

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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

Superintendent/Principal

Email and Phone

rrobison@sutterhigh.k12.ca.us

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 2018/2019 LCAP will provide additional Academic Advising and CTE counseling for all students. 9th and 10th grade students will also be provided access to an on-line career portfolio platform that will also provide guidance on the importance of establishing a positive digital footprint.

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

All students are in the "Blue" performance Category for the Graduation Indicator. Status is "Very High" at 100% Status has "Maintained" by 0.2%.

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

All students are in the "Orange" performance Category for the Suspension Indicator. Status is "Medium" at 4.1% This represents an "Increase" of 0.3%.

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

Sutter Union High School does not have any student group performing two or more performance level

below the "all student" performance level on any state indicator.

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.

Increased or Improved Services

Unduplicated students will receive increased and improved academic advising services as well as CTE counseling.

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	8,039,803
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	7,459,810

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.

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	7,459,810

Annual Update

LCAP Year Reviewed: 2017-18

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

ACHIEVEMENT

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% of the base year.
(Priority 4)

Actual

36.5% (60/164) of the 2018 seniors graduating from Sutter Union High School met UC a-g requirements. This represents a decrease of 2.9% from 2017 and a 8.1% increase over the 2016 Base year of 28.4%.

Expected

Increase CSU a-g completion rate by 1% of the base year.
(Priority 4)

Increase percentage of students prepared for college level English (EAP) by 1%.
(Priority 4) (Standard Nearly Met, Standard Met, Standard Exceeded)

Increase percentage of students prepared for college level Math (EAP) by 1%.
(Priority 4) (Standard Nearly Met, Standard Met, Standard Exceeded)

Increase the number of students passing an Advanced Placement Test with a score (3+) by 1% of base year.

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

Increase the number of EL students reclassified by 1% of the base year.

Actual

40.9% of the 2018 seniors graduating from Sutter Union High School met CSU a-g requirements. This represents a decrease of 6.4% from 2017 and a 7.8% increase over the 2016 Base year of 33.1%.

87% of 11 grade students taking the Spring 2018 ELA (EAP) test achieved ready/conditionally ready for college level math. This represents a 6% increase over 2017 ELA test results.

64% of 11 grade students taking the Spring 2018 Math (EAP) test achieved ready/conditionally ready for college level math. This represents a 1% increase over 2017 Math test results.

Spring 2018 AP test results have not been released

Spring 2018 Test results have not been released.

Spring 2018 test results have not been released.

Expected

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

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

Decrease the number of students receiving at least one D in the first semester by 1% of base year.
Decrease the number of students receiving at least one D in the second semester by 1% of base year.

Decrease the number of students receiving at least one F in the first semester by 1% of base year.
Decrease the number of students receiving at least one F in the second semester by 1% of base year.

Actual

64% of 11th Grade students met or exceed 2018 CAASPP Grade Level ELA Standards. This represents a 9% increase over 2017 of 53%.

31% of 11th Grade students met or exceeded the 2018 CAASPP Grade Level Math Standards. This represents a 6% reduction below 2017 results of 37%.

211/724 (29.2%) students received at least one D during the Fall 2017 semester. This represents a 4.9% increase over 2016 results.

224/724 (30.9%) students received at least one D during the Spring 2018 semester. This represents a Increase over

78/724 (10.7%) students received at least one F in the Fall 2017 semester. This represents .4% increase over 2016 results.
88/724 (12.2%) students received at least one F in the Spring 2018 semester. This represents a .9% increase over 2017 results.

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

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 Actions/Services

Standards based, grade level math curriculum was provided to all 9th-11th grade students as well as 12th grade students taking a fourth year of math as an elective. Academic support was provided for all students.

Budgeted Expenditures

Amount: \$368,732
 Source: Supplemental
 Budget Reference: 4000

Estimated Actual Expenditures

Amount: \$366,131
 Source: Supplemental
 Budget Reference: 4000

Action 2

Planned 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)

Actual Actions/Services

All teachers were provided ongoing in-service during the 2017/2018 school year with an emphasis on expanding ELD and ELA instructional practices to all subject areas. Staff received monthly training sessions organized by departments as well as intensive coaching and peer observation opportunities in the classroom.

Budgeted Expenditures

Amount: \$66,500
 Source: Supplemental
 Budget Reference: 5800

Estimated Actual Expenditures

Amount: \$66,500
 Source: Supplemental
 Budget Reference: 5800

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

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

Estimated Actual Expenditures

Amount: \$14,757
Source: Supplemental
Budget Reference: 1000, 3000

(Rick Tuttle-1 Period

Action 4

Planned Actions/Services

Continue to provide ELD I and ELD II courses.

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

Amount: \$20,950
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 actions and services that are congruent with all of the plan's goals.

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 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 experienced during the 2017/2018 school year. Slight differences occurred based on 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.

There will be three changes implemented for the 2018/2019 school year. 1. UC and CSU a-g course completer (EAMO) will be combined into one outcome. 2. The analysis of students receiving D and F grades by semester will be evaluated by students receiving a D or F in ELA and Math courses. 3. Action #4, Kevin Clark training has concluded its third year. As planned, all teacher have received intensive ELA/ELD training. The techniques will now be reinforced by an instructional coach. (See Goal 3, Action #4)

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

Actual

167 out of 168 (99.4%) Sutter Union High School Students graduated on June 1, 2018.

One student was deficient by 1.5 credits and is currently attending Summer School to earn a diploma

Expected

Maintain Drop-out Rate of 0%

Maintain or reduce the number of students receiving at least 1 suspension over 2016/17 base

Maintain or reduce the number of students expelled over 2016/17 base

Maintain or increase 2016/17 attendance rate

Maintain 100% parent involvement in development of student's 4-year college and career plan (2018)

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

Actual

1/168 (.6%) Sutter Union High School Students did not earn enough credits to receive a diploma on June 1, 2018.

This student is currently working with instructional staff to earn 1.5 credits in Economics in order to graduate.

20 students received at least 1 suspension from Sutter Union High School during the 2017/18 school year.

No students were expelled from Sutter Union High School during the 2017/2018 school year.

Sutter Union High School achieved a 95% overall attendance rate for the 2017/2018 school year.

100% of parents of Senior (Class of 2018) students participated in parent /student conferences with an Academic Advisor to evaluate the student's 4-year college and career plan.

All students participate in a four year process that focuses on the development of a personal 4-year college and career plan. Benchmark activities are completed in Social Science classes each year culminating in a Senior year job shadow and submission of the portfolio.

Expected

Reduce chronic absenteeism by 1% of 2016/2017 baseline

Administer CHKS
Develop and administer local surveys for parents, staff, and students

Maintain students and parent meetings with Academic Advisor and Counselor

Actual

Sutter Union High School achieved a 8.9% chronic absenteeism rate for the 2017.18 school year.

Sutter Union High School District did not administer the CHKS during the 2017/2018 school year.

Academic Advising and Counseling meetings were conducted with all students.

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

Maintain 1 FTE Director of Student Services responsible for Discipline, Attendance, Conflict Resolution, Special Education/504 services, event supervision and facility utilization.

Actual Actions/Services

Sutter Union High School staffed 1 FTE Director of Student Services for the 2017/2018 school year.

Budgeted Expenditures

Amount: \$121,279
Source: Supplemental
Budget Reference: 1000, 3000

Estimated Actual Expenditures

Amount: \$121,279
Source: Supplemental
Budget Reference: 1000, 3000

Action 2

Planned 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.

Actual Actions/Services

Sutter Union High School staffed 1 FTE Academic Advisor for the 2018/2019 school year.

Budgeted Expenditures

Amount: \$64,345
Source: Supplemental
Budget Reference: 2000, 3000

Estimated Actual Expenditures

Amount: \$64,345
Source: Supplemental
Budget Reference: 2000, 3000

Action 3

Planned Actions/Services

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

Actual Actions/Services

Sutter Union High School staffed 1 FTE Director of Maintenance for the 2018/2019 school year.

Budgeted Expenditures

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

Estimated Actual Expenditures

Amount: \$79,104
Source: \$79,104
Budget Reference: 2000, 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 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.

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

Sutter Union High School is using its limited resources to effectively achieve the goal of connecting all students to Sutter Union High School. Nearly all goals are being met. Overall school-wide attendance rate dropped by .48% and Chronic Absenteeism increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were 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.

Sutter Union High School will incorporate an electronic portfolio platform for 9th and 10th grade students during the 2017/2018 school year. Students will utilize goenounce to develop their 4-year college and career plan.

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 instructional staff were provided professional development opportunities. Intensive ELD/ELA training/coaching was provided for all instructional staff.

All students were provided required textbooks or instructional materials.

Expected

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

Establish a 1/6 FTE Instructional Coach to mentor with all subject areas.

Maintain or improve "Good Rating" achieved in 2016/17

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 assigned within the authorization of their assigned credential

Sutter Union High School provided 1/6 FTE Instructional Coach to facilitate ELD/ELD instructional practices across the curriculum.

Sutter Union High School received a "Good Rating" on the 2017/2018 State of California "Facility Inspection Tool"

Sutter Union High School provides a wide range of classes for all students. The course of study includes University Prep, Honors and Advanced Placement as well as CTE/Vocational Education.

Sutter Union High School continues provide counseling services with a focus on providing additional support for unduplicated pupils and students in need of additional academic and social/emotional support.

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

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

Actual Actions/Services

Sutter Union High School provided professional development opportunities for all staff members.

Budgeted Expenditures

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

Estimated Actual Expenditures

Amount: \$8,961

Action 2**Planned Actions/Services**

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

Actual Actions/Services

California Content Standards aligned instructional materials were provided for all students.

Budgeted Expenditures

Amount: \$468,232
Source: LCFF
Budget Reference: 4000

Estimated Actual Expenditures

Amount: \$444,168

Action 3**Planned Actions/Services**

Provide 1 period of release time for an Instructional coach for all subject areas.

Actual Actions/Services

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

Budgeted Expenditures

Amount: \$16,084
Source: Supplemental
Budget Reference: 1000, 3000

Estimated Actual Expenditures

Amount: \$ 14,757
Source: 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 2017/2018 school year.

Budgeted Expenditures

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

Estimated Actual Expenditures

Amount: \$91,600
Source: 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 District efficiently allocated its limited resources to continue to improve the quality of instruction in all departments. The district investment in ELD/ELA instructional practice is driving improved student achievement.

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

Outcome data indicates that the district is meeting its objectives for student achievement. Of particular note are the improvements made by historically under served student populations. The achievement gap is beginning to narrow.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was one material difference noted in 2017/2018 expenditures utilized to achieve Goal #3. An incorrect amount was listed for the cost of the additional counselor identified in Action #4 listed above. The actual cost was \$91,600. \$145,400 was listed and reflected the cost of 1 FTE counselor and 1 FTE Academic Advisor. The cost of the Academic Advisor was listed in Goal 2, Action 2, Academic Advisor.

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.

Goal #3, Action #4, 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, will be moved to Goal #2. Outcome #7 which corresponds to Goal #3, Action #4 will also be moved to Goal #2. Outcome #5, Maintain or improve "Good Rating" on OPSC "FIT" will also be moved to Goal #2. These changes better align Goal #2 with actions and outcomes that better support the objective.

Stakeholder Engagement

LCAP Year: 2018-19

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 2017/2018 school year. All stakeholders have been included in our school's ongoing self-improvement process. Beginning in August 2017 through June 2018 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.

WASC/LCAP Leadership Team: 10/11/17, 2/14/18, 4/18/18, 5/16/18

Department Chair Meetings: 9/13/17, 11/8/17, 1/17/18, 3/14/18, 5/9/18

Staff Meetings: 8/9/17, 9/6/17, 10/4/17, 11/1/17, 12/6/17, 1/10/18, 2/7/18, 3/7/18, 4/11/18, 5/2/18,

Booster Club Meeting: 9/13/17, 5/14/18

E.L.A.C: 8/30/17, 3/28/18

Associated Student Body Meeting: 5/1/18

Agriculture(FFA) Community Advisory Committee Meeting: 5/2/18

ROP/CTE Community Advisory Committee Meeting: 5/2/18

Governing Board: 8/8/17, 9/12/17, 10/10/17, 11/14,17, 12/12/17, 1/9/19, 2/13/18, 3/13/18,4/10/18

5/8/18, 6/12/18(LCAP Public Hearing), 6/26/18 (LCAP 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 2017/2018 school year was instrumental in developing Sutter Union High School District's 2018/2019 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.

(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%)	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%)	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%	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%	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 - Results Pending	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 - Results Pending	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 - Results Pending	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	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% 2017/18 - 64%	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

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%

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% 1st Semester 2017 - 29.2%
2nd Semester 2017 – 22.5% 2nd Semester 2018 - 30.9%

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

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)

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

Modified

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

Provide standards based, grade level Math curriculum to all students. Increase rigor and provide additional academic support and

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.

interventions for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

interventions for all students including low socioeconomic students, foster youth, students with disabilities, English learners and re-designated English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$368,732	\$307,277	\$307,277
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000	4000	4000

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

Year	2017-18	2018-19	2019-20
Source	Supplemental	N/A	N/A
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)

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

Unchanged

Modified

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	\$11,395	\$11,395
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

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	\$56,313	\$19,428	\$19,428
Source	Supplemental	Supplemental	Supplemental

Year

2017-18

2018-19

2019-20

**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%</p>	<p>Maintain 100% Graduation Rate</p>	<p>Maintain 100% Graduation Rate</p>	<p>Maintain 100% Graduation Rate</p>
<p>Drop-out Rate Priority 5D</p>	<p>2015/16 – 0% 2016/17 – 0% 2017/18 - 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%</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%</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>
<p>Attendance Rate Priority 5A</p>	<p>2015/16 - 95.48% 2016/17 - 95.48% 2017/18 - 95%</p>	<p>Maintain or increase 2016/17 attendance rate</p>	<p>Maintain or increase 2017/18 attendance rate</p>	<p>Maintain or increase 2018/19 attendance rate</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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% 2017/18 - 8.9%	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

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 students and parent meetings with Academic Advisor and Counselor

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)

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

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

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 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.

2018-19 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.

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.

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

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 maintained.

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
--------------------	----------	---------	---------	---------

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

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	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"	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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

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)

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

Modified

2017-18 Actions/Services

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

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

Unchanged

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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
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	\$468,232	\$468,232	\$468,232
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)

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

New

Modified

Unchanged

2017-18 Actions/Services

Provide 1 period of release time for an Instructional coach for all subject areas.

2018-19 Actions/Services

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

2019-20 Actions/Services

Provide 2 period 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	\$32,966
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

All Students

Location(s)

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

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

\$145,400

\$145,400

Year	2017-18	2018-19	2019-20
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

\$450,790

Percentage to Increase or Improve Services

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.