Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sutter Union High School District		
Contact Name and Title	Ryan Robison Principal/Superintendent	Email and Phone	rrobison@sutterhigh.k12.ca.us (530) 822-5161-

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Located at the southern foot of the Sutter Buttes, known as the smallest mountain range in the world, the small agricultural town of Sutter is home to approximately 2,900 people. The Sutter Union High School District was established in 1893. The district has one comprehensive high school and one continuation high school. The current Sutter High School plant was built in 1964, after a fire destroyed the original school. The district students come from six population areas which encompass the five feeder elementary school districts of Brittan, Franklin, Meridian, Nuestro, and Winship/Robbins.

The population in three of the elementary districts is relatively stable, consisting largely of ranch owners or operators and an accompanying agricultural labor force. The school in Robbins, a very rural area with a high Hispanic population, has grown significantly in the last few years due to the closure of a nearby elementary school. These students now feed into Sutter High School and have made the Hispanic and English Learner student population a sizable subgroup at Sutter High School.

Sutter has very active parents and community members. The Sutter High Boosters organization is designed for parents of current students. The boosters put on fundraisers to support the sports teams and clubs at the high school. The Alumni Sports Association, for Sutter High alumni who wish to support the school, sponsors the annual "Tee Up for the Huskies" golf tournament to raise money to support various programs at the school. The Grad Night Committee meets and plans the annual sober grad night for the graduating seniors. This event is supported by numerous local businesses and families who wish to support students in making good decisions and preparing for the move to college. Raffle door prizes give away at Grad Night include items to set up a dorm room or home, as well as money to help with living expenses associated with the move to college. Other organizations which are run by parents and community members are Shooting Sports, High School Rodeo, Sutter Area Little League, Youth Soccer, AAU Basketball, Jr. Huskies Football, Combat Youth Wrestling, the student handbook review committee, curriculum review committee, and the Sutter Youth Organization. Other outside organizations which provide support include Sutter and Meridian Lion Clubs, Kiwanis, Rotary, and Toastmasters.

Because of the small community that it serves, Sutter High School has not established any community foundation programs. There are numerous local memorial scholarship programs available for graduates annually.

Sutter has established long-lasting relationships with local and regional businesses. Examples of the involvement of these businesses are the weight room and wrestling room buildings located to the west of the gymnasium. These buildings were built with donations and volunteer labor for the students at Sutter High School and the community. Sutter Union High School's campus has recently undergone modernization and has benefited from the addition of new classrooms, cafeteria and gymnasium. Plans are currently seeking DSA approval for additional classroom and a stadium renovation.

MISSION

Sutter Union High School District's primary mission is to academically and vocationally educate the youth of our community while promoting high social and moral standards in preparing our students to meet the challenges of their future.

SUTTER UNION HIGH SCHOOL
Expected School-wide Learning Results
(ESLRs)

Sutter Union High School will prepare all students to become:

Socially Responsible Citizens who:
l   Demonstrate Integrity and honesty.
l   Accept individual and group responsibility.
l   Demonstrate respect for self and respect of needs, ideas, opinions and property of others.

Critical and Creative Thinkers who:
l   Identify, locate, acquire and organize information or data.
l   Use information to make informed decisions and solve problems independently and as a team.
l   Apply learned skills to real life situations.

Effective Communicators who:
l   Use basic communication skills; reading, writing, speaking and listening to communicate ideas to others.
l   Interpret, apply and respond to verbal and written instructions
l   Express themselves in a variety of media which include art, music and theater.

Technologically Literate Individuals who:
l   Use technology to solve problems and achieve goals.
l   Use technology to acquire, evaluate, organize, interpret and communicate data.
l   Demonstrate a working knowledge of the computer, ability to use applications and efficiently navigate the internet.

Productive and Self Sufficient Members of Society who:
l   Develop life skills necessary to succeed as a contributing member of a global society.
l   Demonstrate solid work ethic, punctuality and reliability.
l   Commit themselves to become a lifelong learner through setting and obtaining personal and career goals.

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

Sutter Union High School District's WASC/LCAP Leadership Team, student, teacher and parent stakeholder groups evaluated local and state educational data during the 2016/2017 school year.   The California School Dashboard was released in March of 2017 provided valuable data toward the revision of the current LCAP. The areas in which SUHS stakeholders identified as significant in terms of need are as follows:

- SUHSD will maintain or increase current level of counseling, academic and student support services for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

- SUHSD will maintain or increase overall academic achievement of English Language Arts for all students with a specific focus on low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

- SUHSD will maintain or increase overall academic achievement of Mathematics for all students with a specific focus on low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

- SUHSD will continue to increase or improve the use of research based best instructional strategies used in the implementation of California State Content Standards in English, Mathematics, NGSS and the new History Social Science framework.   Access to rigorous and broad curriculum will continue to be available for all students.

- SUHSD will continue to increase or improve the use of research based best instructional practices in all classrooms   for all students with a specific focus on low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

According to the California Schools Dashboard:
English Learner academic progress demonstrated a significant increase of 15.9%.

The percent of students meeting or exceeding math standards increased from 22% in 2016 to 37% in 2017.

Graduation Rate increased and achieved the highest rating (Blue) on the CA Schools Dashboard.

Suspension Rate for Hispanic students achieved the best rating (Blue) on the CDE Dashboard. Socioeconomically Disadvantaged students achieved the second best rating (Green) on the

CDE Dashboard.

Academic achievement continues to be a focus at Sutter High School. Work will continue with Kevin Clark in 2017-18. At the end of this year, the math department, vocation education, and the Fine Arts department will be trained. All content areas will be trained in strategies and methods that promote academic language in all content areas by the end of the 2017-18 school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

According to the California Schools Dashboard:

38% of students taking Smarter Summative Mathematics Grade 11 test did not meet standard and 26% of students nearly met standard. Additional professional development to improve and increase the use of Quality First Instruction practices in the classroom. Provide additional math academic support and interventions for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

20% of students taking Smarter Summative ELA/Literacy Grade 11 test did not meet standard and 26% of students nearly met standard. Additional professional development to improve and increase the use of Quality First Instruction practices in the classroom. Provide additional ELA/Literacy academic support and interventions for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

Suspension data indicated "All Students" are in the "Orange" Performance category. Status is "Medium" and suspensions have "Increased. Students in "Two/+Race student group are in the "Red" Performance Category and students in the "White student group are in the "Orange" performance category.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Based on data reported on the initial California School Dashboard published in Spring 2017, SUHSD does not have any student group performing two or more performance levels below the "all student" performance level. The district and its stakeholders realize that initial reported results only give a "snapshot" of information reported to date. SUHSD has a well establish process for continuous self- improvement in place that will properly address any performance gaps that may appear in the future.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

SUHSD will continue to implement an innovative project aimed at improving student achievement for students whom English is not a first and/or academic language. The goal of this long term initiative is to improve content area instruction for all students by building capacity for high –quality principled instruction across all academic departments. Low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners as well as all students will benefit from being taught by teachers that have been trained in "Key Learning Acceleration Principals" and the use of "grammar-based" language concepts . These instructional practices promote higher levels of content focused reading comprehension and academic critical thinking.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 7,972,601
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,217,567

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Teacher/Administrative Salaries
Transportation Costs
Maintenance and Operations
Contracted Services
Deferred Maintenance

$ 7,367,029	Total Projected LCFF Revenues for LCAP Year

State Aid: $4,245,520

Education Protection Account: $1,141,256

Taxes: $ 1,980,253

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Increase academic performance for all students with a focus on narrowing the achievement gap for all underperforming subgroups.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Reduce the number of students receiving at least one D for 1st semester grading period 2016/17 by 2% of 2015/16 base.	189/775 students (24.3%) received at least 1 D during 1st semester of 2016/17 school year. This represented less than 1% increase.
Reduce the number of students receiving at least one D for 2nd semester grading period 2016/17 by 2% of 2015/16 base.	174/775 students (22.5%) received at least 1 D during the 2nd semester of 2016/2017 school year. This represented a less than 1% decrease.
Reduce the number of students receiving at least one F for 1st semester grading period 2016/17 by 2% of 2015/16 base.	74/775 students (9.5%) received at least 1 F during the 1st semester of the 2016/2017 school year. This represents a 1.3% increase.
Reduce the number of students receiving at least one F for 2nd semester grading period 2016/17 by 2% of 2015/16 base.	79/775 students (10%) received at least 1 F during the 2nd semester of the 2016/2017 school year. This represents a 3% decrease.
Increase the number of graduates completing UC a-g course requirements by 1% of 2015/2016 base.	65/167 (39%) graduates completed UC course requirements during the 2016/2017 school year. This represents a 3% reduction.
Increase the number of graduates completing CSU a-g course requirements by 1% of 2015/2016 base.	79/167 (47.3%) graduates completed CSU course requirements during the 2016/2017 school year. This represents a 2.4% reduction.

Maintain or increase cohort graduation rate for the Class or 2017.	100% of 2017 Seniors graduated from SUHSD.
Increase the number of 11th grade students "ready" or "conditional ready" on ELA (EAP)(Smarter Balanced) by 1% of 2015/16 base.	81% of 11th grade students "Nearly Met", "Met" or "Exceeded" standard on ELA (EAP) CAASPP 2016/2017 test. This represents a 11% reduction.
Increase the number of 11th grade students "ready" or "conditional ready" on Math (EAP)(Smarter Balanced) by 1% of 2015/16 base.	63% of 11th grade students "Nearly Met", "Met" or "Exceeded standard on Math (EAP) CAASPP 2016/2017 test. This represents a 8% improvement.
Increase the number of English Learners making progress towards the state Annual Measureable Achievement Outcomes (AMAO#!)	70% of English Learners demonstrated progress towards the state Annual Measurable Achievement Outcomes. This represents a 15.8% increase.
Increase the number of students passing Advanced Placement Exams (3+) by 1% of 2014/2015 base.	39/63 students (61.9%) scored (3+) on 2015/2016 Advanced Placement tests. This represents a 25.8% increase over 2014/2015 results. (22/61)
Establish API using new multiple measure indices for 2016/17	API is not a valid measure
Maintain the number of teachers appropriately assigned and credentialed in subject areas during 2016/2017 school year.	All teachers were appropriately assigned and credentialed in subject areas during 2016/2017 school year.
All students will have access to standards-aligned instructional materials during 2016/2017 school year.	All students had access to standards-aligned instructional materials during 2016/2017 school year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	**PLANNED** 1.1 Provide standards based, grade level, Math curriculum to all students. Increase rigor and provide additional academic support and interventions for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.	**ACTUAL** 1.1 – All students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners have access to rigorous math courses and are provided additional academic support and interventions.

Expenditures	BUDGETED	ESTIMATED ACTUAL 1.1 - $307,277 – Supplemental

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	PLANNED 1.2 Add CPM Integrated Math 3 and CPM Integrated Honors Math 3	ACTUAL 1.2 – SUHSD added one period of Integrated Math 3 Honors and four periods of Integrated Math 3.
Expenditures	BUDGETED 1.2 – $12,000 CPM Textbooks and instructional materials	ESTIMATED ACTUAL 1.2 – $11,353 CPM Textbooks and instructional materials

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	PLANNED 1.3 – Continue to support 1 FTE Math Position added in 2015/16. Add additional .5 FTE Math Position at Butte View High School.	ACTUAL 1.3 - SUHSD maintained existing Math position that was added in 2015/16 school year and added a .4 FTE Math position at Butte View High School.
Expenditures	BUDGETED 1.3 - $60,000 1.2 FTE Math Instructors	ESTIMATED ACTUAL 1.3 - $63,025 1.2FTE Math Instructors

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

Actions/Services

PLANNED	ACTUAL
1.4 – Continue to improve content area instruction for all students with an emphasis on expanding ELD and ELA instructional practices into science, math and social science classrooms.	1.4 – Science and Social Science instructors received Clark Consulting Year 1 professional development during the 2016/2017 school year. Math and CTE instructors will receive Year 1 professional training during the 2017/2018 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1.4 – $68,700 Kevin Clark Consulting	1.4 – $66,500 Kevin Clark Consulting

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **5**

Actions/Services

PLANNED	ACTUAL
1.5 Continue to provide project period for development of staff development activities to support common core transition and to develop analytical reading of complex texts, academic vocabulary, and expository, persuasive and narrative writing in all subject areas.	1.5 – A project period was provided to Rick Tuttle for the purpose of coordinating and implementing Clark Consulting professional development activities to academic departments participating in Year 1 and Year 2 training and coaching.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1.5 – $11,000 Project period	1.5 – $11,395 Project period

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **6**

	PLANNED	ACTUAL
Actions/Services	1.6 Continue to support ELD I and ELD II courses.	1.6 SUHSD offered ELD 1 (Beginner) and ELD 2 (Intermediate) classes during the 2016/2017 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1.6 - $20,000 2 periods ELD instructor	1.6 $19,428 2 periods ELD instructor

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **7**

	PLANNED	ACTUAL
Actions/Services	1.7 Add AP Art to the curriculum	1.7 Three students qualified for AP Studio Art. These students were embedded into existing Art classes to complete their requirements.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1.7 - $8,500 1 period advanced art instructor	1.7 No cost

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	SUHSD continues to develop Quality First Instruction methods with teachers and administrators. To further support this goal and to build capacity at the site level for high-quality principled instruction, has chosen to expand the current training progression across all academic departments.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Early results, based on two years of data, indicated that SUHSD's LCAP and strategic plan to increase rigor, improve and increase the use of research based instructional practices in the classroom and develop a strong students support and intervention process is becoming effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	1.1 – 2016/17 action did not include a budget amount or funding source. The information was left off unintentionally, although it was reflected in budget calculations. 1.7 - $8500 was budget, however there ended up being no cost to provide the services. 3 AP students were enrolled and did not warrant a separate teacher. Instead AP students were embedded in another class and the teacher taught both sets of students.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In 17/18 Goal 1 will reflect Priorities 4 and 8. Goal 2 will reflect Priorities 3,5, and 6. Goal 3 will reflect Priorities 1,2, and 7.

Goal 2	Develop schools where individual students feel connected and supported by all stakeholders to make healthy and responsible decisions.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Maintain 2 FTE Counselors, 1 FTE Director of Student Services and .75 FTE Academic Advisor school-wide.	SUHSD maintained 2 FTE Counselor positions, 1 FTE Director of Student Services and increased .75 FTE Academic Advisor by .25 FTE to 1 FTE.
Provide a minimum of 3 Targeted counseling and support appointments for low socioeconomic students, foster youth, students with disabilities and English learners.	All low socioeconomic students, foster youth, students with disabilities and English learners received at least 3 targeted counseling and support meetings with a counselor of academic advisor.
Increase the number of EL students reclassified during the school year by 1% of 2015/2016 base.	4/16 (25%) of EL students were reclassified during the 2016/2017 school year. This represents a 4% increase over 2015/2016 results.
Maintain or reduce the number of students receiving at least one suspension over the 2015/2016 base.	50/775 (6.4%) students received at least 1 suspension during the 2016/2017 school year. This represents a 3.1% reduction.
Maintain or reduce the number of students expelled over the 2015/2016 base.	1/775 (1/10th of 1%) students were expelled during the 2016/2017 school year.
Maintain or improve facility rating of "good" to "very good" by stakeholders and district facility evaluation tools.	SUHSD achieved an overall rating of 97% and a school rating of "Good" on the 2016/2017 Facility Inspection Tool.
Maintain or increase district attendance rate established during 2015/2016 school year.	2016/2017 School wide annual attendance was 95.48%.

Continue to insure that all students have access to and are enrolled in all required areas of study.	All students have access and are enrolled in all required areas of study.
Maintain or increase the level of parent participation, input and decision making regarding their child(ren)'s education.	SUHSD continues to provide numerous ways for parents to take an active role supporting their children's education.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	2.1 Maintain expanded counseling and student support services for all students with a focus on providing additional support for low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English proficient pupils	SUHSD continues to staff 2 counselors, 1 Director of Student Services and has expanded the Academic Advisor position to full time. Low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English proficient pupils received a higher level of counseling and support services.
	BUDGETED	ESTIMATED ACTUAL
Expenditures		$271,236 Supplemental

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

	PLANNED	ACTUAL
Actions/Services	2.2 –Maintain 1 FTE Counselor established in 2014/2015	SUHSD continued to provide 1 FTE Counseling position that was added for the 2014/2015 school year.

| Expenditures | **BUDGETED**
2.2 $67,666 Maintain 1FTE Counselor | **ESTIMATED ACTUAL**
$ 72,208 Counselor |

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

| Actions/Services | **PLANNED**
2.3 Continue to engage students in planning and implementation of 4-Year Plan including an electronic career portfolio promoting completion of a CTE pathway. | **ACTUAL**
All SUHSD students develop a workable plan for post high school, college and career. Based on individual college and career plans, students select appropriate classes to meet graduation and career path requirements based on their chosen CTE Career Pathway. The four year college and career plan is facilitated in the student's social science classes, Benchmark activities are completed each year culminating with Senior Project that includes a job shadow, interview, career report and review of their 4 year plan by the Academic Advisor. |
| Expenditures | **BUDGETED**
See 2.6 | **ESTIMATED ACTUAL**
$38,247 Supplemental |

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

	PLANNED 2.4 – Maintain 1 TFE Director of Student Services	ACTUAL SUHSD continues to provide 1 FTE Director of Student Services. This position is responsible for Discipline, Attendance, Conflict Resolution, Special Education/504 services, event supervision and facility utilization.
Actions/Services		
Expenditures	BUDGETED 2.4 $82,484 Director of Student Services	ESTIMATED ACTUAL $87,589 Director of Student Services

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **5**

	PLANNED 2.5 Improve Targeted parent outreach for all students with an emphasis on parents of students in underperforming subgroups.	ACTUAL SUHSD continues to provide numerous parent outreach opportunities for all parents with an emphasis on parents of Low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English proficient pupils.
Actions/Services		
Expenditures	BUDGETED 2.5 See 1.2a and 1.2c above	ESTIMATED ACTUAL The cost associated with improved parent outreach is embedded in 1.2a and 1.2c; Maintain expanded counseling and student support services for all students listed above.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **6**

	PLANNED 2.6 – Maintain .5 FTE Academic Advisor and increase position by .25 FTE (.75 FTE Academic	ACTUAL SUHSD increased the existing .5 FTE Academic Advisor Position to a full time (1 FTE) position for the 2016/2017
Actions/Services		

	Advisor)	school year
Expenditures	**BUDGETED** 2.6 $35,000 .75 FTE Academic Advisor	**ESTIMATED ACTUAL** $38,247 1 FTE Academic Advisor

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **7**

Actions/Services	**PLANNED** 2.7 Maintain or increase percent of EL students re-classified (Baseline=6/29 21% 2015/16)	**ACTUAL** 4/16 EL students were reclassified during the 2016/2017 school year. This represents a 4% increase over 2015/16.
Expenditures	**BUDGETED** See 1.2a, 1.2c and 2.6 above	**ESTIMATED ACTUAL** $19,428

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **8**

Actions/Services	**PLANNED** 2.8 Reinstate 1 FTE Director of Maintenance position for 2016/17 school year.	**ACTUAL** A full time Director of Maintenance (1 FTE) was reinstated in the 2016/2017 school year.
Expenditures	**BUDGETED** $52,000	**ESTIMATED ACTUAL** $ 52,104 Director of Maintenance

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Sutter Union High School District has increased the level of support all students receive. Counselors, Academic Advisor, Director of Student Services and Facility and Maintenance Director positions have be established or re-established. These positions are an essential component of creating a campus and educational system that is inviting and encourages all students to connect with the educational process, their school and community.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Developing schools where individual students feel connected and supported by all stakeholders to make healthy and responsible decisions is the foundation of Sutter Union High School's student's success. We have been very effective in creating an outstanding learning environment for all students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2.1 - 2016/17 action did not include a budget amount or funding source. The information was left off unintentionally, although it was reflected in budget calculations. 2.7 – Original budget reflected "See 1.2a, 1.2c, and 2.6 above". This was an error in the Budgeted Expenditures. Actual Expenditures reflect $19,429, which is an accurate representation of the expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In 17/18 Goal 1 will reflect Priorities 4 and 8. Goal 2 will reflect Priorities 3,5, and 6. Goal 3 will reflect Priorities 1,2, and 7.

Goal 3	Provide professional development specific to the implementation of California Content Standards, train highly qualified teachers and develop new curriculum units and assessments aligned to standards to ensure all students, including underperforming sub-groups achieve at a high level.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
3.1 ELA instructional staff will receive 2nd year Keven Clark training and coaching. 3.2 Social Science, Math and Science instructional staff will receive 1st year Keven Clark training and coaching. 3.3 All instructional staff will receive training for Explicit Direct and/or Fundamental 5 classroom instructional techniques. 3.4 All instructional staff will receive training for Response to Intervention classroom instructional technique. 3.5 Math, ELA, Social Science and Fine Arts departments will continue to utilize PLT's to evaluate student achievement/inform instruction. 3.6 Science, CTE and Physical Education Departments will begin utilizing PLT's to evaluate student achievement and inform instruction.	ELA received 2nd year Clark Consulting and academic coaching. Social Science, Science and Agriculture instructor receive 1st year Clark Consulting and academic coaching training. EDI, RTI and Fundamental 5 instructional strategy review was provided by district staff during in-service training and during monthly teacher trainings. All departments are utilizing PLT's on a regular basis. Primary meetings are during monthly Collaboration Days that are scheduled the last Wednesday of most months. (8 days)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	3.1 Develop and support instructional practices to ensure that all students achieve academic standards with a focus on providing additional attention for low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English proficient pupils.	ELA received 2nd year Clark Consulting and academic coaching. Social Science, Science and Agriculture instructor receive 1st year Clark Consulting and academic coaching training. All staff members have been introduced to "Key Learning Acceleration Principles"

3.1a Continue to implement and refine classroom instructional practice incorporating EDI/Fundamental 5 techniques. 3.1b Provide training to update and improve Advanced Placement Curriculum and Instructional Practices.	All instructional staff continue to incorporate Explicit Direct Instruction and Fundamental 5 instructional strategies into their daily lessons. SUHSD staff did not participate in any Advanced Placement training during the 2016/2017 school year. Curriculum and instruction practices obtained during 2015/2015 AP summer trainings were incorporated during 2016/2017.

Expenditures

BUDGETED	ESTIMATED ACTUAL
3.1 $76,333 Kevin Clark Consulting	$66,500 Kevin Clark Consulting

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Sutter Union High School completed its second year of training and academic coaching provided by Kevin Clark Consulting. This training provides specific techniques designed to improve academic achievement of English Language Learners and Re-designated English language learners. These ELA instructional practices are also very beneficial for all students. 2017/2018 will make the third year of implementation. This implementation will expand to include all subject areas.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Implementing accelerated learning principals into the instructional practice has been very effective in improving student achievement school-wide.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no significant material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In 17/18 Goal 1 will reflect Priorities 4 and 8. Goal 2 will reflect Priorities 3,5, and 6. Goal 3 will reflect Priorities 1,2, and 7. After careful evaluation, stakeholders realized that improving instructional practice (Kevin Clark Consulting Services) was listed as a metric in Goal #1 and Goal #3. It was decided that improving instructional practices would be best listed in Goal #1. Instruction has the single greatest impact on academic achievement for all students. Goal #3 will address curriculum development professional growth, sufficiency of instructional materials and teacher assignments.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Sutter Union High School District held a variety of meetings with stakeholder groups during the 2016/2017 school year. All stakeholders have been included in our school's ongoing self-improvement process. Beginning in August 2016 the stakeholders began reviewing current and historical data that addressed the LCAP priority areas: Conditions of Learning (Basic Services-Implementation of State Standards-Course Access), Pupil Outcomes (Student Achievement-Other Student Performance Indicators) and Engagement (Parent Involvement-Student Involvement-School Climate. All stakeholders evaluated data along with current programs and services to determine strengths and areas in need of improvement for Sutter Union High School District Students. Stakeholder groups involved in the development of the LCAP included; SUHSD School Board Members, Parents, Students, Community Members, Certificated Staff (S.E.A.), Classified Staff, Confidential Staff and Administrative Staff. Training, guidance and input was also provided by School Services of California, Small School District Association, California Department of Education and Sutter County Superintendent of Schools Office.

Parent, Staff, Student and Community Engagement

Sutter Union High School District WASC/LCAP Leadership Team meetings:

October 12, 2016, February 8, 2017, April 9, 2017, May 17, 2017

Sutter Union High School Department Chair Meetings:

September 14, 2016, November 9, 2016, January 18, 2017, March 8, 2017, May 10, 2017

Sutter Union High School Staff Meetings

September 7, 2016, October 5, 2016, November 2, 2016, December 7, 2016, January 11, 2017, February 1, 2017, March 1, 2017, April 5, 2017. May 3, 2017

Sutter Union High School Booster Club Meeting

May 8, 2017

ELAC Parent Meeting

April 26, 2017

Associated Student Body Meeting

April 3, 2017

Agriculture (FFA) Community Advisory Committee Meeting

March 20, 2017

ROP (CTE) Community Advisory Committee Meeting

April 25, 2017

Bargaining Unit:
March 29, 2017

Governing Board:

Meeting Dates

August 9, 2016, September 13, 2016, October 11, 2016, November 8, 2016, December 13, 2016, January 17, 2017, February 14, 2017, March 7, 2017 April 18, 2017, May 9, 2017, **June 13, 2017 (LCAP/Budget Hearing), June 27, 2017 (LCAP/Budget Adoption)**

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

The input received during the process of engaging stakeholders during 2016/2017 school year was instrumental in developing Sutter Union High School District's 2017/2018 LCAP. Discussions surrounded the current actions and services and the results that were generated the past school year. Decisions to keep action plans as is, revise or eliminate were based on careful evaluation and discussion of student academic, behavior and attendance data. The majority of the goals will remain unchanged. Modifications were applied where deemed necessary by stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	**PUPIL OUTCOMES** Increase academic performance for all students with a focus on narrowing the achievement gap for all underperforming subgroups.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Continued efforts are needed maintain and improve academic performance for all students in math. Due to the decline in ELA scores, additional emphasis will be placed on the work started with Kevin Clark. To date all content areas with the exception of math, fine arts, and vocational education have received training in Kevin Clark strategies. The tracking of students with D's and F's is needed in order to better inform decisions at the local level.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
UC a-g completion rate Priority 4C	2015/16- 48/169 (28.4%) 2016/17- 65/167 (39%)	Increase UC a-g completion rate by 1% (Priority 4)	Increase UC a-g completion rate by 1% (Priority 4)	Increase UC a-g completion rate by 1% (Priority 4)
CSU a-g completion rate Priority 4C	2015/16- 56/169 (33.1%) 2016/17 - 79/167 (47.3%)	Increase CSU a-g completion rate by 1% (Priority 4)	Increase CSU a-g completion rate by 1% (Priority 4)	Increase CSU a-g completion rate by 1% (Priority 4)
English Language Arts 11th grade EAP Priority 4G	Data reflects Standard Nearly Met, Standard Met, and Standard Exceeded 2015/16- 92% 2016/17- 81%	Increase percentage of students prepared for college level English (EAP) by 1%. (Priority 4)	Increase percentage of students prepared for college level English (EAP) by 1%. (Priority 4)	Increase percentage of students prepared for college level English (EAP) by 1%. (Priority 4)

Math 11th grade EAP Priority 4G	Data reflects Standard Nearly Met, Standard Met, and Standard Exceeded 2015/16- 55% 2016/17- 63%	Increase percentage of students prepared for college level Math (EAP) by 1%. (Priority 4)	Increase percentage of students prepared for college level Math (EAP) by 1%. (Priority 4)	Increase percentage of students prepared for college level Math (EAP) by 1%. (Priority 4)
Advanced Placement Exams (3+) scores Priority 4F	2015/16-22/61 (32.8%) 2016/17- 39/63 (61.9%)	Increase the number of students passing with a score (3+) by 1%	Increase the number of students passing with a score (3+) by 1%	Increase the number of students passing with a score (3+) by 1%
English Learner progress towards (AMAO1) Priority 4D	2015/16-54% 2016/17- 70%	Increase by 1% the number of EL making progress toward the state Annual Measurable Achievement Outcomes. (AMAO1)	Increase by 1% the number of EL making progress toward the state Annual Measurable Achievement Outcomes. (AMAO1)	Increase by 1% the number of EL making progress toward the state Annual Measurable Achievement Outcomes. (AMAO1)
English Learner Re-classification Priority 4E	2015/16 - 21% (6/29) 2016/17 – 25% (4/16)	Increase the number of EL students reclassified by 1% of the 2016/17 base	Increase the number of EL students reclassified by 1% of the 2017/18 base	Increase the number of EL students reclassified by 1% of the 2018/19 base
API Priority 4B	API is currently not reported	Await guidance from the State	Await guidance from the State	Await Guidance from the State
CAASPP ELA Priority 4A	Data reflects 11th grade students that have Met or Exceeded Grade Level Standards 2015/16 – 69% 2016/17 – 53%	Increase the number of 11th Grade students that have Met or Exceeded Grade Level Standards by 1%	Increase the number of 11th Grade students that have Met or Exceeded Grade Level Standards by 1%	Increase the number of 11th Grade students that have Met or Exceeded Grade Level Standards by 1%
CAASPP Math Priority 4A	Data reflects 11th grade students that have Met or Exceeded Grade Level Standards 2015/16 -22% 2016/17 – 37%	Increase the number of 11th Grade students that have Met or Exceeded Grade Level Standards by 1%	Increase the number of 11th Grade students that have Met or Exceeded Grade Level Standards by 1%	Increase the number of 11th Grade students that have Met or Exceeded Grade Level Standards by 1%
Number of Students with D's and F's on report cards Priority 8	Students Receiving D's 1st Semester 2016– 24.3% 2nd Semester 2017 – 22.5% Students Receiving F's 1st Semester 2016– 9.5% 2nd Semester 2017 – 10%	Decrease the number of students receiving D's or F's in the 1st and 2nd semester by 1%	Continue to decrease the number of students receiving D's or F's in the 1st and 2nd semester by 1%	Continue to decrease the number of students receiving D's or F's in the 1st and 2nd semester by 1%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide standards based, grade level Math curriculum to all students. Increase rigor and provide additional academic support and interventions for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.	Provide standards based, grade level Math curriculum to all students. Increase rigor and provide additional academic support and interventions for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.	Provide standards based, grade level Math curriculum to all students. Increase rigor and provide additional academic support and interventions for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$368,732	Amount	$307,277	Amount	$307,277

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to improve content area instruction for all students with an emphasis on expanding ELD and ELA instructional practices into all subject areas. (Kevin Clark Consulting)	Continue to improve content area instruction for all students with an emphasis on expanding ELD and ELA instructional practices into all subject areas.	Continue to improve content area instruction for all students with an emphasis on expanding ELD and ELA instructional practices into all subject areas.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$66,500	Amount	$66,500	Amount	$66,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Object: 5800	Budget Reference	Object: 5800	Budget Reference	Object: 5800

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide project period for coordination of staff development activities to support common core transition and to develop analytical reading of complex texts, academic vocabulary, expository, persuasive and narrative writing in all subject areas.	Continue to provide project period for coordination of staff development activities to support common core transition and to develop analytical reading of complex texts, academic vocabulary, expository, persuasive and narrative writing in all subject areas.	Continue to provide project period for coordination of staff development activities to support common core transition and to develop analytical reading of complex texts, academic vocabulary, expository, persuasive and narrative writing in all subject areas.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$13,674	Amount	$11,395	Amount	$11,395
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Object: 1000,3000	Budget Reference	Object: 1000,3000	Budget Reference	Object: 1000,3000

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide ELD I and ELD II courses.	Continue to provide ELD I and ELD II courses.	Continue to provide ELD I and ELD II courses.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$23,313	Amount	$19,428	Amount	$19,428
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Object: 1000,3000	Budget Reference	Object: 1000,3000	Budget Reference	Object: 1000,3000

	New	☒ Modified	☐ Unchanged

Goal 2	**ENGAGEMENT** Develop safe, clean and well maintained schools where individual students feel connected and supported by all stakeholders to make healthy and responsible decisions.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Increased efforts to seek input of parents, staff and students is needed in order to improve the current level of service. California Healthy Kids Survey and other local measures will be used in order to streamline the communication process.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate Priority 5E	2015/16 – 100% 2016/17 – 100%	Maintain 100% Graduation Rate	Maintain 100% Graduation Rate	Maintain 100% Graduation Rate
Drop-out Rate Priority 5D	2015/16 – 0% 2016/17 – 0%	Maintain Drop-out Rate of 0%	Maintain Drop-out Rate of 0%	Maintain Drop-out Rate of 0%
Suspension Rate Priority 6A	2015/16 - 9.5% 2016/17 - 6.4%	Maintain or reduce the number of students receiving at least 1 suspension over 2016/17 base	Maintain or reduce the number of students receiving at least 1 suspension over 2017/18 base	Maintain or reduce the number of students receiving at least 1 suspension over 2018/19 base
Expulsion Rate Priority 6B	2015/16 - 0% 2016/17 1/10thof 1%	Maintain or reduce the number of students expelled over 2016/17 base	Maintain or reduce the number of students expelled over 2017/18 base	Maintain or reduce the number of students expelled over 2018/19 base
Attendance Rate Priority 5A	2015/16 - 95.48% 2016/17 - 95.48%	Maintain or increase 2016/17 attendance rate	Maintain or increase 2017/18 attendance rate	Maintain or increase 2018/19 attendance rate
Parent Engagement Priority 3A	100% parent involvement in development of student's 4-year college and career plan (2017)	Maintain 100% parent involvement in development of student's 4-year college and career plan (2018)	Maintain 100% parent involvement in development of student's 4-year college and career plan (2019)	Maintain 100% parent involvement in development of student's 4-year college and career plan (2020)

Student Engagement	100% student participation in development of student's 4-year college and career plan (2017)	Maintain 100% student participation in development of personal 4-year college and career plan (2018)	Maintain 100% student participation in development of personal 4-year college and career plan (2018)	Maintain 100% student participation in development of personal 4-year college and career plan (2018)
Chronic Absenteeism Priority 5B	2015/16 – 7.9% 2016/17 – 5.4%	Reduce chronic absenteeism by 1% of 2016/2017 baseline	Reduce chronic absenteeism by 1% of 2016/2017 baseline	Reduce chronic absenteeism by 1% of 2016/2017 baseline
Student, Parent, Staff Survey Priority 6C	CHKS was not give last year. Other local surveys and outreach to parents has not been streamlined	Administer CHKS Develop and administer local surveys for parents, staff, and students	Continue to administer surveys in order to receive input from parents, staff, and students	Continue to administer surveys in order to receive input from parents, staff, and students
Parent Participation Priority 3B and 3C	Students meet with Academic Advisor and Counselor 4 times per year Senior Parents and Students meet with Academic Advisor and 1 time per year	Maintain students and parent meetings with Academic Advisor and Counselor	Maintain students and parent meetings with Academic Advisor and Counselor	Maintain students and parent meetings with Academic Advisor and Counselor

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Maintain 1 FTE Director of Student Services responsible for Discipline, Attendance, Conflict Resolution, Special Education/504 services, event supervision and facility utilization.	Maintain 1 FTE Director of Student Services responsible for Discipline, Attendance, Conflict Resolution, Special Education/504 services, event supervision and facility utilization.	Maintain 1 FTE Director of Student Services responsible for Discipline, Attendance, Conflict Resolution, Special Education/504 services, event supervision and facility utilization.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$121,279	Amount	$121,279	Amount	$121,279
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Object: 1000,3000	Budget Reference	Object: 1000,3000	Budget Reference	Object: 1000,3000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Maintain 1 FTE Academic Advisor to provide increased student academic support, targeted parent outreach and monitor student progress on individualized Four Year College and Career Plans.	Maintain 1 FTE Academic Advisor to provide increased student academic support, targeted parent outreach and monitor student progress on individualized Four Year College and Career Plans.	Maintain 1 FTE Academic Advisor to provide increased student academic support, targeted parent outreach and monitor student progress on individualized Four Year College and Career Plans.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$64,345	Amount	$64,345	Amount	$64,345
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Object: 2000,3000	Budget Reference	Object: 2000,3000	Budget Reference	Object: 2000,3000

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain 1 FTE Director of Maintenance position to ensure that SUHSD facilities are clean, safe and well maintained.	Maintain 1 FTE Director of Maintenance position to ensure that SUHSD facilities are clean, safe and well	Maintain 1 FTE Director of Maintenance position to ensure that SUHSD facilities are clean, safe and well maintained.

	maintained.	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$79,104	Amount	$79,104	Amount	$79,104
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Object: 2000,3000	Budget Reference	Object: 2000,3000	Budget Reference	Object: 2000,3000

☐ New	☒ Modified	☐ Unchanged

Goal 3	**CONDITIONS OF LEARNING** Provide professional development specific to the implementation of California Content Standards, train highly qualified teachers, promote Quality First Instruction, develop new curriculum units and assessment aligned to content standards to ensure all students, including underperforming sub-groups achieve at a high level.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Fine Arts, Math, and Vocational Education have not been trained on Kevin Clark strategies. Efforts to build capacity will be a focus moving forward. An onsite coach will be utilized in upcoming years in order to continue the work with teachers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide professional development on all state standards; ELA and ELD,	All instructional staff will be have access to and participate in a variety of professional	All instructional staff will be have access to and participate in a variety of professional	All instructional staff will be have access to and participate in a variety of professional	All instructional staff will be have access to and participate in a variety of professional development

Next Generation Science, history/social science and math standards. Priority 2A and 2B	development opportunities based on identified goals and personal professional growth.	development opportunities based on identified goals and personal professional growth.	development opportunities based on identified goals and personal professional growth.	opportunities based on identified goals and personal professional growth.
Pupil access to sufficient textbooks, instructional materials and laboratory science equipment Priority 1B	2015/16 - 0% lacked assigned textbook or instructional materials 2016/17 0% lacked assigned textbook or instructional materials	Maintain 0% of students lacking own assigned textbook or instructional materials	Maintain 0% of students lacking own assigned textbook or instructional materials	Maintain 0% of students lacking own assigned textbook or instructional materials
Teacher Assignments Priority 1A	2016/17 0% of instructional staff teaching outside of their assigned credential	Maintain 0% of instructional staff teaching outside of their assigned credential	Maintain 0% of instructional staff teaching outside of their assigned credential	Maintain 0% of instructional staff teaching outside of their assigned credential
Provide 1 period of release time for an Instructional coach for all subject areas.	Establish a 1/6 FTE Instructional Coach to work with all subject areas.	Establish a 1/6 FTE Instructional Coach to mentor with all subject areas.	Increase Instructional Coach to 2/6 FTE to mentor all subject areas.	Increase Instructional Coach to 3/6 FTE to mentor all subject areas.
Facility Rating Priority 1C	2015/16 "Good Rating" 2016/17 "Good Rating"	Maintain or improve "Good Rating" achieved in 2016/17	Maintain or improve "Good Rating" achieved in 2017/18	Maintain or improve "Good Rating" achieved in 2018/19
Course Schedule Priority 7A	All students are provided a broad course of student	Continue to provide all students with a broad course of study	Continue to provide all students with a broad course of study	Continue to provide all students with a broad course of study
Counseling Services Priority 7B and 7C	Expanded counseling services currently provided to unduplicated pupils and students with exceptional needs	Maintain expanded counseling services for all students with a focus on providing additional support for unduplicated pupils and students with exceptional needs	Maintain expanded counseling services for all students with a focus on providing additional support for unduplicated pupils and students with exceptional needs	Maintain expanded counseling services for all students with a focus on providing additional support for unduplicated pupils and students with exceptional needs

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Provide professional development on all state standards; ELA and ELD, Next Generation Science, history/social science and math standards.	Provide professional development on all state standards; ELA and ELD, Next Generation Science, history/social science and math standards.	Provide professional development on all state standards; ELA and ELD, Next Generation Science, history/social science and math standards.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Object: 5000	Budget Reference	Object: 5000	Budget Reference	Object: 5000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student

	Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide California Content Standard aligned Instructional materials and supplies for all students.	Provide California Content Standard aligned Instructional materials and supplies for all students.	Provide California Content Standard aligned Instructional materials and supplies for all students.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$468,232	Amount	$468,232	Amount	$468,232
Source	LCFF	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	Object: 4000	Budget Reference	Object: 4000	Budget Reference	Object: 4000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Provide 1 period of release time for an Instructional coach for all subject areas.	Provide 2 period of release time for an Instructional coach for all subject areas.	Provide 2 period of release time for an Instructional coach for all subject areas.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$16,084	Amount	$32,966	Amount	$32,966
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Object: 1000,3000	Budget Reference	Object: 1000,3000	Budget Reference	Object: 1000,3000

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**

New ☐ ☒ Modified ☐ Unchanged	New ☐ ☒ Modified ☐ Unchanged	New ☐ ☒ Modified ☐ Unchanged
Maintain expanded counseling services for all students with a focus on providing additional support for low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English proficient pupils.	Maintain expanded counseling services for all students with a focus on providing additional support for low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English proficient pupils.	Maintain expanded counseling services for all students with a focus on providing additional support for low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English proficient pupils.

BUDGETED EXPENDITURES

2017-18

Amount	$145,400
Source	Supplemental
Budget Reference	Object: 1000,3000

2018-19

Amount	$145,400
Source	Supplemental
Budget Reference	Object: 1000,3000

2019-20

Amount	$145,400
Source	Supplemental
Budget Reference	Object: 1000,3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 329,690	Percentage to Increase or Improve Services:	4.75 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In 2017/18 the District is estimated to receive $329,690 in supplemental funding related to low income, foster youth and English learners. These funds will be expended to attain the goals outlined in Section 2, Part A and B. Research indicates that increased counseling, student support services, and providing safe, clean and well maintained facilities has a positive effect on all student's performance. We believe this is the best method to enable all students to meet district goals, with an emphasis on providing additional support for low socioeconomic, foster youth and English learners. Research indicates that students who participate in counseling interventions improved almost a third of a standard deviation more than their peers who did not receive the interventions. The district will continue to support actions that Increase rigor, provide quality first instruction and use of Professional Learning Teams to assess student progress and provide academic interventions for all students that have been unsuccessful. Raising the academic bar and narrowing the achievement gap for all underperforming subgroups will continue to be the focus of the district's resource allocation.

Sutter Union High School calculates its Minimum Proportionality Percentage for low income, foster youth and English learners at 4.75%. The MPP represents an estimated total LCFF Supplemental Funding allocation of $329,690 to be used by the district to increase, improve or enhance services to low income, foster youth and English learners. Sutter Union High School will meet proportionality percentage using quantitative and qualitative methods by spending all of their increased supplemental funding to improve achievement for all students. The District-wide delivery model will be most successful for meeting the needs of all our students.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

    Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

    New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

    Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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