

LCFF Budget Overview for Parents

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

CDS Code: 55-72389-0000000

School Year: 2021-22

LEA contact information:

Ed Pelfrey

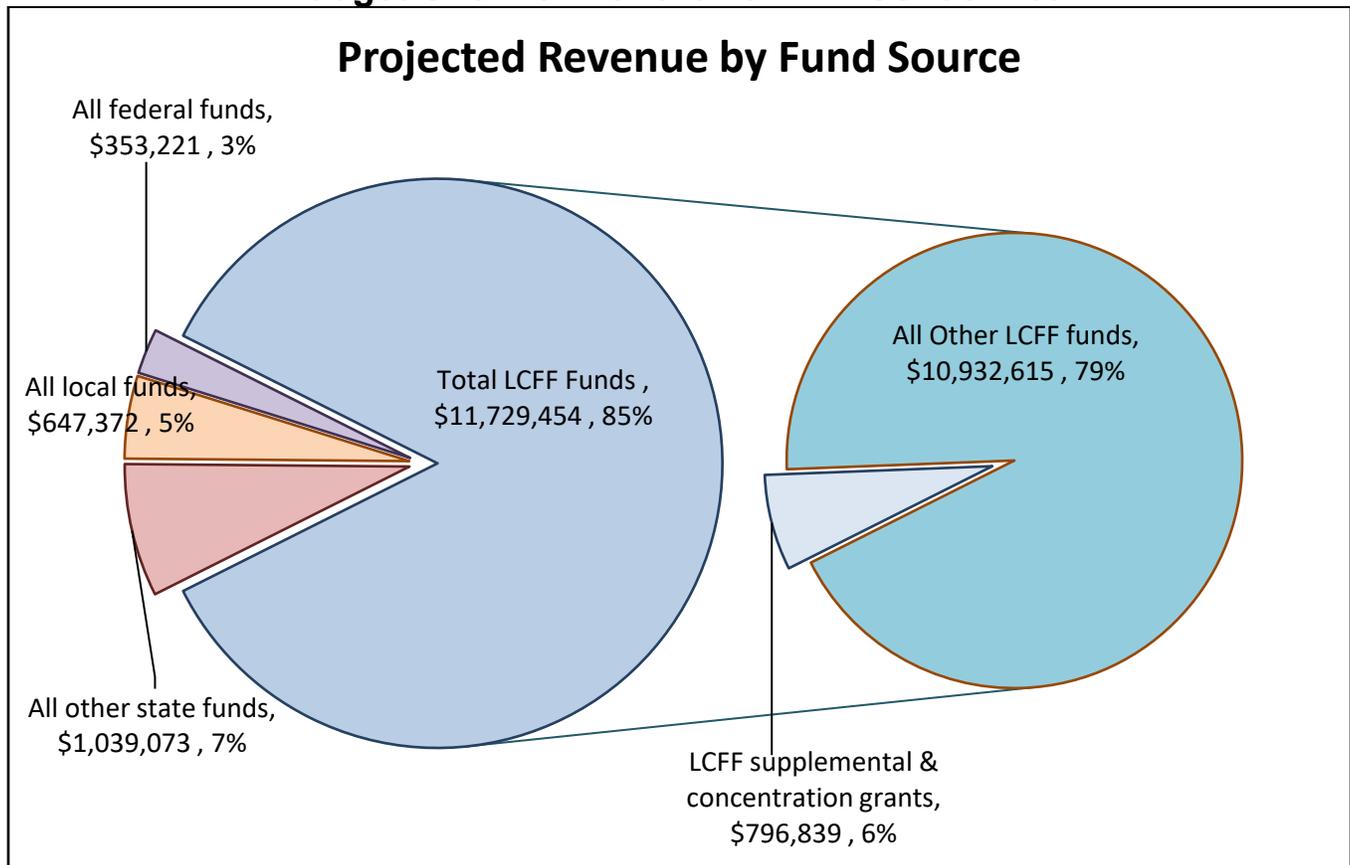
Superintendent

epelfrey@sonorahigh.org

209-533-8510

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

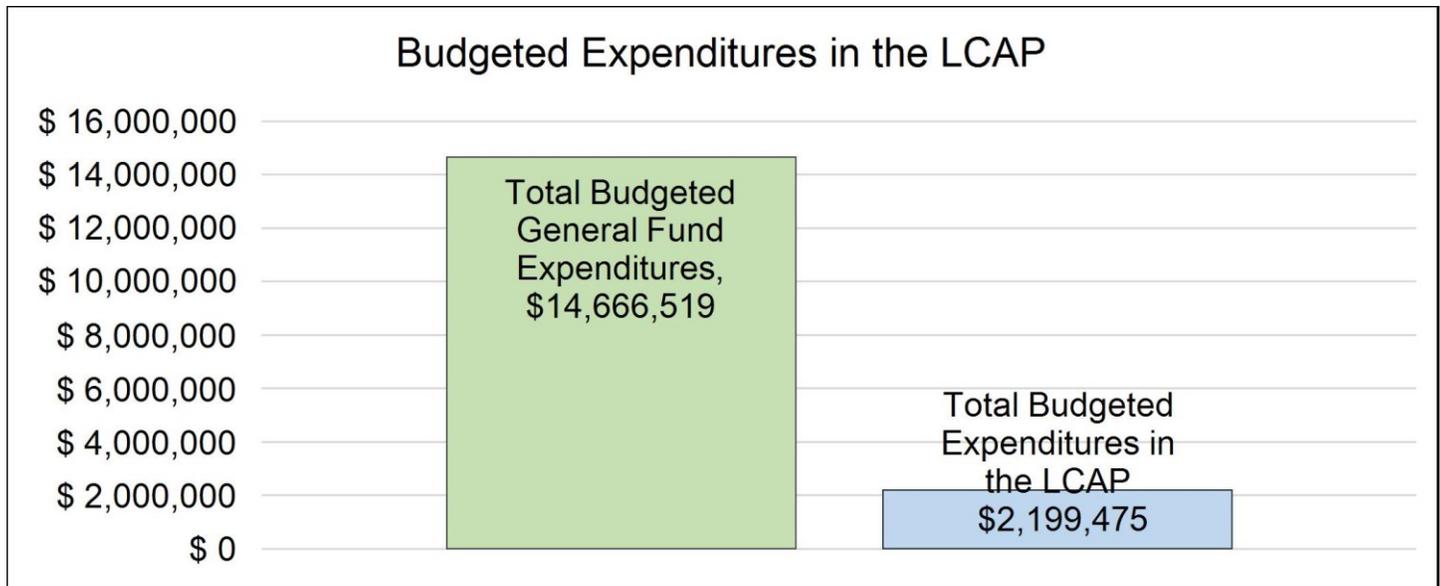


This chart shows the total general purpose revenue Sonora Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Sonora Union High School District is \$13,769,120, of which \$11,729,454 is Local Control Funding Formula (LCFF), \$1,039,073 is other state funds, \$647,372 is local funds, and \$353,221 is federal funds. Of the \$11,729,454 in LCFF Funds, \$796,839 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 Sonora 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.

Sonora Union High School District plans to spend \$14666519 for the 2021-22 school year. Of that amount, \$2199475 is tied to actions/services in the LCAP and \$12,467,044 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

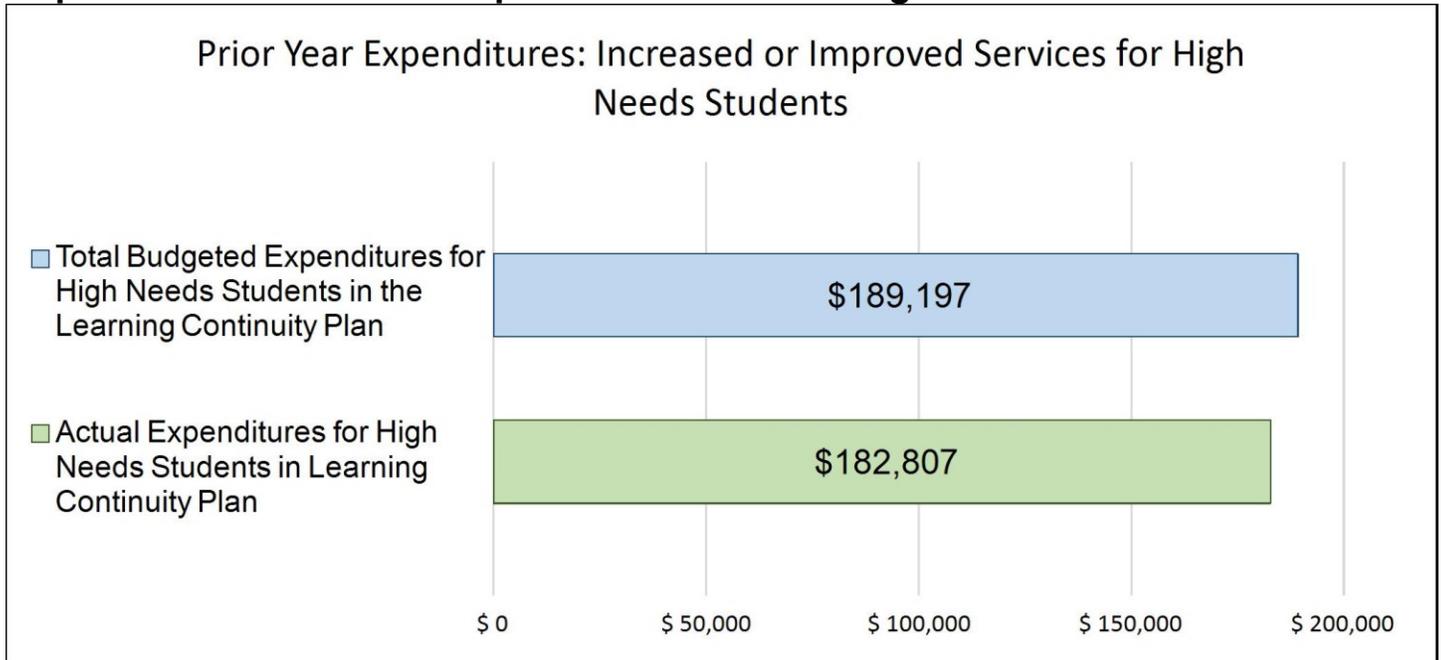
General Fund Budget Expenditures not in the LCAP include transportation, custodial, certificated staff, classified support staff, administrators, and custodial.

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

In 2021-22, Sonora Union High School District is projecting it will receive \$796839 based on the enrollment of foster youth, English learner, and low-income students. Sonora Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sonora Union High School District plans to spend \$1086166 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 Sonora 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 Sonora 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, Sonora Union High School District's Learning Continuity Plan budgeted \$189,197 for planned actions to increase or improve services for high needs students. Sonora Union High School District actually spent \$182,807 for actions to increase or improve services for high needs students in 2020-21.

Budgeted for paraprofessional positions but one position was a late hire.



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

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

LEA Name	Contact Name and Title	Email and Phone
Sonora Union High School District	Ed Pelfrey Superintendent	epelfrey@sonorahigh.org 209-533-8510

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

Increase student performance by accessing curricular support in core content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator * The number of common assessments and benchmarks.</p> <p>19-20 * The number of common assessments and benchmarks will increase by 10% with continued focus in the Science department and the NGSS.</p> <p>Baseline * In the 2016/17 School year the following departments conducted common assessments and benchmarks:</p> <ul style="list-style-type: none"> • Mathematics (Math 1, Math 2, Math 3) • English 	<p>The number of common assessments and benchmarks remained approximately the same.</p>
<p>Metric/Indicator *Smarter Balanced Achievement level in English Language Arts/Literacy</p> <p>19-20 * Smarter Balanced Achievement level 3 and 4 for ELA for all students and subgroups will increase by 2%</p> <p>Baseline</p>	<p>The 2019 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 35% (3)Standard Met = 29% (2)Standard Nearly Met = 18% (1)Standard Not Met = 18%</p> <p>The 2019 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows:</p>

Expected	Actual
<p>*The 2016 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 29% (3)Standard Met = 34% (2)Standard Nearly Met = 23% (1)Standard Not Met = 15% The 2016 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows: (4)Standard Exceeded = 20% (3)Standard Met = 31% (2)Standard Nearly Met = 26% (1)Standard Not Met = 22%</p>	<p>(4)Standard Exceeded = 24% (3)Standard Met = 31% (2)Standard Nearly Met = 22% (1)Standard Not Met = 24%</p> <p>Smarter Balanced assessments did not occur in the spring of 19-20.</p>
<p>Metric/Indicator *Smarter Balanced Achievement level in Mathematics</p> <p>19-20 * Smarter Balanced Achievement level 3 and 4 or Math for all students and subgroups will increase by 2%.</p> <p>Baseline *The 2016 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 11% Standard Met = 20% Standard Nearly Met = 22% Standard Not Met = 47% The 2016 Smarter Balanced Achievement level or Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 7% Standard Met = 14% Standard Nearly Met = 15% Standard Not Met = 64%</p>	<p>The 2019 Smarter Balanced Achievement level for all students in Mathematics is as follows: Standard Exceeded = 12% Standard Met = 21% Standard Nearly Met = 21% Standard Not Met = 46% The 2019 Smarter Balanced Achievement level or Economically Disadvantaged students in Mathematics is as follows: Standard Exceeded = 4% Standard Met = 14% Standard Nearly Met = 21% Standard Not Met = 60%</p> <p>Smarter Balanced assessments did not occur in the spring of 19-20.</p>
<p>Metric/Indicator *UC/CSU A-G completion rate</p>	<p>21.9% of graduates met UC/CSU A-G requirements.</p>

Expected	Actual
<p>19-20 * UC/CSU A-G completion rate will increase by 2%.</p> <p>Baseline In 2016, 30% of the graduates at Sonora High School completed the requirements for A-G.</p>	
<p>Metric/Indicator *The percentage of students in CTE courses</p> <p>19-20 * Percentage of students Enrolled in CTE courses will increase by 2%.</p> <p>Baseline In the 2016/17 school year 55% of students at Sonora High were enrolled in at least one CTE course.</p>	<p>44% of district students were enrolled in at least one CTE courses.</p>
<p>Metric/Indicator *The percentage of students in AP courses</p> <p>19-20 *Percentage of students Enrolled in AP courses will increase by 2%.</p> <p>Baseline In the 2016/17 school year 15.8% of students at Sonora High were enrolled in at least one AP course.</p>	<p>In the 2019/20 school year 15.8% of students at Sonora High were enrolled in at least one AP course.</p>
<p>Metric/Indicator * The percentage of EL students making one or more levels of progress towards English proficiency</p> <p>19-20 * 25% of classified EL students will make progress of one level or more toward English proficiency.</p> <p>Baseline *In the 2016/17 school year, three of the nine EL students were Reclassified Fluent English Proficient</p>	<p>English Language Learner Progress showed growth with the following achievement percentages:</p> <p>4 - Well Developed = 55% 3 - Moderately Developed = 14% 2 - Somewhat Developed = 23% 1 - Beginning Stage = 9%</p> <p>Three students were reclassified as Fluent English Proficient (RFEP) during the 2019-20 school year and two were reclassified in the 2020-21 school year.</p>

Expected	Actual
<p>Metric/Indicator *Average Daily Attendance rate</p> <p>19-20 * Average daily attendance will increase by 1%.</p> <p>Baseline *In the 2015/16 school year, the Average Daily Attendance rate was 90.64%</p>	<p>The Average Daily Attendance rate was 83.5%.</p>
<p>Metric/Indicator *Percentage of students with college level credit upon graduation.</p> <p>19-20 *The percentage of students graduating from high school with college level course credit will increase by 5%.</p> <p>Baseline *In the 2016/17 school year the percentage of students with college level credit upon graduation was 27%</p>	<p>50% of 2019-20 graduates had graduated with college credit.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to implement and revise created intervention and support classes, designed around the RTI model, that provides access to curriculum for special education students, EL students, low-income students, or other students identified as struggling with the regular course curriculum.</p>	<p>Intervention Classes 1000-1999: Certificated Personnel Salaries Supplemental \$43,950</p> <p>Intervention Classes 3000-3999: Employee Benefits Supplemental \$15,569</p>	<p>Intervention Classes 1000-1999: Certificated Personnel Salaries Supplemental \$89,325</p> <p>Intervention Classes 3000-3999: Employee Benefits Supplemental \$24,344</p>
<p>Maintain the expanded amount of classroom aides and paraprofessionals added during the 2015-2016 school year. Classroom aides were added to support struggling and under-performing learners and to support classroom instruction in intervention courses.</p>	<p>SHS 2000-2999: Classified Personnel Salaries Supplemental \$40,966</p> <p>SHS 3000-3999: Employee Benefits Supplemental \$19,279</p>	<p>SHS 2000-2999: Classified Personnel Salaries Supplemental \$128,524</p> <p>SHS 3000-3999: Employee Benefits Supplemental \$40,405</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SHS 2000-2999: Classified Personnel Salaries Title I \$24,619 SHS 3000-3999: Employee Benefits Title I \$14,392 Cassina 2000-2999: Classified Personnel Salaries Supplemental \$27,649 Cassina 3000-3999: Employee Benefits Supplemental \$8,280	SHS 2000-2999: Classified Personnel Salaries Title I \$24,700 SHS 3000-3999: Employee Benefits Title I \$12,441 Cassina 2000-2999: Classified Personnel Salaries Supplemental \$25,358 Cassin 3000-3999: Employee Benefits Supplemental \$7,338
<p>Continue to provide students performing below grade level in English and Math with targeted courses designed to support current class instruction and help bring students to grade level proficiency.</p> <p>Support students as identified as reading significantly below grade level with strategic and targeted intervention with the Read 180 program. Expand to all grade levels.</p> <p>Support struggling and under-performing math students with Math 1 readiness class.</p>	Read 180 & Math I Readiness Classes 1000-1999: Certificated Personnel Salaries Title I \$63,532 Read 180 & Math I Readiness Classes 3000-3999: Employee Benefits Title I \$19,420 Maintain Read 180 5800: Professional/Consulting Services And Operating Expenditures Title I \$4,000	Read 180 & Math I Readiness Classes 1000-1999: Certificated Personnel Salaries Title I \$65,375 Read 180 & Math Readiness Classes 3000-3999: Employee Benefits Title I \$19,618 Maintain Read 180 5800: Professional/Consulting Services And Operating Expenditures Title I \$1,227
<p>Maintain the expansion of course offerings at all district sites and revise offerings as appropriate to continue to support students progress to be college and career ready as well as remediation efforts to keep students eligible for graduation.</p> <p>Maintain funding for remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School.</p> <p>Increase A-G course offerings at Ted Bird High School.</p>	Cassina Additional Classes 1000-1999: Certificated Personnel Salaries Supplemental \$100,852 Cassina Additional Classes 3000-3999: Employee Benefits Supplemental \$30,216 Summer School 1000-1999: Certificated Personnel Salaries Title I \$8,636 Summer School 3000-3999: Employee Benefits Title I \$1,719 Apex - Cassina & Ted Bird 5800: Professional/Consulting Services	Cassina Additional Classes 1000-1999: Certificated Personnel Salaries Supplemental \$100,851 Cassina Additional Classes 3000-3999: Employee Benefits Supplemental \$29,917 Summer School 1000-1999: Certificated Personnel Salaries Title I \$8,817 Summer School 3000-3999: Employee Benefits Title I \$1,769 Apex - Cassina & Ted Bird 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase the number of classes offered at district continuation programs (Cassina High School and Ted Bird High School) by utilizing physical and virtual class offerings including Apex and UC Scout.	And Operating Expenditures Lottery \$8,500	And Operating Expenditures Lottery \$8,500
Continue to provide opportunities for outside of the classroom experiences for students including field trips and trips to college campuses.	Transportation for Field Trips 5700-5799: Transfers Of Direct Costs LCFF Base \$9,500	Transportation for Field Trips 5700-5799: Transfers Of Direct Costs LCFF Base \$1,534
<p>Maintain an English Learner teacher and a daily class for EL students in order to support language development and instruction in other classes.</p> <p>Utilize designated EL teacher to support re-designated fluent English proficient students in current classes in order to reinforce learning and language progress.</p> <p>During the 2019-2020 school year it is planned that this program would be run in conjunction with the reading intervention program. Services will be provided to students through a common class.</p>	<p>English Learner Class 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>English Learner Class 3000-3999: Employee Benefits Supplemental \$0</p>	<p>English Learner Class 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>English Learner Class 3000-3999: Employee Benefits Supplemental \$0</p>
Continue to implement a work experience program designed to help students develop ready-to-work attitude, interview skills, financial literacy, knowledge of workplace safety, knowledge of workplace rights, and to impact career decision making skills.	<p>Work Experience Class 1000- 1999: Certificated Personnel Salaries LCFF Base \$16,999</p> <p>Work Experience Class 3000- 3999: Employee Benefits LCFF Base \$5,074</p>	<p>Work Experience Class 1000- 1999: Certificated Personnel Salaries LCFF Base \$16,999</p> <p>Work Experience Class 3000- 3999: Employee Benefits LCFF Base \$5,074</p>
<p>Support the maintenance of auxiliary programs, before school, during lunch, after school, and on Saturdays to help support struggling learners and increase contact time with teacher to student.</p> <p>Continue the lunch time Learning Lab, offered 5 days a week to support students in core subjects and to increase struggling students' contact time with teachers.</p>	<p>Salary 1000-1999: Certificated Personnel Salaries Supplemental \$8,800</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$1,582</p> <p>APEX SHS 5800: Professional/Consulting Services And Operating Expenditures Title I \$4,000</p>	<p>Salary 1000-1999: Certificated Personnel Salaries Supplemental \$8,800</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$1,582</p> <p>APEX SHS 5800: Professional/Consulting Services And Operating Expenditures Title I \$4,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Per contract negotiations, the two extra work days for professional development are deleted. Certificated staff will participate in required online PD before contracted work days.	\$0 \$0	0 0

Goal Analysis

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

Multiple field trips were cancelled do to COVID. These funds were used to purchase instructional technology to meet student needs during distance learning.

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

2019-20 saw an increase in the number of students graduating with college credits. The number of graduates meeting UC/CSU A-G requirements, students enrolled in CTE classes, and average daily attendance decreased. Academic assessments (CAASPP, ELPAC) were not conducted in 2019-20 due to the COVID-19 pandemic. 2018-19 CAASPP scores stayed steady for all students but decline in ELA and Math for Economically Disadvantaged students.

Academic collaboration for improved student growth was difficult to achieve as instructional models changed COVID-19 pandemic.

Goal 2

Develop the district's learning environments to provide equitable access to contemporary strategies, tools, and technologies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator *Percentage of teachers using online presence for their classroom including google apps (or other LMS) and/or website</p> <p>19-20 *Teacher online presence will increase by 10%.</p> <p>*Regular use of the Google Apps for Education accounts will increase by 10%.</p> <p>Baseline The percentage of teachers using online presence for their classroom including google apps (or other Learning Management Systems) and/or a website was 80%.</p>	<p>100% of teachers are currently using an online presence for their classroom including Google Classroom. This became a necessity during distance learning. All teachers became proficient in either Zoom or Google Meets virtual meetings.</p>
<p>Metric/Indicator *Ratio of students to computer/chromebooks</p> <p>19-20 *The ratio of students to computers/chomebooks will increase at Sonora High School and maintain at 1:1 at district alternative education sites.</p> <p>Baseline</p>	<p>100% of district students have a Chromebook as a 1:1 digital device used for instruction.</p>

Expected	Actual
<p>The ratio of students to computer/chromebooks at the SHS campus was 2:1, and at Alternative Campus was 1:1</p>	
<p>Metric/Indicator *Percentage of classes using textbooks/curriculum adopted over 10 years ago</p> <p>19-20 The percentage of classes using textbooks/curriculum adopted over 10 years ago will decrease by 10%</p> <p>Baseline The percentage of classes using textbooks/curriculum adopted over 10 years ago was 30%.</p>	<p>The percentage of classes using textbooks/curriculum adopted over 10 years ago remained the same.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide online-curriculum options in order to increase class offerings across the district as well as offer additional options to help students make up credits through Apex Learning, Scout UC, etc.</p>	<p>APEX SHS 5800: Professional/Consulting Services And Operating Expenditures Title I \$4,000</p> <p>UC Scout 5800: Professional/Consulting Services And Operating Expenditures Lottery \$2,000</p>	<p>APEX SHS 5800: Professional/Consulting Services And Operating Expenditures Title I \$4,000</p> <p>UC Scout 5800: Professional/Consulting Services And Operating Expenditures Lottery \$500</p>
<p>Support student access to online learning, contemporary learning tools, and collaborative communication skills through the adoption purchase of devices for student access at school.</p> <p>Purchase classroom devices such that the ratio of students to devices at Sonora High is 1.5:1, at Cassina High is 1:1, and at Ted Bird High is 1:1.</p>	<p>Chromebooks 4000-4999: Books And Supplies Supplemental \$100,000</p>	<p>Chromebooks 4000-4999: Books And Supplies Supplemental \$100,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district will continue to provide on going and continual maintenance to its facilities in order to provide all students with appropriate and equitable learning environments.</p> <p>Increase the level of technical support for students and staff by restructuring in the IT department to include instructional and technological support.</p>	<p>Restricted Routine and Major Maintenance 6000-6999: Capital Outlay LCFF Base \$516,971</p> <p>Instructional Technology Support 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$16,136</p> <p>Instructional Technology Support 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,987</p>	<p>Restricted Routine and Major Maintenance 6000-6999: Capital Outlay LCFF Base \$532,176</p> <p>Instructional Technology Support 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,038</p> <p>Instructional Technology Support 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,740</p>
<p>Pilot a new online learning program, Edgenuity, to compare to current online learning program to compare student progress and performance results and to anticipate future curriculum online learning program adoptions.</p>	<p>Edgenuity 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$50,000</p>	<p>Edgenuity 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,500</p>
<p>Purchase technology, devices, and curricular supports in order to expand and diversify the curriculum and instructional support of the CTE construction program.</p> <p>Develop a credit recovery program for 10th grade students, under the age of 16 who are behind 30 credits or more toward their graduation requirement.</p>	<p>Computers and other hardware purchases 4000-4999: Books And Supplies Federal Funds \$77,813</p> <p>Sonora High Credit Recovery Program 1000-1999: Certificated Personnel Salaries Federal Funds \$59,282</p> <p>Sonora High Credit Recovery Program 3000-3999: Employee Benefits Federal Funds \$20,314</p> <p>Program Supplies and Materials 4000-4999: Books And Supplies Other \$13,000</p> <p>MAPS Assessment Program 5800: Professional/Consulting Services And Operating Expenditures Other \$29,000</p>	<p>Computers and other hardware purchases 4000-4999: Books And Supplies Federal Funds \$13,900</p> <p>Sonora High Credit Recovery Program 1000-1999: Certificated Personnel Salaries Federal Funds \$20,568</p> <p>Sonora High Credit Recovery Program 3000-3999: Employee Benefits Federal Funds \$7,716</p> <p>Program Supplies and Materials 4000-4999: Books And Supplies Other \$13,826</p> <p>MAPS Assessment Program 5000-5999: Services And Other Operating Expenditures Other \$4,276</p>

Goal Analysis

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

The funds allocated for Edgenuity, the Sonora High Credit Recovery Program, CTE technology, and MAPS Assessment Program were used to support students, families, teachers, and staff during distance and hybrid learning through the purchases of computers, hardware, online programs, and to fund an additional maintenance technician/technology position.

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

The urgency and priority of efforts to provide equitable access to contemporary strategies, tools, and technologies increased precipitously with the beginning of the lockdown due to the COVID-19 pandemic. All students have 1:1 devices on all district sites. Apex Learning, Scout UC were used by all sites to meet student needs for initial credit and to make up credits. Teachers engaged in digital learning platforms as never before.

Providing internet access to all students and providing information technology support to teachers, parents, and students with an ever growing number of devices and programs was challenging.

Goal 3

Develop a positive and safe culture where all stakeholders are engaged and feel safe, heard, and respected.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator District subgroup graduation rate</p> <p>19-20 * District student graduation rate for each subgroup will continue to increase.</p> <p>Baseline In the 2015/16 school year, the District graduation rate was 96.7%, (an increase of 3.8%) Students with Disabilities graduation rate was 74.1% (an increase of 7.4%)</p>	<p>The 2019-20 district graduation rate for all students was 89%. The graduation rate for students with disabilities was 67%.</p>
<p>Metric/Indicator District retention rate</p> <p>19-20 * District and site retention rate will increase by 3%.</p> <p>Baseline In the 2016/17 school year the District retention of students dropped from 1070 to 969, a decrease of 9.6%</p> <p>Metric/Indicator District suspension rate</p>	<p>Of the 1050 Students who started the 2019/20 school year 932 (88.8%) were continuously enrolled the entire year.</p> <p>12.5% of district students were suspended at least once. That is an increase of 3.6%.</p>

Expected	Actual
<p>19-20 *The student suspension rate will decrease by 3%.</p> <p>Baseline In the 2016/17 school year the District Suspension rate was 8.1% (a decline of 10.8%)</p>	
<p>Metric/Indicator District expulsion rate</p> <p>19-20 The student expulsion rate will decrease by 3%</p> <p>Baseline In the 2016/17 school year the District expulsion rate was 0.5%</p> <p>Metric/Indicator Extra-curricular participation rate</p> <p>19-20 * The percentage of students participating in extra curricular activities will increase by 2%.</p> <p>Baseline In the 2016/17 school year the extracurricular participation rate was 35% of the student population.</p>	<p>The district expulsion rate remained steady at 0.5%.</p> <p>30% of district students participated in an extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and cocurricular activities. (Matt)</p>
<p>Metric/Indicator Perception of safety from surveys</p> <p>19-20 * The perception of safety in the district will increase by 5% on student, staff, and parent surveys.</p> <p>Baseline In the 2016/17 school year the perception of safety from students, staff and parents was consistent with previous years sampling. 82% reported feeling safe or very safe at school.</p>	<p>In 2019-20, 50% of 9th graders, 53% of 11th graders and 73% of non-traditional students feel safe or very safe at school.</p>
<p>Metric/Indicator Parent participation at meetings</p> <p>19-20</p>	<p>Digital meeting participation was not quantified and in-person meetings were not permitted after March 19, 2020. 6% of parents and guardians responded to the ThoughtExchange LCAP input survey sent in April of 2021.</p>

Expected	Actual
<p>* Parent participation on surveys will increase by 10%.</p> <p>Baseline In the 2016/17 school year the parents participation on at site meetings was consistent with previous years at 1.2%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide academic counseling services for student support.	<p>COUNSELING SHS 1000-1999: Certificated Personnel Salaries LCFF Base \$164,988</p> <p>COUNSELING SHS 3000-3999: Employee Benefits LCFF Base \$49,753</p> <p>COUNSELING SHS 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>COUNSELING SHS 3000-3999: Employee Benefits Supplemental 0</p>	<p>COUNSELING SHS 1000-1999: Certificated Personnel Salaries LCFF Base \$166,096</p> <p>COUNSELING SHS 3000-3999: Employee Benefits LCFF Base \$49,803</p> <p>COUNSELING SHS 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>COUNSELING SHS 3000-3999: Employee Benefits Supplemental 0</p>
Provide specialized academic counseling services for students identified as "at risk" at Sonora High School campus through a campus Learning Director.	<p>Learning Director 1000-1999: Certificated Personnel Salaries Supplemental \$71,040</p> <p>Learning Director 3000-3999: Employee Benefits Supplemental \$22,624</p>	<p>Learning Director 1000-1999: Certificated Personnel Salaries Supplemental \$72,786</p> <p>Learning Director 3000-3999: Employee Benefits Supplemental \$23,195</p>
Fund supervision on all district campuses to help promote safe and productive learning environment.	SHS CAMPUS SUPERVISION 2000-2999: Classified Personnel Salaries Supplemental \$70,283	SHS CAMPUS SUPERVISION 2000-2999: Classified Personnel Salaries Supplemental \$67,560
Continue to fund 2.2 campus supervisors on the Sonora High School campus.	SHS CAMPUS SUPERVISION 3000-3999: Employee Benefits Supplemental \$33,701	SHS CAMPUS SUPERVISION 3000-3999: Employee Benefits Supplemental \$28,006

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to fund 1 campus supervisor on the Alternative Education Campus.	<p>Alt Ed Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental \$22,029</p> <p>Alt Ed Campus Supervisor 3000-3999: Employee Benefits Supplemental \$13,620</p>	<p>Alt Ed Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental \$21,996</p> <p>Alt Ed Campus Supervisor 3000-3999: Employee Benefits Supplemental \$7,707</p>
<p>Improve avenues for character education on the Sonora High campus such that they continue to promote learning and growth for each individual and the culture of the school.</p> <p>Continue to support the Link Crew program designed to support and connect incoming freshmen with the culture of the school.</p> <p>Continue the developed Anti-bullying Program in order to provide students with support and to decrease the reported number of reported instances of bullying on campus.</p> <p>Continue to fund extra-curricular athletic programs to promote student health and wellness, and to increase student participation on the Sonora High School campus.</p>	<p>Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$581,865</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base \$181,146</p> <p>Certificated Coaching Stipends 1000-1999: Certificated Personnel Salaries Base \$23,000</p> <p>Certificated Coaching Stipends 3000-3999: Employee Benefits LCFF Base \$4,524</p> <p>Classified/Walk on Coaching Stipends 2000-2999: Classified Personnel Salaries LCFF Base \$138,000</p> <p>Classified/Walk on Coaching Stipends 3000-3999: Employee Benefits LCFF Base \$12,646</p> <p>Athletic Director 1000-1999: Certificated Personnel Salaries LCFF Base \$54,946</p>	<p>Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$581,865</p> <p>Benefits 3000-3999: Employee Benefits LCFF Base \$181,146</p> <p>Certificated Coaching Stipends 1000-1999: Certificated Personnel Salaries LCFF Base \$31,480</p> <p>Certificated Coaching Stipends 3000-3999: Employee Benefits LCFF Base \$4,110</p> <p>Classified/Walk on Coaching Stipends 2000-2999: Classified Personnel Salaries LCFF Base \$121,684</p> <p>Classified/Walk on Coaching Stipends 3000-3999: Employee Benefits LCFF Base \$10,703</p> <p>Athletic Director 1000-1999: Certificated Personnel Salaries LCFF Base \$43,956</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Athletic Director 3000-3999: Employee Benefits LCFF Base \$15,132	Athletic Director 3000-3999: Employee Benefits LCFF Base \$13,062
The site Principals will provide school safety training for district staff and students to prepare campuses to respond in the event of an emergency, to equip district stakeholders with the most current and relevant safety information, and to communicate safety concerns on and around district campuses.	\$0	\$0
Continue to fund the KIDDS program (Drug Dogs) on all district campuses, in order to help maintain a safe and drug free campus.	KIDDS - Drug Dogs 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,500	KIDDS - Drug Dogs 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,890
Continue to fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events. Continue to utilize the school communication tool to receive feedback from parents and students regarding school communication and district events. Using the feedback from previous years, refine the communication channel and programs promoted using the communication tool.	Phones & Internet 5900: Communications LCFF Base \$124,800 Web Host BGA 5800: Professional/Consulting Services And Operating Expenditures Base \$250 Aeries Portal & School Messenger 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$7,000	Phones & Internet 5900: Communications LCFF Base \$124,800 Web Host BGA 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$249 Aeries Portal & School Messenger 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$11,424
Increase parent interaction opportunities through site meetings, district programs, educational opportunities, boosters, college and career meetings, and community feedback meetings.	Certificated Extra Pay 1000-1999: Certificated Personnel Salaries Base \$2,500 Certificated Extra Pay 3000-3999: Employee Benefits LCFF Base \$394	Certificated Extra Pay 1000-1999: Certificated Personnel Salaries LCFF Base \$2,500 Certificated Extra Pay 3000-3999: Employee Benefits LCFF Base \$394
Work with foundation districts to support improved articulation and agreements between districts to help students transition to high school, to support the rigor of curriculum development, and to assist in the identification of at risk, EL, and RFEP students in order to best support student outcomes.	1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to fund a concussion coordinator position to help perform baseline testing on injured athletes and students injured while at school, at the direction of an athletic trainers and/or doctor.	IMPACT Software 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,300 Concussion Stipend 2000-2999: Classified Personnel Salaries LCFF Base \$1,500 Concussion Stipend 3000-3999: Employee Benefits LCFF Base \$449	IMPACT Software 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,420 Concussion Stipend 2000-2999: Classified Personnel Salaries LCFF Base \$1,500 Concussion Stipend 3000-3999: Employee Benefits LCFF Base \$634
Provide alternative education counseling services to support specifically enrolled in district alternative education programs. Continue to fund a full time, alternative education counselor for Cassina High School and Ted Bird High School.	Cassina Counselor 1000-1999: Certificated Personnel Salaries Title I \$58,148 Cassina Counselor 3000-3999: Employee Benefits Title I \$20,090	Cassina Counselor 1000-1999: Certificated Personnel Salaries Title I \$58,148 Cassina Counselor 3000-3999: Employee Benefits Title I \$20,277
Continue to fund Assistant Principal - Student Services position	Assistant Principal Student Services 1000-1999: Certificated Personnel Salaries Supplemental \$87,090 Assistant Principal Student Services 3000-3999: Employee Benefits Supplemental \$25,782	Assistant Principal - Student Services 1000-1999: Certificated Personnel Salaries Supplemental \$68,028 Assistant Principal - Student Services 3000-3999: Employee Benefits Supplemental \$22,365

Goal Analysis

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

Coaching stipends for walk on coaches were less than budgeted due to having a certificated coach. Athletic Director salary was less than budgeted. Part of the athletic directors salary was paid out of other funding sources. The assistant principal's salary was paid from other funding sources.

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

While the California School Dashboard indicates that the district graduation rate increased from the previous year, it is lower than the baseline established in 2015-16 and the graduation rate for Students with Disabilities declined. The suspension rate increased. The perception of safety on campus decreased. Accurate data related to parent engagement and student attendance are not available do to the onset of the COVID-19 pandemic beginning in March of 2020. Frequent changes in leadership over the three years of this LCAP made it very challenging to implement improvement or maintain consistency.

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
Disposable masks	\$ 17,000	\$17,000.00	Yes
Protective Barriers	\$ 1402.75	\$1,402.75	Yes
Face Shields	\$ 129.27	\$129.27	Yes
Handheld Thermometers	\$ 75.37	\$251.20	Yes
Social distancing ground markers	\$ 1,579.79	\$1,587.16	Yes
Cafeteria Cart	\$ 2,183.85	\$2,183.85	Yes
Extra HVAC filters	\$ 418.29	\$418.29	Yes
Lumber	\$ 600.00	\$514.53	Yes
Cleaning Equipment	\$ 3,000.00	\$2,618.79	Yes
Portable Room Dividers	\$ 10,500	\$10,500.00	Yes
Retractable Crowd Control	\$ 4,500	\$4,997.42	Yes
Motorola Radios and ear pieces for Student Wellness Checkpoints	\$ 9,000	\$4,803.16	Yes
Hero printers, scanners, paper for Student Wellness Checkpoints	\$ 13,459	\$20,265.41	Yes
13 iPod Touch Devices for Student Wellness Checkpoints	\$ 1,900	\$4,686.45	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Standing Thermo Screen	\$ 3,186.73	\$3,186.73	Yes
Face shields for staff	\$ 1,563.58	\$1,563.58	Yes
PPE Storage Bins	\$ 190.49	\$190.49	Yes
Plexi-glass	\$ 2,142.02	\$2,142.02	Yes
Door Sensor	\$ 51.60	\$51.60	Yes

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.

There is no substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

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

The district was able to implement in-person instruction with very few positive cases and relatively few quarantines. The challenges were primarily with achieving mandated student distancing and cleaning surfaces between classes. Changing requirements led to spending that was deemed later to be unnecessary.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops for Teachers and Staff	\$ 65,790.60	\$65,790.60	Yes
WIFI Hot spots	\$ 26,566.86	\$26,566.86	Yes
Screeencastify	\$ 2,424.38	\$2,424.38	Yes
Webcam for Distance Learning	\$ 215.45	\$215.45	Yes
Distance learning books	\$ 67.77	\$67.77	Yes
HERO PBIS Subscription	\$ 6,150	\$6,150.00	Yes
Distance learning books	\$ 67.77	\$67.77	Yes
Nearpod License	\$ 2,000.00	\$2,000.00	Yes

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.

The major substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions was the addition of a Pear Deck License.

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.

The challenges were engaging students without in-person instruction, internet connections for students in a rural area, and serving students with special needs. Teacher adaptation to providing online curriculum has accelerated teacher development very rapidly.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Get More Math	\$ 0	\$0	Yes
Renaissance STAR Assessments and STAR 360	\$ 12,000	\$0	Yes
MAP Growth K-12 Assessment	\$ 1,031.42	\$1,031.42	Yes

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.

Renaissance STAR Assessments and STAR 360 were not used. The contract has been updated for use in the 21-22 school year.

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.

It has been very difficult to engage students in an online only format. Students have increased their ability to access online curriculum with 1:1 digital devices. The assessments listed were not utilized. Teachers created curriculum that attempted to increase student engagement, extensive use of PBIS help increase student engagement, students that did not find success were referred to a robust summer school program.

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.

District counselors, administrators, and teachers have made the greatest impact monitoring and supporting mental health and social and emotional well-being when communicating by phone with students and parents. Multitiered systems of support that provided multiple "touches" to support a student paired down the number of students requiring intensive support. That allowed resources to be used more effectively.

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.

Recent surveys show that for the most part, parents have been satisfied with the level of district communication with parents. The community has become more accustomed to two way digital communication. This may be a path forward with increasing pupil and family engagement and outreach in the future. It is easier for busy parents to engage online than to participate in person at many events. Finding tools that allow for more nuanced input than responding to multiple choice surveys has helped provide richer feedback from all stakeholders.

This a description of the strategic support the district is implementing for students struggling with attendance, and academics. Though both of these supports are independent of each other, a student may qualify for both and would be provided support from both systems as they qualify.

In addition, students who have IEP's or who are EL's are also receiving additional support by their case managers and paraprofessionals.

Please see the details below regarding both of the intervention systems.

Attendance Intervention (Attendance Multi Tiered System of Support)

Criteria for student placement in the Attendance Intervention program/Progression through Tiers:

We are examining attendance in two day periods (Monday/Tuesday and Thursday/Friday) Every Tuesday afternoon and Friday afternoon we run attendance reports for those two day periods. If on either of those days a student misses 4 or more periods, it is considered a qualifying event that triggers the addition of the student to the Attendance Intervention.

Once a student has qualified for the Attendance Intervention, they enter Tier 1 of the system. Phone calls are made by office staff (typically the Attendance Secretary) and a one on one conversation with parents and/or students occurs and is documented. The intent is to have personal contact in which we express concern and see if there is anything that we can trouble shoot to effect change for the students attendance.

If a student has a second qualifying event, they are moved to Tier 2 which results in the students counselor contacting the parent/student. At this level the support is intended to be more personalized and strategic in identifying any additional factors that are impacting a students ability to attend and work on solutions to impact change in the students attendance.

A third qualifying event would trigger the student to be moved to Tier 3. Tier 3 results in personal contact from an administrator. As administrators contact parents/students the conversation surrounds the possible ramifications of continued lack of attendance as well as support to impact students attendance.

Further qualifying events once a student is at Tier 3 will result in additional actions which can include but aren't limited to: Additional contact, Attendance letters, Referral to SARB

There are a few flaws that have been exposed in this system that we can use your help with. If a student is only missing a class or two a day, it doesn't trigger a qualifying event, however, I have seen where a student attends most of the day, but misses the same period over and over again. It is challenging to catch this without your help. If you notice that a student is repetitively missing your class, please let me know. We would consider this a qualifying event and add them to the intervention system.

Academic Intervention

Tier 1: Interventions offered to all students

Guidance Counseling

Guidance counselors are available for all students offering social/emotional, academic, and college/career planning services

Teacher office hours (tutoring offered by individual teachers)

List of office hours/tutoring options on website

Classroom Guidance Lessons

Options for guidance support

Graduation requirements (importance of passing classes and earning credit)

College Entrance Requirements

CTE opportunities

Personal meeting with counselor to register for courses and discuss future career goals

Hero Program

Encourages students to be accountable, respectful and engaged

Technology Support

Aeries portal

Google Classroom

Go guardian

Parent technology night

IT support

Tier 2: Support provided to students failing one or more class

Counseling conference with student

Counseling conference with parent

Counseling conference with teacher, student, and parent

Counseling Small Group Support

SST (student study team meeting)
Guidance lessons in Title 1 classes
Needs assessment for students who qualify for Title 1
Tier 3: Support provided to students with multiple F's and credit deficient students
SST (student study team meeting)
APEX online credit recovery program
Collaboration with support services such as: Administration, School Psychologist, and outside agencies.
Alternative Education Programs
Counseling services available at Alternative Education site

**In addition, students who have an IEP and students who are designated EL are also receiving additional support by their case managers and paraprofessionals along with individual accommodations or modifications. Students with a 504 plan receive individual accommodations and support.

Analysis of School Nutrition

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

District food services has made strong efforts to provide attractive and diverse meal options for students while adhering to "grab and go" and social distancing requirements. More students have been eating more often as they become familiar with the food service offerings and protocols. Offering breakfasts as "snacks" to students arriving on campus at symptom check stations has been successful.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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 is no substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

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.

The district has learned how important the relationship between staff, particularly teachers, and students is to student success. Particularly, for students who struggle socially, emotionally, and academically. It brings in to focus the importance of school culture. It makes clear that setting expectations that lead to student success, both socially and academically, must be clearly taught, modeled, rewarded, and enforced. It has become clear that prioritization of physical, emotional, and social well being of staff and students is essential to student and staff success and satisfaction. It has become clear that there are large gaps in access to achievement that are exacerbated when students do not have direct consistent access to educational professionals. And that there is a greater need for data on student needs and a focus on that data to inform student supports. These learnings are implemented in the Extended Learning Opportunities Grant Plan and the 2021-24 LCAP plans.

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

Students will be assessed using the Renaissance STAR Assessments. The 2021-24 LCAP goals will continue to address academic priorities, equitable access, school climate, and additional social emotional supports for all students, including students with disabilities, low incomes, English Learners, and Foster and/or homeless youth:

1. Increase student performance by accessing curricular support in core content areas.
2. Develop the district's learning environments to provide equitable access to contemporary strategies, tools, and technologies.
3. Develop a positive and safe culture where all stakeholders are engaged and feel safe, heard, and respected.

There will be an increased emphasis on using data to guide and inform actions. Focused, flexible, individualized intervention will be increased. Frequent progress monitoring will be key to the execution of and adaptation of the 2021-24.

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.

There was not a substantive difference 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.

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 2021-24 LCAP goals will continue to address academic priorities, equitable access, school climate, and additional social emotional supports for students:

- 1) Improve academic achievement and college/career readiness for all student groups.
- 2) Ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes.
- 3) Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

There will be an increased emphasis on using data to guide and inform actions. Focused, flexible, individualized intervention will be increased. Frequent progress monitoring will be key to the execution of and adaptation of the 2021-24.

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.

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.

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.
- 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.
- 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.
- 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.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,164,137.00	3,096,522.00
	0.00	0.00
Base	25,750.00	0.00
Federal Funds	157,409.00	42,184.00
LCFF Base	1,889,487.00	1,904,499.00
LCFF Supplemental and Concentration	73,123.00	34,278.00
Lottery	10,500.00	9,000.00
Other	42,000.00	18,102.00
Supplemental	743,312.00	868,087.00
Title I	222,556.00	220,372.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,164,137.00	3,096,522.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,345,628.00	1,335,594.00
2000-2999: Classified Personnel Salaries	341,182.00	408,360.00
3000-3999: Employee Benefits	522,693.00	518,346.00
4000-4999: Books And Supplies	190,813.00	127,726.00
5000-5999: Services And Other Operating Expenditures	0.00	6,166.00
5700-5799: Transfers Of Direct Costs	9,500.00	1,534.00
5800: Professional/Consulting Services And Operating Expenditures	112,550.00	41,820.00
5900: Communications	124,800.00	124,800.00
6000-6999: Capital Outlay	516,971.00	532,176.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,164,137.00	3,096,522.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	25,500.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	59,282.00	20,568.00
1000-1999: Certificated Personnel Salaries	LCFF Base	818,798.00	842,896.00
1000-1999: Certificated Personnel Salaries	Supplemental	311,732.00	339,790.00
1000-1999: Certificated Personnel Salaries	Title I	130,316.00	132,340.00
2000-2999: Classified Personnel Salaries	LCFF Base	139,500.00	123,184.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	16,136.00	17,038.00
2000-2999: Classified Personnel Salaries	Supplemental	160,927.00	243,438.00
2000-2999: Classified Personnel Salaries	Title I	24,619.00	24,700.00
3000-3999: Employee Benefits	Federal Funds	20,314.00	7,716.00
3000-3999: Employee Benefits	LCFF Base	269,118.00	264,926.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	6,987.00	6,740.00
3000-3999: Employee Benefits	Supplemental	170,653.00	184,859.00
3000-3999: Employee Benefits	Title I	55,621.00	54,105.00
4000-4999: Books And Supplies	Federal Funds	77,813.00	13,900.00
4000-4999: Books And Supplies	Other	13,000.00	13,826.00
4000-4999: Books And Supplies	Supplemental	100,000.00	100,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	1,890.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	4,276.00
5700-5799: Transfers Of Direct Costs	LCFF Base	9,500.00	1,534.00
5800: Professional/Consulting Services And Operating Expenditures	Base	250.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	10,800.00	13,093.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	50,000.00	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	10,500.00	9,000.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Other	29,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,000.00	9,227.00
5900: Communications	LCFF Base	124,800.00	124,800.00
6000-6999: Capital Outlay	LCFF Base	516,971.00	532,176.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	477,534.00	626,498.00
Goal 2	895,503.00	731,240.00
Goal 3	1,791,100.00	1,738,784.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$72,882.74	\$78,492.70
Distance Learning Program	\$103,282.83	\$103,282.83
Pupil Learning Loss	\$13,031.42	\$1,031.42
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$189,196.99	\$182,806.95

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$72,882.74	\$78,492.70
Distance Learning Program	\$103,282.83	\$103,282.83
Pupil Learning Loss	\$13,031.42	\$1,031.42
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$189,196.99	\$182,806.95



SONORA UNION
HIGH SCHOOL DISTRICT

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonora Union High School District	Ed Pelfrey Superintendent	epelfrey@sonorahigh.org 209-533-8510

Plan Summary [2021-22]

General Information

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

Sonora Union High School District is located in the gold country town of Sonora, California which is nestled in the western Sierra Foothills, 150 miles east of San Francisco, and geographically between Yosemite National Park and Lake Tahoe. The town of Sonora has an approximate population of 4,800 residents. The school serves the population from the greater Sonora area, serving students from the most populous areas of Tuolumne County, which comprises a population of approximately 54,000 residents. As the only incorporated city in Tuolumne County, Sonora is the county's central economic hub and the County Seat. Three, trans-sierra highways cross through the area making the city a gateway destination for travel to the Sierra Nevada National Forest and the California Gold Country region.

The county population of 54,248 is mostly Caucasian (80.5% white only not Hispanic or Latino). The minority populations include Hispanic (12.5%), Native American (2.3%) and African American (2.0%). The remainder is reported as two or more races or those who declined to state. Census data between 2010 and 2016 indicates a steady, declining trend in the population at approximately 2% from 2010 to 2016. The data indicates the population of people aged 40 to 54 has dropped from 11,837 to 5,072, and the population of adults aged 25 to 39 years shrank from 7,069 in 2000 to 5,346 a decade and a half later.

The county's major industries are education, healthcare, social assistance, arts, recreation, food service, retail, and construction. These industries comprise 64.8% of the employment in the county. Other industries include agriculture, public administration, manufacturing, and professional management. With a median household income of \$54,325, most residents are considered (lower) middle class, although there appears to be a significant, growing lower socioeconomic population. Tuolumne County Chamber of Commerce data in 2010-11 indicated 38% of county home mortgages were upside down. This led to a massive housing exodus, creating a housing grab, which steadily inflated the prices of homes. The median home price in the area was \$273,500, which was slightly down since the 2016 census. Currently, the county estimates that there are 31,433 housing units in the area, 71% of which are occupied. Just under 70% of the occupied homes are owned by their occupants. Rental homes in the area are considered to be difficult to obtain and expensive. The county considers the current rate of accessible and occupiable homes to be at a critical level as it is difficult for undeserved populations to obtain affordable housing in the current market. Most of the county's new residents in the past five years are retirees moving from large urban and suburban areas. This shift in demographics is believed to be a contributing factor to the declining enrollment in the county's schools. This year has seen an increase in housing sales and prices. It remains to see what effect this will have on school enrollments.

The Facilities Inspection Tool (FIT) report completed in December of 2020 shows all facilities are in good repair.

The District, school, and school community adopted the current mission statement and beliefs during the strategic planning process completed in 2000.

District Mission: "The Sonora Union High School District, a place where students feel a sense of ownership and recognition, is committed to providing a personal educational program that engages students in a challenging, broad-based curriculum where they recognize the value of their education and can define success for themselves."

We believe:

- That personal accountability and integrity are fundamental
- That a strong work ethic benefits the individual and society
- That successful relationships are based on honesty and respect
- That every individual has the potential to make a positive contribution
- That families share the responsibility for a successful society
- That community service benefits all
- That learning is a continuous process

Sonora High School, the largest high school in the Sonora Union High School District, plays a large role in the shaping of the goals and actions of this comprehensive accountability plan. The Western Association of Schools and Colleges, the districts work with Multi-tiered

Systems of Support, the Sonora High School Site Council, as well as the faculty, parents, and students of the school played a large role in the shaping and forming of the LCAP goals over the past five years. Annually, the Sonora High School Site Council plays a large role in the stakeholder feedback cycle for the creation of the document annual. This year, the Educational Leadership Team, a group comprised of Sonora High School department chairs, district management, and union leadership that was formed to meet the planning demands of educational planning in response to the COVID-19 pandemic, played an important role in the review of LCAP goals. The three main goals have been revisited annually and revised slightly over the past five years, but the over all focus of the goals have remained the same.

Reflections: Successes

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

The ThoughtExchange Survey for input on LCAP goals completed by stakeholders in April demonstrated that there has been a definite leap forward in educational technology use and availability. This is highlighted by 1:1 devices in the hands of all district students, the districts efforts to connect families to internet service in their homes, and the movement of all teachers to an online learning platform to support learning in their classes. It was also noted that the district has attempted to create a more collaborative environment where people are heard.

The California Health Kids Survey for 2019-20 showed that students feeling of School Connectedness, increased by more than 10%. The district intends to build on this success. School Connectedness is measured by students' academic motivation, their feelings of having caring adult relationships on campus, and that their are high expectations for their academic achievement.

The district increased the use of Positive Behavioral Interventions and Supports with the implementation of HERO. HERO is an online platform that allows staff to reward students meeting behavioral objectives with "HERO Points" that may be redeemed for a wide variety of incentives from snacks to Amazon gift cards. 81 (70%) staff members recognized 877 (92%) students over 114,000 times for meeting behavioral expectations. This is a drastic increase in positive behavioral recognition of students.

The district saw a significant increase in the percentage of students meeting the state's College and Career Indicator for all students and for students in the Hispanic, Socio-economic Disadvantaged, Homeless, and Students with Disabilities sub groups (46% of all students prepared, an increase of 6%). 50% of 2019-20 graduates graduated with college credits. An increase of 30 percentage points over the previous year. The district attributes this to the on going commitment to elective classes, robust Career Technical Education Programs and a strong partnership with the Columbia Community College. The district and the college have worked to improve the district's Middle College, a high school dual-enrollment program, and the College and Career Access Pathway with the college offering classes on the high school campus during the high school day exclusively for Sonora Union High School District students.

The district plans to build on these successes by continuing the use of HERO to support PBIS efforts; the district has increased CTE offerings including Fire Science, CNA, and Auto/Welding courses for all district students; and the Middle College continues to provide students access to college courses.

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.

District graduation rates continued a downward trend that appears to have accelerated due to the pandemic. The 2019-20 district graduation rate for all students was 89%. The graduation rate for students with disabilities was 67%. A decline of 11%. The rate of class failure was higher than usual for each semester of the the pandemic which may lead to lower graduation rates.

2018-19 Smarter Balanced Assessment achievement levels for ELA and Math remained stable for all students, but declined in both areas for Economically disadvantaged students. Performance gaps continue to exist for all significant subgroups. Although the Math scores remain the highest of any high school in Tuolumne county, they are lower than the state average. The most recent WASC Visiting Committee reports for Sonora High School and Cassina High School completed both noted that many students continue to struggle with mathematics and that more needs to be done to support them in mathematics at all district sites.

UC/CSU A-G Completion rates continued a five year decline from 30% to 22%. There is a 12% gap for this indicator between all students and economically disadvantaged students. The gap increased in 2019-20.

Average daily attendance decreased significantly. This appears to be pandemic related as students could access curriculum online and students were encouraged to stay home if they had any COVID like symptoms.

Although Suspension Rates have historically declined for all student subgroups, as predicted in the 2018-19 LCAP, the suspension rate increased in 2019-20 due to issues with fighting, vaping, and drug use on all district campus. Work to intervene with drug and illegal substance use will need to be done. The indicator for suspensions on the CDE Dashboard was red overall

The California Health Kids Survey for 2019-20, which was conducted prior to the pandemic, showed that a significant increase in Substance Use and a decrease in Physical/Mental Health. There was also a decrease in the number of freshman who felt safe or very safe on the Sonora High School Campus from 2018-19 to 2019-20.

The ThoughtExchange Survey for input on LCAP goals completed by stakeholders in April demonstrated that there is a desire for increased CTE opportunities, paraprofessional support for struggling students, small group academic intervention for struggling students, and instruction that increases student engagement and motivation.

The LCAP continues to fund HERO to increase PBIS effectiveness, funding for academic and social emotional interventions and supports, one-on-one academic tutoring for A-G courses; these actions will address our areas of identified need.

LCAP Highlights

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

The 2021-24 LCAP goals will continue to address academic priorities, equitable access, school climate, and additional social emotional supports for students:

- 1) Improve academic achievement and college/career readiness for all student groups.
- 2) Ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes.
- 3) Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Actions that were planned under each goal have been altered to address particular changes in the district. Metrics for some goals have been slightly revised to provide greater consistency of data year over year.

The District continues to maintain support systems put in place for unduplicated students. The Math 1 Readiness course was reformatted from the Basic Math Review two year ago, is a preparation course designed for students that have demonstrated their skills are not ready for the Integrated Math I requirement for all students. By providing students struggling with math more time and more strategic support in math prior to taking the course required for graduation, it is projected that more students will be better prepared to be successful in Math 1 and more prepared to show proficiency on the California Assessment of Student Performance and Progress test taken during the junior year. This course will receive elective credit and will require these students to still take two years of mathematics, including their junior year.

Actions that have been included in this year's plan will continue to help the district to bring more technological resources to help each school better serve unduplicated and underserved students. Actions will continue to help the district address the decrease in graduation rate at alternative education programs. This will be accomplished through an increase and expansion in career technical education opportunities for all students.

The actions that have been carried forward because some have shown measurable success (i.e. college/career readiness index numbers) and others need to have improved fidelity to meet the results predicted as they are researched based models for increased student achievement.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

December 2020:

LCAP budget review with CBO and management and shared with the Governing Board

Consultation occurred with SELPA for development of SEP plan.

February 2021:

California Healthy Kids Survey was given to 9th and 11th graders, parents and staff

April 2021:

ThoughtExchange LCAP input survey was sent out to all parents, students, certificated staff, classified staff, management and leadership teams for LCAP input and the identification of priorities.

May 2021:

LCAP was also presented to the School Site Council for a first reading at a May 6th and for discussion and input at a second meeting on May 18th.

Extended Learning Opportunities Grant (ELO) plan input requested from parents, all staff, School Site Council (the parents of the School Site Council act as a parent advisory council), Educational Leadership Team, and bargaining units to determine priorities that are aligned with LCAP goals.

Governing Board discussion and input of the ELO plan along with public comment

Review and discuss new LCAP goals and objectives with leadership team, management, School Site Council, Educational Leadership Team, bargaining units, Governing Board.

California Healthy Kids Survey results reviewed

Begin to draft new LCAP goals and objectives based upon all stakeholder feedback

Presented draft LCAP certificated staff, classified staff, management and leadership teams, School Site Council, Educational Leadership Team, and bargaining units

June 2021:

Consultation with Sonora UHSD CFT chapter about the content of the Local Control Accountability Plan on June 7, 2021.

Consultation with Chapter 774 of California School Employees Association about the content of the Local Control Accountability Plan on June 8, 2021

A hearing was conducted on June 8, 2021 in order for the Governing Board to hear comments from the public about the Local Control Accountability Plan prior to its consideration on June 22, 2021.

The Board approved the LCAP on June 22, 2021 at a public meeting.

In 20-21, staff created an ELAC Handbook and was unsuccessful at convening a meeting. An ELAC meeting is scheduled for August 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

The top five priorities gleaned from the April ThoughtExchange LCAP input survey sent out to all parents, students, certificated staff, classified staff, management and leadership teams for LCAP input and the identification of priorities were:

- 1) Increase CTE offerings
- 2) Students need to be taught how to think logically to solve problems.
- 3) Increase access to teacher aids and tutors.
- 4) Instruction needs to engage and motivate students.
- 5) More small group instruction for struggling students.

Student Input: All students were provided the opportunity to participate in the April ThoughtExchange LCAP input survey, but there was not enough information to summarize their input.

Parent Input: The top three priorities for parents were: Increase access to teacher aids and tutors to foster learning, improved access to technology was recognized as a positive growth area, and providing more consistent timely academic intervention for struggling students.

Certificated staff: The top three priorities for certificated staff were: improved access to technology was recognized as a positive growth area, increase student performance by focusing on those students who are not going to attend college by increasing the depth and breadth in vocational education, Instruction needs to engage and motivate students. Certificated staff also prioritized the facilitation and support of a safe positive school climate through continued counseling and mental health supports, facilitating increased student engagement and the provision of behavioral supports and social-emotional education. The current LCAP goals and objectives are still the right direction and to continue the maintenance of progress in these areas.

Classified staff: Priorities include an increase in counseling and mental health services; increasing student engagement through enrichment and extra curricular activities. To continue with prioritizing behavioral supports for students and social-emotional support. The focus must remain on keeping our school campuses safe. The current LCAP goals and objectives are still the right direction and to continue the maintenance of progress in these areas.

Management: The current LCAP goals and objectives are still the right direction and to continue the maintenance of progress in these areas.

School Site Council: The current LCAP goals and objectives are still the right direction and to continue the maintenance of progress in these areas.

Bargaining Units: The goals and objectives we have been implementing and supporting continue to be in line with the mission and vision of the bargaining units. The current LCAP goals and objectives are still the right direction and to continue the maintenance of progress in these areas. Specific feedback from the certificated group included class size reduction for freshman and intervention classes. Specific feedback from the classified group included increasing paraprofessional support.

Board: The top priorities are to address learning loss and increase student achievement, mental health supports, maintaining a variety of educational opportunities for students and their parents to choose, including college courses and CTE classes. The current LCAP goals and objectives are still the right direction and to continue the maintenance of progress in these areas. One area to add would be the additional targeted intervention support.

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

Stakeholder feedback and input reflects an overwhelming support for goals that will address: academic priorities (Goal 1 Actions 1, 2, 3, 4) equitable access (Goal 2 Actions 1, 3, 4), school climate (Goal 3 Actions 3), and additional social emotional supports for students by (Goal 3 Actions 4, 5): improving academic achievement and college/career readiness for all student groups (Goal 1 Action 7; Goal 2 Action 5;), ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes (Goal 2 Actions 1, 3, 4, 5), and developing a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected (Goal 3 Actions 1, 2, 3).

Goals and Actions

Goal

Goal #	Description
1	Improve academic achievement and college/career readiness for all student groups.

An explanation of why the LEA has developed this goal.

The goal seeks to address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students in the Sonora Union High School District have access to support to improve academic achievement and college/career readiness.

The actions in this goal address the following standards:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The College/Career Indicator (CCI)	The CCI percentage prepared for 2019-20 were: All Students: 46% Socio-economic				50% of all students and subgroups will be prepared according to the the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 30% Students with Disabilities: 12% Homeless Students: 35% https://www6.cde.ca.gov/californiamodel/ccirreport?&year=2020&cdcode=5572389&score=&reporttype=schools				College/Career Indicator criteria.
Smarter Balanced Achievement level in English Language Arts/Literacy	The 2019 Smarter Balanced Achievement level for all students in ELA is as follows: (4)Standard Exceeded = 35% (3)Standard Met = 29% (2)Standard Nearly Met = 18% (1)Standard Not Met = 18% The 2019 Smarter Balanced Achievement level for Economically Disadvantaged students in ELA is as follows:				Smarter Balanced Achievement level 3 and 4 for ELA for all students will be 70% and 61% for subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(4)Standard Exceeded = 24% (3)Standard Met = 31% (2)Standard Nearly Met = 22% (1)Standard Not Met = 24%				
UC/CSU A-G completion rate	In 2019-20 school year, 22% of the graduates of Sonora UHSD completed the requirements for A-G				28% of the graduates of Sonora UHSD will complete the requirements for A-G
The percentage of students in CTE courses	In 2019-20 school year, 44% of Sonora UHSD students were enrolled in at least one CTE course.				50% of Sonora UHSD students will be enrolled in at least one CTE course.
The percentage of students in AP courses	In 2019-20 school year, 15.8% of Sonora UHSD students were enrolled in at least one AP course.				21% of Sonora UHSD students will be enrolled in at least one AP course.
The percentage of EL students making one or more levels of progress towards English proficiency	In 2019-20 school year, English Language Learner Progress showed growth with the				25% of classified EL students will make progress of one level or more toward English proficiency each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>following achievement percentages:</p> <p>4 - Well Developed = 55%</p> <p>3 - Moderately Developed = 14%</p> <p>2 - Somewhat Developed = 23%</p> <p>1 - Beginning Stage = 9%</p> <p>Three students were reclassified as Fluent English Proficient (RFEP) during the 2019-20 school year and two were reclassified in the 2020-21 school year.</p>				
Average Daily Attendance rate	In 2019-20 school year, the Average Daily Attendance rate was 83.5%.				Average daily attendance will increase to 90%.
Percentage of students with college level credit upon graduation.	In 2019-20 school year, 50% of Sonora UHSD graduates				56% of Sonora UHSD graduates will graduate with college credit.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	graduated with college credit.				
Smarter Balanced Achievement level in Mathematics	<p>The 2019 Smarter Balanced Achievement level for all students in Mathematics is as follows:</p> <p>Standard Exceeded = 12%</p> <p>Standard Met = 21%</p> <p>Standard Nearly Met = 21%</p> <p>Standard Not Met = 46%</p> <p>The 2019 Smarter Balanced Achievement level or Economically Disadvantaged students in Mathematics is as follows:</p> <p>Standard Exceeded = 4%</p> <p>Standard Met = 14%</p> <p>Standard Nearly Met = 21%</p> <p>Standard Not Met = 60%</p>				Smarter Balanced Achievement level 3 and 4 for Math for all students will be 39% and 24% for subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Pass Rate	In 2019-20 school year, 85 students took 129 AP exams passing 59% of the exams with a score of 3 or better.				90 students will take 140 AP exams passing 65% of the exams with a score of 3 or better.
A-G and CTE Pathway Completion	In 2019-20 school year, 42% of the graduates of Sonora UHSD completed the requirements for A-G and 21% completed a CTE Pathway.				50% of the graduates of Sonora UHSD will complete the requirements for A-G and 30% will complete a CTE Pathway.
Fully Credentialed Teachers	In the 20-21 school year, there were several misassignments.				100% of teachers are fully credentialed appropriately assigned.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and Support Classes	Continue to implement and revise created intervention and support classes that provide access to curriculum for special education students, EL students, low income students, or other students identified as struggling with the regular course curriculum.	\$71,609.00	Yes
2	Increased Paraprofessional Support	Maintain the expanded number of paraprofessionals added during the 2015-2016 (7) school year. Paraprofessionals were added to support struggling and under-performing learners and to support classroom instruction in intervention courses. There were 8 paraprofessionals supporting students in 20-21.	\$217,704.00	Yes
3	Targeted Interventions	Provide students performing below grade level in English and Math with targeted interventions designed to support current class instruction and help bring students to grade level proficiency. Support struggling and under-performing math students with Math 1 Readiness and Math 1 Intervention classes.	\$181,960.00	Yes
4	Expansion of Course Offerings	1.4 Maintain the expansion of course offerings at all district sites and revise offerings as appropriate to continue to support student progress	\$153,312.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to be college and career ready as well as remediation efforts to keep students eligible for graduation.</p> <p>Maintain funding for remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School.</p> <p>Increase A-G course offerings at Ted Bird High School.</p> <p>Increase the number of classes offered at district continuation programs (Cassina High School and Ted Bird High School) by utilizing physical and virtual class offerings including Apex and UC Scout.</p>		
5	Maintain Outside of Classroom Experiences	Continue to provide opportunities for outside of the classroom experiences for students including field trips and trips to college campuses.	\$9,500.00	No
6	Maintain English Learner Support	Maintain an English Learner teacher and a daily class for EL students in order to support language development and instruction in other classes.	\$65,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Utilize designated EL teacher to support redesignated fluent English proficient students in current classes in order to reinforce learning and language progress.		
7	Work Experience Program	Continue to implement a work experience program designed to help students develop ready-to-work attitude, interview skills, financial literacy, knowledge of workplace safety, knowledge of workplace rights, and to impact career decision making skills.	\$22,671.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes.

An explanation of why the LEA has developed this goal.

This goal seeks to address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students in the Sonora Union High School District will have equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes.

The actions in this goal address the following standards:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers using online presence for their classroom including google apps (or other LMS) and/or website	The percentage of teachers using online presence for their classroom including google apps (or other Learning Management				The percentage of teachers using online presence for their classroom including google apps (or other Learning Management

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Systems) and/or a website was 100%.				Systems) and/or a website will be 100%.
Ratio of students to computer/chromebooks	The ratio of Sonora UHSD students to computer/Chromebooks is 1:1.				The ratio of Sonora UHSD students to computer/Chromebooks will be 1:1.
Current Curriculum	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.				All classes will be using state board adopted textbooks and curriculum that was adopted within the last 10 years. All students will have access to standards based materials.
Facilities in Good Repair	According to the 2019-20 FIT report all facilities were in good repair.				According to the FIT report, all facilities are in good repair.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Online-Curriculum Options	Continue to provide online-curriculum options in order to increase class offerings across the district as well as offer additional options to help students make up credits through Apex Learning, Scout UC, etc.	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Provide Current Curriculum for All Students	Provide all classes with state board adopted textbooks and curriculum that was adopted within the last 10 years.	\$10,000.00	No
3	Ongoing Facilities Maintenance	The district will continue to provide ongoing and continual maintenance to its facilities in order to provide all students with appropriate and equitable learning environments.	\$516,971.00	No
4	Increase Technical Instructional Support	<p>Maintain the level of technical support for students and staff in the IT department to include instructional and technological support.</p> <p>Improve quality of wireless connections for staff and students throughout the campus.</p> <p>Support student access to online learning, contemporary learning tools, and collaborative communication skills through 1:1 digital devices for all district students.</p> <p>Continue to upgrade teacher digital devices.</p>	\$26,430.00	Yes
5	CTE Technology and Curricular Supports	Purchase technology, devices, and curricular supports in order to expand and diversify the curriculum and instructional support of the CTE programs.	\$3,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

An explanation of why the LEA has developed this goal.

This goal seeks to address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students in the Sonora Union High School District will have a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

The actions in this goal address the following standards:

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District subgroup graduation rate	In the 2019-20 school year, the district graduation rate for all students was 89%. The graduation rate				The district graduation rate for all students will be at least 95%. The graduation rate for students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for students with disabilities was 67%.				disabilities will be at least 73%.
District suspension rate	In the 2019-20 school year, 12.5% of district students were suspended at least once.				Less than 9.5% of district students will be suspended at least once.
District expulsion rate	In the 2019-20 school year, the District expulsion rate was 0.5%				The District expulsion rate will not exceed 0.35%.
Extra-curricular participation rate	In the 2019-20 school year, 30% of district students participated in an extracurricular sports. There was not an accurate count kept of students participating in extracurricular activities outside of sports and cocurricular activities.				36% of district students participated in an extracurricular activity.
Perception of safety from surveys	In the 2019-20 school year, 50% of 9th graders, 53% of 11th graders and 73% of non-traditional students feel safe or very safe at school.				56% of 9th graders, 59% of 11th graders and 76% of non-traditional students will feel safe or very safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Participation	In the 2019-20 school year, 6% of parents and guardians responded to the ThoughtExchange LCAP input survey sent in April of 2021.				12% of parents and guardians will respond to the district surveys.
Drop Out Rate	<p>The drop out rate for the 2019-20 school year was 7.3% for all students and 9.8% for The drop out rate for the 2019-20 school year was 7.3%..</p> <p>https://dq.cde.ca.gov/dataquest/dqcensus/ColOutcome.aspx?aggl=level=district&year=2019-20&cds=5572389</p>				The drop out rate for will be less than 4.3% for all students and 6.8% for The drop out rate for the 2019-20 school year was 7.3%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Counseling	Provide academic counseling services for student support.	\$227,674.00	Yes
2	“At Risk” Counseling	Provide specialized academic counseling services for students identified as "at risk" , including foster youth, English learners, and low-income students at Sonora High School campus through a campus Learning Director.	\$98,348.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Promote a Safe and Productive Learning Environment	<p>Fund supervision on all district campuses to help promote a safe and productive learning environment.</p> <p>Support student behavior intervention, and facilitate effective behavior interventions of the Student Support Center.</p> <p>Continue to fund two and one-fifth campus supervisors on the Sonora High School campus.</p> <p>Continue to fund one campus supervisor on the Alternative Education Campus.</p>	\$258,812.00	No
4	Social Emotional Education and Support	<p>Continue to support the Sonora Friends program designed to support and connect incoming freshmen and new students with a positive Sonora High School culture.</p> <p>Support the teaching, modeling, and affirmation of expected student behaviors through continued implementation of Positive Behavioral Intervention and Support practices supported by HERO.</p>	\$22,203.00	No
5	Supporting Student Engagement	Continue to fund extra-curricular programs to promote student health and wellness, and to increase student participation.	\$107,465.00	No

Action #	Title	Description	Total Funds	Contributing
6	Emergency Preparedness	The site Principals will provide school safety training for district staff and students to prepare campuses to respond in the event of an emergency, to equip district stakeholders with the most current and relevant safety information, and to communicate safety concerns on and around district campuses.	\$0.00	No
7	Improved Stakeholder Communication	<p>Continue to fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events.</p> <p>Continue to utilize the school communication tool to receive feedback from parents and students regarding school communication and district events. Using the feedback from previous years, refine the communication channel and programs promoted using the communication tool.</p>	\$130,700.00	No
8	Parent Engagement and ELL Support	<p>Increase parent interaction opportunities through site meetings, district programs, educational opportunities, the Parent Advisory Committee, boosters, college and career meetings, and community feedback meetings.</p> <p>The district will support development of an ELAC to increase engagement with the families of EL students.</p>	\$775.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Provide supports to increase engagement of families whose home language is not English, including LanguageLine Solutions.</p> <p>Focused parent/guardian meetings with parents of children with disabilities, in foster care, or with low incomes will be held to help determine how to best meet the needs of students in these groups and encourage family engagement.</p>		
9	Improve Elementary Transition and Articulation	3.9 Work with foundation districts to support improved articulation and agreements between districts to help students transition to high school, to support the rigor of curriculum development, and to assist in the identification of at risk, EL, and RFEP students in order to best support student outcomes.	\$0.00	No
10	Concussion Protocol	Continue to fund a concussion coordinator position to help perform baseline testing on injured athletes and students injured while at school, at the direction of an athletic trainers and/or doctor.	\$3,212.00	No
11	Alternative Education Counseling	<p>Provide alternative education counseling services to support students enrolled in district alternative education programs focusing on foster youth, English learners, and low-income students.</p> <p>Continue to fund a full time, alternative education counselor for Cassina High School and Ted Bird High School.</p>	\$43,865.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Addressing Student Substance Abuse	Continue to fund the KIDDS program (Drug Dogs) on all district campuses, in order to help maintain a safe and drug free campus. Provide counseling/mentoring support for students struggling with substance abuse.	\$2,000.00	No
13	Increase Support for Students with Disabilities	Increase administrative support to increase the effectiveness of special education support.	\$20,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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.

Analysis of the 2021-22 goals will occur during the 2022-23 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
8.11%	\$796,839

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

This LCAP describes goals and specific actions for district students who are funded through the Local Control Funding Formula (LCFF) as identified in Education Code for each of the eight priorities. The following goals and actions are contributing towards the needs of foster youth, English learners, and low-income students in this LCAP.

Goal 1: Improve academic achievement and college/career readiness for all student groups. (Priority 2: State Standards; Priority 4: Pupil Achievement; Priority 7: Course Access; Priority 8: Other Pupil Outcomes)

Action 1: Intervention and Support Classes. Continue to implement and revise created intervention and support classes that provide access to curriculum for special education students, EL students, low income students, or other students identified as struggling with the regular course curriculum.

Action 2: Increased Paraprofessional Support. Maintain the expanded number of paraprofessionals added during the 2015-2016 (7) school year. Paraprofessional support will be focused on support to foster youth, English learners, low-income students, and students with disabilities.

Action 3: Targeted Interventions. Provide students performing below grade level in English and Math with targeted interventions designed to support current class instruction and help bring students to grade level proficiency. Support struggling and under-performing math students with Math 1. The Readiness and Math 1 Intervention classes provide support for foster youth, English learners, and low-income students.

Action 4: Expansion of Course Offerings helps support the need of foster youth, English learners, and low-income students. This increases access to courses that increase career and college readiness.

Action 6: Maintain English Learner Support. Maintain an English Learner teacher and a daily class for EL students in order to support language development and instruction in other classes. Utilize designated EL teacher to support redesignated fluent English proficient students in current classes in order to reinforce learning and language progress

Goal 1, action 1, 2; Goal 3, Actions 4, 5, 7, 10, 12, 13 are principally directed towards supporting Low Income, Foster Youth, English Learners and other high needs student groups. The actions include intervention and support classes, increased paraprofessional support, targeted interventions, expanded curricular options and after school activities, as well as social emotional education and support and improved stakeholder communication.

Goal 3: Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected. (Priority 1: Basic; Priority 3: Parental Involvement; Priority 6: School Climate). Students who are engaged; and feel safe, heard, and respected improve their attendance and academic achievement.

Action 1: Provide academic counseling services for student support. When counselors take collective action to plan interventions or create proactive supports for SEL or academic skills and direction foster youth, English learners, and low-income students are the first priority.

These actions are targeted to the needs of foster youth, English learners, and low-income students. These actions were selected to increase support for foster youth, English learners, and low-income students while continuing to provide access to grade level curriculum and elective courses, particularly CTE courses.

Actions were carried forward from the 19/20 LCAP as stakeholder input and an analysis of student outcomes indicate that these are actions that are necessary to continue to support high needs student groups: Goal 1, Action 2; Goal 2, Actions 1,3, 4, 5; Goal 3, Actions 1, 2, 3, 5, 6, 7, 9, 10. These actions were determined to be effective in their implementation.

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

All actions/services are proposed to ensure an increase in student performance in core content areas; equitable access to contemporary strategies, tools, and technologies; and develop a positive and safe culture where all stakeholders are engaged and feel safe, heard, and respected. While these goals apply to all students, the actions and services are principally directed toward students who are foster youth, English learners, and low-income students. The expenditures for these services exceeds the required 8.11% or \$796,839 increased funding required for foster youth, English learners, and low-income students above and beyond your base program for all students. Approximately \$1,100,000 worth of expenditures will contribute to providing additional support to foster youth, English learners, and low-income students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,921,678.00	\$43,671.00		\$234,126.00	\$2,199,475.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,873,856.00	\$325,619.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Intervention and Support Classes	\$71,609.00				\$71,609.00
1	2	English Learners Foster Youth Low Income	Increased Paraprofessional Support	\$176,289.00			\$41,415.00	\$217,704.00
1	3	English Learners Foster Youth Low Income	Targeted Interventions	\$181,960.00				\$181,960.00
1	4	English Learners Foster Youth Low Income	Expansion of Course Offerings	\$136,455.00	\$8,500.00		\$8,357.00	\$153,312.00
1	5	All	Maintain Outside of Classroom Experiences		\$9,500.00			\$9,500.00
1	6	English Learners	Maintain English Learner Support	\$9,769.00			\$55,495.00	\$65,264.00
1	7	All	Work Experience Program		\$22,671.00			\$22,671.00
2	1	All	Online-Curriculum Options				\$6,000.00	\$6,000.00
2	2	All	Provide Current Curriculum for All Students				\$10,000.00	\$10,000.00
2	3	All	Ongoing Facilities Maintenance	\$516,971.00				\$516,971.00
2	4	English Learners Foster Youth Low Income	Increase Technical Instructional Support	\$26,430.00				\$26,430.00
2	5	All	CTE Technology and Curricular Supports		\$3,000.00			\$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6							
3	1	English Learners Foster Youth Low Income	Academic Counseling	\$227,674.00				\$227,674.00
3	2	English Learners Foster Youth Low Income	“At Risk” Counseling	\$98,348.00				\$98,348.00
3	3	All	Promote a Safe and Productive Learning Environment	\$190,593.00			\$68,219.00	\$258,812.00
3	4	All	Social Emotional Education and Support	\$22,203.00				\$22,203.00
3	5	All	Supporting Student Engagement	\$107,465.00				\$107,465.00
3	6	All	Emergency Preparedness					\$0.00
3	7	All	Improved Stakeholder Communication	\$130,700.00				\$130,700.00
3	8	All	Parent Engagement and ELL Support				\$775.00	\$775.00
3	9	All	Improve Elementary Transition and Articulation					\$0.00
3	10	All interscholastic athletes	Concussion Protocol	\$3,212.00				\$3,212.00
3	11	English Learners Foster Youth Low Income	Alternative Education Counseling				\$43,865.00	\$43,865.00
3	12	All	Addressing Student Substance Abuse	\$2,000.00				\$2,000.00
3	13	Students with Disabilities	Increase Support for Students with Disabilities	\$20,000.00				\$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$928,534.00	\$1,086,166.00
LEA-wide Total:	\$602,512.00	\$716,279.00
Limited Total:	\$108,117.00	\$163,612.00
Schoolwide Total:	\$227,674.00	\$271,539.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Intervention and Support Classes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,609.00	\$71,609.00
1	2	Increased Paraprofessional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$176,289.00	\$217,704.00
1	3	Targeted Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,960.00	\$181,960.00
1	4	Expansion of Course Offerings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$136,455.00	\$153,312.00
1	6	Maintain English Learner Support	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools:	\$9,769.00	\$65,264.00
2	1	Online-Curriculum Options			Specific Schools:		\$6,000.00
2	4	Increase Technical Instructional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,430.00	\$26,430.00
3	1	Academic Counseling	Schoolwide	English Learners Foster Youth	Specific Schools: Sonora High School	\$227,674.00	\$227,674.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	2	"At Risk" Counseling	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Sonora High School	\$98,348.00	\$98,348.00
3	11	Alternative Education Counseling	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cassina and Theodore Bird High Schools		\$43,865.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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.