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

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

Sequoia Union Elementary School is projected to receive \$38,357 in Supplemental and Concentration Grant Funds. Sequoia Union Elementary School's Minimum Proportionality Percentage for Low-Income students, English Learner students, Foster Youth and Homeless students is 7.37%. Sequoia Union Elementary School is addressing minimal proportionality requirements by providing direct services, specifically to unduplicated students, including additional services added. The needs of Sequoia Union Elementary School's English Learner students, Low-Income students, Foster Youth and Homeless students, are considered first with all of the actions listed below provided to the entire school. Through Sequoia Union Elementary School's metric results, listening to stakeholder groups, looking at the data from school surveys, the following needs have been addressed for our English Learner students, Low-Income students, Foster Youth and Homeless students:

Goal 1 - Actions:

Sequoia Union's Low-Income students, English Learner students, Foster Youth and Homeless students all performed in the Orange Category on the most recent (2018-19) CAASPP Assessment in the area of English Language Arts (ELA) and Math. The following Actions will help boost English Learner students, Low-Income students, Foster Youth and Homeless students in the areas of ELA and Math:

- *Student Success Center (SSC) will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist English Learner students, Low-Income students, and Foster Youth and Homeless students in recouping pandemic related learning loss in both ELA and Mathematics.

- *Learning Director-Coach 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 for English Learner students, Low-Income students, and Foster Youth and Homeless students 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. and interventions for English Learner students, Low-Income students, and Foster Youth and Homeless students.

- *English Language Development Training for all teachers will help our English Learner student population, as our English Learner student 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.

- *English Language Coordinator will conduct 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 re-designating students.

- *Curriculum and Assessment Coordinator will help facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms that will help increase achievement for English Learner students, Low-Income students, Foster Youth and Homeless students. The Curriculum and Assessment Coordinator will schedule trainings and professional development related to current curriculum and this will help increase student achievement for English Learner students, Low-Income students, Foster Youth and Homeless students.

*Response to Intervention Supplemental Curricular Materials and Programs. This Action will provide Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps of English Learner students, Low-Income students, Foster Youth and Homeless students in areas identified by those benchmarks. This supplemental intervention for English Learner students, Low-Income students, Foster Youth and Homeless students will complement and augment the core intervention system program offered in the Student Success Center.

*Response To Intervention Supplemental Curriculum Training. This 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 English Learner students, Low-Income students, Foster Youth and Homeless students.

*Classified Personnel. This will use Classified salaries for paraprofessionals to support English Learner students, Low-Income students, Foster Youth and Homeless students in all academic areas for increased student achievement for these students.

*Response to Intervention Core Curriculum Training. This will provide 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 of English Learner students, Low-Income students, Foster Youth and Homeless students who are one year or more behind in ELA and Math.

Goal 2 - Actions:

Sequoia Union Elementary School will partner with parents and students to create a school climate that enriches and engages English Learner students, Low-Income students, Foster Youth and Homeless students allowing them to reach their full potential as independent life-long learners.

*Training in Differentiated Instruction and Universal Design for Learning. This training and support for teachers to design lessons that are accessible to English Learner students, Low-Income students, Foster Youth and Homeless students and thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level.

* 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 with a focus on library materials that reflect the interest and lives of Unduplicated Students. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

* Supplies for Hands-On 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 with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3 - Actions:

Sequoia Union Elementary School will maintain a physically safe and supportive environment where English Learner students, Low-Income students, Foster Youth and Homeless students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning.

*Counseling/Social Services. This will provide help to English Learner students, Low-Income students, Foster Youth and Homeless students who need greater emotional support than ever before due to the COVID-19 pandemic. 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 English Learner students, Low-Income students, Foster Youth and Homeless students.

*After School Learning Hub. This After School Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for English Learner students, Low-Income students, Foster Youth and Homeless students who are below grade level in reading or math. 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.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated 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 which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$83,363.00	\$8,150.00	\$1,472.00	\$37,570.00	\$130,555.00	\$100,020.00	\$30,535.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Success Center	English Learners Foster Youth Low Income	\$4,218.00			\$11,534.00	\$15,752.00
1	1.2	Training in Core Curriculum Programs	All				\$1,120.00	\$1,120.00
1	1.3	Curriculum Adoptions	All					\$0.00
1	1.4	Learning Director/Coach 1 & 2	English Learners Foster Youth Low Income		\$3,288.00			\$3,288.00
1	1.5	English Language Development Training for all Teachers	English Learners English Learners					\$0.00
1	1.6	ELD Coordinator	English Learners English Learners	\$9,993.00				\$9,993.00
1	1.7	Curriculum & Assessment Coordinator	English Learners Foster Youth Low Income	\$2,625.00				\$2,625.00
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	English Learners, Foster Youth, Low Income English Learners Foster Youth Low Income	\$1,210.00			\$2,200.00	\$3,410.00
1	1.9	Response To Intervention	English Learner, Foster Youth, Low		\$242.00			\$242.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Supplemental Curriculum Training	Income English Learners Foster Youth Low Income					
1	1.10	Classified Personnel	English Learner, Foster Youth, Low Income English Learners Foster Youth Low Income	\$32,759.00			\$12,026.00	\$44,785.00
1	1.11	Retention of Highly Qualified Teachers	English Learners Foster Youth Low Income					\$0.00
1	1.12	Off-Site Training and Conferences	All	\$1,100.00				\$1,100.00
1	1.13	Response to Intervention Core Curriculum Training	English Learners Foster Youth Low Income		\$1,100.00			\$1,100.00
1	1.14	Edgenuity Online Learning Platform	All				\$4,666.00	\$4,666.00
2	2.1	STEM Through Agriculture	All				\$4,580.00	\$4,580.00
2	2.2	Library Media Center	English Learners Foster Youth Low Income	\$3,931.00				\$3,931.00
2	2.3	Outside Enrichment Opportunities	All			\$394.00		\$394.00
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	All	\$220.00				\$220.00
2	2.5	PowerSchool Student Information System	All	\$935.00				\$935.00
2	2.6	Intrado School Messenger	All	\$88.00				\$88.00
2	2.7	Office	All	\$11,806.00				\$11,806.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Administrative Assistant & Attendance Clerk						
2	2.8	Edlio Website Hosting	All	\$275.00				\$275.00
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	English Learners Foster Youth Low Income					\$0.00
2	2.10	Materials Equipment and Supplies for Electives	All				\$1,100.00	\$1,100.00
3	3.1	Counseling/ Social Services	English Learners Foster Youth Low Income					\$0.00
3	3.2	Chromebooks and Tablets for Students	All		\$3,300.00			\$3,300.00
3	3.3	Desktop Computers for Classrooms	All					\$0.00
3	3.4	Support Staff Professional Development in De-Escalation Strategies	All		\$220.00			\$220.00
3	3.5	School Safety Personnel, Materials and Training	All	\$2,750.00		\$440.00		\$3,190.00
3	3.6	Campus Technology Support	All	\$5,720.00				\$5,720.00
3	3.7	After School Learning Hub	English Learners Foster Youth Low Income				\$344.00	\$344.00
3	3.8	School Nurse LVN	All	\$5,733.00				\$5,733.00
3	3.9	Digital Monitoring Software	All			\$638.00		\$638.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
571874	\$38,357	6.71%	13.42%	20.12%	\$54,736.00	0.00%	9.57 %	Total:	\$54,736.00
								LEA-wide Total:	\$54,736.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,218.00	
1	1.4	Learning Director/Coach 1 & 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	English Language Development Training for all Teachers	Yes	LEA-wide	English Learners	All Schools		
1	1.6	ELD Coordinator	Yes	LEA-wide	English Learners	All Schools	\$9,993.00	
1	1.7	Curriculum & Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,625.00	
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,210.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Response To Intervention Supplemental Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.10	Classified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,759.00	
1	1.11	Retention of Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Response to Intervention Core Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Library Media Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,931.00	
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Counseling/ Social Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	After School Learning Hub	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$89,921.43	\$91,305.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Success Center	No	\$10,043.00	\$15,101
1	1.2	Training in Core Curriculum Programs	No	\$1,100.00	\$364
1	1.3	Curriculum Adoptions	No	\$10,670.00	\$18,129
1	1.4	Learning Director/Coach	Yes	\$1,100.00	\$1,459
1	1.5	English Language Development Training for all Teachers	No	\$0.00	\$0
1	1.6	EL Coordinator	No	\$5,707.24	\$0
1	1.7	Curriculum & Assessment Coordinator	Yes	\$2,344.10	\$4,644
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	No	\$2,475.00	\$1,527
1	1.9	Response To Intervention Supplemental Curriculum Training	No	\$550.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Classified Personnel	No	\$8,572.08	\$6,595
1	1.11	Retention of Highly Qualified Teachers	Yes	\$11,000.00	\$12,722
1	1.12	Off-Site Training and Conferences	Yes	\$1,650.00	\$0
1	1.13	Response to Intervention Core Curriculum Training	Yes	\$550.00	\$404
2	2.1	STEM Through Agriculture	No	\$4,365.90	\$440
2	2.2	Library Media Center	Yes	\$3,135.00	\$1,273
2	2.3	Outside Enrichment Opportunities	No	\$1,650.00	\$546
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$1,650.00	\$3,625
2	2.5	PowerSchool Student Information System	No	\$869.00	\$0
2	2.6	Intrado School Messenger	No	\$275.00	\$77
2	2.7	Attendance/Office Clerk	No	\$2,378.31	\$3,264
2	2.8	Edlio Website Hosting	No	\$275.00	\$264
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$1,100.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Equipment for Electives	No	\$550.00	\$55
3	3.1	Counseling/ Social Services	No	\$2,750.00	\$0
3	3.2	Chromebooks and Tablets for Students	Yes	\$2,016.80	\$5,179
3	3.3	Desktop Computers for Classrooms	No	\$2,750.00	\$2,424
3	3.4	Support Staff Professional Development in De-Escalation Strategies	No	\$330.00	\$0
3	3.5	School Safety and Mandated Programs	No	\$550.00	\$28
3	3.6	Campus Technology Support	No	\$2,640.00	\$4,096
3	3.7	After School Learning Hub	No	\$1,265.00	\$5,107
3	3.8	School Nurse LVN	Yes	\$5,390.00	\$3,651
3	3.9	Digital Monitoring Software	No	\$220.00	\$331

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$38,357	\$29,935.90	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Learning Director/Coach	Yes	\$1,100.00			
1	1.7	Curriculum & Assessment Coordinator	Yes	\$2,344.10			
1	1.11	Retention of Highly Qualified Teachers	Yes	\$11,000.00			
1	1.12	Off-Site Training and Conferences	Yes	\$1,650.00			
1	1.13	Response to Intervention Core Curriculum Training	Yes	\$550.00			
2	2.2	Library Media Center	Yes	\$3,135.00			
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$1,650.00			
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$1,100.00			
3	3.2	Chromebooks and Tablets for Students	Yes	\$2,016.80			
3	3.8	School Nurse LVN	Yes	\$5,390.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$571,874	\$38,357	6.71%	13.42%	\$0.00	0.00%	0.00%	\$76,729.75	13.42%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6. ACTION ITEMS: 6.4 Approve 2022-2023 Charter LCAP

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106
FAX 559-564-2136



LCFF Budget Overview for Parents

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

CDS Code: 54-72116-6054340

School Year: 2022-23

LEA contact information:

Ken Horn

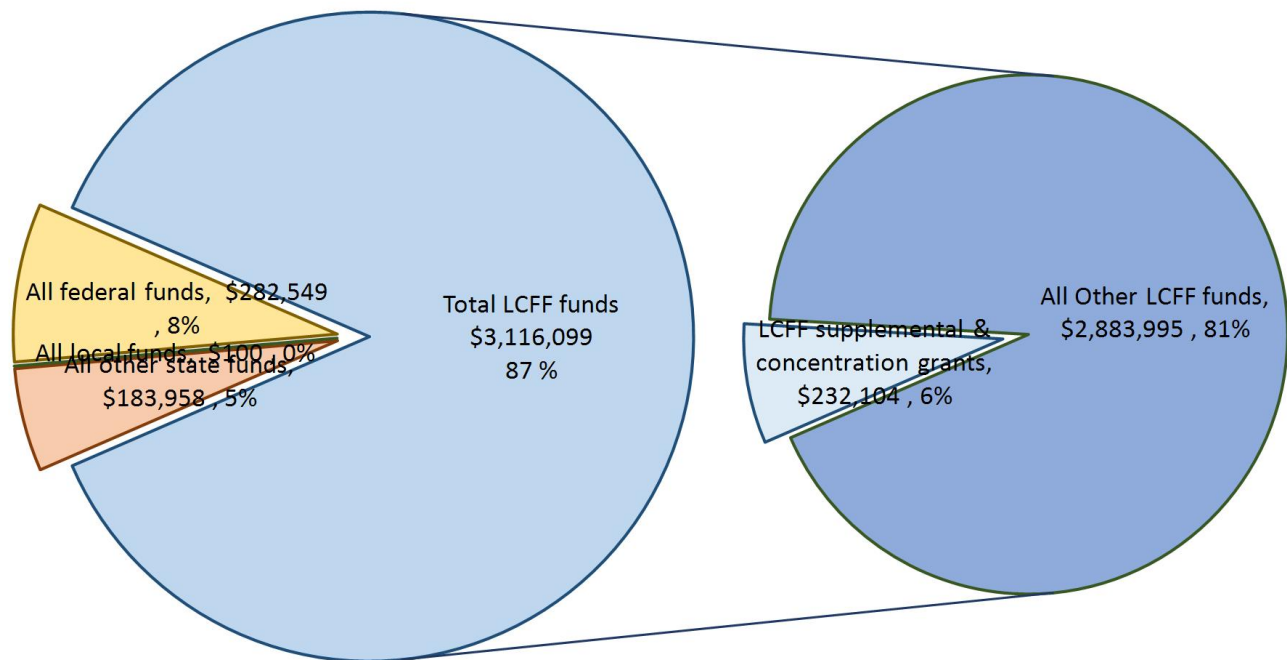
Superintendent-Principal

(559) 564-2106

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

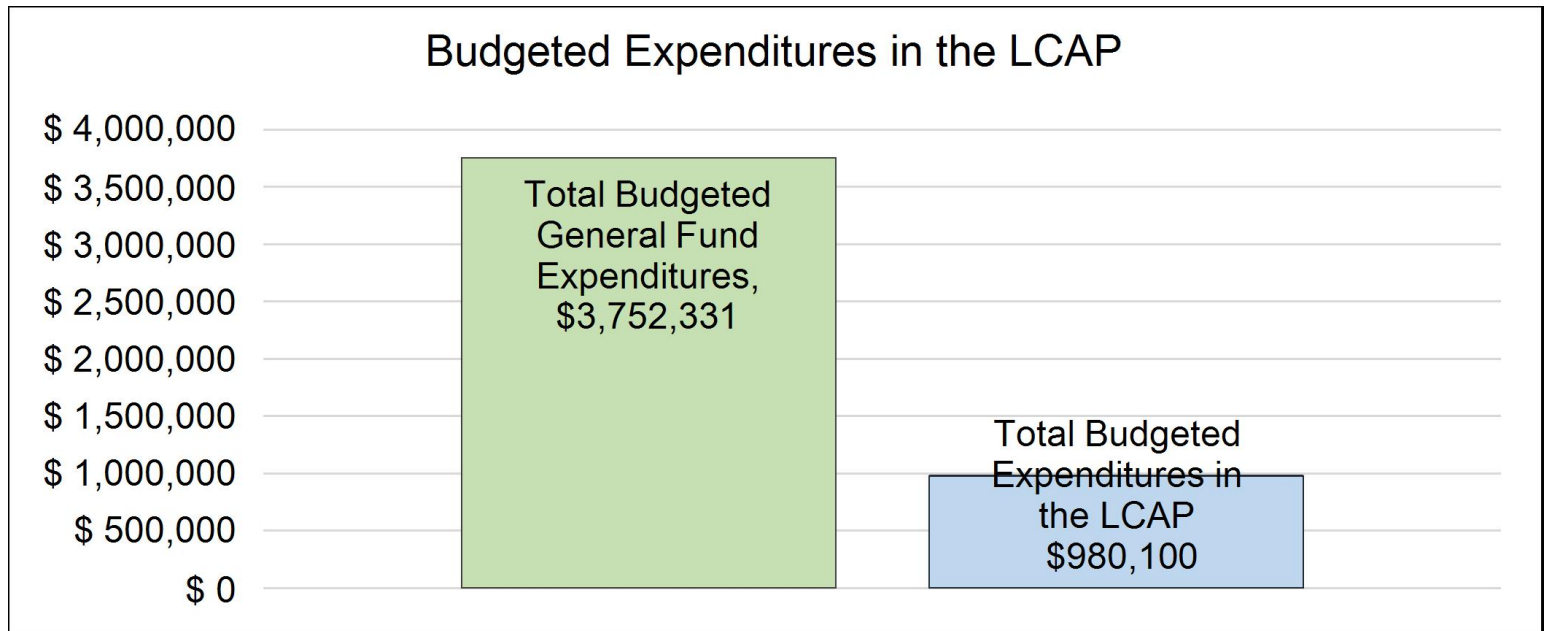


This chart shows the total general purpose revenue Sequoia Union Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary Charter School is \$3,582,706, of which \$3,116,099 is Local Control Funding Formula (LCFF), \$183,958 is other state funds, \$100 is local funds, and \$282,549 is federal funds. Of the \$3,116,099 in LCFF Funds, \$232,104 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sequoia Union Elementary Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sequoia Union Elementary Charter School plans to spend \$3,752,331 for the 2022-23 school year. Of that amount, \$980,100 is tied to actions/services in the LCAP and \$2,772,231 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other Support Services, Staff, Benefits, Reserves, and ongoing operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

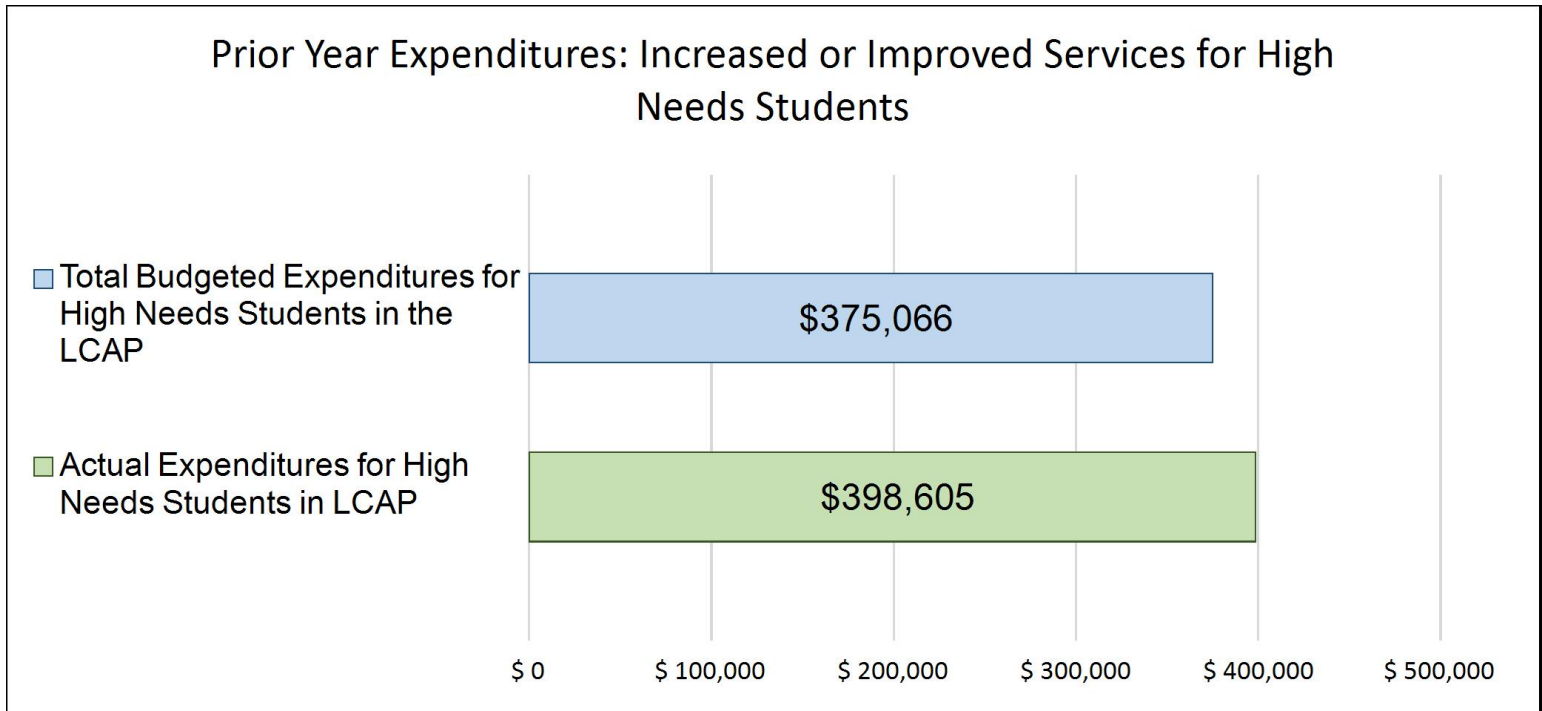
In 2022-23, Sequoia Union Elementary Charter School is projecting it will receive \$232,104 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union Elementary Charter School plans to spend \$400,000.00 towards meeting this requirement, as described in the LCAP.

Sequoia Union Elementary Charter will continue to increase or improve services for high needs students by offering the Student Success Center to focus on intervention strategies for unduplicated students in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage unduplicated students in their learning; to provide English Language Development training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for unduplicated students learning needs; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with unduplicated students on a daily basis; to provide response to intervention training through the lens

of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for unduplicated students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Sequoia Union Elementary Charter School's LCAP budgeted \$375065.58 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary Charter School actually spent \$398604.58 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$23539.00 had the following impact on Sequoia Union Elementary Charter School's ability to increase or improve services for high needs students:

The difference that caused the increase in the expected expenses and the actual expenses happened in Goal 1, Action 1, the Student Success Center and was due to the fact that we were able to hire an extremely experience teacher to lead the S.S.C. and she came on at a higher step and column than we budgeted for. The S.S.C.'s student data for the unduplicated students has a huge growth for those students in reading and math on their last IReady Benchmark. The increased expense had a tremendous impact for our students.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn	kenhorn@sequoiaunion.org 5595642106

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Sequoia Union Elementary Charter School met several times with staff, parents, and community members on how best to use additional funds to meet the needs of our students. The following meetings were held with discussion and feedback given from stakeholders at School Site Council Meetings in February, March, April, November and December of 2021. There were reports and discussions with feedback provided from stakeholders at Regular Board Meetings and Special Board Meetings in February, March, April, October, November, and December of 2021. Certificated and Classified Staff were provided opportunities to discuss and provide feedback at Monthly All-Staff Professional Learning Community Meetings in February, March, April, August, October, and November of 2021. The discussions with stakeholder groups centered around explaining the goal and parameters of the use of the additional funds. Stakeholder groups shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to

evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Sequoia Union Elementary Charter School does not receive a concentration grant or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August - May of 2020-2021, we expanded our efforts and continued to meet with stakeholders in November and December of 2021, and in January of 2022. There were reports and discussions with feedback provided from stakeholders at Regular Board Meetings and Special Board Meetings, as well as School Site Council Meetings. All Staff meetings provided Staff with the opportunities to share feedback, ask questions, and fill out surveys. The discussion with stakeholder groups centered around explaining the goals and parameters of the use of the additional funds. Stakeholders shared ideas to provide the best supplemental support for all identified students in the area of academics, social emotional and physical well being, engagement and how to identify students and their needs, how best to inform parents, and how to report results of the implementation of the additional funds and how it interacts with the LCAP. Sequoia Union administration will continue to meet with staff, students, parents, community and other partners to evaluate students needs and the effectiveness of what has been implemented, allowing for additional input throughout the years.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our District is implementing the federal American Rescue Plan Act and the federal Elementary and Secondary School Emergency Relief expenditure plan by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for

students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the implementing of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Our District is using the fiscal resources received for the 2021-22 school year by continuing to increase or improve services for all students by offering the Student Success Center to focus on intervention strategies for students who due to the COVID-19 pandemic fell behind in reading and math; a Learning Director to help Mentor and Coach teachers on strategies to engage students who are behind in their learning; to provide additional training to our staff; to provide an English Language Development Coordinator to ensure ELD is happening with rigor at each grade level; provide curriculum that has built in support for students learning needs who have fallen behind grade level due to the COVID-19 pandemic; to provide response to intervention materials and supplies; to provide response to intervention training to staff; to provide classified personnel who are primarily engaged with students who are below grade level on a daily basis; to provide response to intervention training through the lens of the core ELA, Math, Science, and History curriculum; to train staff in UDL (universal design for learning); to provide after school tutoring for students who are below grade level due to the COVID-19 pandemic. All of our fiscal resources in our plans are in alignment with and include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sequoia Union Elementary School District is a rural single site district consisting of a traditional Elementary School (grade 8), which shares a school site with a dependant Charter School (grades K-7). The campus 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 Charter School is around 350 students, with over 30% 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. Events such as our annual carnival, track meet, drama production and multi-day eighth grade trip are cherished traditions in our community. 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 \$40,000 each year which they split between the Elementary School and the dependant Charter to fund school field trips and other extracurricular activities.

The Sequoia Union Elementary Charter's focus is on accessing STEM through an agricultural lens. In recent years the district acquired 5 acres of orchard land behind the school that the Board hopes to develop into a working farm site. The vision for the district as a whole is to provide a robust education in all academic areas enhanced by hands on learning on the farm site. This type of active experiential instruction is valued by our parents and community partners.

The Charter School serves a population that is 38% socioeconomically disadvantaged. Demographically the Elementary School together with the dependant Charter serves a population that is mainly Caucasian, 63%, and Hispanic, 32%, with 5% falling into other demographic categories. Though sometimes statistics such as these may be cited that combine the Elementary School and the dependant Charter, the enrollment for purposes of this LCAP is the enrollment for the dependant Charter; the Elementary School and the Charter have separate LCAPs and are funded as separate entities.

Reflections: Successes

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

The LEA as a whole counts as a success the in person administration of the 2021 ELA and Math CAASPP tests in both schools; many surrounding districts elected not to give the test and instead used local indicators to meet state requirements. The California School Dashboard shows no data for either school in the LEA for the 20-21 school year. The CAASPP results website (caaspp-elpac.cde.ca.gov) however, shows that in the Charter School 38.97% of students were proficient in English language arts, and 30.93% were proficient in math. These scores are significantly better than those for Tulare County as a whole which were 32.18% and 16.29 % respectively.

Sequoia Union Elementary School District has made progress toward meeting all of our LCAP goals over the course of the last year. In support of Goal 1 for the 21-22 school year the LEA created and staffed a Student Success Center with a full time teacher and aid dedicated to serving students in need of academic support, those on independent study and foster youth, in both the Elementary School and dependant Charter. Of the 33 students who received assistance from this team throughout the year for English Language Arts, 79% improved their scores on the iReady Reading Diagnostic internal benchmark. Of those that improved their scores, 53% improved them by at least one grade level. While the number of students receiving math support was significantly smaller - 16 students - 12 improved their scores by at least one grade level on the iReady Math Diagnostic. 43 unique students were assisted in ELA, Math or both, 70% of whom were unduplicated pupils. This action has significantly improved the services the LEA provides to unduplicated pupils. We are excited by the improvement in student performance that this intervention has shown, and plan to continue to fund the positions related to the Student Success Center going forward.

The LEA has also made strides toward meeting our goals for enrichment and engagement as outlined in Goal 2. Teachers have begun to implement new science curriculum with a focus on hands on experiments and activities. Our agricultural program is slowly beginning to take shape with the addition of chickens and two baby steers to facilitate agriculture education. Agriculture and science based field trips have resumed with students in every grade visiting nature sites and learning about domestic and wild animals. With COVID restrictions receding, we once again have been able to offer enrichment programs that our kids and our community enjoy such as National History Day, Poetry and Prose, Reading Revolution, SCION, Math Bowl and our yearly school drama production.

Like schools around the country, this fall we struggled with behavior issues never before seen on our campus. The mid-year addition of a Campus Safety Supervisor which has helped us make progress toward meeting Goal 3 has made a huge difference to the LEA providing back-up to administration with discipline investigations, an extra set of eyes on students, and an additional role model as the individual holding this job has sought to help direct students into more positive and constructive outlets for their energies. This position has proved essential on a campus without a second administrator and it will be funded going forward in Goal 3 of this LCAP.

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.

Though the California School Dashboard is not currently showing updated data, our local data, reported to the state through CALPADS, shows that our suspension rate for the 21-22 school year puts the Charter School in the "Red" Dashboard category for suspensions. There have been a total of 23 students suspended in the Charter School this year, giving the school a suspension rate of 7% compared to a reported suspension rate of 0% last year. This rate of suspension is unprecedented in the history of our LEA. Furthermore, 100% of the suspensions have been male students. This information indicates that there needs to be more resources for these students if they are experiencing social or emotional difficulties, and more acceptable and appealing outlets for their energies. Actions in this LCAP related to Goals 2 and 3 will provide additional enrichment for students and support for both students and staff members to help address problem behaviors before they escalate to the level of suspension.

According to the CAASPP results website, the performance gap between scores for English Learners and scores for all students in the LEA is significant. According to caaspp-elpac.cde.ca.gov a combined 9.09% of English Learners in the Elementary and Charter schools met or exceeded ELA standards and 0% of English Learner students met or exceeded Math standards. This difference in English Learner scores is equivalent to two or more color levels below the "All Students" level of achievement in both ELA and Math. Additional assistance for these students is clearly necessary in order to help them reach proficiency. Actions contained in Goal 1 of this LCAP will give English Language Learners additional academic assistance to close achievement gaps.

Surveys given to staff, students and parents reveal three areas that Educational Partners agreed needed improvement. The climate/culture of campus has changed significantly over the last few years due to changes in administration, staffing, COVID restrictions, shifts in student behavior, and alterations in California Education Code that limit what actions can be taken when students misbehave. Parents and teachers have expressed a desire to return to the high behavior standards and traditions that previously made our school unique. Educational partners also said that services at both ends of the educational spectrum - for students needing academic intervention and for students needing acceleration and enrichment - are lacking. Respondents indicated that additional programs and services for these students are necessary. Finally, educational partners continue to see communication between parents, teachers and administration as insufficient. Actions taken as a result of this Educational Partner feedback are listed in the Educational Partner Engagement section of this LCAP.

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 uses the Orton-Gillingham approach to assist students in recouping learning loss related to the COVID-19 pandemic.
- ~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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging educational partners was again challenging as COVID quarantines and limited visitor access to campus continued throughout much of the year. Sequoia Union Elementary School District relied on School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for feedback on the LCAP.

The LCAP and other funding documents that require an adopted plan and are featured in the LCAP were discussed on the following dates:

October 25, 2021 School Site Council Meeting
December 6, 2021 School Site Council Meeting
February 2, 2022 School Site Council Meeting
May 31, 2022 School Site Council Meeting

Regular and Special Governing Board Meetings:

September 9, 2021
October 14, 2021
November 18, 2021
December 7, 2021
February 24, 2022
March 10, 2022
April 7, 2022
May 12, 2022

Sequoia Union Staff Meetings:

December 1, 2021
April 26, 2022
June 1, 2022

Core Data Collaborative Student, Parent and Staff spring surveys were sent out via email and posted on the LEA's website on

February 24, 2022

A summary of the feedback provided by specific educational partners.

Educational partners provided disparate feedback, but analysis of public comments, meeting minutes, and survey data reveal three cohesive themes or areas of need that continue to be a priority:

- 1) Parents teachers staff and administration have expressed concern about discipline, climate and culture on our campus. The return to full day five day a week in-person instruction this year came with an unforeseen number of severe discipline problems. Our campus was overwhelmed and unprepared for these issues. Some felt that not enough was being done to address the problem. Some educational partners expressed a desire for stricter, more consistent student discipline applied equally to all students. Data also show that a vice principal is desired by many, as well as greater access to counseling and social services for students.
- 2) Student academic intervention and enrichment is frequently cited as a need by our educational partners. Some partners believe not enough focus is placed on students performing below grade level and that more classroom aids and another intervention team is necessary. Others believe that on-level students are not receiving the challenging coursework and enrichment they need to continue to grow academically and desire a Gifted and Talented Program. Some also state that lack of basic arts programs such as visual arts and music is a detriment to our students.
- 3) All parties believe that communication between parents, teachers and administration is lacking. Partners frequently state that they receive inadequate or incomplete information and that consistency of communication is necessary.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input from Partners : Discipline, climate and culture on campus need to be improved.

LCAP Actions Taken : Since a vice principal was not fiscally viable two separate actions were taken that are projected to have a similar effect. First, a Campus Safety Supervisor was hired mid-year and the position will continue to be funded in the 22-23 LCAP (Goal 3 Action 5). This individual helps assist in student supervision, de-escalation and incident investigation. This position provides assistance to the Superintendent/Principal with behavior interventions. An additional Learning Director stipend was created in Goal 1 Action 4 and the together these two positions will form a Teacher Support Team as a first line of assistance for teachers. These individuals will help by providing coaching and mentoring, facilitating professional learning communities and helping to institute a culture of continuous improvement on our campus. Well prepared and supported teachers will positively impact all aspects of our school culture.

Input from Partners : Additional academic intervention and enrichment are needed.

LCAP Actions Taken : Unfortunately adding additional staff members for intervention, enrichment or the arts has proven to be cost prohibitive. The LEA will continue to invest in off-site training and conferences, Goal 1 Action 13, and training additional staff in the Cullinan Orton Gillingham instructional method, Goal 1 Action 14, to increase capacity in existing personnel. The SRSA grant, Goal 2 Action 1 will help us expand our agricultural program, and money will continue to be invested in Outside Enrichment Opportunities, Goal 2 Action 3 and the Library Media Center, Goal 2 Action 2, as a means of enrichment.

Input from Partners : Communication between parents, teachers and administration needs to be improved.

LCAP Actions Taken : Administrative support staff positions, Goal 2 Action 7, have been restructured to distribute work more evenly and allow better functioning of the front office - our first point of contact with the public. A modest stipend has been instituted for a current staff member to regularly update the school website and serve as author of a weekly newsletter to be sent out to parents.

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 two years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will implement State Board Adopted academic content and performance standards, including ELD standards. All students and subgroups will show growth towards meeting/ exceeding standards on the	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	LEA Wide CAASPP Performance All Students 2020-2021 39.25% met or exceeded standard for ELA 30.05% met or exceeded standard for Math			All students metric will grow by 3% a year in ELA and Math. 2% a year in Science. English Learner Metric will improve by 1% a year. Hispanic/Latino Students will improve by 2% a year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress and Performance.	<p>English Learners 2018-2019 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>	<p>The CAST test was not given in 20-21</p> <p>English Learners 2020-2021 9.09% met or exceeded standard for ELA 0.00% met or exceeded standard for Math</p> <p>Hispanic/Latino Students 2020-2021 17.19% met or exceeded standard for ELA 7.69% met or exceeded standard for Math</p> <p>Socioeconomically Disadvantaged 2020-2021 27.77% met or exceeded standard for ELA 12.22% met or exceeded standard for Math</p>			Socioeconomically Disadvantaged students will improve their scores by 2% a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers are fully credentialed, in the subject areas, and, for the pupils they are teaching.	All teachers are fully credentialed.	All teachers are fully credentialed.			All teachers are fully credentialed.
The District will continue to implement ELD standards. 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	LEA wide 5.71% of English Language Learners scored proficient on the ELPAC in 2020-2021			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%	LEA wide no students were Reclassified Fluent English Proficient for the 2020-2021 school year			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.	83% of Charter School students who received services from the Student Success Center increased their scores on the iReady ELA benchmark from fall 21 to spring 22. 80% of Charter School students who received services from the Student Success			Students in the Intervention program will move up one RTI tier per year in the program.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Center increased their scores on the iReady Math benchmark from fall 21 to spring 22			
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.	25% of certificated staff for the 21-22 school year have not been formally trained in the core adopted curriculum used at the Charter school.			All teachers will be trained in core curriculum programs.
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	Note: Due to a change in benchmark assessment programs, Year 1 iReady Diagnostic will serve as the baseline for locally administered assessments. iReady Diagnostic Overall Placement Fall 21 to Spring 22 *Mid/Above Grade Level Reading Fall 14% Spring 26% Math Fall 4% Spring 16%			Average Scaled Score (SS) per grade level, as shown on the Renaissance STAR 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 -. Percent of students in each grade level achieving proficiency at or above 50PR as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	*Early on Grade Level Reading Fall 14% Spring 20% Math Fall 10% Spring 21% *One Grade Level Below Reading Fall 32% Spring 29% Math Fall 41% Spring 42% *Two Grade Levels Below Reading Fall 19% Spring 14% Math Fall 23% Spring 12% *Three or More Grade Levels Below Reading Fall 21% Spring 11% Math Fall 22% Spring 9%			shown on the Year End Consolidated Assessment Proficiency Report will increase by 3% a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%				
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	96% of parents agreed that school staff treats them with respect. 74% of parents say that school staff takes their concerns seriously. 88% of parents agreed that school staff responds to their			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).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		needs in a timely manner.			
Annual survey of parents, currently the Sequoia Union Needs Assessment for Parent Participation in programs for Unduplicated Pupils and students with exceptional needs.	<p>80% of parents of unduplicated pupils stated positive satisfaction with their role in school decisions that impact their student.</p> <p>75% of parents of exceptional needs students stated positive satisfaction with their role in school decisions that impact their student</p>	<p>Note: the name of this year's survey to Parents is the CORE Parent/Family Survey</p> <p>95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with the services their students receives.</p> <p>95% of parents surveyed with unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.</p>			<p>85% of parents of unduplicated pupils will state positive satisfaction with their role in school decisions that impact their student.</p> <p>80% of parents of exceptional needs students will state positive satisfaction with their role in school decisions that impact their student.</p>
Annual survey of students, currently the Pulse Student Comprehensive Interim Well Being	53% of students surveyed in grades 4-8 answered that they liked school	64% of students surveyed in grades 4-8 answered that in general they like			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
and Learning Conditions Survey, will show growth in the area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	61% of parents surveyed answered that their child enjoys coming to school	school Often or Almost All of the Time 93% of parents surveyed agreed with the statement "My child enjoys coming to school."			75% of surveyed parents will report that their child likes coming to school (or similar question).
All teachers are appropriately assigned in the subject areas, and, for the pupils they are teaching.	All teachers are appropriately assigned	All teachers are appropriately assigned.			All teachers are appropriately assigned

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Success Center	This action will allow for staff salaries to continue an intervention program using the Response to Intervention model to assist students in recouping pandemic related learning loss in both ELA and Mathematics. (Year 1: ESSER II & ESSER III Years 2 & 3: ESSER III, certificated Supplemental and Concentration, classified)	\$127,407.00	Yes
1.2	Training in Core Curriculum Programs	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.	\$9,064.00	No

Action #	Title	Description	Total Funds	Contributing
		(Title II, LCFF Supplemental and Concentration)		
1.3	Curriculum Adoptions	Purchase of ongoing ELA and social studies curriculum. (Supplemental and Concentration)	\$12,000.00	No
1.4	Learning Director/Coach 1 & 2	These positions 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. These positions will serve as site testing coordinators helping to implement interim and summative testing schedules and policies. (Year 1: LCFF Supplemental and Concentration, Year 2: Educator Effectiveness Block Grant)	\$26,581.00	Yes
1.5	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	No Yes

Action #	Title	Description	Total Funds	Contributing
1.6	ELD Coordinator	<p>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.</p> <p>(Supplemental and Concentration, Title I)</p>	\$80,351.00	Yes
1.7	Curriculum & Assessment Coordinator	<p>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.</p> <p>(LCFF Supplemental & Concentration)</p>	\$21,226.00	Yes
1.8	Response to Intervention Supplemental Curricular Materials and Programs	<p>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.</p> <p>(Year 1: ESSER II, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$28,019.00	Yes
1.9	Response To Intervention Supplemental Curriculum Training	<p>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.</p>	\$1,958.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		(Year 1: ESSER II)		
1.10	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas. (Title I, Supplemental and Concentration)	\$268,624.00	No Yes
1.11	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)	\$0.00	No Yes
1.12	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. (Title II, LCFF Supplemental and Concentration)	\$8,900.00	No
1.13	Response to Intervention Core Curriculum Training	Training for the Student Success Center Teacher, classroom teachers and associated paraprofessionals in the ELA and Math curriculum that will be used for pull out small group intervention. Currently the Cullinan Orton Gillingham program. (LCFF Supplemental and Concentration, Educator Effectiveness Block Grant)	\$8,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Edgenuity Online Learning Platform	Comprehensive online learning platform for use with independent study students. Edgenuity provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$3,954.00	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.

Some action items in this goal were carried out to positive effect over the last year, while unforeseen impediments prevented others from commencing as planned.

The Student Success Center (Action 1) was created and implemented as described. The positive effects of this resource are described in detail in the Successes portion of this document. Staff were trained in the Cullinan Orton Gillingham program (Action 13) and the method proved effective for our struggling students.

New curriculum was purchased in Science (Action 3) and subscriptions for current History and ELA curriculum programs were renewed. All teachers were trained in Science, and update/refresher online sessions were attended in History and ELA (Action 2)

Most teachers were unable to attend Off-Site Training and Conferences (Action 12) due to a shortage of substitute teachers and COVID quarantines that made leaving campus for professional development nearly impossible.

The ELD coordinator (Action 6) took a leave of absence in the fall and the position was filled by a substitute for the remainder of the year. ELD training for all teachers (Action 5) was also not implemented as the ELD Consortium through TCOE had limited offerings due to COVID and our teachers were frequently overwhelmed by the difficulties COVID quarantines and unruly student behavior created. These conditions made any kind of professional learning a challenge on our campus.

Response to Intervention Supplemental Programs (Action 8) were purchased and implemented campus wide. The iReady program was used in two ways: the diagnostic served as the internal benchmark test for our campus, and the instructional segment of the program served to address individual learning gaps.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

More money than allocated was spent on the Student Success Center (Action 1) due to the step and column placement of the SSC teacher.

Funds for Off-Site Training and Conferences (Action 12) went almost entire unutilized as lack of substitute teachers and COVID quarantines made leaving campus for professional development nearly impossible. This supplemental and concentration funding will be carried forward and this action will remain in the LCAP with the intention of full implementation in the coming year.

Due to the disparity in salary between the ELD Coordinator and the substitute, not all of the funds allocated for this action were used.

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

The Student Success Center (Action 1) was by far the most effective action taken in this Goal this year. The extra instruction provided by the SSC made a substantive difference in the observed abilities and benchmark scores of struggling students who received assistance there. This is demonstrated by the metric showing improved benchmark scores for ___ of Charter School students who received SSC services. The Cullinan Orton Gillingham training (Action 13) was effective; application of these methods resulted in increased benchmark scores and observational improvement in student literacy skills.

The Learning Director/Coach (Action 4) proved invaluable as a resource for our new teachers, and to the Administration. This position ushered three teachers through the process of induction, allowing them to clear their credentials this year. Increasing the number of fully credentialed teachers with access to professional support on our campus will positively influence our long term ability to increase student achievement across the board.

The Curriculum and Assessment Coordinator (Action 7) helps create and maintain the infrastructure necessary for delivering content and tracking student achievement. Administration of curriculum and assessment platforms would be a significant burden on classroom teachers and the superintendent/principal. Creating a separate position that sets up and maintains these necessary tools allows teachers and the superintendent/principal to focus on students. Quantifying effectiveness for this goal is difficult as it is only without it that we would be able to assess the burden on teachers and administration that the execution of these duties would impose.

The effectiveness of Response to Intervention Supplemental Programs (Action 8) will be determined going forward as we compare our iReady diagnostic (benchmark) results with CAASPP scores. Implementing this resource campus wide was more successful this year than it was in 2020-2021. A greater percentage of students took the diagnostic within the allotted time frame and at all three appointed intervals this year. This uniform implementation will aid in the legitimacy of the overall results of this tool. Though year to year comparison is not available, the metrics reported above show fall to spring iReady scores for 21-22 showed growth in the percentage of students on and above grade level and reduced numbers of students below grade level for both ELA and Math.

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.

Additional funds will be allotted to Action 1 to account for the advanced step and column placement of the Student Success Center teacher. The Elementary School will not require the purchase of curriculum this year as all core subjects are covered by current subscriptions, so 21-22 Action 3 will have a \$0 expenditure. Since no new curriculum has been adopted, the amount allocated for Training in Core Curriculum Programs (Action 2) has been reduced.

The hoped for full-time Learning Director/Vice Principal position is not fiscally possible long term, so an additional Learning Director stipend has been added to create a two person "Teacher Support Team". The individuals in these positions each hold administrative credentials and complementary specialities - one in math and one in ELA. Together these individuals will be dedicated to the needs of teachers on campus, helping them to plan and problem solve, gather and reflect on data and grow in their teaching practice.

The one time funds for Retention of Highly Qualified Teachers (Action 11) are unavailable this year as the funds for this item were made possible by paying for many Supplemental and Concentration LCAP actions with one time COVID recovery money provided by the state and federal government. Without the additional COVID funds, other LCAP items will once again require financing with Supplemental and Concentration funds, leaving us unable to provide retention bonuses.

Action 14 was added as an option for students who are experiencing prolonged illness or habitual behavior issues that have persisted after all reasonable intervention methods have been exhausted. This Action provides an equitable comprehensive educational option for students experiencing these issues.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	53% of students surveyed in grades 4-8 answered that they liked school	Note: The survey given to students this year was the CORE			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
Interim Well Being and Learning Conditions Survey, will show growth in the area of student engagement in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs.	61% of parents surveyed answered that their child enjoys coming to school	<p>Elementary Student Survey</p> <p>64% of students surveyed answered that in general they like school "Often" or "Almost All of the Time".</p> <p>93% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>			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.	<p>81% of parents are comfortable contacting school staff if they have a concern</p> <p>74% of parents say that communication is frequent, clear and two-way</p>	<p>Note: The survey given to parents this year was the CORE Parent/Family Adapted Survey</p> <p>96% of parents agreed that school staff treats them with respect.</p> <p>74% of parents say that school staff takes their concerns seriously.</p> <p>88% of parents agreed that school staff responds to their</p>			<p>85% of surveyed parents will report that they are comfortable contacting school staff (or similar question).</p> <p>80% of parents will report that communication is frequent, clear and two-way (or similar question).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		needs in a timely manner.			
Average daily attendance (ADA) will remain at 98% or higher	ADA for 19-20 was 98.7%	ADA for Sequoia Elementary Charter for the 21-22 school year is 94.24%			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 for Sequoia Elementary Charter is 14% for the 21-22 school year.			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 for Sequoia Elementary Charter for the 21-22 school year is 7%.			Suspension rate will remain at 0%
Maintain a 0% expulsion rate for all students and all subgroups.	Expulsion rate was 0% for the 19-20 school year.	Expulsion rate for Sequoia Elementary Charter for the 21-22 school year is 0%.			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.	The middle school dropout rate for Sequoia Union Elementary School for 21-22 school year is 0%.			Middle school dropout rate will remain at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STEM Through Agriculture	Stipends and materials for the continued development of our STEM through Agriculture program. (Yearly REAP SRSA Grant)	\$37,052.00	No
2.2	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)	\$31,786.00	Yes
2.3	Outside Enrichment Opportunities	This action allows for stipends, overtime, 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)	\$3,170.00	No
2.4	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: \$13,350 LEA total, Years 2 & 3: \$5,000 LEA total)	\$1,780.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	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)	\$7,565.00	No
2.6	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)	\$712.00	No
2.7	Office Administrative Assistant & Attendance Clerk	The administrative assistant and office clerk are another avenue of communication with families. These positions help the LEA to communicate more effectively with the public, as well as maintain accurate records for state reporting. (LCFF Base)	\$135,285.00	No
2.8	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
2.9	Training in Differentiated	Training and support for teachers to design lessons that are accessible to students thereby keeping them engaged in learning	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instruction and Universal Design for Learning	experiences by adjusting content and strategies to their individual ability level. (LCFF Supplemental and Concentration)		
2.10	Materials Equipment and Supplies for Electives	Equipment and supplies to assist in teaching elective/enrichment classes to expand the course of study for our students. (Title IV)	\$8,900.00	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.

Lack of an identified leader for our agriculture program along with ongoing COVID restrictions and quarantines, learning loss and behavior issues made the implementation of enrichment programs (Action 1, 2 & 3) difficult. Our STEM though agriculture initiative was not implemented at all in the first half of the year. Beginning mid-January our new Campus Safety Supervisor began to engage some of our students who struggle to focus during their afternoon elective time in a new agricultural based elective. Throughout the spring these students worked with chickens, cattle, and horticulture. Going forward the Campus Safety Supervisor will help plan and implement next steps for our agricultural program.

Regular library visits and engagement with the library (Action 2) suffered from the same issues that hindered other enrichment programs. Student behavior, disrupted schedules due to quarantines and the urgency of packing as much content into the day as possible kept many classes from visiting the library on a regular schedule. Other duties assigned to the librarian also contributed to a weakened emphasis on library education and independent reading.

Most of the outside enrichment opportunities (Action 3) were able to take place as scheduled this year as many occur in the spring when most restrictions were lifted.

Action 4, Hands on Science Activities got off to a slow start in the fall for the same reasons that enrichment programs were hindered. It has taken some time for teachers to adapt to the new science adoptions as well. As such, implementation of these new science activities was minimal.

Action 9, Universal Design for Learning was not implemented as we were unable to find time in the professional development calendar for additional training and had no obvious candidate to provide such training.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Because agricultural activities did not begin until about half way through the school year, and because little expense was required as part of the activities that did take place, most of the SRSA funding for Action 1 went untouched. This funding will roll over and plans for expenditures related to our agriculture program are in progress.

The purchase of Hands-On science materials in Action 4 ended up exceeding the initial estimates that were used for the 21-22 LCAP.

Since Universal Design for Learning training did not take place, these supplemental and concentration funds will roll over for use in the 2022-2023 school year.

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

Action 1, STEM Through Agriculture and 3 Outside Enrichment Opportunities, when they were implemented, were definitely successful in increasing student engagement. The resumption of these programs benefitted diverse student populations including unduplicated pupils, students who are academically at or above grade level standards and students requiring positive outlets for their energies as discussed in the Identified Need section of this LCAP. LEA wide, 17 middle school students participated in the afternoon agriculture elective four days a week. All middle school students participated in the school wide History Day competition, 11 in the county History Day competition and 5 students attended the state finals for History Day. 61 students participated in the school wide Poetry and Prose Competition and 6 attended the county competition. 12 students participated in the county Reading Revolution competition, and 15 participated in the county Math Bowl competition. 35 students participated in the drama production of Alice in Wonderland that culminated in two full theatrical performances. These participation statistics represent significant numbers of students on our small campus and participants no doubt contributed to the 11% rise in students reporting that they like coming to school "Often" or "Almost All of the Time." The LEA is hopeful that with the resumption of these activities, engagement will continue to rise along with average daily attendance, and suspensions will decrease.

While Actions 5-8 related to parental engagement were implemented as expected, their effectiveness in making progress toward greater engagement of parents was less clear. Many parents and teachers still site communication as one of the biggest challenges facing our LEA. Despite this, significant numbers of parents report that when they do come into contact with school staff that they are treated with respect, their concerns are taken seriously, and their concerns are addressed in a timely manner.

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.

Expenditures for Action 4 will be greatly reduced as use of science materials was less than expected and minimal consumable supplies will be needed to replace those used this year.

Action 7 will be significantly restructured and funding for this action will increase. The addition of another full time position and reworking the duties of all three administrative staff members will result in a more equitable distribution of work, and a greater level efficiency. Stability and efficiency must first be achieved before better and more frequent communication can commence.

Action 9 will be removed from this goal, with the intent of bringing back UDL at some point in the future when it fits better with the needs of our campus.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.	59% of students in grades four and up felt safe at school "almost all the time" in the last month 29% of students in grades four and up felt safe at school "once	68% of students surveyed responded that they felt "safe" or "very safe" at school.			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
	in a while" or "almost 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%	Belonging - 42% of staff Agree or Strongly Agree with the statement "This school promotes trust and collegiality among staff". Satisfaction - 71% of staff Agree or Strongly Agree with the statement "This school is a supportive and inviting place for staff to work". Belonging & Satisfaction 58% of staff stated that Nearly All or Most "adults at this school support and treat each other with respect".			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	32% of parents surveyed rated the condition of their students' technological device	17% of students rated the condition of their chromebook to be fair, and 0% rated the condition of their			The percent of parent's reporting that their student's device is in fair or poor condition will be reduced by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
be in fair or poor condition.	to be in fair or poor condition.	Chromebook to be poor.			
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.	67% of teachers rated the condition of the equipment in their classroom as "Good". 50% of staff members agree or strongly 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% 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 Chromebooks currently in circulation are over five years old.			No devices older than five years will be in use on the Sequoia 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.	Overall summary ranking for the 21-22 school year was Good as reported in the SARC.			Facilities will continue to be ranked "Good"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling/ Social Services	<p>Students and teachers continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professional to serve our campus to the maximum extent that funds will allow. Together with our current one and a half day per week school psychologist, this action will allow greater access to these services for both students and staff.</p> <p>(Year 1: Behavioral Health Grant, Years 2 & 3: LCFF Supplemental and Concentration)</p>	\$0.00	Yes
3.2	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>(Lottery)</p>	\$26,700.00	No
3.3	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>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Support Staff Professional Development in De-Escalation Strategies	Training for support staff in de-escalation strategies to assist in more positive interactions with students. (7426 Expanded Learning Opportunities Grant-Paraprof)	\$1,780.00	No
3.5	School Safety Personnel, Materials and Training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment. (LCFF Supplemental and Concentration)	\$25,585.00	No
3.6	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)	\$46,280.00	No
3.7	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. (Year 1: ELO, Years 2 & 3: ESSER III)	\$2,771.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	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)	\$46,363.00	No
3.9	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity. (Lottery)	\$5,162.00	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.

Action 1, Counseling/Social Services, was not implemented as we were unable to obtain an additional contracted day from TCOE Behavioral Health Services.

Action 4 Training in de-escalation strategies was not implemented. The LEA was unable to find a local program or training for teaching de-escalation strategies. This Action remains a priority and will be carried over to next year with the hope that appropriate training can be found.

Action 7 the After School Learning Hub was not implemented as outlined. Our district was unable to recruit enough teachers to consistently provide after school services to our entire student population. Two teachers provided tutoring to our middle school students two days a week for the majority of the school year.

Additional digital monitoring software was purchased as part of Action 9 in an attempt to track student activity online and identify students who were attempting to access harmful content.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Because Action 1, Counseling/ Social Services was not implemented, no expenditures were made as part of this action.

Action 4 was also not implemented, therefore zero funds were expended on this action.

Since Action 7 was not implemented as outlined only a small percentage of allotted funds were used.

More money was spent on Action 9 than originally anticipated as an additional filter with a "Wellness Module" was purchased.

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

Though we were unable to obtain an additional day of paid services from TCOE Behavioral Health as originally desired (Action 1), we did retain the services of an intern in her final semester of field work. This intern carried her own caseload of students, effectively providing us with an additional day of mental health services at no charge. This arrangement helped fulfill our growing need for mental health services to support our students' social and emotional well-being.

Actions 2 and 3 helped update our technology, providing teachers and students with reliable tools as COVID quarantines continued to necessitate some distance learning throughout the year. An additional warranty purchased for student devices will help ensure that our technology remains in working order for years to come, protecting our initial investment. Actions 6 and 9 also contributed to our ability to keep students digitally connected, engaged and safe. Action 9, Digital

As part of Action 5 two staff members attended Assessing Student Threats a two day training of trainers offered through TCOE. After attending the level 2 portion of the course this fall, these individuals will be equipped to train other adults on our campus in threat assessment strategies. This knowledge will assist all staff in helping to maintain a safe and secure learning and teaching environment. The mid-year addition of the Campus Safety Supervisor which will be part of Action 5 going forward has contributed to the 9% rise in students reporting feeling "safe" or "very safe" at school.

Monitoring Software in particular proved useful in identifying students in need of support. The Hapara Filter with "Wellness Module" alerted authorized personnel of attempts to access potentially harmful content as well as the use of words and phrases in emails that might signal student distress. This information was then passed on to the Behavioral Health worker, intern, or administration to properly address the issue.

Action 8, School Nurse/LVN has proven crucial to addressing the safety and health needs of our students. Prior to Fall 2020 the LEA only employed a part-time nurse, requiring office staff or yard duties to deal with illness or injury that occurred during hours when the nurse was not on campus. Having a full time nurse available during school hours is safer for our students and the adults on campus ensuring that prescribed medications are administered safely, injuries are dealt with properly, and illness is addressed swiftly.

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.

Though we do not have funds to contribute to Action 1 Counseling/Social Services this year, the LEA hopes to obtain another field work intern to help maintain the level of services student experienced this year.

Additional funds were added to Action 2 to account for the rising cost of devices, and the rapidity with which the majority of the LEA's fleet of Chromebooks are failing. The continued purchase of warranty protection will ensure that devices remain active as long as originally intended.

Action 3, Teacher Desktop Computers will have a zero expenditure as it was planned as a one time action last year.

Action 5 has been renamed School Safety Personnel Materials and Training and will include the majority of the funding necessary for continued employment of the Campus Safety Supervisor who was hired mid-year. This position provides student supervision, positive behavior supports, de-escalation and incident investigation and has proved invaluable in a year when student behavior was more disruptive than anticipated.

Additional funds will be added to Action 6, Campus Technology Support to provide for an additional day of technology services from TCOE.

Action 7, After School Learning Hub, will remain but the allotted funds will be reduced significantly to account for an anticipated level of teacher involvement consistent with the 21-22 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$232,104	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.45%	14.90%	\$464,253.38	22.35%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

For all Actions in the LCAP identified as Contributing to increasing/improving services for Unduplicated Pupils and being implemented in our District, Sequoia Union engaged Educational Partners in needs-identifying processes that yielded much information as to the identification of Unduplicated Pupil needs, as well as the needs of all other students. The Educational Partners engaged in this process are identified in the Engagement section of the LCAP, and their input and the feedback are included within that section. In addition the district also analyzed state provided and local data information such as, survey results, internal benchmarks and other sources to further identify Unduplicated Pupil needs.

Upon identification of needs through the varied methods of data collecting, the process also encompassed an analysis of Unduplicated Pupil conditions and circumstances to identify possible causes and the availability of resources to address the needs and causes identified. Actions were developed that first targeted and were principally directed in providing for the needs of Unduplicated Pupils in closing the achievement gap and addressing circumstances that affect student success. Resources were appropriately directed and metrics used to measure progress and results were developed that tie directly to intended targeted outcomes for these Unduplicated Pupil groups.

While principally targeted to address and support the needs of Unduplicated Pupils, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented many of the same needs as the Unduplicated Pupil group. To more effectively and efficiently deliver Action services principally directed at Unduplicated Pupils, these Actions will be implemented Districtwide to all students in need of these services, not just Unduplicated. The Goals and related Actions identified in the response below are Contributing to increasing/improving services for Unduplicated Pupils and being implemented Districtwide.

List of Actions Contributing to Increasing or Improving Services for Unduplicated Pupils and being implemented districtwide:

Goal 1, Action 1: Student Success Center. Intervention services help Unduplicated Pupils successfully build skills and strategies for learning that help them to close close educational gaps and feel successful as students. Small group intensive targeted instruction with a credentialed teacher is a proven intervention strategy to help improve academic achievement.

Goal 1, Action 4: Learning Director/Coach Stipends. Studies indicate that new teachers have difficulty with differentiation in lesson design and instructional pedagogy. This has a detrimental effect on Unduplicated Students that need the differentiation of instruction in order to access the curriculum. This Action will provide funds for two Learning Directors each with a complementary speciality. These individuals will Coach and Mentor teachers to assist them in designing differentiated lessons and improving Instructional strategies to assist Unduplicated Students in accessing the curriculum. Measurement: CAST, CAASPP assessments and iReady assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 7: Provide a Curriculum & Assessment Coordinator. This Action will provide a Curriculum & Assessment Coordinator to assist all teachers in using curriculum that meets the educational needs of Unduplicated Students, connecting access to the core curriculum content and using reports provided by assessments that help identify gaps in learning of Unduplicated Students so teachers can target those areas for intervention. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 12: Off Site Professional Development and training to better educate staff on how to meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 1, Action 13: Response to Intervention Core Curriculum Professional Development and 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 to better meet the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 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 with a focus on library materials that reflect the interest and lives of Unduplicated Students. Data from the National Assessment of Educational Progress (NAEP) shows that while the majority of fourth-grade students scored below proficiency in reading, students of color and students from low-income families had much lower rates of reading proficiency than their peers. Research suggests that these kinds of gaps can lead to lower academic achievement and a greater chance of eventually dropping out of school. Data from the NAEP also show that students who report having more books in their homes performed better academically. Specifically, while less than 15 percent of students with between 0 and 10 books scored proficient in 2015, 50 percent of students with more than 100 books did. The data and research are clear – children who have access to print reading materials have better literacy outcomes. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

Goal 2, Action 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 with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 2, Action 9: Training in Differentiated Instruction and Universal Design for Learning. Professional Development Training and support for teachers to design lessons that are accessible to Unduplicated students thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated students to access the digital content that is part of all adopted curriculum programs. Our Parent survey shows that 90% of unduplicated students at Sequoia Union School District do not have access to a chromebook or laptop at home. The 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 which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

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

Sequoia Union Charter School is projected to receive \$232,104 in Supplemental and Concentration Grant Funds. The Charter's Minimum Proportionality Percentage for Low-Income students, English Learner students, Foster Youth and Homeless students is 8.97%. Sequoia Union Charter School is addressing minimal proportionality requirements by providing direct services, specifically to unduplicated students, including additional services added. The needs of Sequoia Union Charter School's English Learner students, Low-Income students, Foster Youth and Homeless students, are considered first with all of the actions listed below provided to the entire school. Through Sequoia Union's Charter School's metric results, listening to stakeholder groups, looking at the data from school surveys, the following needs have been addressed for our English Learner students, Low-Income students, Foster Youth and Homeless students:

Goal 1 - Actions:

Sequoia Union's Low-Income students, English Learner students, Foster Youth and Homeless students all performed in the Orange Category on the most recent (2018-19) CAASPP Assessment in the area of English Language Arts (ELA) and Math. The following Actions will help boost English Learner students, Low-Income students, Foster Youth and Homeless students in the areas of ELA and Math:

- *Student Success Center (SSC) will allow for staff and materials to institute an intervention program using the Response to Intervention model to assist English Learner students, Low-Income students, and Foster Youth and Homeless students in recouping pandemic related learning loss in both ELA and Mathematics.

- *Learning Director-Coach 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 for English Learner students, Low-Income students, and Foster Youth and Homeless students 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. and interventions for English Learner students, Low-Income students, and Foster Youth and Homeless students.

- *English Language Development Training for all teachers will help our English Learner student population, as our English Learner student 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.

- *English Language Coordinator will conduct 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 re-designating students.

- *Curriculum and Assessment Coordinator will help facilitate new adoptions, manages curriculum subscriptions, rosters and maintains connections with online curriculum platforms that will help increase achievement for English Learner students, Low-Income students, Foster Youth and Homeless students. The Curriculum and Assessment Coordinator will schedule trainings and professional development related to current curriculum and this will help increase student achievement for English Learner students, Low-Income students, Foster Youth and Homeless students.

*Response to Intervention Supplemental Curricular Materials and Programs. This Action will provide Computer based programs that allow for internal benchmark testing and individualized digital instruction to address learning gaps of English Learner students, Low-Income students, Foster Youth and Homeless students in areas identified by those benchmarks. This supplemental intervention for English Learner students, Low-Income students, Foster Youth and Homeless students will complement and augment the core intervention system program offered in the Student Success Center.

*Response To Intervention Supplemental Curriculum Training. This 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 English Learner students, Low-Income students, Foster Youth and Homeless students.

*Classified Personnel. This will use Classified salaries for paraprofessionals to support English Learner students, Low-Income students, Foster Youth and Homeless students in all academic areas for increased student achievement for these students.

*Response to Intervention Core Curriculum Training. This will provide 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 of English Learner students, Low-Income students, Foster Youth and Homeless students who are one year or more behind in ELA and Math.

Goal 2 - Actions:

Sequoia Union Charter School will partner with parents and students to create a school climate that enriches and engages English Learner students, Low-Income students, Foster Youth and Homeless students and allowing them to reach their full potential as independent life-long learners.

*Training in Differentiated Instruction and Universal Design for Learning. This training and support for teachers to design lessons that are accessible to English Learner students, Low-Income students, Foster Youth and Homeless students and thereby keeping them engaged in learning experiences by adjusting content and strategies to their individual ability level.

* 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 with a focus on library materials that reflect the interest and lives of Unduplicated Students. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

* Supplies for Hands-On 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 with a focus on the diverse educational needs of Unduplicated Students. Measurement: CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3 - Actions:

Sequoia Union Charter School will maintain a physically safe and supportive environment where English Learner students, Low-Income students, Foster Youth and Homeless students and teachers have the social, emotional, technological, and material resources necessary for successful teaching and learning.

*Counseling/Social Services. This will provide help to English Learner students, Low-Income students, Foster Youth and Homeless students who need greater emotional support than ever before due to the COVID-19 pandemic. 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 English Learner students, Low-Income students, Foster Youth and Homeless students.

*After School Learning Hub. This After School Learning Hub will be offered by Certificated Teachers after school hours for additional support and intervention for English Learner students, Low-Income students, Foster Youth and Homeless students who are below grade level in reading or math. 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.

Goal 3, Action 2: Chromebooks and Tablets. This action will allow for purchasing Chromebooks and keeping current devices in good repair. This action will allow Unduplicated 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 which will benefit Unduplicated students and all students on campus. CAST, CAASPP assessments, and iReady and STAR assessments will indicate Unduplicated Students achieving at higher levels and a narrowing of the achievement gap.

Goal 3, Action 8: School Nurse: Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies. This will help all students, but especially Unduplicated Students who may not have access to medical services in other environments away from school. Measurement: a decrease in Unduplicated students chronic absenteeism due to deeper interest in being on campus.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$651,993.00	\$63,961.00	\$10,502.00	\$253,644.00	\$980,100.00	\$770,491.00	\$209,609.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Success Center	English Learners Foster Youth Low Income	\$34,102.00			\$93,305.00	\$127,407.00
1	1.2	Training in Core Curriculum Programs	All				\$9,064.00	\$9,064.00
1	1.3	Curriculum Adoptions	All	\$12,000.00				\$12,000.00
1	1.4	Learning Director/Coach 1 & 2	English Learners Foster Youth Low Income		\$26,581.00			\$26,581.00
1	1.5	English Language Development Training for all Teachers	English Learners English Learners Foster Youth Low Income					\$0.00
1	1.6	ELD Coordinator	English Learners	\$80,351.00				\$80,351.00
1	1.7	Curriculum & Assessment Coordinator	English Learners Foster Youth Low Income	\$21,226.00				\$21,226.00
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	English Learners Foster Youth Low Income	\$9,790.00			\$18,229.00	\$28,019.00
1	1.9	Response To Intervention Supplemental Curriculum Training	English Learner, Foster Youth, Low Income English Learners				\$1,958.00	\$1,958.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Youth Low Income					
1	1.10	Classified Personnel	English Learner, Foster Youth, Low Income English Learners Foster Youth Low Income	\$187,442.00			\$81,182.00	\$268,624.00
1	1.11	Retention of Highly Qualified Teachers	English Learner, Foster Youth, Low Income English Learners Foster Youth Low Income					\$0.00
1	1.12	Off-Site Training and Conferences	All	\$8,900.00				\$8,900.00
1	1.13	Response to Intervention Core Curriculum Training	English Learners Foster Youth Low Income		\$8,900.00			\$8,900.00
1	1.14	Edgenuity Online Learning Platform	All				\$3,954.00	\$3,954.00
2	2.1	STEM Through Agriculture	All				\$37,052.00	\$37,052.00
2	2.2	Library Media Center	English Learners Foster Youth Low Income	\$31,786.00				\$31,786.00
2	2.3	Outside Enrichment Opportunities	All	\$1,390.00		\$1,780.00		\$3,170.00
2	2.4	Supplies for Hands- On Science Instruction to Supplement NGSS Adopted Curriculum	All	\$1,780.00				\$1,780.00
2	2.5	PowerSchool Student Information System	All	\$7,565.00				\$7,565.00
2	2.6	Intrado School Messenger	All	\$712.00				\$712.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Office Administrative Assistant & Attendance Clerk	All	\$135,285.00				\$135,285.00
2	2.8	Edlio Website Hosting	All	\$2,225.00				\$2,225.00
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	English Learners Foster Youth Low Income					\$0.00
2	2.10	Materials Equipment and Supplies for Electives	All				\$8,900.00	\$8,900.00
3	3.1	Counseling/ Social Services	English Learners Foster Youth Low Income					\$0.00
3	3.2	Chromebooks and Tablets for Students	All		\$26,700.00			\$26,700.00
3	3.3	Desktop Computers for Classrooms	All					\$0.00
3	3.4	Support Staff Professional Development in De-Escalation Strategies	All		\$1,780.00			\$1,780.00
3	3.5	School Safety Personnel, Materials and Training	All	\$22,025.00		\$3,560.00		\$25,585.00
3	3.6	Campus Technology Support	All	\$46,280.00				\$46,280.00
3	3.7	After School Learning Hub	English Learners Foster Youth Low Income	\$2,771.00				\$2,771.00
3	3.8	School Nurse LVN	All	\$46,363.00				\$46,363.00
3	3.9	Digital Monitoring Software	All			\$5,162.00		\$5,162.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,116,099	\$232,104	7.45%	14.90%	22.35%	\$367,468.00	0.00%	11.79 %	Total:	\$367,468.00
								LEA-wide Total:	\$367,468.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,102.00	
1	1.4	Learning Director/Coach 1 & 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	English Language Development Training for all Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.6	ELD Coordinator	Yes	LEA-wide	English Learners	All Schools	\$80,351.00	
1	1.7	Curriculum & Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,226.00	
1	1.8	Response to Intervention Supplemental Curricular Materials and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,790.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Response To Intervention Supplemental Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.10	Classified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,442.00	
1	1.11	Retention of Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Response to Intervention Core Curriculum Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Library Media Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,786.00	
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Counseling/ Social Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	After School Learning Hub	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,771.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$733,478.37	\$607,204.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Success Center	No	\$81,257.00	\$122,239
1	1.2	Training in Core Curriculum Programs	No	\$8,900.00	\$3,551
1	1.3	Curriculum Adoptions	No	\$86,330.00	\$41,060
1	1.4	Learning Director/Coach	Yes	\$8,900.00	\$11,805
1	1.5	English Language Development Training for all Teachers	No	\$0.00	\$0
1	1.7	EL Coordinator	No	\$46,176.76	\$0
1	1.8	Curriculum & Assessment Coordinator	Yes	\$18,965.90	\$37,576
1	1.9	Response to Intervention Supplemental Curricular Materials and Programs	No	\$20,025.00	\$12,349
1	1.10	Response To Intervention Supplemental Curriculum Training	No	\$4,450.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Classified Personnel	No	\$69,355.92	\$55,142
1	1.12	Retention of Highly Qualified Teachers	Yes	\$89,000.00	\$86,745
1	1.13	Off-Site Training and Conferences	Yes	\$13,350.00	\$244
1	1.14	Response to Intervention Core Curriculum Training	Yes	\$4,450.00	\$3,271
2	2.1	STEM Through Agriculture	No	\$35,324.10	\$3,560
2	2.2	Library Media Center	Yes	\$25,365.00	\$9,286
2	2.3	Outside Enrichment Opportunities	No	\$13,350.00	\$12,525
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$13,350.00	\$44,197
2	2.5	PowerSchool Student Information System	No	\$7,031.00	\$0
2	2.6	Intrado School Messenger	No	\$2,225.00	\$623
2	2.7	Attendance/Office Clerk	No	\$19,242.69	\$26,406
2	2.8	Edlio Website Hosting	No	\$2,225.00	\$2,136
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$8,900.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Equipment for Electives	No	\$4,450.00	\$912
3	3.1	Counseling/ Social Services	No	\$22,250.00	\$0
3	3.2	Chromebooks and Tablets for Students	No	\$22,250.00	\$41,904
3	3.3	Desktop Computers for Classrooms	No	\$22,250.00	\$19,609
3	3.4	Support Staff Professional Development in De-Escalation Strategies	No	\$2,670.00	\$0
3	3.5	School Safety and Mandated Programs	No	\$4,450.00	\$223
3	3.6	Campus Technological Support	No	\$21,360.00	\$33,132
3	3.7	After School Learning Hub	No	\$10,235.00	\$6,491
3	3.8	School Nurse LVN	Yes	\$43,610.00	\$29,541
3	3.9	Digital Monitoring Software	No	\$1,780.00	\$2,677

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$232,104	\$225,890.90	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Learning Director/Coach	Yes	\$8,900.00			
1	1.8	Curriculum & Assessment Coordinator	Yes	\$18,965.90			
1	1.12	Retention of Highly Qualified Teachers	Yes	\$89,000.00			
1	1.13	Off-Site Training and Conferences	Yes	\$13,350.00			
1	1.14	Response to Intervention Core Curriculum Training	Yes	\$4,450.00			
2	2.2	Library Media Center	Yes	\$25,365.00			
2	2.4	Supplies for Hands-On Science Instruction to Supplement NGSS Adopted Curriculum	Yes	\$13,350.00			
2	2.9	Training in Differentiated Instruction and Universal Design for Learning	Yes	\$8,900.00			
3	3.8	School Nurse LVN	Yes	\$43,610.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,116,099	\$232,104	7.45%	14.90%	\$0.00	0.00%	0.00%	\$464,253.38	14.90%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



SEQUOIA UNION | ELEMENTARY SCHOOL

6. ACTION ITEMS: 6.5 Approve 2022-2023 District LCAP Federal Addendum

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Sequoia Union Elementary School District

CDS Code:

54-721160134973

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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

Goal #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).

Goal #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)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District will work to ensure that all federal funds are used in a manner that supports the growth of students in protected classes/demographics within the school district. Funding proposals will be run through a review by staff, School Site Council members, Parents, and School Board Members each year. Federal and State funds will be used in tandem as needed to ensure that students of color, "At-Risk," Migrant, and or English Learners are receiving an appropriate education, that supports both their academic and social growth. Programs include, but are not limited to the following:

1. Web-based Supplemental Programs for the whole school
2. Staff performing supplemental support (small group/one on one)
3. Improvements with technology
4. Focused supports for "High Needs Students" both during and after school

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sequoia Union Elementary School District utilizes the Title I policy as the criteria for students being a part of the Title I services. The policy is indicated with those students who are categorized through the Lunch Program as being Socio-Economically Disadvantaged.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sequoia Union Elementary School District works with the Tulare County Office of Education and the California Commission on Teacher Credentialing to ensure that incoming teachers are properly certified and prepared to meet the needs of all students. Currently, all teachers in the LEA hold at least a Preliminary Teaching Credential in the subject area in which they teach. Support for educators in their initial induction programs, as well as all permanently certificated individuals, is provided through mentor/lead teachers, professional learning communities, product specific training, and professional development aimed at serving unduplicated pupils such as ELD training through the TCOE ELD Title III Consortium.

Beginning with the 2022-2023 school year, additional support for facilitating teacher growth and effectiveness was provided through several additional LCAP actions. A second Learning Director will be brought on to assist teachers in creating year long cohesive learning plans, interpreting data to drive classroom instruction, providing model lessons for educators to observe, and providing feedback on classroom observations. An LCAP action item providing funds for teachers to attend off-site conferences and trainings will allow them to network with educators in different geographic areas, access new ideas and strategies to help them grow as educators, and contribute to their identity as highly trained professionals. An additional LCAP action will provide training for teachers in Differentiated Instruction and Universal Design for Instruction to ensure that teachers develop and maintain effective and engaging teaching practices that will meet the needs of all students, including unduplicated pupils.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Our outreach program and support system is multifaceted. The Administration makes itself readily available to parents and families, in person, by phone, and by email. The administration, EL Coordinator, and Special Education Coordinator, all conduct home visits as deemed necessary to provide parents and families with academic and social support. The LEA makes food donations at key times during the year for families of most need. All teachers make positive contacts with parents and families. Special Education Coordinator, Mental Health Wellness Triage Coordinator, and School Psychologist conduct routine family meetings/visits/follow-ups in addition to ensuring that all IEP's and 504 Meetings are held in a timely and productive manner. The EL Coordinator makes phone calls, home visits, as well as conducting push-in and pull-out classes with EL Students. Educational Nights are conducted during the school year, to welcome families to the school, to show what their students are learning, and to invite them to participate in the educational program. The parents and teachers have conducted a Parent Teacher Field Trip Review to clarify the purpose of trips and costs, so that both completely understand rationale and cost for each trip. The purpose of these events will be to help parent understand how to help their students, and to gain a better understanding of the school curriculum.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School Site Council which serves as the LEA Parent Advisory Committee (PAC) and the English Learner Advisory Council (ELAC) reviews, updates and approves the Parent Involvement Policy each year. Parents meet with teachers one-on-one each October and more frequently by parent or teacher request. Teachers communicate with parents about their child's progress via class websites, email and other electronic means such as ClassDoJo or the Remind app. The LEA maintains an up to date website and communicates with parents via email, text and phone "blasts" using the Instant Messenger application. Parents of students in grades 6-8 have access to the student information system's parent portal to monitor their students' grades and assignments. Sequoia Union employs an EL Coordinator who serves as translator for parent conferences and Instant Messenger communications. In addition, the EL Coordinator fosters relationships with Spanish-speaking families providing support through home visits and working to connect families with needed services within the community. Back to School Night and Open House are held each fall and spring giving parents an opportunity to come to campus, meet with teachers and other parents and discuss student expectations and view progress made toward educational goals.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The LEA conducts Targeted Support Programs that generally take the form of push in and pull out interventions conducted by paraprofessionals, special education teachers, intervention specialists, and the EL Coordinator.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students eligible for Title I Targeted Support programs are identified via local benchmarks, currently Renaissance STAR and iReady, and state level achievement tests such as CAASPP and ELPAC. In addition students with 504 and Individualized Education Plans are identified with the help of teachers, parents, the school psychologist and speech therapist. Once identified, these students receive services from a robust roster of paraprofessionals on our campus. These aids provide both push in and pull out services to assist students with basic skills and provide assistance in grasping new concepts. In addition to services provided by paraprofessionals the 2022-2023 LCAP provides for additional assistance for English Language Learners. The English Language Development Coordinator conducts intensive small group work with students identified in CALPADS as English Learners. The EL Coordinator maintain relationships with Spanish speaking families, manages yearly initial and summative ELPAC testing as well as the process of redesignating students. Through all if these job duties the EL Coordinator is able to monitor and identify based on information from families, ELPAC test scores and feedback from teachers which students are in need of additional support, and how students are progressing in their English acquisition.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union currently has a single foster youth attending school within the LEA. In general, any records accompanying the enrollment of a foster child are reviewed to determine how best to meet the needs of the student. Foster parents are consulted for additional background and open lines of communication are established to ensure foster parents are informed of actions that will be taken to support the student both academically and socially. This effort is accomplished through a team that includes the Foster Youth Liaison, Mental Health Wellness Triage Grant Social Worker, School Psychologist, classroom teacher and superintendent/principal.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

At Sequoia Union, we strongly advocate for all our students. We work with students and parents as they transition from grade to grade.

We discuss the changes in expectations with parents for their children as they transition into upper grade academic levels.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA cooperates with our feeder high school in Exeter to make sure students entering high school from Sequoia Union are properly placed and prepared for what is expected of them in high school. Each year our eighth grade teachers complete a set of forms for each outgoing eighth grade student containing test score information and suggestions from current teachers about high school placement. This cooperation ensures that students will be placed in the proper set of courses upon entry into high school. In addition, each spring Sequoia Union participates in Exeter High School's eighth grade visitation day where students are bussed to the high school campus to receive tours and information about academics and extracurricular activities that will be available to them in the fall.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA uses a battery of tests and teacher observations to meet the varying needs of all students. We use IReady & Renaissance STAR, the state interim tests, and 1 on 1 technology to help determine where each student is academically. We conduct Professional Development and Professional Learning Community Meetings to further promote our teaching staff's ability to meet these diverse needs/capabilities. Our Library Media Services Coordinator works in concert with our Student Success Center to support teachers in the classroom, and provide focused individual and small group support as needed. We have also incorporated Internet based programming that provides independent, challenging programs for each student where they are in their academic journey.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary School District provides a Learning Director who serves as mentor/coach to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2022-2023 school year will include: a monthly session with a consultant for the district adopted ELA program meant to help new and existing teachers become familiar with, and make the most of, the components of the ELA program; a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the opportunity to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The need to implement a model of continuous professional improvement on our campus has been recognized in our LCAP this year. The creation of a second Learning Director position will provide additional administrative support role to our single administrator campus, giving more time and attention to the responsibility of monitoring the professional growth of our teachers. The Learning Director's possess an Administrative Credential and understand how to use data and observation to evaluate where a teacher is in his or her practice and collaboratively develop goals for each individual's growth. In addition, both self and peer evaluation tools will be used to reflect and identify strengths and room for growth. A program of peer observation and model lesson demonstration is also planned so that educators can learn from their colleagues.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary School District participates in the Tulare County Office of Education Title III Federal Addendum Consortium. Any Title III funds awarded to the LEA go directly to the consortium which then provides Title III services to the district. The consortium provides professional development that begins with assessing the needs of the site. Assessing needs may include looking at ELPAC Data, examining supports and features in curriculum used at the site, evaluating the structures currently in place to support English Learners, and classroom walkthroughs and observations. Once an assessment as to the needs of our site is made, the consortium can begin to provide professional learning based on those needs. Topics may include understanding ELD standards, understanding and implementing Integrated and Designated ELD, and lesson planning. Once professional learning has been provided, the consortium consultant can then provide classroom coaching and support, and progress monitoring of the development of language proficiency at our site.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Access to the Student Success Center (SSC), Rosetta Stone software, EL coordinator.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consortium will work with the LEA to help teachers develop a clear understanding and implementation of Integrated and Designated ELD with the goal of Designated ELD time provided to all English Learners each day. Teachers will work to provide Integrated ELD throughout their daily instruction to give additional support to English Learners working to understand the content. The EL Coordinator will work with the consortium to improve the effectiveness of Designated ELD time receiving coaching in both pedagogy and applied strategies. Consortium consultants will work with the LEA to provide ongoing coaching and support in the LEA's implementation of effective programs and activities.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consortium will assist the district in using CAASPP and ELPAC results to identify instructional goals for EL students. Consultants will assist teachers in creating action steps to take with each English Learner and show them how to monitor that learner's progress. In the case of our district, the consortium consultant will also work with RTI staff to assist those personnel in understanding and meeting the unique needs of English Learners in an intervention context. Working together the EL Coordinator, the classroom teacher and the intervention staff will provide a support team to English Learners that will help them to increase their language acquisition and academic achievement.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting well-rounded education under Section 4107, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting safe and healthy students under Section 4108, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting the effective use of technology in schools under Section 4109, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use.



SEQUOIA UNION | ELEMENTARY SCHOOL

6. ACTION ITEMS: 6.6 Approve 2022-2023 Charter LCAP Federal Addendum

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Sequoia Union Elementary Charter School

CDS Code:

54-72116-6054340

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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

Goal #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).

Goal #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)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District will work to ensure that all federal funds are used in a manner that supports the growth of students in protected classes/demographics within the school district. Funding proposals will be run through a review by staff, School Site Council members, Parents, and School Board Members each year. Federal and State funds will be used in tandem as needed to ensure that students of color, "At-Risk," Migrant, and or English Learners are receiving an appropriate education, that supports both their academic and social growth. Programs include, but are not limited to the following:

1. Web-based Supplemental Programs for the whole school
2. Staff performing supplemental support (small group/one on one)
3. Improvements with technology
4. Focused supports for "High Needs Students" both during and after school

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Sequoia Union Charter School utilizes the Title I policy as the criteria for students being a part of the Title I services. The policy is indicated with those students who are categorized through the Lunch Program as being Socio-Economically Disadvantaged.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sequoia Union Elementary School District works with the Tulare County Office of Education and the California Commission on Teacher Credentialing to ensure that incoming teachers are properly certified and prepared to meet the needs of all students. Currently, all teachers in the LEA hold at least a Preliminary Teaching Credential in the subject area in which they teach. Support for educators in their initial induction programs, as well as all permanently certificated individuals, is provided through mentor/lead teachers, professional learning communities, product specific training, and professional development aimed at serving unduplicated pupils such as ELD training through the TCOE ELD Title III Consortium.

Beginning with the 2022-2023 school year, additional support for facilitating teacher growth and effectiveness was provided through several additional LCAP actions. A second Learning Director will be brought on to assist teachers in creating year long cohesive learning plans, interpreting data to drive classroom instruction, providing model lessons for educators to observe, and providing feedback on classroom observations. An LCAP action item providing funds for teachers to attend off-site conferences and trainings will allow them to network with educators in different geographic areas, access new ideas and strategies to help them grow as educators, and contribute to their identity as highly trained professionals. An additional LCAP action will provide training for teachers in Differentiated Instruction and Universal Design for Instruction to ensure that teachers develop and maintain effective and engaging teaching practices that will meet the needs of all students, including unduplicated pupils.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Our outreach program and support system is multifaceted. The Administration makes itself readily available to parents and families, in person, by phone, and by email. The administration, EL Coordinator, and Special Education Coordinator, all conduct home visits as deemed necessary to provide parents and families with academic and social support. The LEA makes food donations at key times during the year for families of most need. All teachers make positive contacts with parents and families. Special Education Coordinator, Mental Health Wellness Triage Coordinator, and School Psychologist conduct routine family meetings/visits/follow-ups in addition to ensuring that all IEP's and 504 Meetings are held in a timely and productive manner. The EL Coordinator makes phone calls, home visits, as well as conducting push-in and pull-out classes with EL Students. Educational Nights are conducted during the school year, to welcome families to the school, to show what their students are learning, and to invite them to participate in the educational program. The parents and teachers have conducted a Parent Teacher Field Trip Review to clarify the purpose of trips and costs, so that both completely understand rationale and cost for each trip. The purpose of these events will be to help parent understand how to help their students, and to gain a better understanding of the school curriculum.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School Site Council which serves as the LEA Parent Advisory Committee (PAC) and the English Learner Advisory Council (ELAC) reviews, updates and approves the Parent Involvement Policy each year. Parents meet with teachers one-on-one each October and more frequently by parent or teacher request. Teachers communicate with parents about their child's progress via class websites, email and other electronic means such as ClassDoJo or the Remind app. The LEA maintains an up to date website and communicates with parents via email, text and phone "blasts" using the Instant Messenger application. Parents of students in grades 6-8 have access to the student information system's parent portal to monitor their students' grades and assignments. Sequoia Union employs an EL Coordinator who serves as translator for parent conferences and Instant Messenger communications. In addition, the EL Coordinator fosters relationships with Spanish-speaking families providing support through home visits and working to connect families with needed services within the community. Back to School Night and Open House are held each fall and spring giving parents an opportunity to come to campus, meet with teachers and other parents and discuss student expectations and view progress made toward educational goals.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The LEA conducts Targeted Support Programs that generally take the form of push in and pull out interventions conducted by paraprofessionals, special education teachers, intervention specialists, and the EL Coordinator.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students eligible for Title I Targeted Support programs are identified via local benchmarks, currently Renaissance STAR and iReady, and state level achievement tests such as CAASPP and ELPAC. In addition students with 504 and Individualized Education Plans are identified with the help of teachers, parents, the school psychologist and speech therapist. Once identified, these students receive services from a robust roster of paraprofessionals on our campus. These aids provide both push in and pull out services to assist students with basic skills and provide assistance in grasping new concepts. In addition to services provided by paraprofessionals the 2022-2023 LCAP provides for additional assistance for English Language Learners. The English Language Development Coordinator conducts intensive small group work with students identified in CALPADS as English Learners. The EL Coordinator maintain relationships with Spanish speaking families, manages yearly initial and summative ELPAC testing as well as the process of redesignating students. Through all if these job duties the EL Coordinator is able to monitor and identify based on information from families, ELPAC test scores and feedback from teachers which students are in need of additional support, and how students are progressing in their English acquisition.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union currently has a single foster youth attending school within the LEA. In general, any records accompanying the enrollment of a foster child are reviewed to determine how best to meet the needs of the student. Foster parents are consulted for additional background and open lines of communication are established to ensure foster parents are informed of actions that will be taken to support the student both academically and socially. This effort is accomplished through a team that includes the Foster Youth Liaison, Mental Health Wellness Triage Grant Social Worker, School Psychologist, classroom teacher and superintendent/principal.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

At Sequoia Union, we strongly advocate for all our students. We work with students and parents as they transition from grade to grade.

We discuss the changes in expectations with parents for their children as they transition into upper grade academic levels.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA cooperates with our feeder high school in Exeter to make sure students entering high school from Sequoia Union are properly placed and prepared for what is expected of them in high school. Each year our eighth grade teachers complete a set of forms for each outgoing eighth grade student containing test score information and suggestions from current teachers about high school placement. This cooperation ensures that students will be placed in the proper set of courses upon entry into high school. In addition, each spring Sequoia Union participates in Exeter High School's eighth grade visitation day where students are bussed to the high school campus to receive tours and information about academics and extracurricular activities that will be available to them in the fall.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA uses a battery of tests and teacher observations to meet the varying needs of all students. We use IReady & Renaissance STAR, the state interim tests, and 1 on 1 technology to help determine where each student is academically. We conduct Professional Development and Professional Learning Community Meetings to further promote our teaching staff's ability to meet these diverse needs/capabilities. Our Library Media Services Coordinator works in concert with our Student Success Center to support teachers in the classroom, and provide focused individual and small group support as needed. We have also incorporated Internet based programming that provides independent, challenging programs for each student where they are in their academic journey.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary School District provides a Learning Director who serves as mentor/coach to support new teachers as they progress through their required induction programs. In addition, the LEA provides time for professional development, professional learning communities, and team collaboration each Wednesday afternoon. Students are on a minimum day schedule each Wednesday in order to allow a two and a half hour block of dedicated time for teacher growth and improvement. Examples of typical Wednesday professional development activities for the 2022-2023 school year will include: a monthly session with a consultant for the district adopted ELA program meant to help new and existing teachers become familiar with, and make the most of, the components of the ELA program; a monthly session with the Tulare County Office of Education Title III ELD Consortium consultant to assist teachers in developing, implementing and refining their instructional skills in both Designated and Integrated ELD; and sessions provided by our Learning Director to assist teachers with the development of curriculum maps and pacing guides. In addition, teachers are offered opportunities to attend off-site trainings and conferences allowing them the opportunity to network with educational professionals from different schools and learn skills specific to their concentration, grade level, or area of need. Teachers who attend off-site conferences are encouraged to share their newly acquired knowledge and skills by providing a presentation or training for their colleagues back on campus.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The need to implement a model of continuous professional improvement on our campus has been recognized in our LCAP this year. The creation of a Learning Director position will provide a much needed administrative support role to our single administrator campus, giving more time and attention to the responsibility of monitoring the professional growth of our teachers. The Learning Director possesses an Administrative Credential and understands how to use data and observation to evaluate where a teacher is in his or her practice and collaboratively develop goals for each individual's growth. In addition, both self and peer evaluation tools will be used to reflect and identify strengths and room for growth. A program of peer observation and model lesson demonstration is also planned so that educators can learn from their colleagues.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sequoia Union Elementary School District participates in the Tulare County Office of Education Title III Federal Addendum Consortium. Any Title III funds awarded to the LEA go directly to the consortium which then provides Title III services to the district. The consortium provides professional development that begins with assessing the needs of the site. Assessing needs may include looking at ELPAC Data, examining supports and features in curriculum used at the site, evaluating the structures currently in place to support English Learners, and classroom walkthroughs and observations. Once an assessment as to the needs of our site is made, the consortium can begin to provide professional learning based on those needs. Topics may include understanding ELD standards, understanding and implementing Integrated and Designated ELD, and lesson planning. Once professional learning has been provided, the consortium consultant can then provide classroom coaching and support, and progress monitoring of the development of language proficiency at our site.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Access to the Student Success Center (SSC), Rosetta Stone software, EL coordinator.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consortium will work with the LEA to help teachers develop a clear understanding and implementation of Integrated and Designated ELD with the goal of Designated ELD time provided to all English Learners each day. Teachers will work to provide Integrated ELD throughout their daily instruction to give additional support to English Learners working to understand the content. The EL Coordinator will work with the consortium to improve the effectiveness of Designated ELD time receiving coaching in both pedagogy and applied strategies. Consortium consultants will work with the LEA to provide ongoing coaching and support in the LEA's implementation of effective programs and activities.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The consortium will assist the district in using CAASPP and ELPAC results to identify instructional goals for EL students. Consultants will assist teachers in creating action steps to take with each English Learner and show them how to monitor that learner's progress. In the case of our district, the consortium consultant will also work with RTI staff to assist those personnel in understanding and meeting the unique needs of English Learners in an intervention context. Working together the EL Coordinator, the classroom teacher and the intervention staff will provide a support team to English Learners that will help them to increase their language acquisition and academic achievement.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting well-rounded education under Section 4107, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting safe and healthy students under Section 4108, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use. We are not using Title IV funds for activities related to supporting the effective use of technology in schools under Section 4109, but we are utilizing the federal transfer-ability to move funds to Title I Part A for allowable use.



SEQUOIA UNION | ELEMENTARY SCHOOL

6. ACTION ITEMS: 6.7 Approve Board Resolution 2021-22-13 Legal Service Agreement with TCOE

BEFORE THE BOARD OF TRUSTEES
OF THE SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT
TULARE COUNTY, STATE OF CALIFORNIA

In the Matter of Approving the Legal
Services Agreement for the Tulare County
Office of Education Legal Services
Consortium

RESOLUTION NO. 2021-22-13

WHEREAS, school districts in Tulare County and the Tulare County Office of Education ("TCOE") are authorized to obtain legal services and retain legal counsel pursuant to 35041.5 and related provisions of the Education Code; and

WHEREAS, the Tulare County Legal Consortium Committee has previously selected Lozano Smith, LLP ("Lozano Smith") as the preferred provider of legal services for school districts desiring to participate as a member of the Tulare County Office of Education Legal Services Consortium ("Consortium"); and

WHEREAS, Lozano Smith has not adjusted its hourly rates since July 1, 2016 in providing legal services to the Consortium; and

WHEREAS, the Sequoia Union Elementary School District ("District") wishes to continue with the legal services provided by Lozano Smith and to renew the Legal Services Agreement for the Tulare County Office of Education Legal Services Consortium as presented to the Board.

NOW, THEREFORE, the Board resolves as follows:

1. Adopts the foregoing recitals as true and correct.
2. Approves the Legal Services Agreement for the Tulare County Office of Education Legal Services Consortium with Lozano Smith as presented to the Board.
3. The Board retains the right to terminate the Agreement by providing written notice to TCOE and Lozano Smith at least thirty (30) days before the end of each fiscal year.

The foregoing Resolution was adopted at a duly called meeting held on June 23, 2022,
and approved by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Lane Anderson, President

ATTEST:

Brad Ward, Clerk



SEQUOIA UNION | ELEMENTARY SCHOOL

6. ACTION ITEMS: 6.8 Approve Board Resolution 2021-22-14 on the Spending Determination for Funds Received from the Education Protection Account (EPA)

**BEFORE THE BOARD OF TRUSTEES
OF THE SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT
TULARE COUNTY, STATE OF CALIFORNIA**

In the Matter of the Spending Determination
for Funds Received from the Education
Protection Account pursuant to Article XIII,
Section 36 of the California Constitution
2022-23 Fiscal Year

RESOLUTION No. 2021-22-14

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. Before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;
5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;
6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;
7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;
8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;
12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;
13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2022-23 fiscal year shall be made in open session of a public meeting of the governing board of Sequoia Union Elementary School District;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Sequoia Union Elementary School District has determined to spend the monies received from the Education Protection Account for the 2022-23 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____,
seconded by Trustee _____, at a regular meeting held on June 23, 2022, by the
following vote:

AYES:

NOES:

ABSENT:

I, Brad Ward, secretary of the governing board of the Sequoia Union Elementary School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 23rd day of June, 2022.

Date:

Secretary, Board of Trustees

2022-23 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Sequoia Union Elementary School District

Budgeted Expenditures 2022-2023

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Estimated Beginning Fund Balance	9791-9795	94,988.90
Revenue Limit Sources	8010-8099	107,078.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		202,066.90
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	135,207.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		135,207.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		66,859.90

2022-23 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Sequoia Union Elementary School District

Budgeted Expenditures 2022-2023

For Fund 09, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Estimated Beginning Fund Balance	9791-9795	62,420.00
Revenue Limit Sources	8010-8099	62,890.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		125,310.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	83,185.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		83,185.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		42,125.00



SEQUOIA UNION | **ELEMENTARY SCHOOL**

6. ACTION ITEMS: 6.9 Approve the CONAPP

2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDerosc@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$83,088
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$83,088

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	\$0
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$300

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	5.66%
Indirect cost reservation	\$4,451
Administrative reservation	\$8,012

Reservation Summary

Total LEA required and authorized reservations	\$12,763
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$70,325

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$10,184
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$10,184
Repayment of funds	\$0
2021-22 Total allocation	\$10,184
Administrative and indirect costs	\$1,527
Equitable services for nonprofit private schools	
2021-22 Title II, Part A adjusted allocation	\$8,657

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated English learner per student allocation	\$126.25
Estimated English learner student count	33
Estimated English learner student program allocation	\$4,166

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$3,333
Program and other authorized activities	\$208
English Proficiency and Academic Achievement	\$209
Parent, family, and community engagement	\$416
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$4,166

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2021-22 Title IV, Part A LEA available allocation	\$10,000
Indirect cost reservation	\$535
Administrative reservation	\$200
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$9,265

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6. ACTION ITEMS: 6.10 Approve TCOE Add/Remove Authorized Signers Form for 2022-2023

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106
FAX 559-564-2136

**ADD/REMOVE AUTHORIZED SIGNERS
FOR CALENDAR YEAR 2022**

Sequoia Union SCHOOL DISTRICT

To: Tulare County Superintendent of Schools
Attention: Shelly DiCenzo, Business Services

In accordance with Education Code Section 42633, the governing board of the above school district, following its annual organizational meeting in December 2021, filed with the county superintendent of schools the verified signature of each person authorized to sign orders in its name for calendar year 2022.

This school district wishes to add the name and signature of an officer or employee to its list of authorized signers and/or remove a person from the list.

The governing board of said district, at a regular/special meeting held on the 23rd day of June 2022, authorize the following person(s), whose signature appears opposite their name below, to sign orders in the name of said governing board and/or authorize the removal of the person(s) named below:

ADD TO THE AUTHORIZED SIGNER LIST:

Type or Print Name Here:

Signature Here:

- | | | |
|----|-----------------------|--|
| 1. | <u>Edgardo Monroy</u> | |
| 2. | | |
| 3. | | |

REMOVE FROM THE AUTHORIZED SIGNER LIST:

Type or Print Name Here:

- | | |
|----|------------------------|
| 1. | <u>Diana Hernandez</u> |
| 2. | |
| 3. | |

All authorized signers will be included on one sheet following the December 2022 organizational meeting of this district.

BY ORDER OF THE GOVERNING BOARD OF THE

Sequoia Union SCHOOL DISTRICT

Date: June 23, 2022

By _____
Clerk or Secretary of the Board

Distribute as follows:

Copy to Shelly DiCenzo, TCOE Business Services – shellyd@tcoe.org



SEQUOIA UNION | ELEMENTARY SCHOOL

6. ACTION ITEMS: 6.11 Approve the Department of Toxic Substances Control Environmental Oversight Agreement



Jared Blumenfeld
Secretary for
Environmental Protection



Department of Toxic Substances Control

Meredith Williams, Ph.D., Director
8800 Cal Center Drive
Sacramento, California 95826-3200



Gavin Newsom
Governor

Sent Via Electronic Mail

June 6, 2022

Mr. Ken Horn
Superintendent/Principal
Sequoia Union Elementary School
23958 Avenue 324
Lemon Cove, California 93244
KenHorn@sequoiaunion.org

ENVIRONMENTAL OVERSIGHT AGREEMENT, DOCKET NUMBER
HSA-FY21/22-147, SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT, SEQUOIA
UNION ELEMENTARY SCHOOL, 23958 AVENUE 324, LEMON COVE, TULARE
COUNTY, CALIFORNIA 93244 (SITE CODE: 104854)

Dear Mr. Horn:

Attached you will find the Environmental Oversight Agreement (Agreement) for the subject site (Site). This Agreement will cover the Department of Toxic Substances Control's (DTSC) oversight of the preparation of a Preliminary Endangerment Assessment (PEA) for the Site and other related activities, if necessary. Please note that changes may be made only on Site-specific information.

Please print two (2) copies of this electronic Agreement and follow the directions below.

Upon your signature, please return both originals for DTSC signature (via a mail tracking system) to the letterhead address, to my attention, Ms. Stacy Weckesser, Agreement Coordinator, Northern California Schools. One fully executed original will be returned for your files, along with payment instructions and project manager assignment. Additionally, please do not staple the Agreements.

Mr. Ken Horn
June 6, 2022
Page 2

If you have any questions, please contact me at (916) 255-6521 or via email at Stacy.Weckesser@dtsc.ca.gov.

Sincerely,



Stacy Weckesser
Agreement Coordinator
Site Mitigation and Restoration Program
Department of Toxic Substances Control

Enclosure: *Environmental Oversight Agreement*

cc: (via email)

Mr. John Gordon
Consultant in Charge
California Department of Education
JGordon@cde.ca.gov

Mr. Jose Salcedo, Unit Chief
Northern California Schools Unit
Site Mitigation and Restoration Program
Department of Toxic Substances Control
Jose.Salcedo@dtsc.ca.gov

Ms. Letitia Shen
Project Manager
Northern California Schools Unit
Site Mitigation and Restoration Program
Department of Toxic Substances Control
Letitia.Shen@dtsc.ca.gov

Ms. Vivian Truong
Associate Accounting Analyst
Department of Toxic Substances Control
Vivian.Truong@dtsc.ca.gov

Tamara Purvis
Associate Governmental Program Analyst
Site Mitigation and Restoration Program
Department of Toxic Substances Control
Tamara.Purvis@dtsc.ca.gov

STATE OF CALIFORNIA
ENVIRONMENTAL PROTECTION AGENCY
DEPARTMENT OF TOXIC SUBSTANCES CONTROL

Agreement Regarding:)	Docket Number HSA-FY21/22-147
)	
Sequoia Union Elementary School)	Environmental
23958 Avenue 324)	Oversight Agreement
Lemon Cove, California 93244)	
)	
Site Code Number: 104854)	Education Code
)	Sections 17210, 17210.1, 17213.1
Project Proponent:)	
Sequoia Union Elementary School District)	
23958 Avenue 324)	
Lemon Cove, California 93244)	
)	

I. INTRODUCTION

1.1 Parties. The California Environmental Protection Agency, Department of Toxic Substances Control (DTSC) enters into this Environmental Oversight Agreement (Agreement) with the Sequoia Union Elementary School District (Proponent). DTSC and the Proponent are referred to collectively herein as the "Parties."

1.2 Site. The property, which is the subject of this Agreement, (Site) is an existing school site located at 23958 Avenue 324, Lemon Cove, Tulare County, California 93244. The Site is identified by Assessor's Parcel Number: 113-22-023. A location map and a Site diagram are attached as Exhibit A and Exhibit B.

1.3 Jurisdiction. This Agreement is entered into by DTSC and the Proponent pursuant to Education Code section 17213.1. This section authorizes DTSC to enter into an enforceable agreement with the Proponent to oversee the Proponent's preparation of a Preliminary Endangerment Assessment (PEA) for the Site and other related activities, if necessary.

1.4 Purpose. The purpose of this Agreement is for the Proponent to perform a PEA under the oversight of DTSC. The definition and requirements of a PEA, for purposes of this Agreement, are those set forth in Education Code sections 17210, 17210.1 and 17213.1. The purpose of this Agreement is also for DTSC to obtain reimbursement from the Proponent for DTSC's oversight costs.

II. BACKGROUND

2.1 Ownership. The Site is owned by Sequoia Union Elementary School District.

2.2 Current Knowledge of the Site. The Proponent submitted an application requesting to enter into this Agreement for DTSC's oversight of the preparation of a PEA for the Site.

2.3 Physical Description. The Site is located within a 9.1-acre portion of a larger 13.5-acre parcel of land. The Site is bordered to the north by orange orchards; to the east by Sequoia Union Elementary School buildings, beyond which is the Veterans Memorial Building and the school district's bus maintenance yard, and beyond which are orange orchards; to the south by Avenue 324, beyond which is rural residential; and to the west by Goodale Lane, beyond which is residential properties. Sequoia Union Elementary School District is proposing an expansion which will consist of eight classrooms and will accommodate up to 212 students.

2.4 Site History. According to historical aerial photographs, the Site was used for agricultural purposes from at least 1934 through at least 1940.

III. AGREEMENT

3.0 **IT IS HEREBY AGREED THAT** DTSC will provide review, oversight and approval of the PEA conducted by the Proponent in accordance with the Scope of Work contained in Exhibit C. The Proponent shall conduct the activities required under this Agreement in the manner specified herein and in accordance with the schedule specified in Exhibit D. All work shall be performed consistent with Education Code sections 17210, 17210.1 and 17213.1; Health and Safety Code section 25300 et seq., as amended; the National Contingency Plan (Code of Federal Regulations, Title 40, Part 300), as amended; and United States Environmental Protection Agency and DTSC Superfund guidance documents regarding site investigation and remediation.

3.1 Scope of Work and DTSC Oversight. DTSC shall review and provide the Proponent with written comments on all of the Proponent's deliverables as described in Exhibit C (Scope of Work) and other documents determined by DTSC to be necessary to the scope of the project or the implementation of this Agreement. DTSC shall provide oversight of field activities, including sampling, as appropriate.

3.2 Additional Activities. Additional activities may be conducted and DTSC's oversight provided by amendment to this Agreement or Exhibits attached hereto in accordance with Paragraph 3.17 of this Agreement. If DTSC expects additional oversight costs to be incurred related to these additional activities, DTSC will provide a written estimate of the additional oversight cost to the Proponent.

3.3 Agreement Managers. Mr. Jose Salcedo, P. E., Chief, is designated by DTSC as its Manager for this Agreement. Mr. Ken Horn, Superintendent/Principal, Sequoia Union Elementary School District, is designated by the Proponent as its

Manager for this Agreement. Each Party to this Agreement shall provide at least 10 days advance written notice to the other of any change in its designated Manager.

3.4 Notices and Submittals. All notices, documents and communications required to be given under this Agreement, unless otherwise specified herein, shall be sent by regular mail to the respective Agreement Managers at the following addresses:

(a) To DTSC:

Mr. Jose Salcedo, P.E., Chief
Northern California Schools Unit
Site Mitigation and Restoration Program
Attn: Ms. Letitia Shen, Project Manager
Department of Toxic Substances Control
8800 Cal Center Drive, 2nd Floor
Sacramento, CA 95826

(b) To the Proponent:

Mr. Ken Horn
Superintendent/Principal
Sequoia Union Elementary School
23958 Ave 324
Lemon Cove, California 93244

For all documents required to be given to DTSC, the Proponent shall submit one hard (paper) copy and one electronic copy in Adobe Portable Document Format (PDF), as specified in Exhibit E. All submittals shall include applicable signatures and certification stamps.

3.5 DTSC Review and Approval. If DTSC determines that any report, plan, schedule or other document submitted for approval pursuant to this Agreement fails to comply with this Agreement or fails to protect public health or safety or the environment, DTSC may (a) return comments to the Proponent with recommended changes and a date by which the Proponent shall submit to DTSC a revised document incorporating

the recommended changes; or (b) modify the document as deemed necessary and approve the document as modified. Any modifications, comments or other directives issued pursuant to this Paragraph are incorporated into this Agreement.

3.6 Communications. All approvals and decisions of DTSC made regarding submittals and notifications will be communicated to the Proponent in writing by DTSC's Agreement Manager or his/her designee. Confirmation of a designation shall be provided in writing by DTSC to validate any approvals or decisions made by the designee of DTSC's Agreement Manager. No informal advice, guidance, suggestions or comments by DTSC regarding reports, plans, specifications, schedules or any other writings by the Proponent shall be construed to relieve the Proponent of the obligations to obtain such written approvals.

3.7 Stop Work Order. In the event DTSC determines that any activity (whether or not pursued in compliance with this Agreement) may pose an imminent or substantial endangerment to the health and safety of people on the Site or in the surrounding area or to the environment, DTSC may order the Proponent to stop further implementation of this Agreement for such period of time as may be needed to abate the endangerment. In the event that DTSC determines that any activities (whether or not pursued in compliance with this Agreement) are proceeding without DTSC's authorization, DTSC may order the Proponent to stop further implementation of this Agreement or activities for such a period of time needed to obtain DTSC's authorization, if such authorization is appropriate. Any deadline in this Agreement directly affected by a Stop Work Order under this Paragraph shall be extended for the term of the Stop Work Order.

3.8 Payment. The Proponent shall pay (1) all costs incurred by DTSC for preparation of this Agreement and review of documents submitted prior to the effective date of the Agreement, and (2) all costs incurred by DTSC in providing oversight pursuant to this Agreement, including review of the documents described in Exhibit C and associated documents, and in providing oversight of field activities. An estimate of DTSC's oversight costs is attached as Exhibit F. It is understood by the Parties that Exhibit F is an estimate and cannot be relied upon as the final cost figure. DTSC will bill the Proponent quarterly. The Proponent shall make payment within 30 days of receipt of DTSC's billing. Such billings will reflect any amounts that have been advanced to DTSC by the Proponent.

3.8.1 In anticipation of services to be rendered, the Proponent shall make an advance payment of \$15,500 to DTSC. That payment shall be made no later than 10 days after this Agreement is fully executed. If the Proponent's advance payment does not cover all costs payable to DTSC under this Agreement, the Proponent shall pay the additional costs within 30 days of receipt of a billing from DTSC.

3.8.2 If any billing is not paid by the Proponent within 60 days after it is sent, DTSC will commence calculating interest from the date of the billing, at the same rate of return earned on investment in the Surplus Money Investment Fund pursuant to Government Code section 16475 and Health and Safety Code section 25360.1.

3.8.3 All payments made by the Proponent pursuant to this Agreement shall be by a warrant or check made payable to the "Department of Toxic Substances Control," and bearing on its face the project code for the Site (Site Code Number 104854) and

the Docket Number (Docket Number HSA-FY21/22-147) of this Agreement. Payments shall be sent to:

Accounting Office
Department of Toxic Substances Control
P.O. Box 806
Sacramento, CA 95812-0806

A photocopy of the warrant or check shall be sent concurrently to DTSC's Agreement Manager. The Proponent requests future DTSC billings to be submitted to:

Mr. Ken Horn
Superintendent/Principal
Sequoia Union Elementary School
23958 Ave 324
Lemon Cove, California 93244

3.8.4 If the advance payment exceeds DTSC's actual oversight costs, DTSC will provide an accounting for expenses and refund the difference within 120 days after termination of this Agreement in accordance with Paragraph 3.18. In no other case shall the Proponent be entitled to a refund from DTSC or to assert a claim against DTSC for any amount paid or expended under this Agreement.

3.8.5 If the Proponent disputes a DTSC billing, or any part thereof, the Proponent shall notify DTSC's assigned project manager and attempt to informally resolve the dispute with DTSC's project manager and unit chief. If the Proponent desires to formally request dispute resolution with regard to the billing, the Proponent shall file a request for dispute resolution in writing within 45 days of the date of the billing in dispute. The written request shall describe all issues in dispute and shall set forth the reasons for the dispute, both factual and legal. If the dispute pertains only to a portion of the costs included in the billing, the Proponent shall pay all costs which are undisputed. The filing of a notice of dispute pursuant to this Paragraph shall not stay

the accrual of interest on any unpaid costs pending resolution of the dispute. The written request shall be sent to:

Chief, Collections and Resolution Unit
Department of Toxic Substances Control
P.O. Box 806
Sacramento, California 95812 0806
(916) 322-0481

A copy of the written request for dispute resolution shall also be sent to DTSC's Agreement Manager. A decision on the billing dispute will be rendered by the Special Assistant for Cost Recovery and Reimbursement Policy or other DTSC designee.

3.9 Condition Precedent. It is expressly understood and agreed that DTSC's receipt of the advance payment described in Paragraph 3.8.1 is a condition precedent to DTSC's obligation to provide oversight, review, comment, and/or approval pursuant to this Agreement.

3.10 Record Retention. DTSC shall retain all cost records associated with the work performed under this Agreement for such time periods as may be required by applicable State law. The Proponent may request to inspect all documents which support DTSC's cost determination in accordance with the Public Records Act, Government Code section 6250 et seq.

3.11 Project Coordinator. The work performed by and on behalf of the Proponent pursuant to this Agreement shall be under the direction and supervision of a project coordinator which shall be a qualified environmental assessor as specified in Education Code section 17210(b) with at least three (3) years' experience in conducting PEAs. The Proponent shall submit: a) the name and address of the project coordinator; and b) in order to demonstrate the qualifications of an environmental assessor, the resume of the project coordinator. The Proponent shall notify DTSC within 10 business

days of any change in the identity of the project coordinator. All engineering and geological work shall be conducted in conformance with applicable State law, including but not limited to, Business and Professions Code sections 6735 and 7835.

3.12 Access. The Proponent shall provide and/or use best efforts to obtain access to the Site and offsite areas to which access is necessary to implement this Agreement. Such access shall be provided to DTSC's employees, contractors, and consultants at all reasonable times. Nothing in this Paragraph is intended or shall be construed to limit in any way the right of entry or inspection that DTSC or any other agency may otherwise have by operation of any law. The Proponent shall give its permission, to the extent it has authority to give such permission, to DTSC and its authorized representatives to enter and move freely at the Site at all reasonable times for purposes including, but not limited to: inspecting records, operating logs, sampling and analytic data, and contracts relating to this Site; reviewing the progress of the Proponent in carrying out the terms of this Agreement; conducting such tests as DTSC may deem necessary; and verifying the data submitted to DTSC by the Proponent.

3.13 Sampling, Data and Document Availability. When requested by DTSC, the Proponent shall make available to DTSC, and shall provide copies of, all data and information concerning the presence, if any, of hazardous materials at the Site, including electronic data, technical records and contractual documents, sampling and monitoring information and photographs and maps, whether or not such data and information was developed pursuant to this Agreement. The required information or data about the Site may include information that is publicly available or that is within the Proponent's possession or control.

3.14 Notification of Field Activities. The Proponent shall inform DTSC at least seven (7) days in advance of all field activities pursuant to this Agreement and shall allow DTSC and its authorized representatives to take splits of any samples collected by the Proponent pursuant to this Agreement. DTSC and the Proponent will agree to the most appropriate method of collecting the split samples.

3.15 Notification of Environmental Condition. The Proponent shall notify DTSC's Agreement Manager immediately upon learning of any condition posing an immediate threat to public health or safety or the environment. Within seven (7) days of the onset of such a condition, the Proponent shall furnish a report to DTSC, signed by the Proponent's Agreement Manager, setting forth the events which occurred, and the measures taken in the response thereto.

3.16 Preservation of Documentation. The Proponent shall maintain a central repository of the data, reports, and other documents prepared pursuant to this Agreement. All such data, reports and other documents shall be preserved by the Proponent for a minimum of six (6) years after the conclusion of all activities under this Agreement. If DTSC requests that some or all of these documents be preserved for a longer period of time, the Proponent shall comply with that request, deliver the documents to DTSC, or permit DTSC to copy the documents prior to destruction. The Proponent shall notify DTSC in writing at least 90 days prior to destroying any documents prepared pursuant to this Agreement. If any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the six-year period, the related records shall be retained until the completion and resolution of all issues arising therefrom or until the end of the six-year period, whichever is later.

3.17 Amendments. This Agreement may be amended or modified solely upon written consent of all Parties. Such amendments or modifications may be proposed by any Party and shall be effective the third business day following the day the last Party signing the amendment or modification sends its notification of signing to the other Party. The Parties may agree to a different effective date.

3.18 Termination. Each Party to this Agreement reserves the right unilaterally to terminate this Agreement for any reason. Termination may be accomplished by giving a 30-day advance written notice of the election to terminate this Agreement to the other Party. In the event that this Agreement is terminated, the Proponent shall be responsible for DTSC's costs incurred in the implementation and administration of this Agreement through the effective date of termination. DTSC will submit a final billing within 120 days from the effective date of termination.

3.19 Exhibits. All exhibits identified in and attached to this Agreement are incorporated herein by this reference.

3.20 Time Periods. Unless otherwise specified, time periods begin from the effective date of this Agreement and "days" means calendar days. "Business days" means all calendar days that are not weekends or official State holidays.

3.21 Proponent Liabilities. The terms and conditions of this Agreement constitute requirements issued or adopted by DTSC for purposes of Health and Safety Code section 25187. Nothing in this Agreement shall constitute or be considered a satisfaction or release from liability for any condition or claim arising as a result of the Proponent's past, current, or future operations. The Proponent shall not be deemed to

be an operator of the Site under State or federal law solely by reason of conducting the PEA subject to DTSC oversight in compliance with this Agreement.

3.22 Government Liabilities. The State of California shall not be liable for any injuries or damages to persons or property resulting from acts or omissions by the Proponent or by related parties in carrying out activities pursuant to this Agreement, nor shall the State of California be held as a party to any contract entered into by the Proponent or its agents in carrying out the activities pursuant to this Agreement.

3.23 Third-Party Actions. In the event that the Proponent is or becomes a party to any suit or claim for damages or contribution relating to the Site to which DTSC is not a party, the Proponent shall notify DTSC in writing within 10 days after service of the complaint in the third-party action. The Proponent shall pay all costs incurred by DTSC relating to such third-party actions, including but not limited to responding to subpoenas.

3.24 Reservation of Rights. DTSC and the Proponent reserve the following rights.

(a) DTSC reserves its right to pursue cost recovery under the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, Health and Safety Code section 25360 et seq., or any other applicable provision of the law.

(b) Nothing in this Agreement is intended or shall be construed to limit or preclude DTSC from taking any action authorized by law or equity to protect public health and safety or the environment and recovering the costs thereof.

(c) Nothing in this Agreement shall constitute or be construed as a waiver of the Proponent's rights, (including any covenant not to sue or release) with respect to any claim, cause of action, or demand in law or equity that the Proponent may have against

any “person”, as defined in section 101(21) of the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, or Health and Safety Code section 25319, that is not a signatory to this Agreement.

(d) Nothing in this Agreement is intended or shall be construed to limit the rights of any of the Parties with respect to claims arising out of or relating to the deposit or disposal at any other location of substances removed from the Site.

(e) By entering into this Agreement, the Proponent does not admit to any fact, fault or liability under any statute or regulation.

3.25 Compliance with Applicable Laws. Nothing in this Agreement shall relieve the Proponent from complying with all applicable federal, State and local laws, regulations and requirements. The Proponent shall carry out this Agreement in compliance with all applicable requirements, including, but not limited to, requirements to obtain permits and to assure worker safety.

3.26 California Law. This Agreement shall be governed, performed and interpreted under the laws of the State of California.

3.27 Severability. If any portion of this Agreement is ultimately determined not to be enforceable, that portion will be severed from the Agreement and the severability shall not affect the enforceability of the remaining terms of the Agreement.

3.28 Parties Bound. This Agreement applies to and is binding upon the Proponent and its officers, directors, agents, employees, contractors, consultants, receivers, trustees, administrators, successors, and assignees, including but not limited to individuals, partners and subsidiary, and upon any successor agency of the State of California that may have responsibility for and jurisdiction over the subject matter of this

Agreement. No change in the ownership or corporate or business status of any signatory, or of the facility or Site shall alter any signatory's responsibilities under this Agreement.

3.29 Effective Date. The effective date of this Agreement is the date when this Agreement is fully executed.

3.30 Representative Authority. Each undersigned representative of the Parties to this Agreement certifies that she or he is fully authorized to enter into the terms and conditions of this Agreement and to execute and legally bind the Parties to this Agreement.

3.31 Counterparts. This Agreement may be executed and delivered in any number of counterparts, each of which when executed and delivered shall be deemed to be an original, but such counterparts shall together constitute one and the same document.

Mr. Jose Salcedo, P.E., Chief
Norther California Schools Unit
Department of Toxic Substances Control

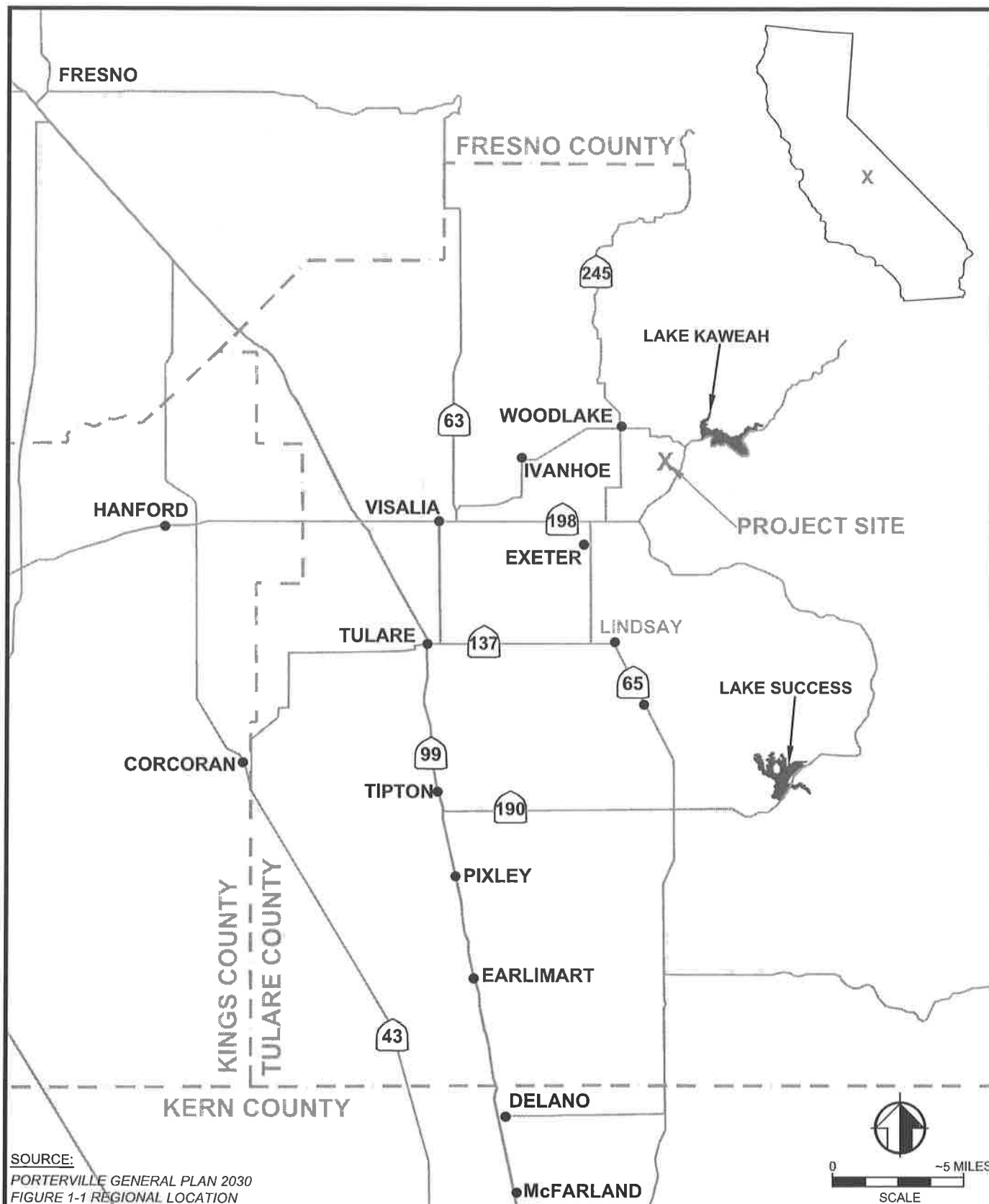
Date: _____

Mr. Ken Horn, Superintendent/Principal
Sequoia Union Elementary School

Date: _____

EXHIBITS

- A. SITE LOCATION MAP
- B. SITE DIAGRAM
- C. SCOPE OF WORK
- D. PROJECT SCHEDULE
- E. GUIDELINES FOR SUBMITTING DOCUMENTS IN ADOBE PORTABLE
DOCUMENT FORMAT
- F. COST ESTIMATE

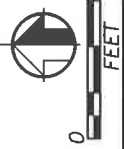
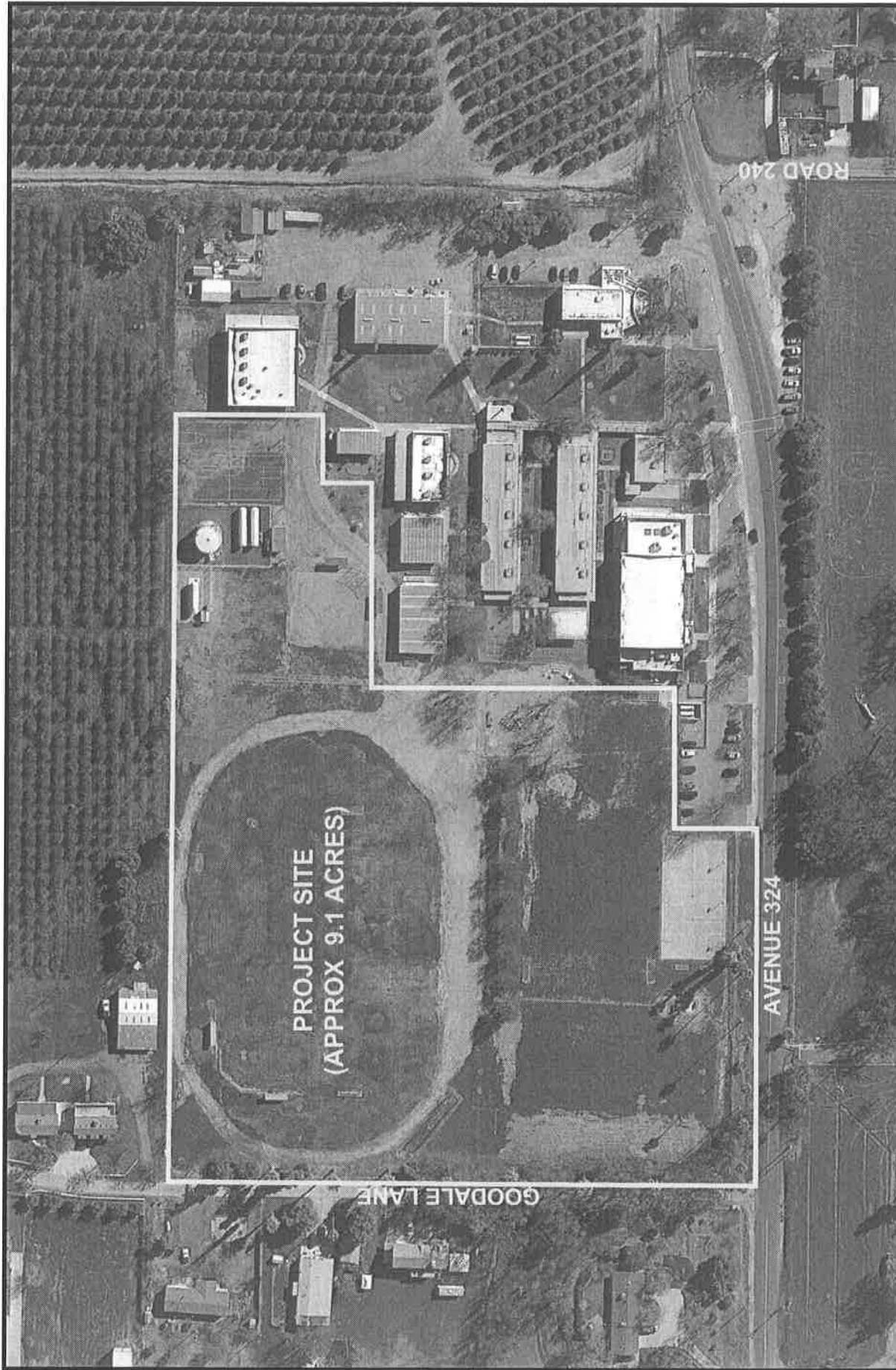


padre
associates, inc.
ENGINEERS, GEOLOGISTS &
ENVIRONMENTAL SCIENTISTS

SEQUOIA UNION ELEMENTARY SCHOOL
23598 AVENUE 324
LEMON COVE, TULARE COUNTY, CALIFORNIA

PROJECT NO. 2101-4461	DATE 12/7/21	DR. BY AC	APP. BY AJK
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PLATE 1
SITE LOCATION



SEQUOIA UNION ELEMENTARY SCHOOL 23598 AVENUE 324 LEMON COVE, TULARE COUNTY, CALIFORNIA			
PROJECT NO. 2101-4461	DATE 4/15/22	DR. BY AC	APP. BY AJK

EXHIBIT C

SCOPE OF WORK

The following Tasks will be completed as part of this Agreement. If circumstances warrant, the Proponent, with DTSC's prior written concurrence, may streamline certain tasks.

TASK 1. Submittal of Existing Data

The Proponent shall submit to DTSC, if relevant and available, all background information, sample analysis results, environmental assessment reports, and any other information pertinent to the hazardous materials management and/or release, characterization and cleanup of the Site not previously submitted as part of the Phase I Environmental Assessment (Phase I) and/or Phase I Addendum reviewed by DTSC. DTSC will review the information, and, in coordination with the Proponent, identify areas and compounds of concern, and determine the additional activities, if any, required to complete the investigation/remediation of the Site.

TASK 2. Scoping Meeting

DTSC's project manager will schedule a scoping meeting with the Proponent and the project coordinator within 15 days of Agreement execution. During the scoping meeting, the project coordinator shall present the proposed scope of work, including a summary of the historical and current onsite land uses, the uses of the adjacent properties, potential areas and compounds of concern, proposed sampling strategy and analytical methods, and timeframe for completion of each task. DTSC will provide recommendations, as needed, and request workplans or reports, as appropriate.

TASK 3. Preliminary Endangerment Assessment (PEA)

The Proponent shall conduct a PEA to determine whether a release or threatened release of hazardous materials exists at the Site, or whether naturally occurring hazardous materials are present, which pose a threat to children's health, children's learning abilities, public health or the environment. The PEA shall be conducted in accordance with the DTSC guidance manual for evaluating hazardous substance release sites, titled: "Preliminary Endangerment Assessment Guidance Manual," State of California, Environmental Protection Agency, Department of Toxic Substances Control (January 1994; revised October 2015).

Documents or activities which will be required as part of the PEA include:

- 3.1 PEA Workplan: The PEA Workplan shall include a sampling plan designed to determine the presence of contamination or naturally occurring hazardous materials at the Site, and, if present, the type and extent of the materials or

contamination; a Health and Safety (HAS) Plan addressing health and safety issues and safe work practices (as described in Task 4); a Quality Assurance/Quality Control (QA/QC) Plan to produce data of known quality (as described in Task 5); and implementation schedule. DTSC will review and comment or approve the PEA Work Plan.

- 3.2 PEA Fieldwork Notice: The Proponent shall provide a PEA Fieldwork Notice to residents in the immediate area of the proposed school Site, utilizing a format developed by DTSC, prior to the commencement of PEA fieldwork pursuant to Education Code section 17210.1(b).
- 3.3 Implementation of Approved PEA Workplan: The Proponent shall begin implementation of the approved PEA Workplan in accordance with the approved implementation schedule. DTSC shall provide oversight and approval of PEA Workplan implementation, as appropriate.
- 3.4 Draft PEA Report: The draft PEA Report shall document whether a release has occurred, or a threatened release exists, or whether naturally occurring hazardous materials are present, the threat the Site poses to children's health, children's learning abilities, public health and the environment, and whether further action is necessary. DTSC will review the draft PEA Report and provide written comments to the Proponent. The Proponent shall revise the PEA Report accordingly.
- 3.5 PEA Public Review Requirements: The Proponent shall comply with the public review requirements set forth in Education Code section 17213.1(a)(6) for the draft PEA Report. Comments pertaining to the draft PEA Report shall be submitted to DTSC within 14 days of the close of the required public review period and public hearing. The Proponent shall incorporate public comments received, as applicable, and finalize the PEA Report.
- 3.6 Final PEA Report: After consideration of all comments received on the PEA Report, DTSC will approve or disapprove the final PEA Report.

TASK 4. Health and Safety (HAS) Plan

The Proponent shall submit a Site-specific HAS Plan in accordance with California Code of Regulations, title 8, section 5192 and DTSC guidance, which covers all measures, including contingency plans, which shall be taken during field activities to protect the health and safety of the workers at the Site and the general public from exposure to hazardous waste, substances, or materials. The HAS Plan should describe the specific personnel, procedures, and equipment to be utilized.

TASK 5. Quality Assurance/Quality Control (QA/QC) Plan

All sampling and analysis conducted by the Proponent under this Agreement shall be performed in accordance with a QA/QC Plan submitted by the Proponent and approved by DTSC. The QA/QC Plan shall describe:

- (a) The procedures for the collection, identification, preservation, and transport of samples;
- (b) The calibration and maintenance of instruments;
- (c) The processing, verification, storage and reporting of data, including chain of custody procedures and identification of qualified person(s) conducting the sampling and of a laboratory certified or approved by DTSC pursuant to Health and Safety Code section 25198; and
- (d) How the data obtained pursuant to this Agreement will be managed and preserved in accordance with Paragraph 3.16, Preservation of Documentation, of this Agreement.

**EXHIBIT D
PROJECT SCHEDULE**

TASK	TIMELINE
Proponent to submit advance payment	Within 10 days of Agreement execution
Proponent to submit existing data and reports	Within 15 days of Agreement execution
A scoping meeting to plan and coordinate project activities	Within 15 days of Agreement execution
Proponent to submit PEA Workplan	Within 30 days of Agreement execution
DTSC to review and comment or approve PEA Workplan	Within 30 days of receipt of PEA Workplan
Proponent to mail out PEA Fieldwork Notice to residents nearby the Site	7-14 days prior to commencement of PEA fieldwork
Proponent to implement PEA Workplan	As outlined in PEA Workplan
Proponent to submit PEA Report	As outlined in PEA Workplan
Proponent to hold a public review period and a public hearing for PEA report	In compliance with California Education Code section 17213.1(a)(6)
DTSC to review, comment and approve or disapprove PEA Report	In compliance with California Education Code section 17213.1(a)(6)

EXHIBIT E

Guidelines for Submitting PDF Documents to DTSC

With the DTSC Cleanup Program's database, EnviroStor, the public can now download and view project-related documents online. To provide the public with this vital source of information, please provide a PDF copy of documents, even if a hard copy will be supplied.

Due to differences in internet downloading capabilities and resolutions of PDF files, many users have problems uploading and downloading PDF files. Most often the problem is caused by files being saved at unnecessary large sizes. The following guidelines were created to provide consistency in PDF files and allow most users to access these files from EnviroStor.

- a. **File size:** For each file that needs to be uploaded, the maximum file size should be no more than **100 megabytes** (MB). If you have a large file, please save large color images (e.g., figures, site photos, maps) and supplemental information (appendices) into separate PDF files.
- b. **Resolution for scanned files:** For files being scanned from a scanner, the resolution or DPI setting should be no more than **200 DPI**.
- c. **Saving and Naming PDF files:** If you make any changes to a PDF file, always use the Save As option instead of the Save option when saving. This will produce a smaller file size. It is recommended that the files be named by using an abbreviated site name, report title, date, and, if multiple files are being uploaded, the section of report (e.g., **Site_report_mmddyy_section**, 968-81stAve_PEA_072706_text).
- d. **Accessibility:** To ensure that all files uploaded into EnviroStor are searchable and comply with California's Web Accessibility law, please run all PDF files through an Optical Character Recognition (OCR) process prior to submitting the file to DTSC.
- e. **Bookmarks:** For large reports, bookmarks should be created in the PDF for ease of navigation.

Exhibit F
Environmental Oversight Agreement - Cost Estimate
SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT
Sequoia Union Elementary School
23958 Avenue 324, Lemon Cove, CA 93244
Project Code: 104854

Task	Unit Chief (HSE I)	Project Manager (HSE)	Geologic Support (SEG)	Toxicologist (ST)	Industrial Hygienist (SIH)	EOA (AGPA)	Office Technician
Agreement Preparation/Negotiation		3				8	4
Background Review		4		4			
Site Visit							
PEA							
- Scoping Meeting	2	6	1	3			
- Workplan	2	16	3	8			4
- Fieldwork Oversight (Site Visit, HARP)		8			2		
- Report	3	16	3	8			4
Project Closeout (E-Stor Completeness + Project File)	2	6					
Project Management (Project set-up, District communication, E-Stor update, budget tracking, internal meetings)	2	6					
Estimated hours reflect time for review draft and any revisions needed, comment letters (as necessary) and/or approval letter.							
Total Hours Per Class	11	65	7	23	2	8	12
Hourly Rate Per Class ⁽¹⁾	\$316	\$256	\$301	\$251	\$299	\$157	\$96
Cost Per Class	\$3,476	\$16,640	\$2,107	\$5,773	\$598	\$1,256	\$1,152
Grand Total Cost⁽²⁾	\$31,002						

Notes:

(1) Rates based on Contract Estimated Rates and Public Records Rates for FY 2021/2022.

(2) Estimated hours reflect time for review draft and any revisions needed, comment letters (as necessary) and/or approval letter.

Key:

AEP = Associate Environmental Planner

AGPA = Associate Governmental Program Analyst

CRU = Cost Recovery Unit

E-Store = EnviroStore

EOA = Environmental Oversight Agreement

HSE = Hazardous Substances Engineer

HSE I = Supervising Hazardous Substances Engineer I

SIH = Senior Industrial Hygienist

ST = Staff Toxicologist

CEQA = California Environmental Quality Act

PEA = Preliminary Environmental Agreement

PPS = Public Participation Specialist

SSI = Supplemental Site Investigation

SEG = Senior Engineering Geologist



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

6. ACTION ITEMS: 6.12 Approve the Interdistrict Transfers IN and OUT

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106
FAX 559-564-2136

Interdistrict OUT
For Board Approval
2022-2023 School Year

Month: June 23

Home District Sequoia Union

Student Name	Grade	District of Choice	Continuing/New
Jensen White	7 th	Exeter Unified School	Continuing

Interdistrict IN
For Board Approval
2022-2023 School Year

Month: June 23

Student Name	Grade	District Coming from	Continuing/New
Wendy Collins	8 th	Woodlake Unified	Continuing
McKynlie Cardoza	8 th	Woodlake Unified	Continuing
Cash Lea	8 th	Woodlake Unified	Continuing
Sofia Wiley	8 th	Visalia Unified	Continuing



6. ACTION ITEMS: 6.13 Approve the Updated Office Clerk III Job Description for 2022-2023



Office Clerk III (8 hour)

Classified Salary Schedule: Classified, Range 4, 260 Days Annually

The Sequoia Union Elementary School District is committed to the development of students with high moral integrity, academic excellence, and self-worth in a safe and supportive environment. The goal of Sequoia Union School District, made up of educators, parents, and the local community, is to give our students the skills to become independent, lifelong learners who will make a positive contribution to society.

About the District:

Sequoia Union Elementary School District is a public school serving 375 students in grades K-8 and is seeking a dynamic, collaborative, and student-centered individual to join our amazing school community. We are looking for an exceptional person with a deep appreciation for students and the ability to support the needs of all learners. The new member of our staff must be able to work collaboratively with other professionals in a team environment.

About the Position:

Under general direction of the District Business Manager and Superintendent, the Office Clerk coordinates and performs complex secretarial and office support duties, including but not limited to reception, transcription of documents in established formats, support to projects and programs, maintenance of document filing and retrieval systems, private student records, and basic record keeping. Provides support to District Superintendent/Principal, Business Manager, and the Administrative Assistant.

Essential Duties and Responsibilities:

- Directs the planning, scheduling, and performing of a variety of secretarial and clerical work in support of the District or school that integrates academic, student activity, or other assigned cluster/work teams.
- Receives walk-in guests and telephone inquiries from a variety of individuals including students, parents, and administrators showing professional customer service. Initiates and receives telephone calls, provides information and resolves matters as appropriate, or routes calls, as necessary.
- Maintains filing systems on a variety of subject matters. Compiles information from various sources to produce internal and external reports.
- Registrar that accesses and enters information to student and administrative databases (examples: PowerSchool; CALPADS; CUM folders; etc.)
- Enrolls students into the District and Charter School.
- Creates classes and enrolls students into classes in PowerSchool.
- Creates report card templates for each grading period in PowerSchool
- Handles all Interdistrict transfer requests and information into the Board Packets about enrollment and Interdistrict transfers.
- Prepares, Submits, and Monitors District and School Attendance Reports (example: P-1 and P-2; and all CALPADS Reporting).



Superintendent/Principal

- Prepares, assembles, maintains, and updates the District website, calendars, schedules, lists, manuals, directories, and handbooks for distribution and use by others. Assists in preparing informational packets for others to use in presentations and meetings.
- Prepares and types letters, memoranda, forms, reports, bulletins, handbooks, questionnaires, requisitions, and documents with minimum direction.
- Responds to requests for information of a specialized or confidential nature requiring the use of discretion and judgment in explaining regulations and procedures.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications:

- **Knowledge and Skills:** The position requires in-depth knowledge of office practices, procedures, and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing sufficient to train other staff members. Must be skilled in using and troubleshooting various standard office machines. Requires well-developed skill using the English language, grammar, and spelling, punctuation, proofreading/editing, to prepare professional, esthetic correspondence. Requires sufficient human relations skills to present a positive image of the School, convey technical information to others, and use patience in dealing with a diverse population.
- **Abilities:** Requires the ability to perform all the duties of the position efficiently and in an open environment with interruptions and distractions. Must be able to perform clerical and secretarial work with speed and accuracy. Requires the ability to work cooperatively with staff, current and prospective students, external organizations, and the public using patience and courtesy. Requires the ability to maintain confidentiality of private and sensitive information.
- **Physical Abilities:** The position incumbent must be able to function indoors in an office environment engaged in work of primarily a sedentary nature. Requires ambulatory ability to sit for extended periods of time, to use microcomputers and peripheral equipment, accomplish other desktop work, and to move to various campus locations. Requires the ability to use near vision to read printed materials. Requires auditory ability to carry on conversations in person and over the phone. Requires the ability to retrieve work materials from overhead, waist, and ground level files. Requires manual and finger dexterity to write, use a pointing device and keyboard at an advanced rate, operate microcomputer, and to operate other standardized office equipment, requiring repetitive motions. Reasonable accommodations may be made to enable a person with a disability to perform the essential function of the position.
- **Working Conditions:** Work is performed indoors where minimal safety considerations exist.
- **Education and Experience:** High school diploma or equivalent, and college-level coursework in a general business discipline; supplemented by four (4) years progressively responsible experience providing administrative support in a school setting. Additional higher education may substitute for some experience.



Superintendent/Principal

- **Licenses and Certificates:** May require a valid driver's license.

Adopted by the Board on: _____



6. ACTION ITEMS: 6.14 Approve the Updated Administrative Assistant Job Description for 2022-2023



SEQUOIA UNION | ELEMENTARY SCHOOL

Jeremy Powell, Ed.D

Superintendent/Principal

Administrative Assistant

Classified Management Salary Schedule: Range 5, 260 days annually

About the Position:

Under general direction of the Superintendent-Principal and the District Business Manager, coordinates and performs complex secretarial and administrative support duties, including but not limited to payroll, reception, transcription of documents in established formats, administrative support to projects and programs, maintenance of document filing and retrieval systems, private student records, and basic record keeping. Provides administrative support to District Superintendent/Principal, Business Manager.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans, schedules, and performs a variety of secretarial and clerical work in support of the District Superintendent-Principal, the District Business Manager, or the school.
- Receives walk-in guests and telephone inquiries from a variety of individuals including students, parents, and administrators. Initiates and receives telephone calls, provides information and resolves matters as appropriate, or routes calls as necessary.
- Establishes and maintains filing systems on a variety of subject matters. Compiles information from various sources to produce or assist with internal and external reports.
- Prepares, assembles, maintains and updates Superintendent-Principal's calendars and schedules.
- Prepares, assembles, maintains and updates District Business Manager's calendars and schedules.
- Prepares information from the Superintendent's agenda for a Board Meeting and creates and places the information into Google folders.
- Prepares and builds Board Packet PDF for all Board Meetings.
- Takes detailed notes at all Board Meetings and prepares the Board Meeting Minutes.
- Uploads District Documents to the District Website
- Prepare and complete all aspects of Payroll
- Prepares and types letters, memoranda, forms, reports, requisitions and documents with minimum direction.
- Responds to requests for information of a specialized or confidential nature requiring the use of discretion and judgment in explaining regulations and procedures.
- Orders, stores and issues office supplies.
- Performs other duties as assigned that support the overall objective of the position.

QUALIFICATIONS:

Knowledge and Skills: The position requires in-depth knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques, and letter and report writing sufficient to train other staff members. Must be skilled in using and troubleshooting various standard office machines. Requires well-developed skill using the English language, grammar, spelling, punctuation, proofreading/editing, to prepare professional, esthetic correspondence. Requires Board Approval:



SEQUOIA UNION | ELEMENTARY SCHOOL

Jeremy Powell, Ed.D

Superintendent/Principal

sufficient human relations skills to present a positive image of the School, convey technical information to others, and use patience in dealing with a diverse population.

Abilities: Requires the ability to perform all of the duties of the position efficiently and in an open environment with interruptions and distractions. Must be able to perform clerical and secretarial work with speed and accuracy. Requires the ability to work cooperatively with staff, current and prospective students, external organizations, and the public using patience and courtesy. Requires the ability to maintain confidentiality of private and sensitive information.

Physical Abilities: The position incumbent must be able to function indoors in an office environment engaged in work of primarily a sedentary nature. Requires ambulatory ability to sit for extended periods of time, to use microcomputers and peripheral equipment, accomplish other desktop work, and to move to various campus locations. Requires the ability to use near vision to read printed materials. Requires auditory ability to carry on conversations in person and over the phone. Requires the ability to retrieve work materials from overhead, waist, and ground level files. Requires manual and finger dexterity to write, use a pointing device and keyboard at an advanced rate, operate microcomputer, and to operate other standardized office equipment, requiring repetitive motions.

Working Conditions: Work is performed indoors where minimal safety considerations exist.

Education and Experience: High school diploma or equivalent, and college-level coursework in a general business discipline; supplemented by four (4) years progressively responsible experience providing administrative support in a school setting. Additional higher education may substitute for some experience.

Licenses and Certificates: May require a valid driver's license.

Board Approval:



SEQUOIA UNION | ELEMENTARY SCHOOL

6. ACTION ITEMS: 6.15 Approve the TCOE Agency Agreement for School Health Nursing Services for 2022-2023

For TCOE Office Use	
Vendor #	_____
Req. #	_____
PO #	_____
Contract #	230179

AGENCY AGREEMENT

THIS AGREEMENT, is entered into between the **Tulare County Superintendent of Schools**, referred to as **SUPERINTENDENT** and Sequoia Union School District, referred to as **DISTRICT**.

ACCORDINGLY, IT IS AGREED:

1. **TERM:** This Agreement shall become effective as of August 1, 2022 and shall expire on June 30, 2023.

2. **SERVICES:** SUPERINTENDENT shall provide **Health/School Nursing services and supervision services of the District licensed vocational nurse** as set forth: (See attach Exhibit A for details. The Exhibit A is made part of this Agreement by reference.)

3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT the actual cost of such services to the extent they are allowable of **19 days** not to exceed the sum of **\$19,723.55**.

4. **METHOD OF PAYMENT:**
 - a. SUPERINTENDENT must submit itemized invoices to DISTRICT for the cost of the services.
 - b. SUPERINTENDENT is responsible for maintaining verifiable records for all expenditures.

5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

6. **TERMINATION:** The district shall give sufficient advance notice of the termination of this agreement, so that TCOE may satisfy the reduction of certification staff (California Education Code 44949 and 44955) requirements.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

DISTRICT

Sequoia Union School District
P.O. Box 44260
Lemon Cove, CA 93244-4260

SUPERINTENDENT

Tim A. Hire, Superintendent
Tulare County Superintendent of Schools
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

By: _____

By:  _____

Date: _____

Date:  _____

TCOE Program Information

Contact Person and Phone No.: Christina Rodriguez, Program Manager, (559) 651-0130, ext. 3710
Division: Instructional Services
Program Title: School Health Programs
Budget Number: 010-00040-0-000000-000000-86770-0-0-0

Please return an original copy to:

Tulare County Office of Education
ATTN: Internal Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

EXHIBIT A

SCOPE OF SERVICES

1. RESPONSIBILITIES OF DISTRICT:

The District agrees to provide the following:

- Districts may not refer to the District Licensed Vocational Nurse (LVN) as the “school nurse”. Per Education Code 49426, A school nurse is a registered nurse currently licensed under Chapter 6 (commencing with Section 2077) of Division 2 of the Business and Professions Code, and who has completed the additional educational requirements for, and possesses a current credential in, school nursing pursuant to Education Code Section 44877.
- Ensure the District LVN is working within their scope of practice per the Board of Vocational Nursing and Psychiatric Technicians and as specified in the Business and Profession Code-Sections 2859 to 2873. In the educational setting LVN’s work under direction of a Registered Nurse holding a Credential in School Nursing.
- The District will ensure the District LVN maintains a current LVN licensure in the state of California, current CPR certification and current First AID Certification.
- The District will allow the District LVN the opportunity to attend the beginning of the school year training hosted by Tulare County Office of Education, School Health Programs.
- Access to the District LVN for supervision and training purposes when the School Nurse is working in the district.
- Clinical support from District LVN when the School Nurse is conducting school health screenings and other student health services.
- Provide ongoing collaboration support between District LVN and the School Nurse.
- District LVN is responsible in keeping the School Nurse informed of new or changes in student health in their District.
- Access to staff, facility space, technology support and ability to make copies of handouts for health trainings on an ongoing basis.
- It is the responsibility of the District to find a qualified district employed substitute when their District LVN is absent and/or on any type of leave.

District agrees to pay Superintendent the sum of **\$19,723.55** for **Health/School Nursing services with LVN oversight supervision** for 19 days as provided in this Agreement.

EXHIBIT A

2. RESPONSIBILITIES OF SUPERINTENDENT:

Tulare County Superintendent of Schools will provide a qualified staff member(s) pursuant to Education Code section 44267.5, 44872, 44877 and 49426 to perform health/school nursing and LVN oversight supervision as follows:

- Conducting medical case finding, screening and referral activities related to health defects of pupils.
- Referring parents of pupils needing medical care or welfare assistance to appropriate resources.
- Conducting a program directed toward the control of communicable diseases in the school and community.
- Consult, conduct and serve as a health education resource person to staff and pupils.
- Conduct health in-service trainings for school staff.
- Interpret medical and nursing findings appropriate to the student's individualized education program and make recommendations to professional personnel directly involved.
- The School Nurse will collaborate with the District as to what the District LVN's scope of practice is working in the educational setting.
- The School Nurse will determine the level of supervision of the LVN as immediate, direct, or indirect, based on school nurse's professional judgment, health status of student and complexity of task.
- The School Nurse will determine level of health care required by student based on the following factors: routine for pupil; poses little potential harm for pupil; performed with predictable outcomes; and does not require a nursing assessment, interpretation or decision making.
- The School Nurse will provide training, supervision and oversight of district Licensed Vocational Nurses that assist students with medication, first aid, and/or student specialized health procedures.
- Notify the District of the date and time of annual training for LVN's that is hosted by Tulare County Office of Education, School Health Programs.

EXHIBIT A

FEE SCHEDULE

The contract total for services to be provided are estimated to be \$19,723.55, including travel or other expenses. 19 days is \$1,038.08 per day = \$19,723.55.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.