

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter Union High School District

CDS Code: 51-71449-5137500

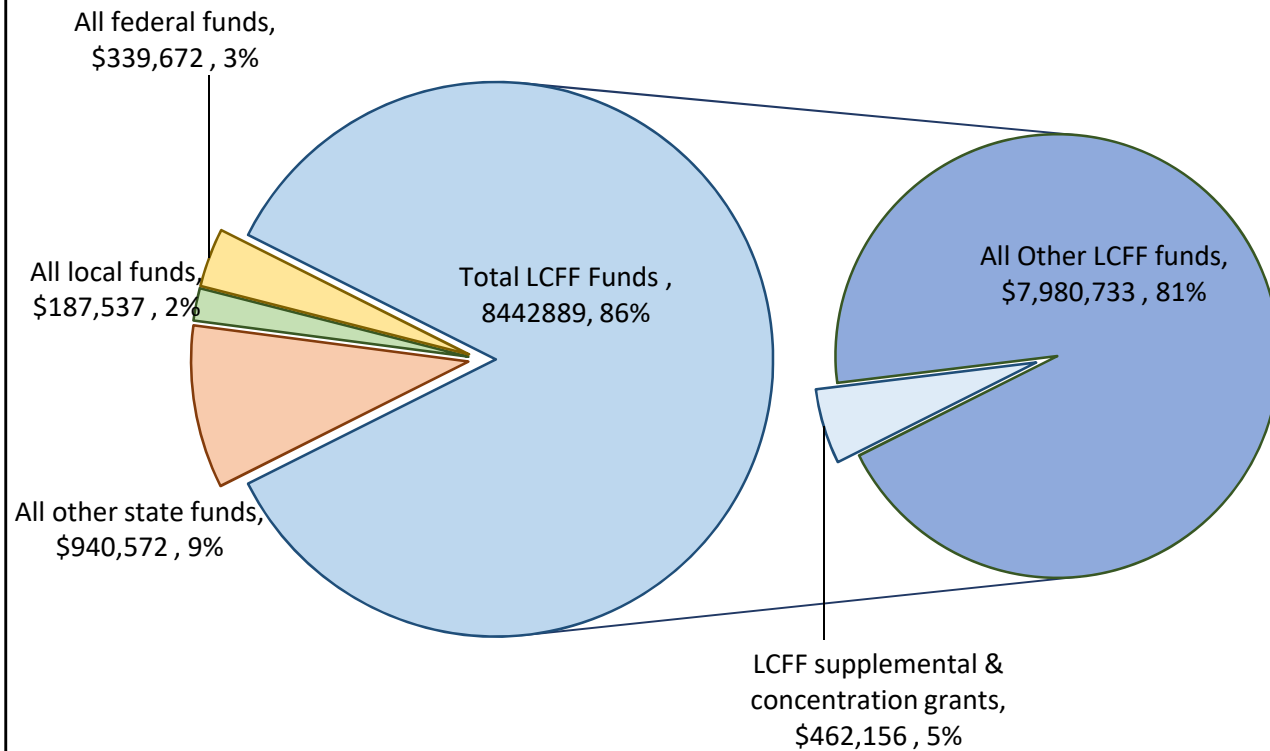
School Year: 2021 – 22

LEA contact information: Ryan Robison, Superintendent

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 2021 – 22 School Year

Projected Revenue by Fund Source

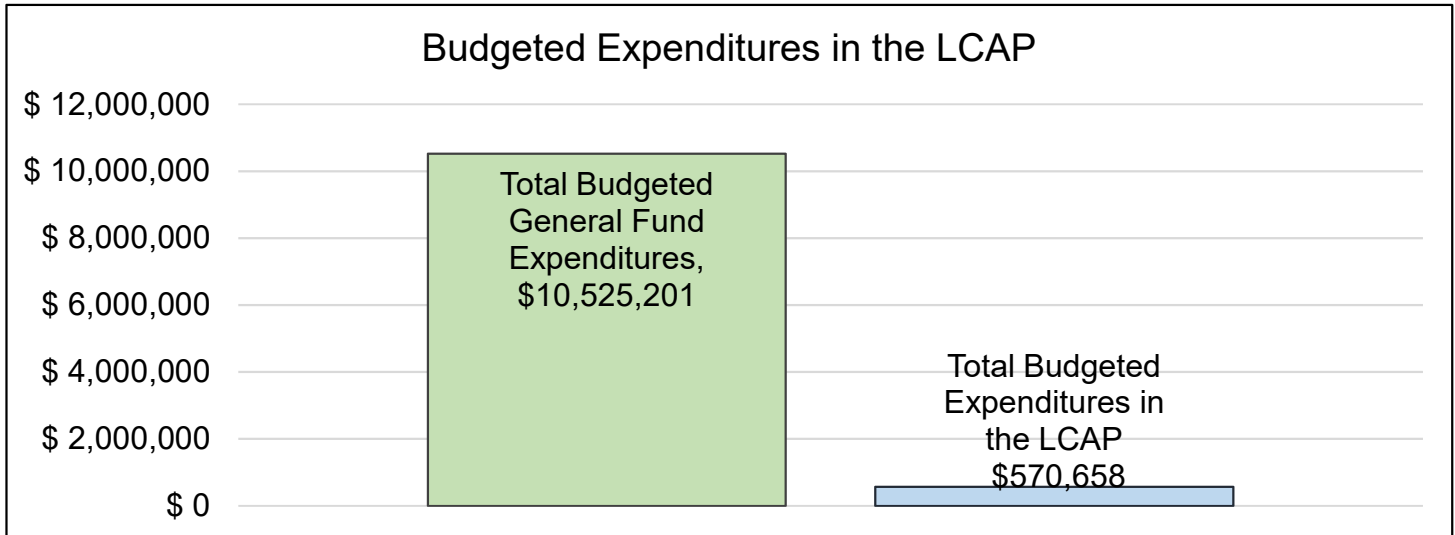


This chart shows the total general purpose revenue Sutter Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Sutter Union High School District is \$9,910,670.00, of which \$8,442,889.00 is Local Control Funding Formula (LCFF), \$940,572.00 is other state funds, \$187,537.00 is local funds, and \$339,672.00 is federal funds. Of the \$8,442,889.00 in LCFF Funds, \$462,156.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sutter Union High School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sutter Union High School District plans to spend \$10,525,201.00 for the 2021 – 22 school year. Of that amount, \$570,658.00 is tied to actions/services in the LCAP and \$9,954,543.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

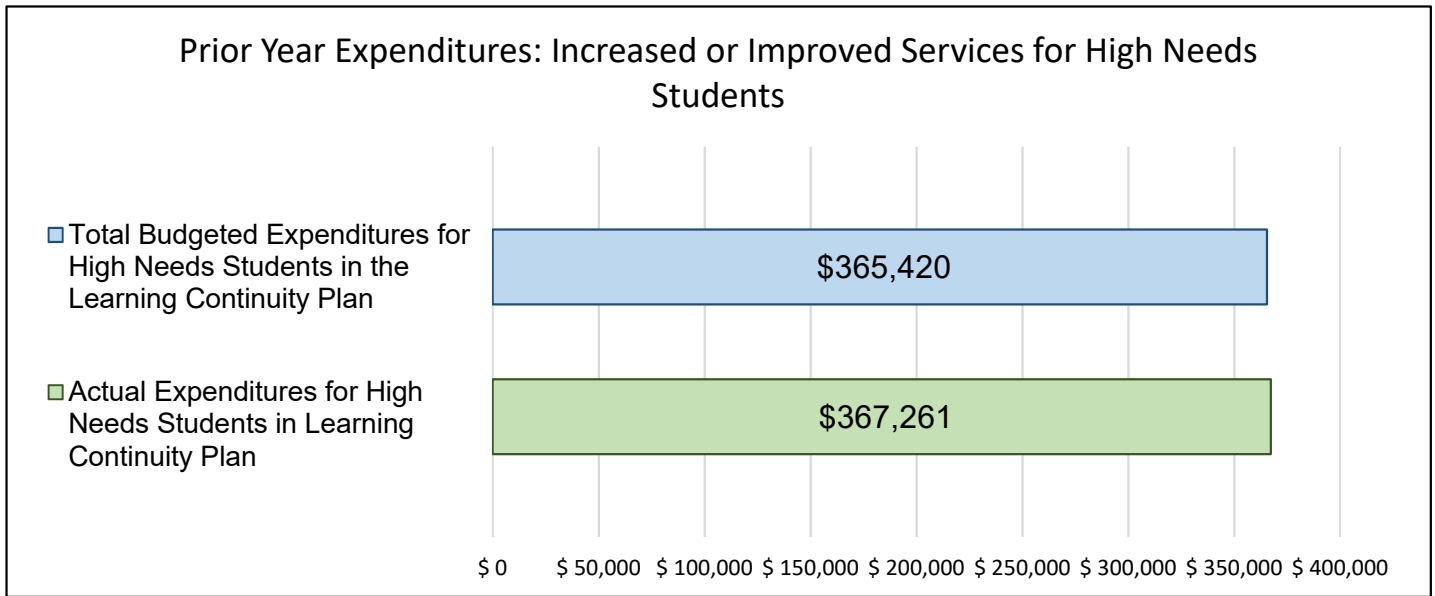
Salary/benefits, special education services, maintenance, transportation, nutrition, technology, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Sutter Union High School District is projecting it will receive \$462,156.00 based on the enrollment of foster youth, English learner, and low-income students. Sutter Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter Union High School District plans to spend \$570,658.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Sutter Union High School District's Learning Continuity Plan budgeted \$365,420.00 for planned actions to increase or improve services for high needs students. Sutter Union High School District actually spent \$367,261.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter Union High School District	Ryan Robison Superintendent/Principal	RRobison@sutterhigh.k12.ca.us 530-822-5161
Board Approved- June 22, 2021 Board Approved Revision- October 12, 2021		

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Expected	Actual
Increase UC ag completion rate by 1% (Priority 4)	66/153 Seniors (2020) 43%
Increase CSU ag completion rate by 1% (Priority 4)	75/153 Seniors (2020) 49%
Increase percentage of students prepared for college level English (EAP) by 1%. (Priority 4)	Testing Cancelled COVID-19 School Closure
Increase the number of students passing with a score (3+) by 1%	Testing Cancelled COVID-19 School Closure
Increase by 1% the number of EL making progress toward the state Annual Measurable Achievement Outcomes. (AMAO1)	4 out of 12 students (33%)
Increase the number of EL students reclassified by 1% of the 2016/17 base	No Students were reclassified
API has been replaced with an updated accountability system, the CA Schools Dashboard	N/A
Increase the number of 11th Grade students that have Met or Exceeded Grade Level Standards by 1%	Testing Cancelled COVID-19 School Closure
Increase the number of 11th Grade students that have Met or Exceeded Grade Level Standards by 1%	Testing Cancelled COVID-19 School Closure
Decrease the number of students receiving D's or F's in ELA and Math by 1%	Math: 78 D's, 47 F's English: 35 D's/ 9 F's

Actions / Services

Planned Action/Service	Budgeted Expenditures	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.	\$368,732	\$453,050.91
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.	N/A	N/A
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.	\$13,674	\$18,691.35
Continue to provide ELD I and ELD II courses.	\$19,428	\$18,691.35

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

All funds budgeted for Actions/Services were expended on planned Actions/Services.

A description of the successes and challenges in implementing the actions/services to achieve the goal

Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

SUHSD did not encounter any significant challenges in implementing Goal 1 during the 2019-20 school year. COVID-19 presented some unique challenges for the district with school closure during the 4th quarter. The loss of CAASPP test data due to test cancelation was a lost opportunity to evaluate the success of the district's initiatives to improve test scores. The district did see a modest increase in the percentage of students meeting UC/CSU ag completion requirements. 43%/49%. The number of students earning an F or a D decreased substantially in both English and Math classes on the local indicator.

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

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Expected	Actual
Increase graduation rate to 100%	2019-20 Graduation Rate: 100%
Maintain Drop-out Rate of 0%	2019-20 Graduation Rate 0%
Maintain or reduce the number of students receiving at least 1 suspension over 2018-19 base	2019-20 Number of Students Suspended: 17
Expected	Actual
Maintain or reduce the number of students expelled over 2018-19 base	2019-20 Number of Students Expelled: 0
Maintain or increase 2018-19 attendance rate	2019-20 Annual Attendance Rate: 95.36* COVID-19 Closure Year
Maintain 100% parent involvement in development of student's 4-year college and career plan (2020)	100% of parents involved in College and Career Plan

Reduce chronic absenteeism by 1% of 2016/2017 baseline	10.1% (55 students) 2019-20
Continue to administer surveys related to school safety and contentedness in order to receive input from parents, staff, and students	Survey Distribution Disrupted by COVID-19 School Closure
Maintain student and parent meetings with Academic Advisor and Counselor including unduplicated students and students with exceptional needs	Meetings Conducted until March. COVID-19 School Closure.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintain 1 FTE Director of Student Services responsible for Discipline, Attendance, Conflict Resolution, Special Education/504 services, event supervision and facility utilization.	\$121,279	\$172,547.37
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.	\$64,345	\$74,950.34
Maintain 1 FTE Director of Maintenance position to ensure that SUHSD facilities are clean, safe and well maintained	\$79,104	\$102,262.18

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

All funds budgeted for Actions/Services were expended on planned Actions/Services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

SUHSD did not experience any significant challenges implementing Goal 2. Stakeholders continue to give SUHSD schools positive ratings for being safe, clean and well maintained. A high percentage of students and parents report that their students feel connected to school and report feeling supported by at least one adult on campus if they have a problem. The greatest success is continuing to maintain a 100% graduation rate which is also congruent with 100% parent participation rate with each senior's development of the four- year college career plan. Annual attendance was 95.36%. Areas of improvement will be to continue to reduce the number of students suspended as well as the number of students reported as chronically absent.

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

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Expected	Actual
All instructional staff will have access to and participate in a variety of professional development opportunities based on identified goals and personal professional growth.	All instructional staff participated in a wide variety of professional development activities within the District as
Maintain 0% of students lacking own assigned textbook or instructional materials	All students had access to their own textbook and instructional materials.
Maintain 0% of instructional staff teaching outside of their assigned credential	0% of staff identified as teaching outside of their assigned credential.
Increase Instructional Coach to 3/6 FTE to mentor all subject areas.	Instructional Coach FTE increased to 3/6 FTE.
Maintain or improve “Good Rating” achieved in 2018-19	2019-20 FIT yielded a “Good Rating”
Continue to provide all students with a broad course of study.	All Students were provided a broad course of study.

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

Maintained expanded counseling services. A second counselor was added in in January 2021.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide professional development on all state standards; ELA and ELD, Next Generation Science, history/social science and math standards.	\$10,000	\$6,730.64
Provide California Content Standard aligned Instructional materials and supplies for all students.	\$468,858	\$463,959.92
Provide 3 periods of release time for an Instructional coach for all subject areas.	\$49,449	\$60,756.06
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	\$91,600	\$44,506

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

All funds budgeted for Actions/Services were expended on planned Actions/Services. Counseling services were not fully expended due to a shortage of available candidates.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

SUHSD did not experience any significant challenges implementing the planned actions and services of Goal 3. All instructional staff did participate in a wide variety of professional development activities despite a 4th quarter COVID school closure. All students had access to their own textbooks and instructional materials. All teachers taught within their assigned content areas. Counseling services were extended despite a shortage of qualified candidates. Annual facility inspection yielded a “GOOD” rating. Perhaps the greatest success is the district’s continuing ability to provide all students with a broad course of study for a small school.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Campus Signage	\$2,312	\$2,312	Y
Go Safe Temperature Scanners	\$27,591	\$27,591	Y
Classroom HEPA Air Purifiers	\$27,590	\$35,548	Y
Disinfecting Generators/Foggers	\$5,894	\$5,894	Y
.5 FTE ELD/ELA (New Position)	\$35,144	\$35,712	Y
1 FTE Custodian (New Position)	\$55,496	\$55,496	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

There were no substantive differences.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Sutter Union High School successfully planned an educational system that allowed all students to return to in-person instruction during the 2020-21 school year. The “Hybrid” system allowed students and families the option of in-person, distance learning and combinations of both based on individual preference. Guidance from the state and local health officials did not allow in-person until October. In-person instruction was phased in utilizing various schedules during the school year. In-person graduation ceremonies concluded the school year on June 4th. The stakeholders of the District persevered. 100% of seniors graduated. All stakeholders are looking forward to the 2021-22 school year and the opportunity to return to normal.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
.5 FTE Additional ELD on-line distance learning support	\$35,144	\$35,712	Y
Edgenuity-My Path ELA and Math individual student assessment program	\$10,000	\$10,000	Y
Edgenuity AP English Textbooks	\$10,882	\$10,882	Y
Edgenuity AP Calculus Textbooks	\$14,317	\$14,317	Y
Kajeet Mobile Hot Spots	\$9,525	\$16,603	Y
Airwatch Distance Learning	\$2,255	\$2,255	Y
CEV CTE on-line Curriculum	\$11,520	\$11,520	Y
200 Chrome Books and Google Chrome Management	\$77,750	\$77,750	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

The only substantive change noted was with Kajeet Mobile Hot Spots. The district signed a contract for 6 months assuming that in-person instruction would resume for the second semester of the school year. When students were not allowed to return to the classroom, the service contract needed to be extended to cover the spring semester as well as summer school if necessary.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable.

- Continuity of Instruction,
- Access to Devices and Connectivity,
- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

SUHSD relied on feedback from individual parents, students, and staff as well as small parent focus groups to refine the 2020-21 educational plans. This process was unquestionably the best thing to come out of the COVID experience. All of the district's stakeholders were galvanized as they worked together to come up with the best possible solutions to a really tough educational situation.

Stakeholders identified three main areas of improvement based on evaluative feedback on the last quarter of the 2019-20 school year. The first was the need to improve access to the internet. This was especially critical for our Economically Disadvantaged and English learner families that resided in areas of the district with poor or no internet access.

The second was access to lap top computers or Chrome Books. Devices are just as important as internet access for many of our unduplicated student populations. The district was very successful in leveraging district and COVID funding sources to acquire devices and mobile hot-spots to meet the needs of its diverse student population.

The third was to simplify access to coursework and student assignments. The district adopted electronic curriculum and established an educational platform utilizing Google Classroom as a conduit for distance instruction. The greatest success of this educational platform was its ability for the district to continue to offer a wide variety of courses from AP to CTE and many electives, all of which met a-g college requirements. The platform also gave older students the flexibility to hold down full-time employment and still keep on track for graduation. The platform met every students' basic educational needs. The challenge was the rigor imbedded in the pacing of Edgenuity and iCEV classes.

Counselors and administrators worked closely with instructional staff, SCOE Intervention/Prevention specialists and representatives to provide additional academic and emotional support services to meet the needs of English Learners, Foster youth, Homeless and Economically Disadvantaged students. Utilizing Edgenuity-My Path as a way to identify and benchmark student progress in math and ELA was not successful. Students were initially tested, but the program was designed to identify deficiencies and prescribe additional assignments. The decision was made to abandon this idea based on the high volume of regular assignments. Reflective feedback of distance learning has yielded the following conclusions. It is not what students, teachers or parents wanted. It was highly effective from the standpoint that 95% of student earned full credits. All seniors graduated to district standards. Gaging actual academic growth is challenging. Distance instruction is not the same as in-person instruction. There is no substitute for a teacher in the classroom.

Continuity of Instruction

Successes:

SUHSD staff designed and administrated a distance learning platform that provided students with access to the same classes they would have received with in-person instruction. Edgenuity and iCEV on-line curriculum were provided by instructional staff and included access to all general education classes as well as AP and CTE courses, many of which met UC/CSU entrance requirements. Teachers provided daily on-line instruction utilizing Edgenuity and iCEV curriculum. This on-line curriculum platform was utilized as students transitioned back to in-person instruction. As small student co-horts returned, student co-horts working from home were able to receive the same curriculum and instruction via zoom as their classmates attending school on their designated attendance days.

Challenges:

Edgenuity pacing and rigor was problematic for the initial implementation. There was a high level of initial dissatisfaction with Edgenuity because to the number of assignments that were initially added to the calendar in error. Once staff realized the calendar mistake, pacing and assignments were adjusted to fit SUHSD's established calendar. Another challenge was the realization that many schools in the immediate area were also using Edgenuity. There was some evidence that students had an opportunity to form study groups and exchange answers.

Access to Devices and Connectivity

Successes:

Every student that needed and learning device or mobile hotspot received one. To accomplish this feat, the district ordered additional chrome books and laptops to supplement existing pre-COVID mobile learning devices already on campus.

Challenges:

One major challenge was that mobile hot spots provided by the school did not work well in some isolated areas of the district. When connectivity could not be established at some homes, students residing there were allowed to come onto campus and utilize the many computer labs located on the SUHSD campus. Another challenge that caught the school off guard was the fact that many students that had access to their own devices the previous year, now requested an additional device so that they could operate multiple devices simultaneously. This initial surge occurred before a large shipment of devices arrived. Some students did not have a device issued until the second week of school. Students that did not have access to a mobile device were allowed to use a computer on campus. Once supply caught up with demand, students were issued devices and returned to working from home.

Pupil Participation and Progress

Successes:

SUHSD realized that how students need to receive instruction and curriculum varied greatly based on each student's family situation. Students were allowed zoom into each class period of following the district's synchronous instruction schedule. Students were allowed zoom conference with teachers each day from 1-3 for help and then complete their work, and students were allowed to complete their work based on their daily schedule. Many students worked outside their homes on front line jobs and many students watched younger siblings while parents worked. Allowing students and parents the flexibility to decide how to complete their assigned classwork lead to a very high participation and assignment completion rate. SUHSD achieved a 98% attendance/completion rate for the 2020-21 school year.

Challenges:

The greatest challenge was communicating student attendance to the auditors. SUHSD's attendance policy differed from the state's expectations and guidelines for synchronous and asynchronous instruction. Fortunately, iCEV and Edgenuity tracked student engagement and assignments completed. Once we demonstrated that each student had either attended zoom classes each day, completed assignments each day or completed assignments on a weekly basis and could provide daily and weekly hours of engagement, audit requirements were satisfied. Oddly, the 2% of students that did not receive full credits for the year, attended zoom classes regularly, they just did not complete assignments.

Distance Learning Professional Development

Successes:

SUHSD instructional, support and administrative staff increased their knowledge and use of many digital platforms during the 2020-21 school year. The majority of trainings were presented on-line in an individual basis or small group format. The greatest success was the increased collaboration time that occurred as teachers shared best practices with each other. Cross generational support also improved. Many of the younger staff were more "tech" savvy and provided technology support to staff members that were not so "tech" savvy. Staff members also increased their expertise on the use Aeries, the school's student information platform and communication portal.

Challenges:

The implementation of SUHSD's Professional Growth and Development plan was delayed and the plan's focus of professional growth was redirected to support needs identified by SUHSD staff to address the districts pivot to distance learning. The short-term goal was to provide training and support specific to providing educational services in a distance learning format. Teachers needed to become proficient in new educational platforms, Numerous Google applications and Aeries communication tools. This had to happen in a relatively short window of time once it was decided that students would not be returning to in person instruction for the start of the 2020-21 school year. Students engagement, assignment completion and credit completion took precedence over content mastery and developing a deep understanding of course content to increase student's academic achievement.

Staff Roles and Responsibilities**Successes:**

SUHSD's greatest success occurred by involving all staff members in the development of the educational platform to be implemented by the district. There was a high level of buy-in and support for the mission because staff had input into the design. Staff was provided full access to campus and were supplied additional resources to be successful. Staff understood their roles and responsibilities. Seven additional paid training days were added to the calendar in July and August for staff to prepare for implementation.

Challenges:

The uncertainty of instructional schedule created by COVID instructional mandates and restrictions created a tremendous burden on the SUHSD staff. Starting with all students on distance learning, returning to in-person for a short time then going back to all distance only frustrated students and parents. Teachers were relegated to providing synchronous and asynchronous instruction simultaneously. The instructional day was extended as was the instructional week. Teachers were called on to provide 24/7 support for students. There was a high level of burnout reported.

Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care and pupils who are experiencing homelessness:**Successes:**

SUHSD expanded a 50% ELD teaching position to include a 50% position to provide additional in-person and on-line support for English learners, reclassified English learners and students from homes where the primary parent language was other than English that were experiencing challenges do to on-line instruction. Increased parent communication and student access to one on one and small group academic support was greatly increased. Students with exceptional needs, pupils in foster care, students who were experiencing

homelessness and students that experienced high levels of socio-emotional dysfunction due to isolation and were identified as struggling with distance learning were allowed to attend campus and participated in virtual classes from one of three computer labs. These students also had the opportunity to meet with their teachers during each day's scheduled tutorial period that was conducted 1-3 pm each day.

Challenges:

Many of our ELD students residing in the Robbins Basin could not return to in-person instruction once the district was allowed to resume on campus. Many of these students were required to stay home and take care of younger siblings so that both parents could continue to work. COVID school closure had a disproportionate adverse effect on households that did not receive income if parents had to stay home to work.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SUHSD will provide credit recovery opportunities for students that failed courses or are not on track for graduation during the 2020-21 school year. The magnitude of learning loss has yet to be fully determined. The District will allocate additional academic intervention and credit recovery resources based on student need.	\$5,000	\$5,669.40	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Based on actual expenditures, there is no substantive differences.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Teachers, counselors and administrator closely monitored each student's attendance, daily participation and assignment completion progress during the 2020-21 school year. Staff met regularly every Wednesday for the purpose of evaluating student progress and identifying students that were not demonstrating academic success. Students received academic instruction primarily through distance learning for the majority of the school year. Students were transitioned back to in-person instruction during the Spring semester. Students that fell behind academically during distance learning were identified once students returned to in-person instruction during the last quarter. Identified students were pulled out of PE classes and worked on credit recovery under the guidance of a credentialed teacher in the library computer lab. This 'Pull-out' program was very successful. 47 students participated in this program. Once students recovered their identified deficiencies, they were able to return to their PE classes. Summer School was also conducted. The primary focus for Summer school was to help reintegrate students to in-person instruction. Many of the students residing in the Robbins attendance area had opted to stay on distance learning throughout the entire 2020-21 school year. Many of these students attended summer school. Some of these students had not attended in-person since April, 2019. Unduplicated students who had fallen behind academically were prioritized into credit recovery classes and for attending summer school.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

SUHSD's goal for the 2020-21 school year was to provide students with a learning environment to help them understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Distance learning challenged the SUHSD staff's ability to monitor and support student's mental Health and Social and Emotional Well-Being first -hand on an in-person basis. Despite this obstacle, SUHSD developed a strong partnership with Sutter County Office of Education's Prevention and Intervention Department to expand their ability to meet student's needs. Additional counseling and support services were provided to focus on Tier II Targeted Intervention and Tier III Intensive Interventions for students. A major area of success was the staff's continuing efforts to provide students will linkage to each other and connections to the school and community through various drive-through activities. These activities were well attended and provided staff with another way to evaluate student's emotional well-being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

The COVID-19 school closure events during the 2020-21 school year created an opportunity for SUHSD to greatly improve their stakeholder communication capabilities and practices. A major success was the fact that stakeholder engagement was enhanced through a more effective use of technology and direct contact via phone and Zoom communication. Google Meets and Zoom replaced in-person instruction, and teachers, students and parents learned to rely more on Aeries, Edgenuity and iCEV educational platforms. In addition, the District provided Kajeet hotspot Wi-Fi devices to those without internet service. The goal was to improve connection and communication with all students and parents. Stakeholder feedback reported that the district had been successful in providing on-going communicating for parents, students and staff.

Successes:

The district's successful communication plan was identified by stakeholders as a key contributing factor in the district's high student engagement rate. SUHSD achieved a 98% academic participation rate (Attendance) and 96% of students received full credits. Because of this, the district had less than 40 students identified for RE-Engagement and credit recovery during Summer School.

Another major success for the District was the establishment of an annual process to survey stakeholders on a variety of school programs and topics ranging from school safety and cleanliness to the effectiveness of classroom instruction. Surveys will now be embedded in the District's ongoing self-improvement process moving forward.

Challenges:

The most significant challenge confronting the district was staffing summer school. Many of the teachers reported that they were exhausted and needed the summer to re-charge. The district offered each teacher their daily rate of compensation in order to fill the expanded summer school schedule.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

The COVID-19 school closure created some significant challenges for providing school breakfasts and lunches to the SUHSD. The district was tasked with producing COVID-safe meals and developing a delivery schedule for large geographic area encompassing 5 attendance areas. A pick-up station was also scheduled each school day on the SUHSD campus. SUHSD provided all students with free breakfast and lunch during beginning the 4th quarter of the 2019-20 school year through the end of the 2020-21 school year. Lunches were delivered to outlying areas of our District during school closure periods and students could also pick up meals if they lived in close proximity. Students returning to campus were served breakfast, mid-morning nutritional snack and a grab-n-go lunch as they left campus at the end of the school day. Students that remained on distance learning could pick up meals at school or could arrange for home delivery if they did not have transportation. Bus drivers made the deliveries each day to designated locations throughout the district. Although the tasks were daunting, students and families reported a high level of satisfaction for the food service program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health, Social and Emotional Wellbeing Services	Sutter Union High School District will contract with SCOE for additional two days of Tier I and Tier II counseling and student support services from SCOE.	\$20,000	\$20,000	Y
Access to Academic Intervention and Credit Recovery Activities	Add a second Return Bus Route for students living in Robbins, Meridian and Nuestro School Districts. The new routes will allow students to participate in additional academic and social emotional support activities provided after the regular busses leave at 12:45 each day.	\$15,000	\$0.00	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was substantive difference between planned actions and budgeted expenditures for Additional Actions and Plan Requirements. SUHSD had planned to add an additional afternoon route for Robbins, Meridian and Nuestro attendance areas. The estimated cost of this route was \$15,000. The majority of students residing in the Robbin's and Meridian attendance areas did not return for in-person instruction during the Spring semester. Because of the lack of in-person students the Meridian/Robbins extra-route was not added to the schedule. The purpose of this route was to allow students to remain on campus to receive additional academic and social emotional support. When polled, no Nuestro students requested bus transportation in addition to the regular scheduled early afternoon route. Adding an additional afternoon route is an option that the district will keep on the table based on student need.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP. As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

The greatest lesson learned from the past year and a quarter of “Pandemic Education” is to never take anything for granted. Our stakeholders have had many conversations on this topic: the ability to come to school; play sports; perform in a play; take field trips. All the activities and experiences that we sometimes take for granted have become more precious to all of our stakeholders. The importance of a teacher in a classroom interacting with a room full of students cannot be understated. There is no way to make up for every opportunity that has been lost over the past 18 months. Our District’s LCAP and WASC action plans will provide a structured path to regain as much normalcy for all of our students as soon as possible.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

SUHSD’s 2021-24 LCAP and 2021 WASC action plans were developed to improve educational service for all students, with this understanding that it would also need to address the short- and long-term levels of learning loss experienced by students for the past 18 months. To properly evaluate and address learning loss, SUHSD will continue to provide Staff Collaboration Days each Wednesday for the purpose of reviewing student data; attendance, class assignments and tests. (WASC Action Plan 2021). The 2021-24 LCAP goals have actions embedded to identify and mitigate student learning loss. Staff members will receive training to improve PLC process and focus outcomes on student academic performance. Trauma Informed Instruction training will be provided so that staff understand and are prepared to help students overcome barriers that are affecting their academic progress. Administrators will receive High Reliability School Coaching training supporting the districts on-going school improvement efforts. District will continue to fund two academic advisors who will identify students in need of academic intervention and other supports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

There are no substantive differences between actions and/or services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 570,658	\$ 570,658
LEA-wide Total:	\$ 570,658	\$ 570,658
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	NGSS Science Textbooks	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 122,942	\$ 122,942
1	2	Sports Medicine and Athletic Training Supplies	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 86,800	\$ 86,800
1	3	2nd Academic/CTE Advisor	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 90,352	\$ 90,352
1	4	CTE Pathway Development	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 10,944	\$ 10,944
1	5	8th Period CTE Laboratory Class (s)	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 11,767	\$ 11,767
2	1	Maintain 2nd Academic Counselor	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 104,000	\$ 104,000
2	2	Maintain Bilingual Academic Advisor	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 50,430	\$ 50,430
2	3	Zero Period Academic Intervention	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 12,907	\$ 12,907
2	4	Catapult K12 Website Solutions	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 10,000	\$ 10,000
3	1	50% FTE Instructional Coach	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 40,516	\$ 40,516
3	2	PLC Training	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 10,000	\$ 10,000
3	3	Tri-County Induction Program	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 10,000	\$ 10,000
3	4	Trauma-Informed Instructon Training	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 5,000	\$ 5,000
3	5	Administrative Training	LEA-wide	English Learners, Foster Youth, & Low Income	All Schools	\$ 5,000	\$ 5,000

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 570,658	\$ -	\$ -			\$ 320,916	\$ 249,742

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	NGSS Science Textbooks	All	\$ 122,942				\$ 122,942
1	2	Sports Medicine and Athletic Training Supplies	All	\$ 86,800				\$ 86,800
1	3	2nd Academic/CTE Advisor	All	\$ 90,352				\$ 90,352
1	4	CTE Pathway Development	All	\$ 10,944				\$ 10,944
1	5	8th Period CTE Laboratory Class (s)	All	\$ 11,767				\$ 11,767
2	1	Maintain 2nd Academic Counselor	All	\$ 104,000				\$ 104,000
2	2	Maintain Bilingual Academic Advisor	All	\$ 50,430				\$ 50,430
2	3	Zero Period Academic Intervention	All	\$ 12,907				\$ 12,907
2	4	Catapult K12 Website Solutions	All	\$ 10,000				\$ 10,000
3	1	50% FTE Instructional Coach	All	\$ 40,516				\$ 40,516
3	2	PLC Training	All	\$ 10,000				\$ 10,000
3	3	Tri-County Induction Program	All	\$ 10,000				\$ 10,000
3	4	Trauma-Informed Instructon Training	All	\$ 5,000				\$ 5,000
3	5	Administrative Training	All	\$ 5,000				\$ 5,000

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter Union High School	Ryan Robison Superintendent/Principal	RRobison@sutterhigh.k12.ca.us 530-822-5161
Board Approved- June 22, 2021 Board Revised- October 12, 2021		

Plan Summary [2021-22]

General Information

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

The Sutter Union High School District (SUHSD) was established in 1893. The district has one comprehensive high school and one continuation high school, both of which are located at 2665 Acacia Avenue in Sutter, California. The district was home to 805 students during the 2020-21 school year. The district’s students come from six population areas which encompass the five-feeder school elementary school districts: Brittan, Franklin, Meridian, Nuestro and Winship/Robbins. The district also receives a significant number of inter-district transfer students from nearby schools in the Yuba City Unified School District, as well as Butte, Yuba, Colusa and Yolo counties. The district serves students in grades 9-12. The student population is 65% white, 25% Hispanic, 5% two or more ethnicities, 3.5% Asian, 2% Native American and less than 1% African American, Pacific Islander or Filipino. 7.9% of the students are being served in special education programs and the district’s unduplicated count is 31%.

Reflections: Successes

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

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

SUHSD stakeholders based their review of progress toward LCAP goals on Dashboard Indicators that were updated as well as local performance indicators that the district is able to track. Stakeholders looked at the Dashboard Combined Graduation Rate Report that reported Dashboard graduation rates based on data that was collected after the 2019-20 school year. A major success for the SUHSD was achieving a district-wide graduation rate of 98.3% for 2020. Sutter Union High School achieved a graduation rate of 100%. Butte View High School

achieved a graduation rate of 88.2%. Both are higher than the state average of 86.6%. Butte View High School also achieved a record number of graduates, 15 out of 17 seniors. SUHSD stakeholders also reviewed College/Career Indicators based on the 2020 graduation rates and compared rates to 2019 graduates. The district's College/Career Readiness rates improved for all graduating subgroups from 2019 graduates to 2020 graduates. All graduates improved from 50.5% to 53.1%. Hispanic students demonstrated the greatest increase, improving from 32.6% to 45.7%. White students improved from 50.8% to 53.8%. SED students achieved a modest improvement of .7%. While the district celebrates this success, College/Career Readiness lags below the district-wide goal of 100% graduates College/Career Ready. This realization was one of the leading factors in development of the 2012-24 LCAP, specifically Goal #1: Increase Academic Rigor and Career Technical Education Opportunities for all students.

Reflections: Identified Need

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

SUHSD will continue to allocate its precious resources to achieve the district's primary California Schools Dashboard achievement goal of 100% graduation rate and 100% of graduate's college and/or career ready. To accomplish this lofty goal, the district has identified the need to improve academic rigor and expand the number of high-quality Career Technical Education (CTE) courses available to all SUHSD students. Stakeholders have identified the need to expand social emotional and academic support services for all students. An effort to help students re-connect to SUHSD's traditional comprehensive in-person learning was also identified. Another area in need of improvement was identified by stakeholders during the 2021 Western Association of Schools and Colleges (WASC) Accreditation process. Stakeholders and the Visiting Committee (VC) identified the development and implementation of a district-wide, staff development plan was essential to sustain student academic achievement. An analysis of the 2017-2020 LCAP goals also concluded that more resources should be allocated to promote high quality professional development opportunities for SUHSD staff. The 2021 WASC action plan and the 2021-2024 LCAP goals are congruent. Resources are being allocated to address greatest identified needs.

LCAP HIGHLIGHTS

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

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

SUHSD’s 2021-22 LCAP will focus resources on improving Student Achievement, Engagement and Conditions of Learning. Specific attention will be given to improving NGSS opportunities for all students. Expanding CTE Pathways and continuing to provide funding for a CTE/Academic Advisor. Actively engaging students in a safe, clean and positive school climate will continue to be a top priority for the district. Maintaining expanded counseling services will continue to be prioritized. Stakeholders rated this area as one of the district’s strength on all stakeholder surveys. Professional development specific to the implementation of California Content Standards, developing highly qualified teachers, promote best first instruction, develop new curriculum and assessments to ensure all students, including underperforming sub-groups achieve at a high level will be the focus of the district’s professional growth and staff development activities during the 2012-22 school year. Overall, stakeholders have chosen to double down on perceived areas of strength and have addressed specific areas of improvement in a continuing cycle of schoolwide self-improvement.

Comprehensive Support and Improvement

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

Schools Identified

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

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

No Sutter Union High School District schools are identified for CSI.

Support for Identified Schools

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

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

No Sutter Union High School District schools are identified for CSI.

Monitoring and Evaluating Effectiveness

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

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

No Sutter Union High School District schools are identified for CSI.

Stakeholder Engagement

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

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

The COVID-19 school year disruption that began in March 2020 continued through the 2020/2021 school year. During this time period, SUHSD had to successfully establish a hybrid educational system designed to meet the needs of all students by providing in-person and distance-learning solutions based on ever-changing state and local health guidelines. During 2019-20 and 2020-21 school years, staff also prepared a WASC self-study report and participated in a virtual WASC accreditation visit. The WASC self-study process mirrored the development of the district's 2021-2024 LCAP. Stakeholders have been involved in this continuous cycle of self-improvement since the inception of the LCFF process. Due to COVID-19 restrictions, the 2020-2021 process was challenging. To summarize, the process relied more on staff for in-person discussions. Parents, students, and community stakeholders were involved through on-line meetings with staff and completing surveys. The silver lining with COVID was that a formal system to survey stakeholders was established and a parent/community stakeholder committee was formed for the purpose of assisting in the development and oversight of the WASC and LCAP plans. The district's ELAC parent committee had a difficult time meeting during COVID-19 school closure periods. As an alternative to meeting in person or conducting on-line meetings, the district opted to conduct phone conferences with each family. Because of the low number of EL students (17), the district's bilingual academic advisor was able to contact EL families and receive feedback and guidance specific to desired educational services for the EL student population. 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 include: SUHSD School Board Members, parents, students, community members, certificated staff (SEA), 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.

Meeting Dates: 2020-2021 School Year

WASC/LCAP Leadership Team: 8/26, 9/9, 9/23, 10/14, 10/28, 12/2, 1/13, 1/27, 2/10, 2/24, 3/10, 3/24, 4/14, 4/21, 4/28, 5/12, 5/19

Department Chair Meetings: Embedded with WASC/LCAP meeting dates due to COVID-19. (Virtual and In-Person)

Sutter Education Association Meetings: 3/24 and 5/19

E.L.A.C: Did not conduct formal in-person meetings due to COVID-19 protocols. Individual phone surveys and conversations conducted.

Associated Student Body Meetings: 3/25, 4/22, 5/13

WASC/LCAP Parent Committee: 4/27, 5/2, 5/5, 6/17

CHKS: Students, Parents and Staff 4/29, 4/30

WASC Survey: Students, Parents and Staff 3/15

Agriculture (FFA) Community Advisory Committee: Did not meet in-person due to COVID-19 protocols.

Sutter County SELPA Collaboration Dates: September 10, 2021

SUHD Board Public Hearing Date: June 8, 2021. SUHSD Board Approval Date: June 22, 2021. SUHSD Board Correction Date: September 14, 2021.

A summary of the feedback provided by specific stakeholder groups.

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

Parent feedback indicated that they wanted to continue to see resources allocated for counseling and student support systems. Parent stakeholder groups were concerned that many students may have a difficult time transitioning back to in-person, full-time instruction. They requested additional funds be allocated for socio-emotional counseling support. A foster child parent requested additional trauma-informed instruction training for staff. SUHSD identified the need for additional professional development in areas of student support as well. Stakeholders requested additional CTE opportunities for students. Staff surveys indicated that there were adequate opportunities for professional development, however, staff and the WASC VC stated that a more formalized system would benefit staff and promote higher levels of student achievement. Strengthening SUHSD's existing Professional Learning Communities (PLC) capabilities would improve student achievement and sustain the district's on-going self-improvement process.

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

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

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

All stakeholder feedback was considered when developing SUHSD's LCAP goals, actions and services. A careful evaluation of SUHSD's previous LCAP (2017-2020) revealed two areas that if improved, would greatly increase student achievement. The first was development of an on-going professional development plan. The second was increasing CTE opportunities for all students. Both areas are goals supported in the 2021-2024 LCAP.

Goals and Actions

Goal #	Description
1	SUHSD WILL INCREASE ACADEMIC RIGOR AND CAREER TECHNICAL EDUCATION OPPORTUNITIES FOR ALL STUDENTS

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

SUHSD developed Goal#1 to increase the number of graduates meeting College and/or Career Ready criteria. The district's long-term goal is that all of the district's students graduate college and/or career ready. To accomplish this goal, the District will continue to provide all students with text books and materials that meet current state standards. All science classes will receive new NGSS compliant textbooks beginning in the 2021-22 school year. CTE opportunities will be expanded to include Athletic Training and Sports Medicine. 90 students are currently enrolled in the inaugural Fall 2021 Sports Medicine classes. An Academic/CTE Advisor will continue to monitor all students' progress in addition to two full-time counselors. Additional support and mentoring appointments will be scheduled for English Learners, low-income and foster youth with a bilingual academic advisor in an effort to provide higher levels of guidance and support to assist students in achieving higher levels of academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of graduates completing UC A-G requirements. (Priority 4)	2020- 43% 66/153				50% UC A-G Completers
Increase the percentage of graduates completing CSU A-G requirements. (Priority 4)	2020- 49% 75/153				50% UC A-G Completers
Increase percentage of 11 th grade students prepared for college level English (EAP). (Priority 4)	2019- 64% met or exceeded standard 20% nearly met standard				75% meet or exceed standards
Increase percentage of 11 th grade students prepared for college level Math (EAP). (Priority 4)	2019- 33% met or exceeded standard 62% nearly met standard				75% meet or exceed standards
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students passing an AP Test (Score 3+). (Priority 4)	2020 37% 40/107 Students				50% of AP students will pass AP test (Score 3+)
Increase the percentage of students passing concurrent enrollment courses (Yuba College). (Priority 4)	2020-21 94% 79/84 students passed one or more concurrent enrollment course				100% of students in concurrent enrollment pass one or more course
Increase the percentage of EL students making progress toward state	2019-20 54%				75% students making progress toward AMA01

Annual Measurable Outcomes (AMAO1) (Priority 4)	6/11 students making progress toward AMAO1				
Increase the percentage of EL students reclassified (Priority 4)	2019-20 25% 3/11 EL students reclassified				50% of EL students reclassified
Increase the percentage of students graduating Career Ready. (Priority 8)	2019-20 19.7% 33/167 students graduated Career Ready				50% of students graduating Career Ready
Increase percentage of 11th grade students prepared for college level Science (EAP). (Priority 4)	2019- 33% met or exceeded standard. 62% nearly met standard				75% meet or exceed standards

Actions

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

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

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

Action #	Title	Description	Total Funds	Contributing
1	Adopt Next Generation Science Standards (NGSS) textbooks	Purchase new science textbooks that meet NGSS for Life Science, Earth Science, Biology, Chemistry, AP Chemistry and Physics	\$122,942	Y
2	Expand CTE Pathways to include Sports Medicine and Athletic Training classes	Sports Medicine and Athletic Training materials, equipment and supplies.	\$86,800	Y
3	Academic/CTE Advisor	Maintain 1 FTE Academic/CTE Advisor	\$90,352	Y
4	CTE Pathway Development	Maintain 1 period CTE Pathway Development	\$10,944	Y
5	8 th Period CTE Laboratory Class	Create and fund 8th period (3:10-4:00 pm) CTE Athletic Training Class.	\$11,767	Y

Goal #	Description
2	ALL SUHSD STUDENTS WILL BE CONNECTED, ENGAGED AND SUPPORTED IN A SAFE, CLEAN AND POSITIVE SCHOOL ENVIRONMENT.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

There is a high correlation between a student's level of connection to their school and their likelihood of achieving academic success and ultimate graduation. The same theory also transfers to a student's socio-emotional wellbeing. The foundation of Sutter Union High School's success is based on the school's ability to connect students outside of the classroom. Our school offers a wide variety of diverse co-curricular and extra-curricular activities that provide learning opportunities that extend learning to the real world. People make the difference. SUHSD will continue to fund an effective counseling department that supports academic and socio-emotional health and wellbeing of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100% Graduation Rate (Priority 5)	2019- 100% Graduation Rate				100% Graduation Rate
Maintain SUHSD annual student attendance rate of 95% (Priority 5)	2019-20 95%				95% annual student attendance rate
Maintain district-wide out of school suspensions at less than 3% (Priority 6)	2019- 3.3%of students suspended at least one time				District-wide out of school suspension rate less than 3%
Maintain district-wide expulsions at less than 1% (Priority 6)	2019- 0% expulsions				District-wide expulsion rate less than 1%
Maintain or increase stakeholder rating of “campus clean & well maintained” (Priority 1)	2020- California Healthy Kids Survey (CHKS)/WASC Students-89% Parents-89% Staff- 97%				CHKS/WASC survey results <95% agree/strongly agree
Maintain or increase stakeholder rating of agree/strongly agree “feeling safe” on campus (Priority 6)	2020-CHKS/WASC Students- 80% Parents-96% Staff-98%				CHKS/WASC survey results <95% agree/strongly agree
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100% parent involvement in student’s 4-year college & career plan (Priority 3)	2020-100%				100% parent involvement in each student’s 4-year college & career plan
Maintain a “Good” rating on annual CDE “FIT” inspection (Priority 1)	2020- “Good” rating				“Good” rating or better on annual CDE “FIT” inspection

Actions

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

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

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

Action #	Title	Description	Total Funds	Contributing
1	Maintain 2 nd Academic Counseling Position	1 FTE Credentialed Pupil Personnel Services (PPS) School Counselor	\$104,000	Y
2	Maintain Bilingual Academic Advisor Position	1 FTE Academic Advisor	\$50,430	Y
3	Zero-Period Academic Intervention	Provide Response to Intervention (RTI)/Academic Intervention class 7-7:50 am each attendance day.	\$12,907	Y
4	New School Webpage and stakeholder communication platform	Purchase CatapultK12 webpage solutions. Implements Aeries-Parent Square communication platform.	\$ 10,000	Y

Goal #	Description
3	SUHSD WILL PROVIDE ON-GOING PROFESSIONAL GROWTH AND TRAINING WHICH WILL FOCUS ON ALL AREAS OF ACADEMIC INSTRUCTION, SUPPORT, MENTAL HEALTH AWARENESS, CAREER DEVELOPMENT AND SAFE SCHOOL CULTURE.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

The single greatest influence on student achievement is the classroom teacher. This has never been more evident than the past 18 months. If COVID-19 has taught us anything, it is the importance of having students in a classroom with in-person instruction. Technology is not an adequate alternative for a highly-qualified teacher. SUHSD is committed to recruit, hire, train and continue to train instructional staff that is focused on all students achieving high levels of academic success. SUHSD stakeholders identified professional development as an area of growth during the recent WASC accreditation process and visit. The previous WASC and LCAP action plans also identified this need. The 2021-24 LCAP will commit resources to ensure that the WASC Action Plan, which includes a formal district-wide Professional Development Plan will be implemented and sustained.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of teacher mis-assignments by course (as described by CDE guidelines). (Priority 1)	2020-21 22 teacher course mis-assignments				No teacher mis-assignments for any course
Decrease the number of EL teacher mis-assignments by course (as described by CDE guidelines). (Priority 1)	2020-21 18 EL teacher course mis-assignments				No EL teacher mis-assignments for any course
Maintain 5 in-service days prior to the start of school year. (Priority 1)	5 contracted in-service days prior to first day of school.				Maintain 5 in-service days prior to the start of school year.
Staff Development and Collaboration designated days on SUHSD Master Calendar. (Priority 1)	Wednesdays follow Minimum Day Schedule. 1:15-3:05 Dedicated to Staff Development and Collaboration Activities				Wednesdays follow Minimum Day Schedule. 1:15-3:05 Dedicated to Staff Development and Collaboration Activities

Actions

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

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

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

Action #	Title	Description	Total Funds	Contributing
1	50% FTE Instruction Coach	Facilitate the incorporation of high quality ELD/ELA instructional strategies across all curricular areas of the SUHSD.	\$40,516	Y
2	PLC Training	School-Wide PLC Training	\$10,000	Y
3	Tri-County Induction Program	Mentor stipends for new teacher support activities related to developing into a Highly Qualified Teacher with a clear credential.	\$10,000	Y
4	Trauma-informed Instruction Training	Develop a solid foundation for understanding trauma-informed instructional practices utilizing district-wide training and/or a “train the trainer” model of professional development.	\$5,000	Y
5	Administrative Training	Administrative team will participate in High Reliability School Coaching training with a focus on mastering all five levels of the framework with an emphasis on the first three levels.	\$5,000	Y

Goal Analysis [2021-22]

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

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

Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.86%	\$462,156

Required Descriptions

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

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

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

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

SUHSD stakeholders conducted extensive reviews evaluating the academic performance of Foster Youth, English Learners (EL), and Socio-Economically Disadvantaged (SED) students to determine the best way to provide increased or improved services. This process assessed the needs, conditions and circumstances related to academic performance, and these results were used to help develop the 2021-22 LCAP Action Plan. The task of evaluating test data is complicated by the fact that the district does not have a statistically significant number of EL or Foster Youth to generate specific evaluation data.

For the purpose of evaluation, the district compared CAASPP data generated from Hispanic or Latino and SED to data generated for All Students. On average, the number of Hispanic students meeting or exceeding ELA standards was 11% lower than All Students. SED students meeting or exceeding ELA standards was 14% lower than All Students. An evaluation of Math CAASPP test results indicated similar learning gaps, however the learning gaps were not as pronounced as with ELA. Hispanic math students were 2% and SED were 8% lower than All

students when comparing the number of students meeting or exceeding state standards. CAASPP Science results will be included in next year's evaluation.

The focus of Goal #1 is to increase academic rigor and support primarily for our SED students, but also to support All Students to ensure that all graduate college and career ready. 54% of White students, 46% of Hispanic, and 41% of SED students achieved college or career ready status. The four actions listed in Goal #1 are intended to narrow this achievement gap between Hispanic and SED students, and the All Students group. The district purchased a new science series that meets Next Generation Science Standards (NGSS) for all science classes. This science series has an application that is downloadable to students' cell phones or school-provided chrome books, that provides access to the curriculum and the ability to translate text into Spanish. This feature will provide a higher level of support for SED and Hispanic students and their families.

(Goal 1, Action 1) Career Technical Education (CTE) pathways were also expanded based on student and stakeholder feedback, which identified a need specifically for our SED students. A CTE advisor was added to target our unduplicated student groups as well as to assist all students with post-secondary planning. In addition, a planning period was added to identify additional CTE pathway development for the future.

(Goal1, Actions 2-4) have been established to increase the number of Hispanic and SED students that meet College and Career ready standards by 5% each year.

(Goal 1, Action 5) provides an additional CTE laboratory class to provide students with an additional way to satisfy the requirements to become a pathway completer, thus becoming career ready upon graduation. Stakeholders believe this opportunity will greatly benefit all students, but especially, EL students that may be losing an elective because of ELD support classes.

Stakeholders believe that while all students benefit from being actively engaged and supported in a safe, clean and positive school climate, our SED students will benefit to a greater degree from a clean, orderly and welcoming environment. Goal #2 has been established to address lower attendance and participation rates for SED students compared to All Student groups.

(Goal 2, Action 1) specifically provides a 2nd Academic Counseling position; and

(Goal 2, Action 2) allows for a bilingual academic advisor to provide additional services for Hispanic and SED students. These services are in addition to counseling services the unduplicated students already receive.

(Goal 2, Action 3) provides for a zero period Academic Intervention class for unduplicated students who are not experiencing academic success.

(Goal 2, Action 4) Parent communication and engagement continues to be an area of growth for the district. An upgraded School Webpage and communication platform, Parent Square, will improve access and communication between all stakeholders with in the district. The district

expects to maintain or increase in Hispanic and SED parents' participation rates for development of each student's 4-year college and career plan. Current participation rate is 100% for seniors.

Stakeholders took a close look at Conditions of Learning, specifically professional development of instructional and support staff during the development process for Goal #3. Based on the achievement gaps identified above between our SED and ALL Student groups, in ELA and Math, using CAASPP data, the following actions were developed.

(Goal 3, Action 1) Continued development of instructional practice for EL/ELD students across the curriculum in all classrooms will be facilitated by a .5 Instructional Coach. This will benefit EL students as well as All Students as best instructional practices are embedded into all classrooms.

(Goal 3, Action 2) provides for PLC training for Department Chairs so that collaboration time is more meaningful and directed toward improving student academic performance with increased attention to monitoring the progress of SED students, and using data to drive the additional supports necessary for success. PLC's are utilized; however, stakeholders believe that practice can become more intentional in addressing the emerging learning gaps identified when subgroup academic performance is evaluated.

(Goal 3, Action 3) provides support for new teachers, which will benefit teachers, improve instructional practices for all students, with intentional focus on support of that specifically aid SED students, and will ultimately improve academic achievement.

(Goal 3, Action 4) All staff members will receive additional Aeries training in order to become more proficient in collecting and disaggregating student data by targeted student groups. Ensuring accurate information is gathered in a timely manner is essential when evaluating student growth and achievement.

(Goal 3, Action 5) Stakeholder evaluation, feedback, and direct observation of student achievement and behaviors indicated the need for school-wide Trauma-Informed-Instruction training. There was a strong belief that student achievement, district-wide, for all subgroups would improve if there was a consistent implementation of research-based best practices district-wide. The district has participated in numerous Marzano and Solution Tree trainings in the past. Based on past experience and after previewing other programs, stakeholders opted to incorporate Marzano's "High Reliability Schools" as they develop the district's Professional Growth, Training and Support plan for teachers and support staff.

High Reliability Schools framework encompasses the most current research-based instruction practice, instruction observation and coaching practices and well as most current educational theory. Stakeholders believe this will provide a solid foundation for developing a system that will encourage on-going academic improvement for all students with an emphasis on Foster Youth, EL, and SED students. The goal is to increase the number of EL and SED students scoring at the "Meet or Exceed" standard on CAASPP for ELA, Math, and Science. Expected improvement is 5% each year until the achievement gap is eliminated.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Based on the goals and actions as well as the district-wide actions described above, Sutter Union High School District is meeting the minimum percentage requirement.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.