

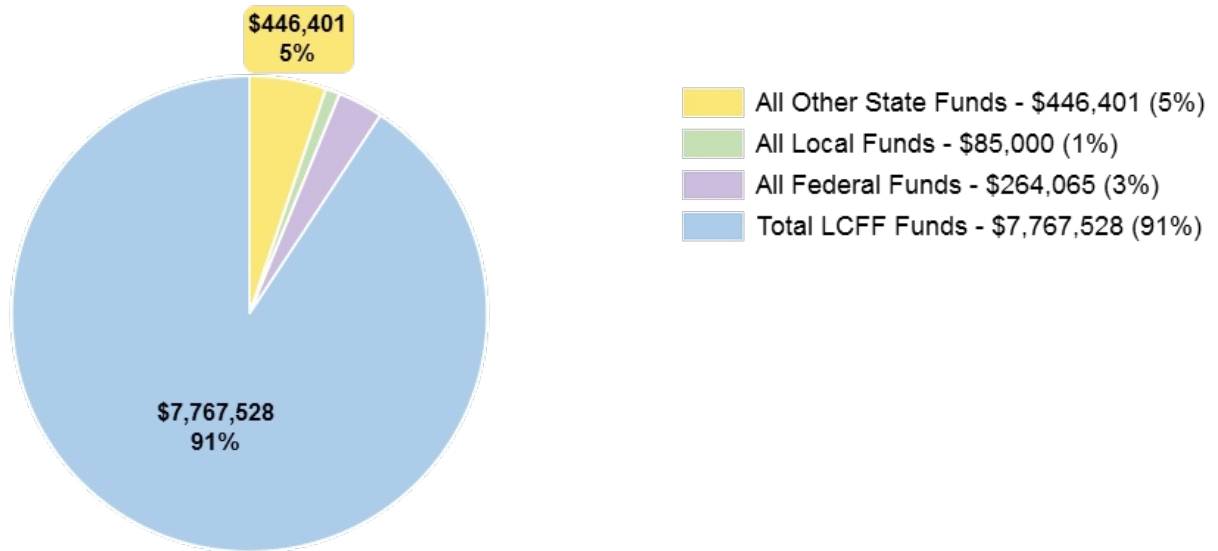
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter Union High
 CDS Code: 51714490000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Ryan Robison | rrobison@sutterhigh.k12.ca.us | 530-822-5161

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

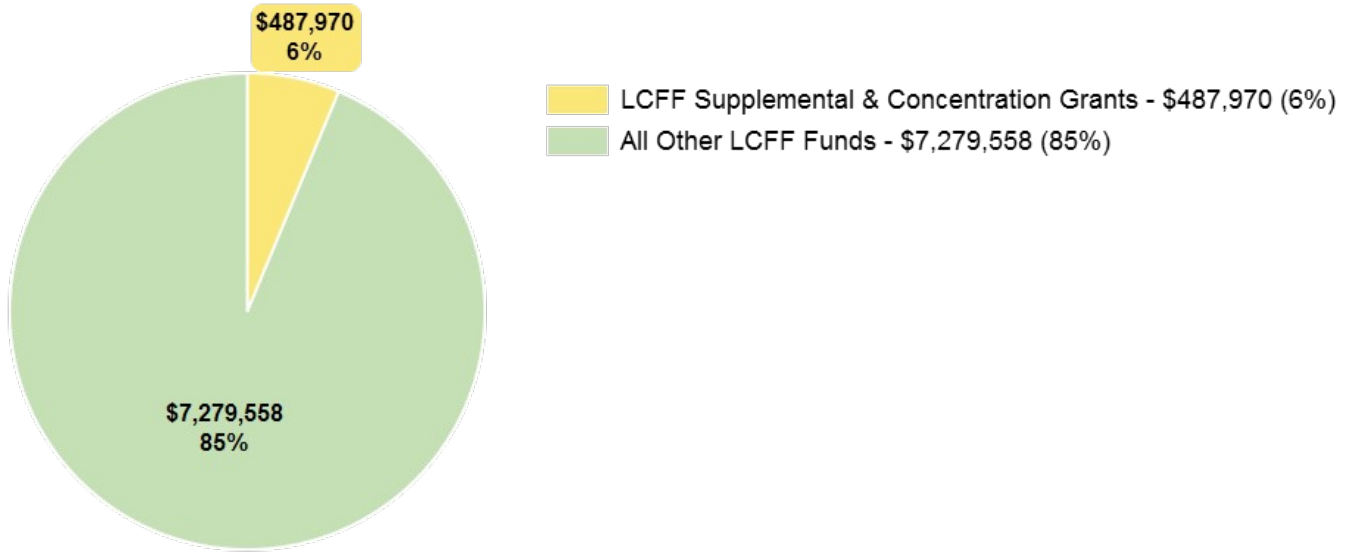
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$446,401	5%
All Local Funds	\$85,000	1%
All Federal Funds	\$264,065	3%
Total LCFF Funds	\$7,767,528	91%

Breakdown of Total LCFF Funds



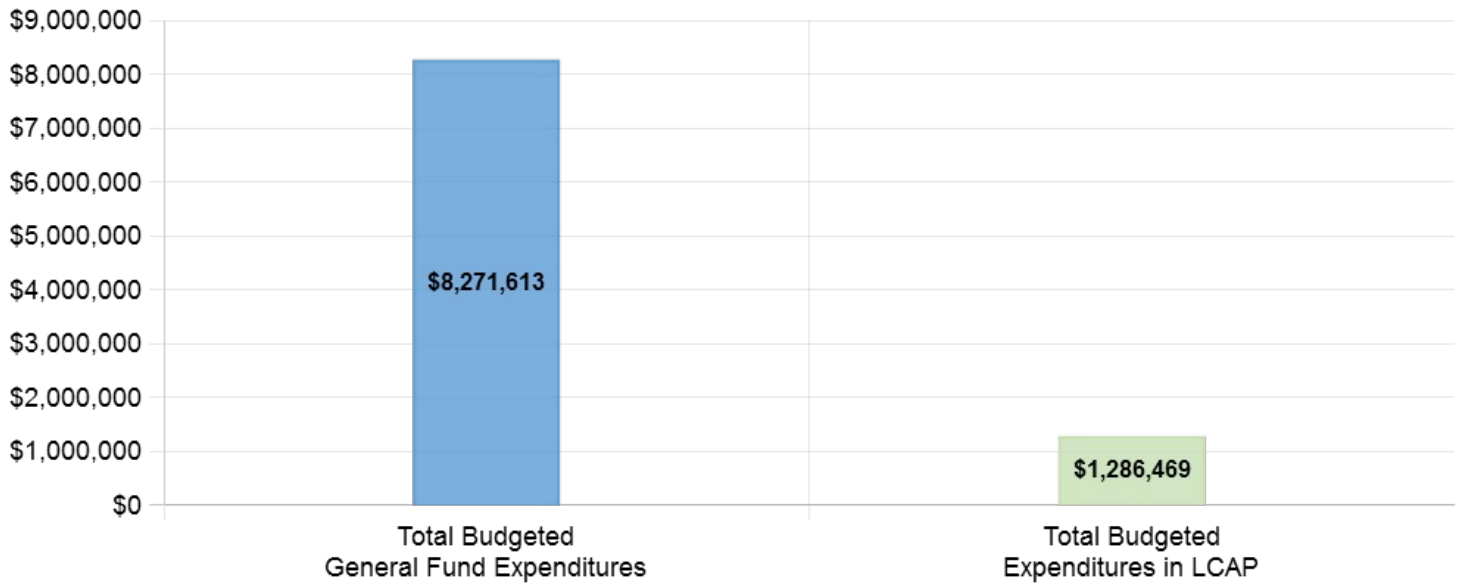
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$487,970	6%
All Other LCFF Funds	\$7,279,558	85%

These charts show the total general purpose revenue Sutter Union High expects to receive in the coming year from all sources.

The total revenue projected for Sutter Union High is \$8,562,994, of which \$7,767,528 is Local Control Funding Formula (LCFF), \$446,401 is other state funds, \$85,000 is local funds, and \$264,065 is federal funds. Of the \$7,767,528 in LCFF Funds, \$487,970 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$8,271,613
Total Budgeted Expenditures in LCAP	\$1,286,469

This chart provides a quick summary of how much Sutter Union High plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sutter Union High plans to spend \$8,271,613 for the 2019-20 school year. Of that amount, \$1,286,469 is tied to actions/services in the LCAP and \$6,985,144 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

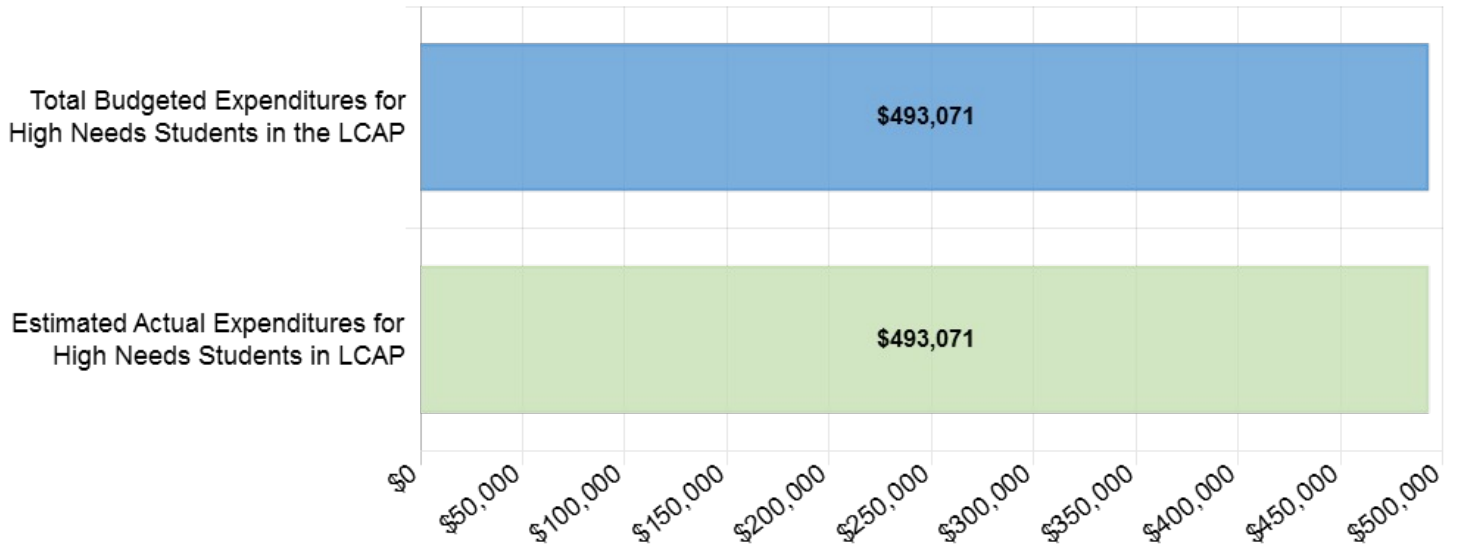
General Fund Budget includes cost of transportation services, special education services, plant maintenance and administration.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Sutter Union High is projecting it will receive \$487,970 based on the enrollment of foster youth, English learner, and low-income students. Sutter Union High must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Sutter Union High plans to spend \$509,554 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$493,071
Estimated Actual Expenditures for High Needs Students in LCAP	\$493,071

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

In 2018-19, Sutter Union High’s LCAP budgeted \$493,071 for planned actions to increase or improve services for high needs students. Sutter Union High estimates that it will actually spend \$493,071 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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: 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

Contact Name and Title

Ryan Robison

Email and Phone

rrobison@sutterhigh.k12.ca.us

Superintendent/Principal

530-822-5161

2017-20 Plan Summary

The Story

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:

Demonstrate Integrity and honesty.

Accept individual and group responsibility.

Demonstrate respect for self and respect of needs, ideas, opinions and property of others.

Critical and Creative Thinkers who:

Identify, locate, acquire and organize information or data.

Use information to make informed decisions and solve problems independently and as a team.

Apply learned skills to real life situations.

Effective Communicators who:

Use basic communication skills; reading, writing, speaking and listening to communicate ideas to others.

Interpret, apply and respond to verbal and written instructions

Express themselves in a variety of media which include art, music and theater.

Technologically Literate Individuals who:

Use technology to solve problems and achieve goals.

Use technology to acquire, evaluate, organize, interpret and communicate data.

Demonstrate a working knowledge of the computer, ability to use applications and efficiently navigate the internet.

Productive and Self Sufficient Members of Society who:

Develop life skills necessary to succeed as a contributing member of a global society.

Demonstrate solid work ethic, punctuality and reliability.

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.

The 2019/2020 LCAP will continue to provide additional academic advising, counseling for all students with additional interventions with students from under performing sub-groups. Additional CTE advising will be provided for all students with a goal of increasing the number of students who are career ready upon

graduation.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Sutter Union High School District continues to achieve a very high graduation rate with 98.5% of students graduating. Preliminary ELA and Math CAASPP test results for Spring 2019 indicate substantial improvement from 2018 results. Fall 2018 CA Schools Dashboard reports the average 11th grader scored 16.7 points above standard in ELA which represents an increase of 9.8 points. Suspensions have been reduced moving the indicator from orange to green with only 3.1% of students being suspended at least once. This represents a decline of 2%. Overall, SUHSD is meeting its goals in nearly all areas.

To maintain and build upon above mentioned success, Sutter Union High School will utilize the WASC "Focus on Learning" process to develop our 2020-2024 LCAP. All stakeholders will continue to evaluate student academic performance, identify areas of growth and align the two processes to ensure congruence that financially supports specific actions that improve student achievement for all students.

Referring to the California School Dashboard, 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

There is a strong need for Sutter Union High School District to input all required information into the LCAP template so that the LCAP document accurately reflect what is being accomplished. Consequently, 5 local indicators have been listed as standards not met, when in actuality they have been met by the district, just not entered as required in a timely manner. Improving Math scores for all students continues to be a district wide goal. the current performance level is orange.

Sutter Union High School will address their greatest need for improvement by involving all stakeholders in a congruent WASC/LCAP process. Improving Math performance for all students continues to be an area of need. According to the Fall 2018 CA Schools Dashboard, "All Students" are in the "Orange" performance category, with the average 11th grade student scoring 69.7 points below standard. This represents a decline of 19.4 points. Although preliminary 2019 results indicate an improvement in 11th

grade Math achievement, much more improvement is needed.

To improve Math achievement, Sutter Union High School will continue to provide Math courses based on student need. Eight intervention level Math class periods will be provided during the 2019-20 school year. The district has adopted a 4 year Math requirement, beginning with the class of 2023 and is currently developing curriculum to meet the needs of all students.

Referring to the California School Dashboard, 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

There is a performance gap between "All Students" and the "Hispanic" student group in ELA. All students scored in the "Green" performance category with the average students scoring 16.7 points above standard in ELA which represents an increase of 9.8 points. However, the "Hispanic" students scored in the "Orange" performance category with the average students scoring 9.1 points below standard in ELA which represents a decline of 4.4 points. Over the past four years, this sub-group has demonstrated overall improvement. This score compares 2017 and 2018 11th grade Hispanic ELA test scores.

Sutter Union High School will continue to focus on "Quality First Instructional Practices", specifically, implementing ELD/ELA instructional practices across all curricular areas. 2019 11th grade ELA test results, once posted to the dashboard, will indicate our current strategy is yielding positive results. The WASC/LCAP 2020-24 development process will refine the existing plan and direct funding to improve this performance area.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Butte View High School.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Butte View High School is developing a plan that includes school-level needs assessment, evidence-based interventions and identification of any resource inequities.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

District Superintendent will monitor school improvement process and work in a collaborative effort with Butte View High School Principal, staff and stakeholders.

Annual Update

LCAP Year Reviewed:

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

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 Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Increase UC a-g completion rate by 1% (Priority 4)

Increase CSU a-g completion rate by 1% (Priority 4)

Actual

2019 UC a-g completion rate 65/166 was 39% an increase of 2%.

2019 CSU a-g completion rate 71/166 was 43% an increase of 2%.

Expected

Increase percentage of students prepared for college level English (EAP) by 1%. (Priority 4)

Increase percentage of students prepared for college level Math (EAP) by 1%. (Priority 4)

Increase the number of students passing with a score (3+) by 1%

Increase by 1% the number of EL making progress toward the state Annual Measurable Achievement Outcomes. (AMAO1)

Increase the number of EL students reclassified by 1% of the 2016/17 base

Await guidance from the State

Increase the number of 11th Grade students that have Met or Exceeded Grade Level ELA Standards by 1%

Actual

72% of 11 grade students met (EAP) Standards. (Increase of 1%)

37% of 11th grade math students met (EAP) Standards (Increase of 6%)

48.3% of students taking AP exams received a score of (3+)

73% of EL students made progress toward (AMAO1)

18% of EL students were reclassified based on 2018/2019 test results.

API has been replaced with an updated accountability system, the CA Schools Dashboard.

72% of 11th grade ELA students met or exceeded Grade level standards. (Increase of 12%)

Expected

Increase the number of 11th Grade students that have Met or Exceeded Grade Level math Standards by 1%

Decrease the number of students receiving D's or F's in ELA and Math by 1%.

Actual

37% of 11th grade math students met or exceeded Grade level standards. (Increase of 1%)

115 students received an "F" in ELA or Math class during the 1st or 2nd semester of the 2017/18 school year.
79 students received an "F" in ELA or Math class during the 1st or 2nd semester of the 2018/2019 school year.

282 students received a "D" in ELA or Math class during the 1st or 2nd semester of the 2017/18 school year.
228 students received a "D" in ELA or Math class during the 1st or 2nd semester of the 2018/19 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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Standards Based, grade level Math curriculum, increased rigor and additional academic support and interventions were provided to all students.

\$368,732
Source: Supplemental
Budget Reference: 1000, 3000

\$368,732
Source: Supplemental
Budget Reference: 1000, 3000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Sutter Union High School has successfully completed a three year plan of providing ELD and ELA instructional practices across all curricular areas. Kevin Clark Consulting facilitated this training and coaching experience. The goal was to train all instructional staff and train an on-campus instructional coach to continue to reinforce and develop ELD and ELA instructional practices.

Action was completed 2017-18

N/A

\$0

Action 3

Planned Actions/Services

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.

Actual Actions/Services

A project period was provided to facilitate implementation of ELD and ELA instructional practices in all subject areas.

Budgeted Expenditures

\$13,674
Source: Supplemental
Budget Reference: 1000, 3000

Estimated Actual Expenditures

\$13,674
Source: Supplemental
Budget Reference: 1000, 3000

Action 4

Planned Actions/Services

Continue to provide ELD I and ELD II courses.

Actual Actions/Services

One period of ELD I and ELD II was provided was provided for qualifying students and students in need of additional support.

Budgeted Expenditures

\$23,313
Source: Supplemental
Budget Reference: 1000, 3000

Estimated Actual Expenditures

\$23,313
Source: Supplemental
Budget Reference: 1000, 3000

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.

Sutter Union High School continues to implement its LCAP in a consistent manner to support continuous student academic achievement. All stakeholders are actively involved implementing the LCAP's actions and services that are congruent with the WASC "Focus on Learning" plan currently being implemented. The successes and challenges reflected in the past four years of the current plan will form a foundation for development of the 2020-24 LCAP/WASC action plan. The greatest identified needs are improving achievement in Math and addressing performance gaps with Hispanic and Low Income subgroups in ELA.

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

Sutter Union High School receives the lowest per student funding of any high school in Sutter County. Despite having essentially the same student demographics as East Nicolaus High School, Sutter receives approximately \$600 per student less. Despite this inequity, Sutter students continue to demonstrate increased academic growth and consistent progress toward achievement of academic standards. Implementation of the plan is both effective and efficient.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures during the 2018/2019 school year. Slight differences occurred based on the changes in staffing and the staff member's per period cost of instruction.

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.

Two additional Instructional Coaching periods will be added during the 2019/2020 school year. The additional periods will focus on ELA/ELD

instructional practices in CTE classes which also include development of CTE curriculum and instructional practices for the new 4 year math required class.

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 Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Maintain 100% Graduation Rate

Maintain Drop-out Rate of 0%

Maintain or reduce the percent of students receiving at least 1 suspension over 2017/18 base

Actual

100% graduation rate was achieved in 2019

0% drop-out rate was achieved in 2019

2.1% of students were suspended in 2019

Expected

Maintain or reduce the number of students expelled over 2017/18 base

Maintain or increase 2017/18 attendance rate

Maintain 100% parent involvement in development of student's 4-year college and career plan (2019)

Maintain 100% student participation in development of personal 4-year college and career plan (2018)

Reduce chronic absenteeism by 1% of 2016/2017 baseline

Administer surveys in order to receive input from parents, staff, and students

Maintain students and parent meetings with Academic Advisor and Counselor

Actual

0 expulsions during the 2018/19 school year

2018/2019 attendance rate was 94.9% (.01% decrease)

100% of graduating senior's parents met with an academic advisor or counselor to review their student's 4 year college and career plan.

100% of students (9-12) participated in the development of a personal 4-year college and career plan. Activities were embedded in all Social Science classes.

2018/2019 chronic absenteeism rate was 94.9% (.01% decrease)

Parent, student and community input continues to be received in an informal basis. One to one, small group and at meetings organized around school organizations.

All students meet regularly with an Academic Advisor and Counselor during the 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain 1 FTE Director of Student Services responsible for Discipline, Attendance, Conflict Resolution, Special Education/504 services, event supervision and facility utilization.</p>	<p>Sutter Union High School maintained 1 FTE Director of Student Services for the 2018/2019 school year.</p>	<p>\$121,279 Source: Supplemental Budget Reference: 1000, 3000</p>	<p>\$121,279 Source: Supplemental Budget Reference: 1000, 3000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Sutter Union High School District maintained 1 FTE Academic Advisor position during the 2018/2019 school year.</p>	<p>\$64,345 Source: Supplemental Budget Reference: 2000, 3000</p>	<p>\$64,345 Source: Supplemental Budget Reference: 2000, 3000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Maintain 1 FTE Director of Maintenance position to ensure that SUHSD facilities are clean, safe and well maintained.

Sutter Union High School District maintained 1 FTE Director of Maintenance position during the 2018/2019 school year.

\$79,104
Source: Supplemental
Budget Reference: 2000, 3000

\$79,104
Source: Supplemental
Budget Reference: 2000, 3000

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.

Sutter Union High School continues to provide extensive counseling, academic and student support services for all students. The campus is safe, clean and well maintained. All students are provided textbooks and related instructional materials. Adequate State funding continues to challenge Sutter Union High School, which despite being the lowest funded high school in California, is still held to the same standards for student achievement as similar schools. The need for additional funding to increase socio-emotional counseling services for students has been identified but not addressed by funding for the 2019/20 school year.

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

Sutter Union High School continues to utilize its limited resources to effectively achieve the goal of connecting all students to their school. All graduating seniors and their parents or guardians actively participate in the process of developing a 4 year college and career plan. Graduation rate continues to beat state and national trend and remains near 100%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no 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.

There are no changes made to this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

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 Priorities: 1, 2, 7

Local Priorities:

Annual Measurable Outcomes

Expected

All instructional staff will be have access to and participate in a variety of professional development opportunities based on identified goals and personal professional growth.

Maintain 0% of students lacking own assigned textbook or instructional materials

Actual

All insructional staff had access to a variety of professional opportunities based on identified based on their identified goals and personal professional growth.

All Sutter Union High School District students had access to their own assigned textbook or district provided instructional materials.

Expected

Maintain 0% of instructional staff teaching outside of their assigned credential

Increase Instructional Coach to 2/6 FTE to mentor all subject areas.

Maintain or improve "Good Rating" achieved in 2017/18

Continue to provide all students with a broad course of study.

Maintain expanded counseling services for all students with a focus on providing additional support for unduplicated pupils and students with exceptional needs

Actual

All instructional staff taught within their assigned credential area.

Sutter Union High School District provided 1/6 FTE Instructional Coach to mentor all subject areas.

Sutter Union High School District campus recieved an overall rating of "Good" on the May 12. 2019 SAB Facility Inspection Tool evaluation.

All Sutter Union High School students were provided access to a broad course of study.

Sutter Union High School District continued to provide expanded counseling services for all students with a focus on providing additional support for students from high risk sub groups.

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 Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide professional development on all state standards; ELA and ELD, Next Generation Science, history/social science and math standards.

Sutter Union High School District provided extensive professional development opportunities on all state standards, ELA and ELD, Next Generation Science, history/social science and math standards.

\$10,000
Source: Supplemental
Budget Reference: 5000

\$10,000
Source: Supplemental
Budget Reference: 5000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide California Content Standard aligned Instructional materials and supplies for all students.

Sutter Union High School District continues to provide California Content Standard aligned instructional materials and supplies for all students.

\$468,858
Source: LCFF
Budget Reference: 4000

\$468,858
Source: LCFF
Budget Reference: 4000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide 2 period of release time for an Instructional coach for all subject areas.

1 period (1/6 FTE) was provided for the purpose of providing instructional coaching for instructional staff in all subject areas.

\$32,966
Supplemental:
Budget Reference: 1000, 3000

\$32,966
Supplemental:
Budget Reference: 1000, 3000

Action 4

Planned Actions/Services

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.

Actual Actions/Services

Sutter Union High School provided 1 FTE Counseling position for the 2018/2019 school year.

Budgeted Expenditures

\$91,600
Supplemental:
Budget Reference: 1000, 3000

Estimated Actual Expenditures

\$91,600
Supplemental:
Budget Reference: 1000, 3000

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Sutter Union High School continues to implement an educational plan that is congruent with goals and objectives identified through the WASC Focus on Learning accreditation process. Sutter Union High School has six new instructional staff members starting the 2019/20 school year. Additional staff development and coaching resources will need to be allocated to the new teachers. Staff training will need to be included in development of the 2020-24 LCAP.

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

Sutter Union High School's implementation process is effective despite the fact that the district is one of if not the lowest funded high school in the state of California.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was one material difference noted in Goal 3 - Action 3. Two periods of release time for an instructional coach was budgeted(\$32,966) but only 1 period was utilized. (\$16,084)

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.

Two additional prep periods will be funded for the purpose of providing instructional coaches for ELD/ELA instructional practices, CTE instructional practices and curriculum development.

Stakeholder Engagement

LCAP Year: 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 2018/19 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:

August 15, October 10, January 16, March 13 and April 10

Sutter Union High School Department Chair Meetings:

September 12, November 14, December 12 and February 13

Sutter Union High School Staff Meetings

August 15, September 5, October 3, November 7, December 5, January 9, February 6, March 6, April 3 and May 1

ELAC Parent Meeting

April 24, 2019

Associated Student Body Meeting

April 3, 2017

Agriculture (FFA) Community Advisory Committee Meeting

March 18, 2019

Bargaining Unit:

March 27, 2019

Governing Board:

Meeting Dates

August 8, 2018, September 11, 2018, October 9, 2018, November 13, 2018, December 11, 2018, January 15, 2019, February 12, 2019, March 12, 2019, April 10, 2019, May 14, 2019, June 11, 2019 (LCAP/Budget Hearing), June 25, 2019 (LCAP/Budget Adoption)

Impact on LCAP and Annual Update

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

The input received during the process of engaging stakeholders during 2018/19 school year was instrumental in developing Sutter Union High School District's 2019/20 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.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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 Priorities: 4, 8

Local Priorities:

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 Measureable 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%) 2017/18 - 60/164 (37%) 2018/19 - 65/166 (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%) 2017/18 - 67/164 (41%) 2018/19 - 71/166 (43%)	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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts 11th grade EAP Priority 4G	Data reflects Standard Nearly Met, Standard Met, and Standard Exceeded 2015/16- 92% 2016/17- 81% 2017/18 - 87% 2018/19 - 92%	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% 2017/18 - 64% 2018/19 - 65%	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%) 2017/18 - 29/58 (50%) 2018/19 - 29/60 (48.3%)	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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner progress towards (AMAO1) Priority 4D	2015/16-54% 2016/17- 70% 2017/18 - 73% 2018/19 - 73%	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) 2017/18 - 42% (5/11) 2018/19 - 18% (2/11) (New ELPAC)	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 2016/17 base	Increase the number of EL students reclassified by 1% of the 2016/17 base
API Priority 4B	API is currently not reported	Await guidance from the State	Await guidance from the State	API has been replaced with an updated accountability system, the CA Schools DASHBOARD

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

CAASPP ELA
Priority 4A

Data reflects 11th grade students that have Met or Exceeded Grade Level Standards
 2015/16 – 69%
 2016/17 – 53%
 2017/18 - 64%
 2018/19 - 72%

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%
 2017/18 - 36%
 2018/19 - 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%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Number of Students with D's and F's on report cards
Priority 8

Students Receiving D's
1st Semester 2016– 24.3% 1st Semester 2017 - 29.2% 1st Semester 2018 -20% 2nd Semester 2017 – 22.5% 2nd Semester 2018 - 30.9% 2nd Semester 2019 -22.7%

Students Receiving F's
1st Semester 2016– 9.5% 1st Semester 2017 - 10.7% 1st Semester 2018 - 6% 2nd Semester 2017 – 10% 2nd Semester 2018 -12.2% 2nd Semester 2019 -9%

Decrease the number of students receiving D's or F's in the 1st and 2nd semester by 1%

Decrease the number of students receiving D's or F's in ELA and Math by 1%.

Decrease the number of students receiving D's or F's in ELA and Math 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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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,

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,

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.

English learners and re-designated English learners.

English learners and re-designated English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$368,732	\$368,732	\$368,732
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000, 3000	1000, 3000	1000, 3000

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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)

Sutter Union High School has successfully completed a three year plan of providing ELD and ELA instructional practices across all curricular areas. Kevin Clark Consulting facilitated this training and coaching experience. The goal was to train all instructional staff and train an on-campus instructional coach to continue to reinforce and develop ELD and ELA instructional practices.

Sutter Union High School has successfully completed a three year plan of providing ELD and ELA instructional practices across all curricular areas. Kevin Clark Consulting facilitated this training and coaching experience. The goal was to train all instructional staff and train an on-campus instructional coach to continue to reinforce and develop ELD and ELA instructional practices.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$66,500

N/A

N/A

Source

Supplemental

N/A

N/A

Year	2017-18	2018-19	2019-20
Budget Reference	5800	N/A	N/A

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$13,674	\$13,674	\$13,674
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000, 3000	1000, 3000	1000, 3000

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year

2017-18

2018-19

2019-20

Amount

\$23,313

\$19,428

\$19,428

Source

Supplemental

Supplemental

Supplemental

Budget Reference

1000, 3000

1000, 3000

1000, 3000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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 Priorities: 3, 5, 6

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<p>Graduation Rate Priority 5E</p>	<p>2015/16 – 100% 2016/17 – 100% 2017/18 - 100% 2018/19 - 100%</p>	<p>Maintain 100% Graduation Rate</p>	<p>Maintain 100% Graduation Rate</p>	<p>Increase graduation rate to 100%</p>
<p>Drop-out Rate Priority 5D</p>	<p>2015/16 – 0% 2016/17 – 0% 2017/18 - 0% 2018/19 - 0%</p>	<p>Maintain Drop-out Rate of 0%</p>	<p>Maintain Drop-out Rate of 0%</p>	<p>Maintain Drop-out Rate of 0%</p>
<p>Suspension Rate Priority 6A</p>	<p>2015/16 - 9.5% 2016/17 - 6.4% 2017/18 - 2.7% 2018/19 - 2.1%</p>	<p>Maintain or reduce the number of students receiving at least 1 suspension over 2016/17 base</p>	<p>Maintain or reduce the number of students receiving at least 1 suspension over 2017/18 base</p>	<p>Maintain or reduce the number of students receiving at least 1 suspension over 2018/19 base</p>
<p>Expulsion Rate Priority 6B</p>	<p>2015/16 - 0% 2016/17 1/10th of 1% 2017/18 - 0% 2018/19 - 0%</p>	<p>Maintain or reduce the number of students expelled over 2016/17 base</p>	<p>Maintain or reduce the number of students expelled over 2017/18 base</p>	<p>Maintain or reduce the number of students expelled over 2018/19 base</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate Priority 5A	2015/16 - 95.48% 2016/17 - 95.48% 2017/18 - 95% 2018/19 - 94.9%	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) 100% parent involvement in development of student's 4-year college and career plan (2018) 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 (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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Engagement	100% student participation in development of student's 4-year college and career plan (2017) (2018) (2019)	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% 2017/18 - 8.9% 2018/19 - 8.4%	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	California Healthy Kid Survey was not administered. Other local surveys and outreach to parents has not been streamlined	Administer CHKS Develop and administer local surveys for parents, staff, and students	Administer surveys in order to receive input from parents, staff, and students	Continue to administer surveys related to school safety and contentedness in order to receive input from parents, staff, and students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 student and parent meetings with Academic Advisor and Counselor including unduplicated students and students with exceptional needs

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$64,345	\$64,345	\$64,345
Source	Supplemntal	Supplemntal	Supplemntal
Budget Reference	2000, 3000	2000, 3000	2000, 3000

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Maintain 1 FTE Director of Maintenance position to ensure that SUHSD facilities are clean, safe and well maintained.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

Maintain 1 FTE Director of Maintenance position to ensure that SUHSD facilities are clean, safe and well maintained.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Maintain 1 FTE Director of Maintenance position to ensure that SUHSD facilities are clean, safe and well maintained.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$79,104	\$79,104	\$79,104
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000, 3000	2000, 3000	2000, 3000

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

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 Priorities: 1, 2, 7

Local Priorities:

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Provide professional development on all state standards; ELA and ELD, Next Generation Science, history/social science and math standards.
Priority 2A and 2B

All instructional staff will be have access to and participate in a variety of professional development opportunities based on identified goals and personal professional growth.

All instructional staff will be have access to and participate in a variety of professional development opportunities based on identified goals and personal professional growth.

All instructional staff will be have access to and participate in a variety of professional development opportunities based on identified goals and personal professional growth.

All instructional staff will be have access to and participate in a variety of professional development 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
2017/18 - 0% lacked assigned textbook or instructional materials
2018/19 - 0% lacked assigned texbook or instructinal 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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Teacher Assignments Priority 1A

2016/17 0% of instructional staff teaching outside of their assigned credential
 2017/18 0% of instructional staff teaching outside of their assigned credential
 2018/19 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 work 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"
 2017/18 "Good Rating"
 2018/19 "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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Course Schedule Priority 7A	All students are provided 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.	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 and communication for all students with a focus on providing additional support for unduplicated pupils and students with exceptional needs

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

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year

2017-18

2018-19

2019-20

Amount

\$10,000

\$10,000

\$10,000

Source

Supplemental

Supplemental

Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	5000	5000	5000

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$468,858	\$468,858	\$468,858
Source	LCFF	LCFF	LCFF
Budget Reference	4000	4000	4000

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 3 periods of release time for an Instructional coach for all subject areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,084	\$32,966	\$49,449
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000, 3000	1000, 3000	1000, 3000

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$145,400	\$91,600	\$91,600
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000, 3000	1000, 3000	1000, 3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$450,790

6.53%

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.

In 2018/19 the District is estimated to receive \$450,790 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 6.53%. The MPP represents an estimated total LCFF Supplemental Funding allocation of \$450,790 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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$487,970

6.80%

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 2019/20 the District is estimated to receive \$487,970 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 7%. The MPP represents an estimated total LCFF Supplemental Funding allocation of \$487,970 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.