2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Shasta Union High School District
CDS Code:	45701360000000
LEA Contact Information:	Name: Jim Cloney Position: Superintendent Email: jcloney@suhsd.net Phone: 5302413261
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$44,772,247
LCFF Supplemental & Concentration Grants	$3,238,522
All Other State Funds	$7,175,718
All Local Funds	$6,860,279
All federal funds	$8,566,215
Total Projected Revenue	$67,374,459

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$60,873,415
Total Budgeted Expenditures in the LCAP	$10,411,000
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,267,000
Expenditures not in the LCAP	$50,462,415

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2,125,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,664,119

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$28,478
2020-21 Difference in Budgeted and Actual Expenditures	$539,119

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures for those actions and services principally directed at the unduplicated student population and students with disabilities that will be funded by supplemental funds are listed in the LCAP. Also, any other actions and services that are directly related to our LCAP goals, regardless of funding source, are detailed in the LCAP. Other general fund expenditures (salary and benefit cost for the general teaching and classified support staff for example) are not included. Other expenditures associated with running the school district (utilities, liability insurance, legal expenses, etc) are also not included in the LCAP

LCFF Budget Overview for Parents

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

CDS Code: 45701360000000

School Year: 2021-22

LEA contact information:
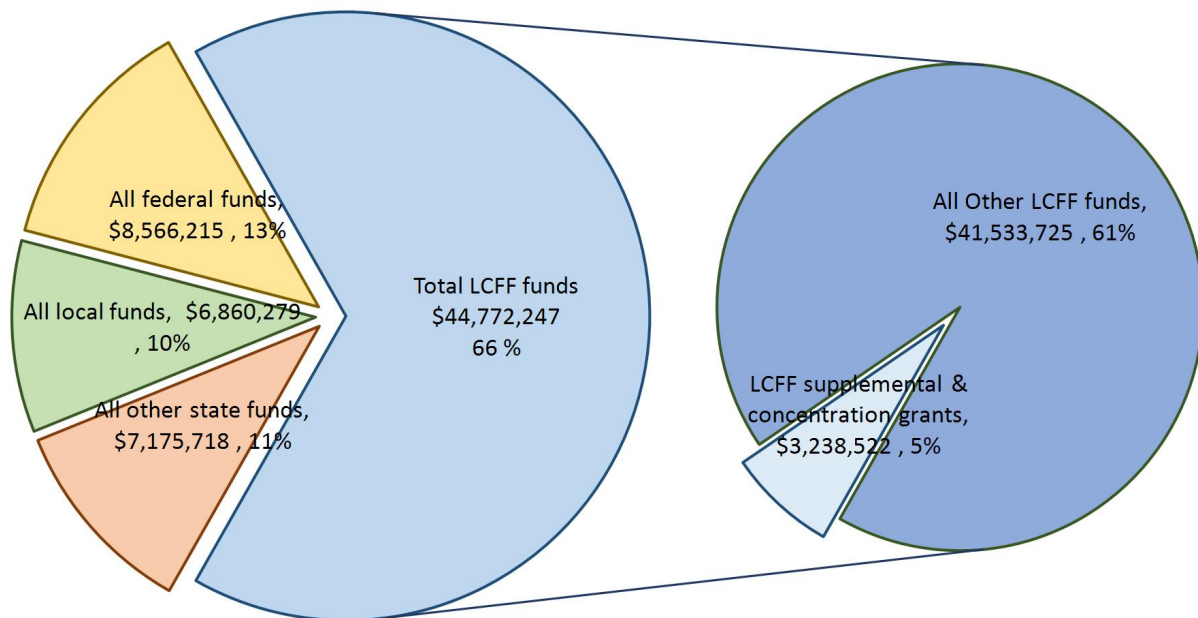
 Jim Cloney

 Superintendent

 jcloney@suhsd.net

 5302413261

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $8,566,215 , 13%

All local funds, $6,860,279 , 10%

All other state funds, $7,175,718 , 11%

Total LCFF funds $44,772,247 66 %

All Other LCFF funds, $41,533,725 , 61%

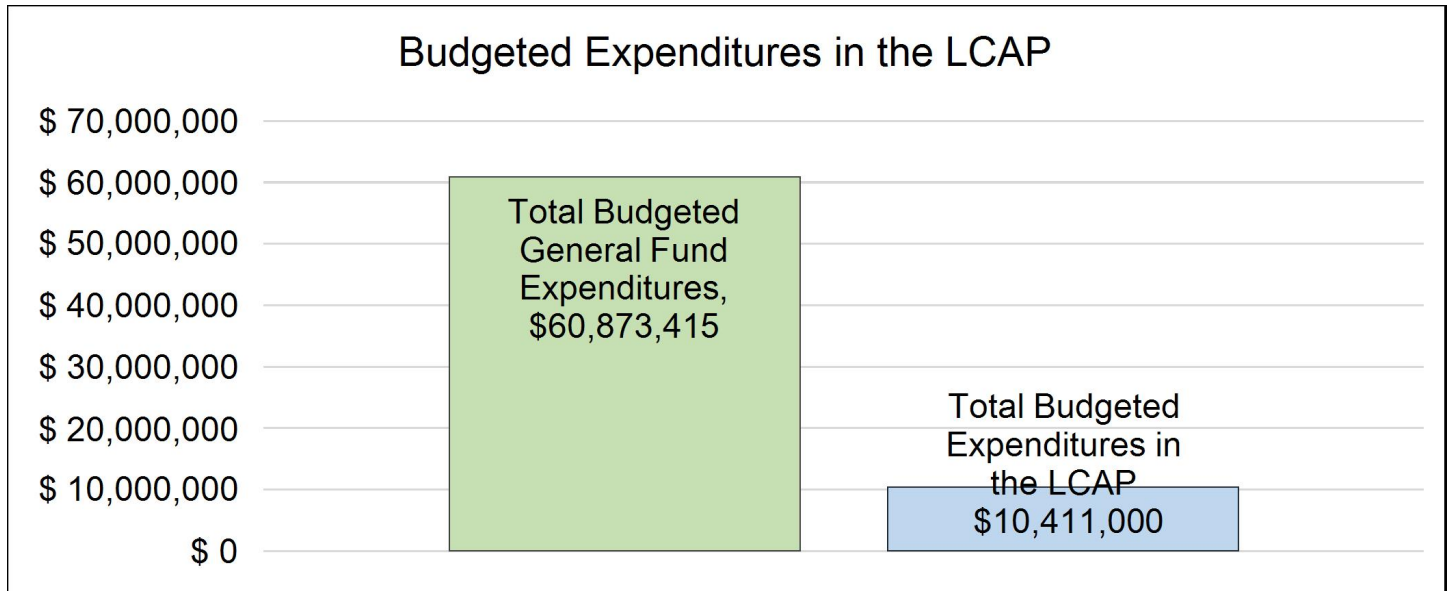LCFF supplemental & concentration grants, $3,238,522 , 5%

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

The total revenue projected for Shasta Union High School District is $67,374,459, of which $44,772,247 is Local Control Funding Formula (LCFF), $7,175,718 is other state funds, $6,860,279 is local funds, and

$8,566,215 is federal funds. Of the $44,772,247 in LCFF Funds, $3,238,522 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.

Budgeted Expenditures in the LCAP

$ 70,000,000	
$ 60,000,000	Total Budgeted General Fund Expenditures, $60,873,415
$ 50,000,000	
$ 40,000,000	
$ 30,000,000	
$ 20,000,000	Total Budgeted Expenditures in the LCAP $10,411,000
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Shasta 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.

Shasta Union High School District plans to spend $60,873,415 for the 2021-22 school year. Of that amount, $10,411,000 is tied to actions/services in the LCAP and $50,462,415 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
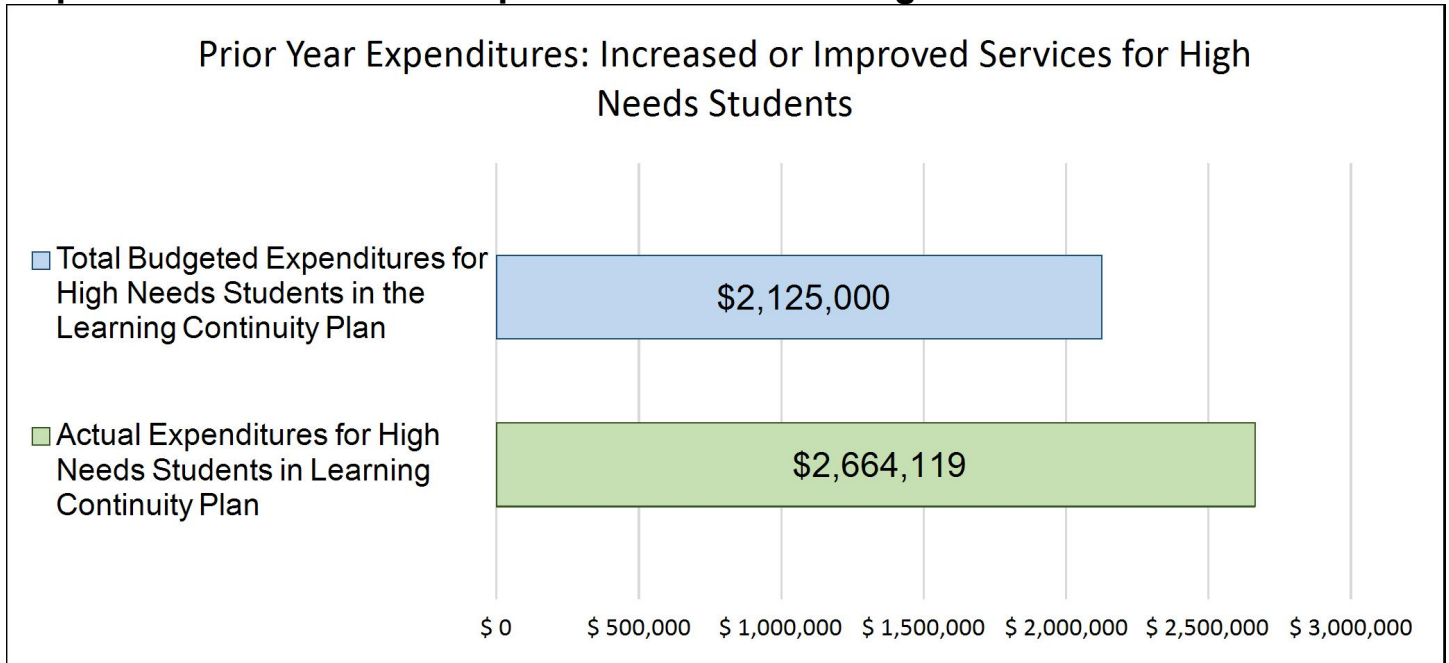
Expenditures for those actions and services principally directed at the unduplicated student population and students with disabilities that will be funded by supplemental funds are listed in the LCAP. Also, any other actions and services that are directly related to our LCAP goals, regardless of funding source, are detailed in the LCAP. Other general fund expenditures (salary and benefit cost for the general teaching and classified support staff for example) are not included. Other expenditures associated with running the school district (utilities, liability insurance, legal expenses, etc) are also not included in the LCAP

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

In 2021-22, Shasta Union High School District is projecting it will receive $3,238,522 based on the enrollment of foster youth, English learner, and low-income students. Shasta Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shasta Union High School District plans to spend $3,267,000 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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$2,125,000**

Actual Expenditures for High Needs Students in Learning Continuity Plan: **$2,664,119**

(Chart axis: $0, $500,000, $1,000,000, $1,500,000, $2,000,000, $2,500,000, $3,000,000)

This chart compares what Shasta 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 Shasta 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, Shasta Union High School District's Learning Continuity Plan budgeted $2,125,000 for planned actions to increase or improve services for high needs students. Shasta Union High School District actually spent $2,664,119 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Shasta Union High School District	Jim Cloney Superintendent	jcloney@suhsd.net 5302413261

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

Successful completion of a California State Standards and Next Generation Science Standards aligned "A-G" curriculum

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    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
Metric/Indicator A to G completion rate **19-20** Increase "A - G" completion rate by 2%. (Priority 4) **Baseline** 2015-16 = 38% 2016-17 = 43.5% 2017-18 = 39.8%	2019-20 = 44%
Metric/Indicator English EAP pass rate **19-20** Increase percentage of students prepared for college level English as measured by the EAP by 3%. (Priority 4) **Baseline** 2015-16 = 68% 2016-17 = 69% 2017-18 = 55.73%	2019-20 = 66%

Expected	Actual
Metric/Indicator Math EAP pass rate **19-20** Increase percentage of students prepared or conditionally prepared for college level math as measured by the EAP by 3%. (Priority 4) **Baseline** 2015-16 = 48% 2016-17 = 49% 2017-18 = 35.8%	2019-20 = 50%
Metric/Indicator GPA of 2.0 or higher **19-20** Increase the percentage of students who earn a 2.0 GPA in a broad course of study by 2%. (Priority 7) **Baseline** 2015-16 = 88.31% 2016-17 = 85% 2017-18 = 81.8%	2019-20 = 85%
Metric/Indicator AP exam pass and participation rates **19-20** Achieve District wide AP exam pass rate of 65% or higher (score of 3 or better) while increasing participation by 1% (Priority 4) **Baseline** 2015-16: Pass rate = 64.7%, Participation rate = 9.7% 2016-17: Pass rate = 67.6%, Participations rate = 10.7% 2017-18: Pass rate = 66.1%, Participations rate = 13.9%	2019-20: Pass rate = 58.7%, Participation rate = 23.1%

Expected	Actual
Metric/Indicator Implementation of adopted state standards **19-20** Maintain 100% implementation of adopted State standards for all students, including ELD standards, as measured by teacher evaluation scores on "Planning Instruction and Designing Learning Experiences of All Students" portion of the evaluation form. (Priority 2) **Baseline** 2015-16 = 100% 2016-17 = 100% 2017-18 = 100%	2019-20 = 100%
Metric/Indicator Teacher assignments **19-20** Have 0% teacher miss assignments for all students. (Priority 1) **Baseline** 2015-16 = 4 2016-17 = 4 2017-18 = 15 (CLAD) 2018-19 = 15 (CLAD)	2019-20 = 5 (2 CLAD, 3 No consent form)
Metric/Indicator Student instructional materials **19-20** Maintain 0% of students lacking own assigned textbook or instructional materials. (Priority 1)	2019-20 = 0

Expected	Actual
Baseline 2015-16 = 0 2016-17 = 0 2017-18 = 0	
Metric/Indicator Academic assessments (SBAC) **19-20** Increase results from statewide academic assessments (SBAC) by 1% as reported by gender (Priority 4) **Baseline** 2015-16 ELA = 68% 2016-17 ELA = 69% 2015-16 Math = 48% 2016-17 Math = 49% 2017-18 ELA = 55.73% 2017-18 Math = 35.58%	Summative state assessment data is not available because of the suspension of CAASPP testing in the spring of 2020 due to COVID 19.
Metric/Indicator CELDT scores (ELPAC beginning 17/18 **19-20** Maintain ELPAC scores at current levels (Priority 4) **Baseline** 2019-20 New baseline	2019-20 District ELPAC Average = 2.66
Metric/Indicator English Learner reclassification rates **19-20** Maintain English Learner reclassification rates at current levels (Priority 4) **Baseline**	2019-20 = 27.1%

Expected	Actual
2015-16 reclassification rate 3.8% 2016-17 reclassification rate 4.1% 2017-18 reclassification rate 4.5% 2018-19 reclassification rate 21.87% 2019-20 New baseline	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development on all state standards: literacy and ELD standards, Next Generation Science Standards, history/social science framework, and math standards. Collaboration time will be scheduled to ensure aligned curriculum for all teachers.	Provide release time as needed for District wide department collaboration 1000-1999: Certificated Personnel Salaries Title II 20,000	9,600
	Provide presenters for professional development 5800: Professional/Consulting Services And Operating Expenditures Title II 10,000	4,160
	Provide for conference attendance by District staff 5000-5999: Services And Other Operating Expenditures Title II 75,000	37,409
	Benefits for employee release time 3000-3999: Employee Benefits Title II 2,500	1,081
Provide State Standards aligned instructional materials.	Provide funds for instructional materials purchases in alignment State Standards. 4000-4999: Books And Supplies Base 175,000	429,259
Provide Instructional Coaches at all comprehensive sites.	Provide four periods (two period increase) of release time per	144,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	comprehensive school site for a Instructional Coach (80% of the time for all students) 1000-1999: Certificated Personnel Salaries Base 144,000	
	Benefits for Instructional Coaches (80%) 3000-3999: Employee Benefits Base 32,000	32,000
Provide Advanced Placement and Honors courses in a variety of subjects.	Provide multiple sections of AP courses in a variety of subject matters dependent on student enrollment. 1000-1999: Certificated Personnel Salaries Base 965,699	965,699
	Benefits for AP course instructors 3000-3999: Employee Benefits Base 332,157	332,157
Equip classrooms with current technology designed to enhance student learning. Continue three year phase in program for a Chromebook cart in each classroom.	Set aside funds for technology enhancement and maintenance. 4000-4999: Books And Supplies Base 450,000	1,300,000
Provide tutorial and study lab courses to students with poor academic performance at all comprehensive sites.	Offer supplemental tutorial and study lab courses divided among the comprehensive school sites dependent upon enrollment targeted to low income, EL,foster youth and low performing pupils. 1000-1999: Certificated Personnel Salaries Supplemental 150,000	125,000
	Benefits for tutorial and study lab instructors 3000-3999: Employee Benefits Supplemental 40,000	33,333
Provide credit recovery options in college prep and non college prep courses.	Provide teaching and administrative staff to courses	125,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	targeted to credit deficient low income, EL, foster youth and low performing pupils. This will include multiple sections designed for credit recovery during the school day. 1000-1999: Certificated Personnel Salaries Supplemental 155,000	
	Benefits for credit recovery instructors 3000-3999: Employee Benefits Supplemental 62,000	50,000
	Provide counselor time for credit recovery courses 1000-1999: Certificated Personnel Salaries Supplemental 64,000	64,000
	Benefits for counselor time for credit recovery courses 3000-3999: Employee Benefits Supplemental 18,500	18,500
	Provide teaching staff for credit recovery options during the school year via Anytime School model at all comprehensive sites 1000-1999: Certificated Personnel Salaries Supplemental 7,000	7,000
	Benefits for credit recovery Anytime School instructors 3000-3999: Employee Benefits Supplemental 4,000	4,000
	Provide teaching and administrative staff for credit recovery options during summer school program. 1000-1999: Certificated Personnel Salaries Supplemental 90,000	29,781

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits for summer school instructors and admin 3000-3999: Employee Benefits Supplemental 25,000	6,081
Provide before and/or after school tutoring programs.	Provide teaching staff for up to 4 hours of before and/or after school tutoring per week at each comprehensive site targeted to low income, EL, foster youth, and low performing pupils 1000-1999: Certificated Personnel Salaries Supplemental 21,000	10,000
	Benefits for tutoring staff 3000-3999: Employee Benefits Supplemental 5,000	2,500
Provide online learning opportunities for credit recovery	Licensing for online curriculum delivery for credit recovery in college prep and non college prep courses. 5000-5999: Services And Other Operating Expenditures Supplemental 145,656	110,000
Instructional Coaches at all comprehensive school sites	Provide four periods (increase of two periods) of release time per comprehensive school site for an Instructional Coach 20% of the time for low income, EL, foster and low performing pupils) 1000-1999: Certificated Personnel Salaries Supplemental 40,000	40,000
	Benefits for Instructional Coaches 3000-3999: Employee Benefits Supplemental 13,000	13,000
Provide multiple sections of EL instruction (dependent on enrollment) for tutoring and support for students designated as English Language	Provide multiple sections of ESL instructional support at EHS 1000-	70,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Learners. Add stipend for EL support coordinator dependent on enrollment.	1999: Certificated Personnel Salaries Supplemental 70,000	
	Benefits for ESL instructors 3000-3999: Employee Benefits Supplemental 28,000	28,000
Offer alternative education programs with low class size to address academic and behavior concerns.	Provide additional teaching staff necessary to maintain teacher to student ratios at or below 20 to 1 in continuation high school program 1000-1999: Certificated Personnel Salaries Supplemental 480,000	420,000
	Benefits for additional teaching staff in continuation high school program. 3000-3999: Employee Benefits Supplemental 177,600	155,400
	75% of counseling position to address unduplicated pupils in continuation program 1000-1999: Certificated Personnel Salaries Supplemental 70,000	70,000
	Counseling position benefits 3000-3999: Employee Benefits Supplemental 25,000	25,000
	Additional teaching and administrative staff at the community day school to address increased enrollment of at risk students 1000-1999: Certificated Personnel Salaries Supplemental 195,000	168,413
	Benefits for additional teaching and administrative staff at the community day school to address increased enrollment of at risk	58,729

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	students 3000-3999: Employee Benefits Supplemental 68,000	
	Additional paraprofessionals to work with students 2000-2999: Classified Personnel Salaries Supplemental 60,000	60,000
	Paraprofessionals benefits 3000-3999: Employee Benefits Supplemental 36,000	36,000
Provide English and Math recovery courses to students with identified skills deficits at all comprehensive sites.	Offer English and Math recovery courses divided among the comprehensive school sites dependent upon enrollment targeted to low income, EL, foster youth and low performing pupils. 1000-1999: Certificated Personnel Salaries Title I 176,800	176,800
	Benefits for English and Math recovery course instructors 3000-3999: Employee Benefits Title I 58,200	58,200

Goal Analysis

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

Due to the outbreak of Covid-19, we closed our schools in March to protect our students. As a result of closing campus and implementing CDC and California Public Health guidelines we pivoted to remote online learning. As a result of having a shortened year, we did not spend 100% of the budgeted expenditures for this goal. Utilizing the unspent budgeted dollars we began purchasing additional Chromebooks so we would have enough to provide every student with a Chromebook. In addition, we provided an expanded Summer School program that included both indirect and direct instruction so students could recover credits. Our enrollment in Summer School was smaller than normal due to COVID 19 so we did not spend as much as we had budgeted. We actually spent a little of twice what we budgeted for a total of $159,904 on conferences for staff. With the dollars that were not spent on this goal, we

we able to increase our spending to purchased hardware and software that the various departments requested so they could best serve their students through distance learning.

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

As a district we experience great growth with our A-G completer rate as we grew by 4.2% for a total of 44% of our students meeting this metric. Our EAP rates increased in ELA by 10.3% for a total of 66% and in math by 14.2% for a total of 50% being prepared for college level math. Our metric of having a GPA of 2.0 or higher grew by 3.2% from 81.8% to 85%. Our AP exam pass and participation rates were both a success and a challenge. Our participation rate grew from 13.9% to 23.1% which we were pleased with, but our pass rate dropped from 66.1% to 58.7%. We were not happy with the drop, but understand that it is a natural outcome as more and more students participate in our AP program. We maintained 100% implementation of State Standards and were pleased that our number of missassigned teachers dropped from 15 to 5 district wide. We are proud of the fact that none of our students were lacking an assigned text or instructional materials. We have no data to report on for the SBAC academic assessments in math and ELA since they were cancelled by the state last spring due to the pandemic. Our metric of CELDT scores was not accurate since the state eliminated the CELDT test and replaced it with the ELPAC. We established a new baseline with an ELPAC average score of 2.66 out of 4 for our English Language Learners. California utilized a new test to measure English Language Learner reclassifications and as a result, our district reclassification rate jumped by 23.3%. We have driven more dollars into our ELL program and added ELL classes at all of our comprehensive sites and we know this has improved our instruction for our ELL students, but we realize all of our growth was not due to our efforts. Overall, we are very pleased with the growth we made as a district in our metrics used to measure our progress in meeting our goal of successful completion of California Standards and Next Generation Science Standards aligned "A-G" curriculum.

Goal 2

Successful completion of Career Technical Education (CTE) Pathways

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of students completing CTE concentrator courses. **19-20** Increase percentage of students completing CTE concentrator courses by 2% (Priority 8) **Baseline** 2016-17 = 144 2017-18 = 256	2019-20 = 1043
Metric/Indicator Maintain access to a broad course of study as described in Ed Code 51220 and per Board policy for all students **19-20** Maintain access to a broad course of study as described in Ed Code 51220 and per Board policy for all students, by subgroup. (Priority 7) **Baseline**	2019-20 = Maintained

Expected	Actual
2015-16 = Maintained 2016-17 = Maintained 2017-18 = Maintained 2018-19 = Maintained	
Metric/Indicator Percentage of students enrolled in dual enrollment courses. **19-20** Percentage of students enrolled in dual enrollment courses by 2% **Baseline** 2016/17 = 22.8% 2017/18 = 15.9%	2019-20 = 49%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide industry relevant equipment and technology to CTE courses	Use Perkins funds to maintain appropriate equipment and technology in CTE courses 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education 126,000	97734.52
Collaborate with the local Community College to provide dual enrolled and/or articulated courses	Dedicate 10% of Admin Intern overseeing Categorical Programs' time to this activity. 1000-1999: Certificated Personnel Salaries Base 11,673	10,479.65
	Benefits for Admin Intern overseeing Categorical Programs 3000-3999: Employee Benefits Base 3183	3,525.90

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All students have post secondary plans updated annually that include CTE courses as appropriate	Counselors develop post secondary plans with all students that address CTE courses 1000-1999: Certificated Personnel Salaries Base 152,813	152,813
	Benefits for counseling positions 3000-3999: Employee Benefits Base 23,345	23,345
Offer Career Centers to provide career education to students and parents	Staff a Career Center at each comprehensive school site 2000-2999: Classified Personnel Salaries Base 77,920	77,920
	Benefits for Career Techs 3000-3999: Employee Benefits Base 59,671	59,671
Targeted assistance to unduplicated students on post secondary plans through parent outreach.	Dedicate 10% of each Counselors time at the comprehensive high schools to do outreach to low income, EL, foster youth and low performing pupils 1000-1999: Certificated Personnel Salaries Supplemental 105,000	105,000
	Benefits for 10% of each Counselors time at the comprehensive high schools. 3000-3999: Employee Benefits Supplemental 36,563	36,563
Provide transportation to unduplicated students to ensure access to CTE courses taught at other school sites.	Provide staff, equipment and fuel necessary to transport low income, EL and foster youth pupils between comprehensive school as necessary to access CTE courses. 5700-5799: Transfers Of Direct Costs Supplemental 140,000	143,159

Goal Analysis

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

Due to the outbreak of Covid-19, we closed our schools in March to protect our students. As a result of closing campus and implementing CDC and California Public Health guidelines, we pivoted to remote online learning. Our Career Technical Education program had minimum budget impact from the early closure of school due to the pandemic.
We had budgeted $736,168 for the CTE goal, and we spent $710,209 on this goal. The $29,959 that was budgeted for, but not spent, was rolled into our Covid-19 cleaning and sterilization cost.

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

We experienced great success in our metrics used to measure the successful completion of Career Technical Education (CTE) Pathways. The number of students completing CTE concentrator courses jumped from 256 students to 1043 students because we had a new supervisor of our CTE programs who discovered additional CTE pathways that we were not utilizing in the past. We maintained our access to a broad course of study for all students and our percentage of students enrolled in Dual Enrollment courses through our local community college jumped from 15.9% to 49%. One of our biggest challenges was getting our local community college to approve our CTE courses as Dual Enrollment eligible. We had more teachers apply for Dual Enrollment status and the community college approved more of our CTE as Dual Enrollment eligible.

Goal 3

Improving student engagement, support, school climate and safety

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District overall student attendance **19-20** Reconsider .25 increase and look at 95% or better (Priority 5) **Baseline** 2015-16 = 94.81% 2016-17 = 94.94% 2017-18 = 93.78% 2018-19 = 94.24%	2019-20 = 92.6%
Metric/Indicator Chronic absenteeism **19-20** Reduce District wide student chronic absenteeism by 2% (Priority 5) **Baseline** 2015-16 = 14.59%	2019-20 = 11.35%

Expected	Actual
2016-17 = 13.79% 2017-18 = 13.3%	
Metric/Indicator District suspension rate **19-20** Maintain suspension rate less than 3% (Priority 6) **Baseline** 2015-16 = 4.80% 2016-17 = 5.0% 2017-18 = 5.1%	2019-20 = 4.4%
Metric/Indicator District expulsion rate **19-20** Maintain pupil expulsion rate less than 1% (Priority 6) **Baseline** 2015-16 = .40% 2016-17 = .30% 2017-18 = .05%	2019-20 = .017%
Metric/Indicator District facilities FIT rating **19-20** Maintain overall "Good" rating on annual facilities inspection for all student occupied facilities. (Priority 1) **Baseline** 2015-16 = Good 2016-17 = Good 2017-18 = Good	2019-20 = Good

Expected	Actual
2018-19 = Good	
Metric/Indicator Parent involvement **19-20** Engage 100% of students and parents in annual post secondary planning process (Priority 3) **Baseline** 2015-16 = yes 2016-17 = yes 2017-18 = yes 2018-19 = yes	2019-20 = Yes
Metric/Indicator Parent Involvement **19-20** Enroll no less than 15 families per comprehensive site in "Student Success Academy" each year (Priority 3) **Baseline** 2015-16 = EHS - 6, FHS - 17, SHS - 11 2016-17 = EHS - 8, FHS - 5, SHS - 10 2017-18 = EHS - 8, FHS - 15, SHS - 5 2018-19 = EHS - 0 FHS - 17, SHS - 13	2019-20 = EHS - 6 , FHS - 10 , SHS - 13
Metric/Indicator Parent Involvement **19-20** Achieve more than 75% "Excellent" or "Good" overall rating on Student Success Academy exit survey (Priority 3) **Baseline** 2015-16 = 100% 2016-17 = 100%	2019-20 = 100%

Expected	Actual
2017-18 = 100% 2018-19 = 100%	
Metric/Indicator School climate - CA Healthy Kids Survey **19-20** Increase student self reporting of campus safety as "strongly agree" or "agree" by 2% (Priority 6) **Baseline** 2015-16 = 68% 2016-17 = NA 2017-18 = 58% 2018-19 = N/A	California Healthy Kids Survey data is not available because of the suspension of school in the spring of 2020 due to COVID-19 did not allow us to administer the survey during our usual time period in May.
Metric/Indicator District graduation rate **19-20** Achieve District graduation rate above 93% (Priority 5) **Baseline** 2015-16 = 97% 2016-17 = 90.9% (4yr cohort rate) 2017-18 = 91.2% (4yr cohort rate)	2019-20 = 90%
Metric/Indicator District drop out rate **19-20** Achieve dropout rate below 5% (Priority 5) **Baseline** 2015-16 = 1.2% 2016-17 = 0.9%	2019-20 = 4.11%

Expected	Actual
2017/18 = 4.97% (4yr cohort rate)	
Metric/Indicator Middle school drop out rate **19-20** As we are a high school district, middle school drop out rates do not apply (Priority 5) **Baseline** N/A	N/A

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Offer positive attendance programs and incentives in the schools for chronically absent students	Provide attendance incentives for students who have attendance issues. 4000-4999: Books And Supplies Supplemental 7,500	7,500
Offer intramural programs during lunch breaks at the schools	Provide an intramural coordinator at each comprehensive school site. 1000-1999: Certificated Personnel Salaries Base 4,500	4,500
	Provide materials for intramural program 4000-4999: Books And Supplies Base 3,000	3,000
	Benefits for intramural coordinators 3000-3999: Employee Benefits Base 900	900
Utilize an "in-school" suspension program at the schools	Provide an "in-school" suspension supervisor at each comprehensive school site and the continuation program. 2000-2999: Classified Personnel Salaries Base 136895	136,895

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits for in-school supervisor 3000-3999: Employee Benefits Base 63,990	63,990
Refer students with controlled substance offenses to District funded drug/alcohol diversion course	Contract with local therapist to provide drug diversion class. 5000-5999: Services And Other Operating Expenditures Supplemental 6,000	6,000
Provide private security and School Resource Officers at the schools to assist with supervision and campus climate	Contract with local private security firm for daily on site security personnel. 5000-5999: Services And Other Operating Expenditures Base 210,000	102,856
	Contract with Redding Police Department to provide SROs at two comprehensive sites and alternative education sites 5000-5999: Services And Other Operating Expenditures Supplemental 160,000	158,560
	Contract with Shasta County Sheriff's office to provide SRO at a comprehensive school site. 5000-5999: Services And Other Operating Expenditures Supplemental 125,000	100,125.14
Offer Link Crew program to assist with the transition to high school	Provide a stipend for Link Crew Coordinators 1000-1999: Certificated Personnel Salaries Base 6,400	6,330
	Benefits for Link Crew Coordinators 3000-3999: Employee Benefits Base 832	862.90
	Provide materials budget for Link Crew activities at three	5,073.48

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	comprehensive sites 4000-4999: Books And Supplies Base 6,000	
Complete annual "walk through" and use of the Facility Inspection Tool (FIT) to maintain an accurate record of facility needs and condition District wide.	Contract with Facility Inspection Services to do District wide FIT analysis each year. 5000-5999: Services And Other Operating Expenditures Base 4,500	4,800
Provide maintenance/custodial staff support to schools to ensure clean facilities that are in good repair.	Employ maintenance and custodial staff to maintain schools 2000-2999: Classified Personnel Salaries Base 759,733	759,733
	Provide budget for school maintenance 4000-4999: Books And Supplies Base 125,000	306,664.55
	Provide budget for school repairs 5000-5999: Services And Other Operating Expenditures Base 220,000	2,727,187.89
	Benefits for maintenance and custodial staff 3000-3999: Employee Benefits Base 298,324	298,324
Implement an extended after school detention program as an alternative to suspension.	Salary for detention supervisor. 1000-1999: Certificated Personnel Salaries Base 15,606	0
	Benefits for detention supervisor 3000-3999: Employee Benefits Base 3,121	0
Offer a Student Success Academy at all comprehensive sites to educate parents on ways to ensure student success in high school and post secondary planning.	Provide staff to offer Student Success Academy to parents of low income, EL, foster youth and low performing pupils 1000-1999: Certificated Personnel Salaries Supplemental 7,200	7,200

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Provide materials for Student Success Academy 4000-4999: Books And Supplies Supplemental 1,500	1,500
	Success Academy Staff benefits 3000-3999: Employee Benefits Supplemental 1,500	1,500
Refer students with social/emotional and/or controlled substance issues to District funded counseling resource in alternative education programs and regular education programs.	Contract with a local therapist to provide on site social/emotional and drug/alcohol counseling services three days per week at comprehensive schools and up to five days per week, 6 hours per day in alternative ed programs. 5000-5999: Services And Other Operating Expenditures Supplemental 200,000	154,775
Appoint a foster youth liaison at each site to enhance communication and connectivity between foster families and the schools.	Dedicate up to 5% of an Assistant Principal's time at each comprehensive site to activities to assist foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 18,000	11,914.92
	Benefits for up to 5% of an Assistant Principal's time at each comprehensive site . 3000-3999: Employee Benefits Supplemental 4,200	2,740.22
Offer outreach to middle school families regarding post secondary planning and high school success.	Counselors will form an "out reach team" to target low income, EL, foster youth and low performing pupils during registration and parent information sessions 1000-1999: Certificated Personnel Salaries Supplemental 5,000	5,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Counselor benefits 3000-3999: Employee Benefits Supplemental 1,000	1,000
Utilize Aeries and our technology department to encourage positive attendance and parent communication	Contract with a vendor for these services with an emphasis on encouraging positive attendance among low income, EL, foster youth and low performing pupils 5000-5999: Services And Other Operating Expenditures Supplemental 31,000	21,000
Provide part-time Administrative Interns at each of the comprehensive school sites and North State/Shasta Collegiate Academy to track student attendance. Full release (5 periods) at Pioneer Continuation HS.	Provide three periods of release time to a certificated staff member to be dedicated toward improving student attendance at each comprehensive school site and North State/Shasta Collegiate Academy. Full release at Pioneer HS. 1000-1999: Certificated Personnel Salaries Supplemental 225,000	225,000
	Benefits for Admin Interns at school sites 3000-3999: Employee Benefits Supplemental 76,000	76,000
Offer a pregnant and/or parenting youth program.	Provide a .4 FTE teaching position for this program. 1000-1999: Certificated Personnel Salaries Supplemental 32,640	44,319.81
	.4 FTE teaching position benefits 3000-3999: Employee Benefits Supplemental 12,000	22,207.04
	Provide a classified support position for this program 2000-2999: Classified Personnel Salaries Supplemental 26,500	27,927

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Support position benefits 3000-3999: Employee Benefits Supplemental 20,641	20,204
Provide an At-Risk counselor at each comprehensive school site	Provide a 25% counseling position to focus on at risk students. 1000-1999: Certificated Personnel Salaries Supplemental 65,025	65,025
	Benefits for 25% counseling position 3000-3999: Employee Benefits Supplemental 22,852	22,852
Set aside funds for long range project planning and facility maintenance.	8910 Interfund Transfer Annual contribution to the deferred maintenance fund Base 30,000	30,000
Associate Superintendent of Human Resources will dedicate 5% of his/her time to monitor staffing to ensure teachers are all fully credentialed and appropriately assigned.	5% of Associate Superintendent salary 1000-1999: Certificated Personnel Salaries Base 7,075	7,075
	5% of Associate Superintendent benefits 3000-3999: Employee Benefits Base 1,415	1,415
Site administrators will maintain Site Councils and parent booster groups open to all parents. All schools will conduct annual District parent surveys and "town hall" style meetings to encourage parent input on school and district decision making.	10% of site Principals salary 1000-1999: Certificated Personnel Salaries Base 44,217	44,217
	10% of Principals salary driven benefits 3000-3999: Employee Benefits Base 8,843	8,843

Goal Analysis

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

As a district we budgeted $2,998,909 dollars to meet our goal of improving student engagement, support, school climate and safety. We spent less on campus security and on School Resource officers because in person instruction stopped in the spring and we no longer needed these services. Our initial plan was to contract with a local therapist to provide on site social/emotional and drug/alcohol counseling services three days per week at comprehensive schools and up to five days per week, 6 hours per day in alternative education programs. Due to our shut down of schools, we did not have the opportunity to provide these services for the entire school year. We were able to continue to spend budgeted dollars on school maintenance and repairs and on long range planning because these items were not impacted by the closure of school. We spent $2,466,103 dollars over what we had budgeted on this goal as a response to Covid-19 for a total expenditure of $5,465,012 dollars.

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

Overall student attendance during the pandemic was a challenge and our student attendance rates dropped from 94.24% to 92.6%, but we cut our chronic absenteeism from 14.59% to 11.35% during this pandemic. We were pleased to see our student suspension rate drop from 5.1% to 4.4%, but we have more work to do in this area. We have started using peer court and restorative justice practices to further decrease this number with a goal of getting the number to under 3%. Our expulsion rate dropped from .05% to .017% due to our use of restorative justice practices. It is always a challenge to maintain our facilities due to the cost of maintaining such large physical plants, but we successfully met our FIT rating of good at all sites. Through the use of our 4 year planning process, our Counselors were able to meet with all families to plan for post secondary options. We have struggled with getting our EL/Foster/Homeless parents involved in our Student Success Academy. Overall, we were fairly stable having 29 families participate compared to 30 families the prior year, but we would like to see more families take advantage of this outreach. Each year we get 100% positive feedback from the families that participate, but even with providing dinner and holding drawings for prizes, we continue to struggle to attract more families. Due to Covid-19, we did not give the California Healthy Kids Survey in the spring because schools were closed. Our 4 year cohort District graduation rate dropped from 91.2% to 90% which we believe had to do with the outbreak of the pandemic and our shift to distance learning. Our District drop out rate decreased from 4.97% to 4.11%. As a District we will focus action plans and dollars on the metrics where we struggled as we strive to serve our students and families to the best of our abilities.

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
Adding additional staff/sections to reduce class size	600,000	692,178	Yes
Music equipment needed for band/choir classes after CDPH prohibited traditional courses	60,000	54,147	Yes
Partnering with the YMCA to offer childcare for our working staff and community members	40,000	40,356	No
Hand sanitizer, cleaning products, personal protective equipment, plexiglass barriers etc.	40,000	115,558	No
Isolation room monitor stipend	10,000	6,500	No

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.

We were fairly close in all of our budgeted items. The one area that we had a substantive difference was Personnel Protection for our staff and students. We over spent by $75,558. We provided hand sanitizer for staff and students and purchased additional cleaning products to disinfect surfaces and classrooms. We had a much higher demand from staff for plexiglass partitions than we had anticipated having. These actions represent why we spent more that budgeted.

Analysis of In-Person Instructional Offerings

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

As a District we drastically expanded our independent learning school (Shasta Collegiate Academy) from 85 students to 450 students. This required adding 8 additional staff members to serve the needs of families and students who were not comfortable attending their comprehensive school on a hybrid schedule. Both in person band and choir classes were prohibited, so we had to change course offerings to get away from wind driven instruments. We purchased guitars for our new guitar classes, drums for our new drum line

classes, and technical recording equipment for our music productions. We partnered with the YMCA to offer childcare for our staff and we purchased PPE including: hand sanitizer, cleaning products, plexiglass, and foggers for our schools. We implemented Isolation rooms at all of our sites and hired employees to monitor those Isolation rooms. The Shasta Union High School District offered in-person instruction in a hybrid model that met the state and local health orders. We divided our student population in half and had each group attend school in person two days per week. We reserved Wednesdays as a distance learning day to serve our students who were not attending school due to Covid-19 concerns. The Administration, District Department Chairs and the labor groups (SSEA/ESP/CSEA) engaged in discussions regarding re-opening our schools on August 12, 2020 for the new school year. Parent and staff survey data, as well as recommendations from a variety of sources (Center for Disease Control, California Dept. of Public Health, California Dept. of Education and the Shasta Co Dept. of Public Health among others), were all considered in developing the following options and protocols for different aspects of the District's operations. Similar to the system currently in use by the California Governor's office, the recommendations in each area below are based on different phases. Phase 4 being the least restrictive and Phase 1 being the most restrictive. Determination of which Phase our schools were in was made in consultation with the Shasta Co Dept. of Public Health based on local conditions. As a district we worked in conjunction with the Shasta County Public Health guidelines as follows:

1) Physical distancing – Student desks spaced six feet apart when practicable, but if not, they were spaced at least three feet apart. Staff desks were six feet from students.

2) Face coverings – Face coverings are required for third grade and up. Face shields were acceptable in limited situations. Face coverings could be removed when eating, drinking, or when outdoors and if a person could stay six feet away from others, per CDPH face covering guidance.

3) COVID-19 protocols – The District followed the COVID-19 protocols for Shasta County School Administrators and worked with Shasta County Public Health when there was a COVID-19 case. Responding promptly and following the recommendations helped us avoid further spread, reduced the number of quarantined individuals and supported ongoing in person instruction.

4) The District reminded students and staff to stay home when they were sick and isolated individuals who became ill on campus until they could go home.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 3,000 Chromebooks to ensure adequate supply of devices for students	1,100,000	1,475,975	Yes
Additional staff at Shasta Collegiate Academy to accommodate students with no face to face instruction	275,000	304,000	No
Additional electronic book licenses for use during distance learning	5,000	5,000	Yes
Online teaching and learning tools: Google Meet, Google Originality, Pear Deck, Screencastify, Delta Math, Kami	30,000	20,000	Yes
Surface Pros, laptops for staff	50,000	118,067	No
Purchase of hot spots for use by students with poor connectivity	5,000	61,008	Yes
Augmented Edgenuity services	20,000	6,811	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.

As a district, we spent $505,861 more than we budgeted for on our Distance Learning Program. The largest areas where we spent more money were on Chromebooks so each student would have their own, on Surface Pros and laptops so teachers could deliver curriculum via distance learning, and on "hotspots" for students with poor connectivity in their homes.
To support teachers who were being asked to deliver high-quality and engaging instruction entirely online, SUHSD invested in a wide variety of new technology:
* Added to our Google Classroom suite both Google Originality and unlimited Google Meets.
* Added Peardeck which allowed teachers to build engaging instructional content directly from Google Slides.
* Added Screencastify software that allowed teachers to screen record from Chrome and edit and share videos with their students.
* Added Kami digital classroom app that allowed teachers to transform existing documents into an interactive learning experience which improved engagement and collaboration in the classroom and online.
* Added Delta Math which provided infinite practice for over 1000 different math skills, instructional videos for every problem type, unlimited examples for each problem type, and curated assignments presenting material in a logical order.
*   Purchased 3,000 Chromebooks to ensure an adequate supply of devices for students.
*   Hired additional staff at Shasta Collegiate Academy to accommodate students with no face-to-face instruction.

* Purchased additional electronic book licenses for use during distance learning.
* Purchased Surface Pros, laptops for staff
* Purchased "hotspots" for students with poor connectivity at home
* Augmented Edgenuity services

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 big challenge for the SUHSD was to provide continuity of instruction and learning. The curriculum and schedule chosen for our distance learning ensured continuity of instruction as we transitioned to a hybrid learning schedule. Our curriculum is substantially similar to the curriculum being used before our COVID-19 shutdown, which helped mitigate learning loss. In addition, the synchronous / asynchronous schedule being used during distance and hybrid learning helped students become accustomed to having live in-person and Distance Learning instruction. This eased the transition to in-person instruction when we shifted from phase 2 (hybrid learning model with a combination of in-person and distance learning work) to phase 3 (5 days in person instruction per week).
We provided access to the full curriculum (of substantially similar quality regardless of method of delivery) by:
Providing a combination of Edgenuity and Google Apps to access students primary academic instruction. Edgenuity is a WASC-accredited online learning platform the District has been using for over 4 years for our independent study school (Shasta Collegiate Academy), summer school and credit recovery program. Each secondary student would be enrolled in career and/or college preparatory courses appropriate to each of their 4-year plans. The instruction, pacing, and assessments are course-specific to meet or exceed CDE Online Learning requirements. In addition, parents had access to on-going grade updates through their Parent Portal, and progress reports were automatically disseminated to parents via Aeries Communication.
We provided access to the full curriculum (of substantially similar quality regardless of method of delivery) by:
Utilizing a hybrid schedule that consisted of 2 in person and synchronous days per week for each cohort that consisted of 300 minutes per day and 1 asynchronous distance learning day (Wednesday) that consisted of 240 minutes of instruction for both cohort groups. During the distance learning schedule (Wednesday), teachers were required to host a class session for each period of the day and take attendance for each class. Each in person day and synchronous day teachers provided in class instruction to the cohort group and synchronous instruction to the cohort group that is distance learning that day. Cohort "A" meets in person on Mondays and Thursdays while cohort "B" meets in person on Tuesdays and Fridays. The remainder of the synchronous day's teachers are available, on site, for planning, collaboration, remediation, acceleration, and intervention.

The District assessed the unique needs of all learners to determine what additional supports were needed by working with individual families and students. Counselors, foster youth liaisons, homeless services coordinator, ELD coordinator and special education staff

connected with families via video conferencing, emails, phone calls, etc. to determine student needs depending on what phase of our reopening plan we were in.

Once the needs of each unique learner was determined, we provided additional supports for each student group below in the following ways:

1. English learners: ELD coordinator and ELD instructors would provide direct services and support to students through a combination of face-to-face instruction and online conferencing while in the blended model. The ELD case carrier would also consult and collaborate with other staff and serve as a resource on effective teaching methodology for ELD students.

2. Special Education: Pupils with exceptional needs were served across the full continuum of placements. Students with disabilities were provided access to a continuum of services as identified in their Individual Education Plan (IEP). Students with disabilities had access to the general education environment during synchronous and asynchronous schedules within the general education learning models and as identified. Online learning platforms and instructional interventions were implemented to meet student IEP goals and objectives. A secure and HIPPA compliant online assessment platform was been put in place to conduct required psycho-educational assessments. Professional Development sessions were provided to special education providers covering online instructional methods, instruction and curriculum, and assessment platforms. Service providers would schedule delivery of IEP identified services during the instructional day in collaboration with general education teachers to ensure students with disabilities had access to the general education core instruction to the greatest extent possible.

3. Pupils in foster care: Counselors and foster youth liaisons (one per school) would connect with these students to provide support for distance learning and ensure they had access to the curriculum and technology necessary to succeed. Foster parents were offered assistance and support for students participating in distance learning.

4. Pupils who experienced homelessness: Homeless services coordinator offered services and support for these students in the form of transportation assistance, clothing assistance and access to free meals as necessary. Technology devices were supplied as well as access to internet connectivity via hotspots or the campus interment connection. The District worked with our School Resource Officers (SROs) to perform wellness checks on these students as necessary.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional class sections for credit recovery in the second semester, additional Anytime and Summer School classes	50,000	62,000	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.

We focused on credit recovery for our students that failed classes during the pandemic. As a result, we had more students participate in Anytime School and Summer School as they utilized those two options to recover credits. In order to meet this increased demand for credit recovery, we had to provide 6 period assignments for teachers, provide more summer school courses, and serve more students through Anytime School.

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.

We addressed the learning loss for students and accelerated learning progress for students by modifying curriculum in language arts and math curriculum to include a review of the 4th quarter of the previous school year. Gaps in instruction for last spring's distance learning model were addressed to provide students a better foundation for success in the 2020-21. Students who did not pass classes in the spring of 2020 and were marked as "incomplete" were monitored closely in the fall of 2020 to encourage them to complete the missing coursework. Counselors made direct contact with students to offer them support and encouragement. During blended learning, students were offered to come on campus during "off track" days to complete assignments.
Our EL students received direct instructional support, as well as consultation and collaboration between the EL instructors and general education teachers. Low income, foster youth and homeless students were offered extra support in Access Labs either designed to give support in English Language Art remediation, math remediation or general academic support. Students who had fallen behind and lost credits were offered credit recovery options during the regular school day, after school during the year via Anytime School and during the summer months via Summer School. IEP teams met to develop student specific strategies and plans for students with exceptional needs. We monitored student success during distance learning in the 2020 spring semester at the end of the 1st quarter of the 2021 school year by measuring the number of students who did not pass classes after being marked "incomplete" at the end of the 2020 spring semester. This data determined the level of credit recovery courses we needed to have in place for the second semester, the amount of Anytime School courses we needed to offer and the number of Summer School staff to hire.
Other measures we used include:

*IEP driven Goals and Objective
*Formative and summative unit and lesson assessments that are embedded in online curriculum offerings
*District-created formative assessments will continue to be administered as they were for in-person learning prior to the pandemic
*Quarterly and semester progress reports
Primarily, these will be measured using reporting from the online curriculum. These metrics will be regularly communicated via Aeries Communication, Google Classroom Communication, and individual, online learning platform communication.

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.

The SUHSD counseling team has successfully supported the social and emotional well-being of our students for many years. The district has also supplemented this support through contracting with a local counseling agency to provide additional services to students, specifically targeting drug and alcohol use and our most at-risk students. Those services continued in all phases of our reopening plan. To bolster this effort and combat the effects of COVID-19 on the social and emotional status of our students, the counselors planned to add a new curriculum this school year. The program is called GROWING LEADERS THROUGH HABITUDES.
The focus is on the following:
Self Awareness
Self Management
Relationship Skills
Responsible Decision Making
Social Awareness
The Habitudes for Social and Emotional Learning curriculum uses memorable imagery, real-life stories and practical experiences to teach timeless skills in a way that is relevant to students today. Students are constantly using images to communicate via emoji's, Instagram, and Snapchat. It makes sense to utilize a language students regularly use to bridge the gap between learning and real-life application as part of our social emotional learning program. Habitudes for Social and Emotional Learning helps high school students:
*Develop habits of self-discipline and initiative
*Implement time management skills to do what really counts
*Plan for personal growth outside the classroom
*Identify their unique strengths and passions for a healthy self-image.
*Additional social and emotional skills

This curriculum was to be delivered during face-to-face instruction and could be modified for distance learning as necessary. As the counselors were overwhelmed with keeping student academically on track in the hybrid model, this curriculum was not implemented this year. However, it has already been purchased for future implementation.

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.

The District continued to provide engagement and outreach to students who were absent from distance learning. As we began the 2020-21 school year in a hybrid model, teachers kept track of students who were not participating. There was constant communication between teachers and our district counselors, administration, and Teachers on Assignment (TOA) for attendance about students were

not participating so staff could reach out to the students and families who were not attending. We are fortunate to have Spanish speaking staff and a translation feature on our website to connect with families whose primary language is other than English in the event that students were not participating in online learning.

The first week of school was designed to build relationships between teachers and students in this new world. There were a wide variety of engagement strategies that teachers implemented. These strategies ranged from "get to know you" activities to the production of tech-driven "movie trailers" to describe the new school year in a class.

The District continued to provide engagement and outreach to students who were absent from distance and in-person learning. The District used tiered re-engagement strategies for pupils who were absent. Teachers kept daily attendance in their classes. When teachers identified that kids are not attending, the following support tiers were be put into place:

The first tier of the re-engagement plan involved how the District would welcome students and parents and engage them to promote a culture of attendance. This included raising the awareness of school personnel, parents, guardians, and caregivers on the effects of chronic absenteeism.

The second tier of the plan ensured that students with attendance problems were identified as early as possible to provide applicable support and interventions at the school.

The third tier served students who have exhausted the resources of the school by a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services. The SARB also identified and responded to grade level or student subgroup patterns of chronic absenteeism and evaluated the effectiveness of strategies implemented to reduce chronic absenteeism rates.

Analysis of School Nutrition

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

The Nutrition Services Department served sack meals for breakfast and lunch to all students free, reduced, and paid. This model allowed us to accommodate both in-person instruction and distance learning. As we were able to continue with the Summer Feeding model that was in place, students did not need to be identified so we are able to serve nutritious food to any student under the age of 18.

The following sites served meals for our community youth:
1) Enterprise High School
2) Foothill High School
3) Pioneer High School
4) Shasta High School

We continued to follow the CDC guidelines and Shasta County Health Department regulations currently in place for COVID-19. The Nutrition Services staff pre-packaged all entrée items remotely to limit the time needed to serve meals and the exposure of our staff and the community at the serving sites. All meal preparation and service was completed to allow for appropriate social distancing at all times. Social distancing was ensured through using a drive-through service for pick-up for students who were in distance learning, this

eliminated close interaction between school staff and the public. The families stayed in their vehicle and a Nutrition Services staff member would ask how many meals they need. The staff members used PPE so they were not exposed to COVID-19 while providing food service for our youth.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Social and emotional learning curriculum implemented by our counseling teams	5,000	0	Yes
School Nutrition	Additional labor and food costs associated with providing free meals through the spring of 2020 and throughout the summer.	250,000	287,000	Yes

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.

Our Counselors district wide were overburdened with serving students and parents for credit recovery and Social/emotional issues due to COVID-19 that they did not have the time to implement the Habitudes software that they had planned on purchasing to help students deal with social/emotional issues caused by the pandemic. The Counselors still believe that this program would be helpful for students and have plans to purchase and utilize it next year. As a District, we expended an additional $37,000 dollars on our food service program during the summer months. The demand was higher than expected.

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.

As a district, we provided a variety of software and hardware for our teachers. After extensive use with students, our staff has come to realize the educational value in utilizing technology to improve the delivery of curriculum to all students. Prior to the pandemic, we provided a Chromebook cart in each classroom that students used during class periods. In order to serve our students during distance learning, we checked a Chromebook out to each student. This method of delivering curriculum via an individual device has become an ingrained part of our educational system within the district. After surveying teachers, over 90% of them requested that we continue in the future with each student having their own device. We learned that not all students had access to the internet and have solved this by providing "hot spots and cellphones" that we will continue to do so all students will have equal access to the lessons.
We always knew that face-to-face instruction was valuable, but the pandemic helped us to realize that the social/emotional component that school provides is essential to student wellbeing. We have added additional counseling services to help our student population recover from the pandemic.

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

We will continue to assess and address student learning loss by providing two part-time instructional coaches at each comprehensive site. In addition, we are providing transportation to summer school which we have not done in the past so we can increase accessibility for all students. We are building into the school day credit recovery options and expanding our "Anytime" after school options. We are adding "Actively Learn" to be able to deliver curriculum at an appropriate level electronically and have purchased "Level Set" so that our ELA department can measure reading levels and share that data with all departments so teachers have an understanding of their students abilities and can truly measure their academic growth. All of these interventions are available for our unduplicated student population and for students with disabilities.

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.

As a district, we implemented everything we identified in our Learning Continuity Plan except for the software that the counseling department was going to implement for the social/emotional learning component. Our Counselors were busy dealing with the day to day challenges of keeping students enrolled and engaged in learning. This does not negate the need for the software, and in fact we have already purchased it so that it can be implemented next year to better serve our students.

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.

School wide services relevant to in person instruction consist primarily of additional staffing to reduce class size, this is something that as a District we strive to keep at a ratio of under 32 to 1. To accommodate distance learning, the district purchased additional devices, online tools and learning platforms, increased online curriculum, and hotspots to address poor internet connectivity issues. This infusion of technology worked well and has been continued in our 2021-2024 LCAP.

In developing the Learning Continuity and Attendance Plan, the needs of our foster youth, English language learners, Special Education and socioeconomically disadvantaged pupils were considered first and foremost. During in person instruction or distance learning, multiple services were principally directed toward, and were effective in, meeting the District's goals for its foster youth, English language learners, Special Education, and socioeconomically disadvantaged pupils in the state and local priority areas. From stakeholder feedback, it was clear to improve engagement of our foster youth, English language learners, Special Education, and socioeconomically disadvantaged pupils, we needed to increase the availability of technology to mitigate learning loss and improve live interaction with teachers. As our foster youth, English language learners, Special Education, and socioeconomically disadvantaged pupils were more likely to experience credit loss, offering additional credit recovery options during the school day and outside the school day was critical and will continue to be provided in the future to keep our students on pace to graduate with their class and decrease their likelihood of dropping out of school. Specifically, reducing class sizes, adding music equipment, adding technology, adding online learning platforms, improving connectivity through hotspots that are available to our foster youth, English language learners, Special Education, and socioeconomically disadvantaged pupils has resulted in increased or improved services for all students and has driven the inclusion of these services in our 2021-2024 LCAP.

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:
  - o Continuity of Instruction,
  - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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	8,226,189.00	11,425,330.02
	0.00	11,425,330.02
Base	4,377,812.00	0.00
Carl D. Perkins Career and Technical Education	126,000.00	0.00
Supplemental	3,379,877.00	0.00
Title I	235,000.00	0.00
Title II	107,500.00	0.00

* 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	8,226,189.00	11,425,330.02
	30,000.00	11,425,330.02
1000-1999: Certificated Personnel Salaries	3,348,648.00	0.00
2000-2999: Classified Personnel Salaries	1,061,048.00	0.00
3000-3999: Employee Benefits	1,565,337.00	0.00
4000-4999: Books And Supplies	894,000.00	0.00
5000-5999: Services And Other Operating Expenditures	1,177,156.00	0.00
5700-5799: Transfers Of Direct Costs	140,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	0.00

* 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	8,226,189.00	11,425,330.02
		0.00	11,425,330.02
	Base	30,000.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,351,983.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,799,865.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	176,800.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	20,000.00	0.00
2000-2999: Classified Personnel Salaries	Base	974,548.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	86,500.00	0.00
3000-3999: Employee Benefits	Base	827,781.00	0.00
3000-3999: Employee Benefits	Supplemental	676,856.00	0.00
3000-3999: Employee Benefits	Title I	58,200.00	0.00
3000-3999: Employee Benefits	Title II	2,500.00	0.00
4000-4999: Books And Supplies	Base	759,000.00	0.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	126,000.00	0.00
4000-4999: Books And Supplies	Supplemental	9,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	434,500.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	667,656.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	75,000.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental	140,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	10,000.00	0.00

* 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	4,491,112.00	5,220,102.00
Goal 2	736,168.00	710,211.07
Goal 3	2,998,909.00	5,495,016.95

* 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	$750,000.00	$908,739.00
Distance Learning Program	$1,485,000.00	$1,990,861.00
Pupil Learning Loss	$50,000.00	$62,000.00
Additional Actions and Plan Requirements	$255,000.00	$287,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,540,000.00	$3,248,600.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$90,000.00	$162,414.00
Distance Learning Program	$325,000.00	$422,067.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$415,000.00	$584,481.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$660,000.00	$746,325.00
Distance Learning Program	$1,160,000.00	$1,568,794.00
Pupil Learning Loss	$50,000.00	$62,000.00
Additional Actions and Plan Requirements	$255,000.00	$287,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,125,000.00	$2,664,119.00

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
Shasta Union High School District	Jim Cloney Superintendent	jcloney@suhsd.net 5302413261

Plan Summary [2021-22]

General Information

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

The Shasta Union High School District (SUHSD) serves students in grades 9 - 12, primarily residing in the city limits of Redding, CA. However, in addition to those students, the SUHSD also serves students in the far western and eastern portions of Shasta County. This geographic region covers 1,891 square miles, and the SUHSD transportation department annually logs nearly 475,000 miles transporting students to and from school, on field trips, between campuses for access to Career Technical Education programs and on athletic trips. Current enrollment in the District is 4090 students. The student population is 66.5% white, 15% Hispanic, 3.5% Native American, 5% Asian, 2% African American, 7% two or more ethnicities, and 1% Pacific Islander. 11.81% of the students are being served in special education programs. The percentage of students on free and reduced lunch is 29% and the District's unduplicated student population is 30.76% (total percentage of free/reduced lunch, foster youth, and English Learner students). Students are served in a variety of programs. The District is comprised of three comprehensive high schools (Enterprise, Foothill and Shasta - ranging in size from approximately 1100 to 1350 students), a continuation high school (Pioneer with approximately 150 students), an independent study school (Shasta Collegiate Academy with approximately 250 students), as well as other programs to meet students unique needs (the District Farm; College Connection; Gateway to College; ERICs). These programs all offer different learning experiences and vary from credit recovery, to Career Tech Ed, to early college to behavior modification, etc. The SUHSD also supports two charter schools as the oversight District (University Preparatory School and Shasta Charter Academy).

Reflections: Successes

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

Due to a lack of academic assessments in the spring of 2020, the Dashboard has not been updated since 2019. For purposes of discussion however, we will review the 2019 Dashboard for areas of progress. Our English Language Arts scores overall continue to be strong - with an overall score 14.9 points above the standard (yellow category). Our low socioeconomic subgroup is also performing well and in the yellow

category. Our Math scores are below standard, however we did show strong growth (8.5 points) to place our overall math performance in the green category. Perhaps our strongest performance is on the College/Career Indicator. Overall the District's performance is in the green category as over 65% of the students landed in the "prepared" category. Moreover, 56.5% low socioeconomic students and 35.5% of students with disabilities also ranked as prepared. Graduation rates also continue to be high, with a 93.3% overall rate, earning a green ranking. The low socioeconomic (90.1%) student's with disabilities (83.9%) and homeless subgroups (84.1%) also graduate at high levels and are in the green category.

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.

As stated previously, the lack of academic assessments in the spring of 2020 resulted in the Dashboard being static since 2019, however the data there is still valuable. While overall ELA scores are strong, the socioeconomically disadvantaged and American Indian subgroups - while increased from previous years - are both roughly 7 points below standard. Math scores are more concerning, as overall the District is 39.6 points below standard. Students with disabilities are far below standard and in the red category, while socioeconomically disadvantaged, American Indian, and Hispanic populations all range from 68 to 76 points below standard. Our highest ranking subgroups, White (31 points) and Asian (8 points), are also below standard. On the College/Career Indicator, our Foster Youth and Homeless subgroups (17.6% and 33.8%) lagged behind their peers on the percentage of students ranking as "prepared". When considering graduation rates, our American Indian subgroup needs improvement from 81% and that percentage is a 5% decline from the previous year (N = 42 students). Potentially exacerbating the graduation rate data is the overall loss credits during the 2020-21 school year due to the pandemic and hybrid schedule utilized by the District. In order to address this, multiple credit recovery options - summer school, "anytime" school, academic Saturday school, credit recovery during the school day - will offered. Also, as part of the 2020-21 review, it is apparent to improve the engagement of our unduplicated student population (foster youth, English language learners, and socioeconomically disadvantaged) as well as special education students, we will need to continue to invest in technology. This will come in the form of devices for each student as well as online learning tools for teachers to use in the classroom. Suspension data overall is poor. The suspension rate District wide is 6.2% and puts the District in the orange category. Only the White and English Learner subgroups are in the green category, with multiple subgroups in the yellow, orange and red categories. Restorative justice programs have been implemented at each of the comprehensive high schools to help address this issue.

LCAP Highlights

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

The SUHSD LCAP is compromised of three goals to address the identified eight state priorities. The three goals are:

1) All graduates will successfully complete the required courses to allow access to all postsecondary options
2) Implementation of a variety of measures to mitigate learning loss due to COVID-19, maximize credit recovery options, and ensure all graduates are competent in reading and math.
3) Improving student engagement, support, school climate, safety and environment.

The District offers a variety of actions and services in the LCAP to address student needs and achieve our targeted annual measurable outcomes relevant to Goal 1. Some of these services are specific to the unduplicated student population, while others are important for all students. As stated in Goal 1, we wish to have as many options available to our graduates upon completion of the high school curriculum as possible. This includes our desire for all students to explore career options and receive technical training as part of their high school curriculum. In order to facilitate this, we have invested resources from a variety of sources, but will use supplemental dollars to help ensure all students, especially the unduplicated population, have access to courses taught on different campuses in the District. We are proud to offer a robust Career Technical Education curriculum, with course offerings in Fire Science, Administration of Justice, Agricultural Science, Construction Technology, Medical Careers, Dental, and Culinary Arts to name a few.   However, we also know many students have suffered learning loss as the result of the COVID-19 pandemic. At the high school level, this manifests itself in two ways - subpar basic academic skills that have not developed at an acceptable rate during the pandemic and also through failing grades during distance or hybrid learning. Goal 2 addresses both of these issues. We will provide targeted instruction to students with skill deficits in reading and math, while also offering a variety of credit recovery options (Summer School, Anytime School, credit recovery during the school day, Continuation High School, etc.).

Finally, we know that students cannot achieve the first two goals without ensuring their basic needs are met. By employing a variety of actions and services designed to improve or maintain student engagement, support, school climate, safety and the environment on each campus we feel our students will be in the best possible position to succeed. These services and actions are both proactive (providing security guards and school resource officers) and reactive (mental health counseling, drug and alcohol intervention, restorative justice programs, in school suspension, etc.) so that we can address the multitude of issues students bring to school each day.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

In the spring of 2021, electronic surveys were distributed to parents, students and staff regarding the District's goals, needs, and services. There were 435 parent surveys, 950 student surveys and 153 staff surveys completed. Survey questions covered all eight of the state identified areas of need and asked responders how the District could better address those areas. Survey data was compiled and reviewed by the admin team to assist in developing our LCAP goals, as well as specific actions and services. The Board of Trustees discussed the LCAP at two separate Board meetings in April of 2021 to both provide input on the District's broad LCAP goals and also to discuss specific actions and services for students related to those goals. An in person stakeholder engagement meeting was held on April 21, 2021 with students, parents, teachers, and administration to gather more input. The large group was divided into three subgroups involving a variety of stakeholders and a facilitator was assigned to each of the three goals adopted by the Board of Trustees. Each group met with each facilitator to discuss the goal, the current actions and services provided by the District related to the goal, outcome data related to the goal and what actions and services should be continued, discontinued or added to help the District achieve the goal and improve outcomes. This proved highly effective in gathering a large amount of feedback from a variety of stakeholders in a relatively short amount of time. Parents failed to attend the DELAC meeting to discuss the LCAP, however surveys were distributed in student's home languages with a 50% rate of return. The data was compiled and considered in developing the LCAP. The Superintendent met with the District counseling department, comprised of counseling staff from all schools in the District to discuss LCAP goals, actions and services. The Superintendent and Assistant Superintendent of Instructional Services conferred with the SELPA regarding how LCAP goals and actions would be applied to all students, specifically students with exceptional needs. The Superintendent also conferred with the Shasta Secondary Educators Association (SSEA - both certified and classified) and the California School Employees Association (CSEA) regarding proposed additions and/or modifications to goals, actions, and services in the 2021/22 LCAP. The District's Parent Advisory Committee met on May 26, 2021 and the Superintendent shared the draft LCAP goals, actions/services, and outcome data on the District's metrics. The draft LCAP was presented for a Public Hearing at the June 8, 2021 regular Board meeting. The agenda item included specific information on providing comments to the Superintendent. The LCAP was adopted by the Board at a separate special Board meeting on June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Parent feedback indicated they would like to see more money for music and athletic programs. Parents appreciated the Advanced Placement courses and would like to see more support for those students. If their student failed a course, parents indicated they would like both summer school and credit recovery during the school day to be available. With respect to the counseling program, parents would like CTE programs included in the student's four year plan for graduation. Only 57.5% of the parents surveyed felt they had enough information on UC/CSU admission requirements. The vast majority of parents surveyed felt the schools are in good repair. Only 6.2% disagreed when asked if they felt their students were safe at school, but almost 24% disagreed when asked if they felt their student was well connected to school. Finally, 12.5% disagreed when asked if the school communicated with them in a regular and timely way. Feedback from the parents of English Learners (ELs) focused on more direct communication (phone calls, written notes) and less emails and automated messages. Student surveys showed 25.4% felt they needed more information on CTE courses (although that varied widely by grade level). When queried about participation in clubs, sports or music programs, over 61% indicated they do participate, while 39% do not. 74% of students reported being neutral or enjoying coming to school and over 90% responded agree or neutral when asked if they felt safe at school. 13% of students

responded they did not have reliable internet service at home in order to stream video content consistently. Also, students responded that if they needed to make up a course due to a failing grade they would prefer credit recovery during the school day or after school. Staff surveys showed they felt students were safe at school and that staff regularly communicated with parents. Most (87%) also agreed or were neutral when asked if there were adequate opportunities for professional development. Perhaps the clearest consensus from staff feedback was the preference for each student to be assigned a Chromebook as a learning tool as opposed to each classroom having a set of Chromebooks available. Staff also reported they would like continued access to many of the online learning tools made available during the hybrid learning model and that time for Professional Learning Community (PLC) meetings as we return to a typical school schedule would be critical.

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

All stakeholder feedback was considered when developing LCAP goals and actions/services. Activities for students to engage in AP/Honors courses will continue to be emphasized on the school campuses. Counseling programs will work to develop four year graduation plans that include CTE. Counselors will also consider adding other methods to communicate with parents and students regarding college entrance requirements and admission information. Credit recovery will be offered in a variety of formats - summer school, Anytime school and/or credit recovery within the school day - to meet the needs of students and families. For EL students, we will offer support and emphasize as much direct communication with the home as feasible. Student mental health needs will be addressed with an increase in mental health counseling services on all of the campuses and each comprehensive school will increase the number of mentors available to students by partnering with a local student mentoring group. Staff professional development time will continue as we return to a more typical school day post COVID-19 pandemic. The emphasis on PLC meetings will begin again following a hiatus during the hybrid learning model used in the 2020-21 school year. All new software or online learning tools made available to teachers during the hybrid learning model will continue to be made available moving forward. The District will continue to work with families to improve internet access by providing hot spots and working with local providers to improve bandwidth and accessibility. The technology department will research and implement Wi-Fi access via our school busses so that students may access the internet to complete homework on the way to or home from school.

Goals and Actions

Goal

Goal #	Description
1	All graduates will successfully complete the required courses to allow access to all postsecondary options.

An explanation of why the LEA has developed this goal.

We believe to be truly successful, all of our students should have access to whatever postsecondary option they choose - four year university, two year transfer degree, two year certificate program, trade school, the military, or the world of work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of graduates completing the A-G course sequence for UC/CSU admission by 2% each year (Priority 4)	2019-20: 44%				50% A-G completers
Increase the percentage of graduates prepared for college level English as measured by the EAP by 3% each year (Priority 4)	2019-20: 66%				75% pass rate
Increase the percentage of graduates prepared for college level Math as measured by the EAP by 3% each year (Priority 4)	2019-20: 50%				60% pass rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achieve a District wide AP exam pass rate of 65% or higher (score of 3 or better) while increasing participation each year. (Priority 4)	2019-20 Pass Rate: 58.7% 2019-20 Participation: 23.1%				65% Pass Rate 30% Participation Rate
Maintain 100% implementation of adopted State standards for all students, including ELD standards, as measured by teacher evaluation scores on "Planning Instruction and Designing Learning Experiences of All Students" portion of the evaluation form. (Priority 2)	2019-20: 100%				Maintain 100% implementation
Have 0% teacher miss assignments for all students. (Priority 1)	2019-20: Approximately 2% (5 total miss assignments)				0 Teacher miss assignments
Maintain 0% of students lacking own assigned textbook or instructional materials. (Priority 1)	2019-20: 0%				Maintain 0%
Increase District ELPAC score average by .25 each year (Priority 4)	2019-20 District ELPAC average score: 2.66				3.4 District ELPAC average score

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain District English Learner reclassification rates at current levels (Priority 4)	2019-20 reclassification rate: 27.1%				Reclassification rate about 27%
Increase the number of students completing CTE concentrator courses by 3% each year. (Priority 8)	2019-20: 1043				1150
Maintain access to a broad course of study as described in Ed Code 51220 and per Board policy for all students, by subgroup. (Priority 7)	100% access by students				100% access by students
Increase percentage of students enrolled in dual enrollment courses by 3% each year (Priority 8)	2019-20: 49%				60% of students in dual enrollment

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Leaner (EL) Labs	Offer lab courses designed for EL students at the comprehensive high schools to support their academic progress and work toward reclassification.	$75,000.00	Yes
2	English Langauge Learner Monitor(s)	A certificated staff member will be selected at each comprehensive high school if EL enrollment dictates it to monitor the progress of each	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		EL on the campus. The EL monitor will check in with teachers, students and parents regarding EL student progress.		
3	An Instructional Coach and a Technology Coach at each comprehensive school	Two staff members will be released for two periods each (4 sections per school) from their typical assignment to provide Instructional Coaching and Technology Coaching to other certificated staff. 25% of their time will be dedicated to unduplicated pupils and students with disabilities.	$60,000.00	Yes
4	Four year graduation plans including Career Technical Education courses	Counselors will complete four year graduation plans with all students. This will comprise 20% of their assignment, 50% of which will be dedicated to unduplicated pupils and students with disabilities.	$150,000.00	Yes
5	Transportation during the school day to various Career Technical Education Programs	Transportation (staff, fuel, etc.) during the school day will be provided to ensure access to all programs to all students, specifically targeting unduplicated pupils and students with disabilities.	$150,000.00	Yes
6	Career Centers at each comprehensive school	Each comprehensive school site will have a Career Tech and Career Center available to serve students. 40% of the services will be targeted to unduplicated pupils and students with disabilities.	$60,000.00	Yes
7	Provide Standards Aligned Curriculum	The District will utilize its text book adoption cycle to ensure students and staff have appropriate materials on an annual basis.	$150,000.00	No
8	Chromebooks for all students	The District will provide all students with a Chromebook for daily use. Students will be issued a Chromebook in 9th grade and use it throughout their high school years.	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	Career Technical Education (CTE) Courses	The District will offer a full complement of CTE courses including Medical Careers, Administration of Justice, Fire Science, Chef Prep, Ag Science, and Robotics among others.	$1,100,000.00	No
10	Dual Enrollment Courses	The District will collaborate with Shasta Community College to offer dual enrollment courses in a variety of subjects. The Teacher on Assignment at the District Office will dedicate 10% of his or her time to this task	$15,000.00	No
11	Advanced Placement (AP) Courses	The District will offer a variety of AP courses to challenge students to achieve at the highest academic levels.	$1,250,000.00	No
12	Online tools for remote learning	The District will continue to supply the teaching staff with many of the distance learning tools utilized during the COVID-19 pandemic.	$30,000.00	No
13	Wi-Fi on busses	The District will install Wi-Fi access on its school busses so that students may use their District provided Chromebooks to access the internet on long bus rides to and from school.	$30,000.00	No
14	Maintain appropriately credentialed staff	Associate Superintendent of Human Resources will dedicate 5% of his/her time to monitor staffing to ensure teachers are all fully credentialed and appropriately assigned.	$8,500.00	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	Implementation of a variety of measures to mitigate learning loss due to COVID-19, maximize credit recovery options, and ensure all graduates are competent in reading and math.

An explanation of why the LEA has developed this goal.

In spite of the hybrid learning model employed by the District, students' grades and performance have suffered during the 2020-21 school year due to a lack of in person instruction. Implementing actions and services designed to improve students' basic skills and provide opportunities for students who may have failed courses to recover those credits and graduate with their cohort group will be key components of returning the District to a more typical instructional model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain scores at or above state average in English as measured by the California Assessment of Student Performance and Progress assessments (Priority 4)	Suspended spring 2020 2018-19:14.9 points above average.				Scores at or above state average
Achieve scores at or above state average in Math as measured by the California Assessment of Student Performance and Progress assessments (Priority 4)	Suspended spring 2020 2018-19: 39.6 points below average				Scores at or above state average

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students who earn a 2.0 GPA in a broad course of study by 1%. (Priority 7)	2019-20: 85%				88% of students earning a 2.0 GPA or better

Actions

Action #	Title	Description	Total Funds	Contributing
1	Pioneer Continuation High School for students who are credit deficient or have severe behavior or attendance issues.	Offer a complete continuation high school program including extra staffing to reduce class size, on site full-time counselor, Teacher on Assignment (TOA) to monitor attendance and behavior, and mental health counseling services.	$950,000.00	Yes
2	Gateway to College Program	Through a partnership with Shasta Community College, the District will offer the Gateway to College program to students who have dropped out of school and desire to return or are in danger of dropping out of school. The District will employ two full time teaching staff as agreed to in the partnership.	$230,000.00	Yes
3	Success Labs	Offer lab sections during the school day as an intervention designed to keep students on track and passing their core classes. These courses will target unduplicated students and students with disabilities.	$200,000.00	Yes
4	Credit Recovery Labs	Offer lab sections during the school as an intervention designed to allow students to recover lost credits through individual online instruction. These courses will target unduplicated students and students with disabilities.	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	English and Math Labs	Offer specialized instruction in reading and math skills via English and/or Math Lab courses for students whose skills are not at grade level.	$350,000.00	No
6	Summer School	Offer summer school to all students to recover credits due to failing a class. Transportation, academic counseling and food service will be provided.	$150,000.00	No
7	Anytime School and/or Academic Saturday School	Offer credit recovery to all students in a summer school style format either after school (Anytime School) or on Saturdays.	$30,000.00	No
8	After or Before School Tutoring	A staff member will facilitate an after or before school peer tutoring program at each comprehensive school site. Student tutors will be recruited to work with their peers and their tutoring hours will be logged for scholarship monies.	$25,000.00	No
9	Professional Development on Instruction	Teachers will be offered professional development on grading equity and differentiated instruction.	$30,000.00	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	Improve student engagement, support, school climate, safety and environment

An explanation of why the LEA has developed this goal.

Supporting students outside the classroom is critical to the success of any school. This support can take many forms - providing prosocial activities to enhance student engagement; appropriate measures to provide a safe learning environment; mental health services for students in crisis; and ensuring the physical plant is safe, clean and in good repair to name a few. This goal is designed to ensure all aspects of campus life outside the classroom are supported to enhance student overall success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achieve District wide overall student attendance of 95% annually (Priority 5)	2019-20: 92.6%				95% overall student attendance annually
Reduce District wide student chronic absenteeism by 1% (Priority 5)	2019-20: 11.35%				Less than 8.5% District wide student chronic absenteeism
Achieve District wide out of school suspensions less than 3% (Priority 6)	2019-20: 4.4% Check Dashboard				District wide out of school suspensions less than 3%
Maintain pupil expulsion rate less than 1% (Priority 6)	2019-20: .017%				District wide pupil expulsion rate less than 1%
Maintain overall "Good" rating on annual facilities	2019-20: Good				Overall "Good" rating on annual facilities inspection for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
inspection for all student occupied facilities. (Priority 1)					student occupied facilities.
Engage 100% of students and parents in annual post secondary planning process (Priority 3)	2019-20: 100% engaged				100% of students and parents in annual post secondary planning process
Enroll no less than 15 families per comprehensive site in "Student Success Academy" each year (Priority 3)	2019-20: EHS - 6 FHS - 10 SHS - 13				No less than 15 families per comprehensive site in "Student Success Academy" each year
Achieve more than 75% "Excellent" or "Good" overall rating on Student Success Academy exit survey (Priority 3)	2019-20: 100%				More than 75% "Excellent" or "Good" overall rating on Student Success Academy exit survey
Increase student self reporting of campus safety as "neutral", "agree" or " strongly agree" by 2% (Priority 6)	2020-21: 91%				97% student self reporting of campus safety as "neutral", "agree" or " strongly agree"
Increase student self reporting of participating in school activities as "neutral", "agree" or " strongly agree" by 2% (Priority 6)	2020-21: 61%				67% student self reporting of participating in school activities as "neutral", "agree" or " strongly agree"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain parent reporting of their student feeling safe at school as "neutral", "agree" or " strongly agree" above 90& (Priority 6)	2020- 21: 94%				90% of parents reporting their student feeling safe at school as "neutral", "agree" or " strongly agree"
Increase parent reporting of their student feeling connected at school as "neutral", "agree" or " strongly agree" by 2% (Priority 6)	2020-21: 83%				90% of parents reporting their student feeling connected at school as "neutral", "agree" or " strongly agree"
Maintain staff reporting of their school being safe as "neutral", "agree" or " strongly agree" above 95% (Priority 6)	2020-21: 97%				95% staff reporting their school being safe as "neutral", "agree" or " strongly agree"
District graduation rate above 93% (Priority 5)	2019-20: 90%				District graduation rate above 93%
District dropout rate below 3% (Priority 5)	2019-20: 4.11%				District dropout rate below 3%
As we are a high school district, middle school drop out rates do not apply (Priority 5)	N/A				N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher on Assignment (TOA) to improve attendance and/or engagement	Each comprehensive school site and the Shasta Collegiate Academy (SCA - an independent study school), will employ a TOA for 60% of the day to improve student attendance (comprehensive schools) or engagement (SCA). Improving student attendance at the comprehensive schools is critical to the success of our unduplicated students and students with disabilities, as is maintaining student engagement of those same populations at SCA.	$250,000.00	Yes
2	Student Success Academies	Offer the Student Success Academy program at each comprehensive school targeting new incoming, unduplicated students and students with disabilities in the 9th grade and their families. This a multi session program occuring in the evening during the first two months of the school year. The focus is on how to be successful in high school. Incentives to attend, snacks, child care and tutoring are provided as needed.	$12,000.00	Yes
3	Foster Youth Liaison at each comprehensive school and District level	An Assistant Principal will designated at each comprehensive school to serve as the Foster Youth Liaison on behalf of foster youth students at his/her school. This will comprise approximately 5% of the designated staff member's duties. At the District level, a Foster/Homeless Liaison will be designated and those duties will comprise approximately 10% of his/her duties.	$40,000.00	Yes
4	At Risk Counseling at each comprehensive school	An additional counselor will be employed at each comprehensive school to lower the counselor to student ratio and allow additional time for at-risk student counseling.	$390,000.00	Yes
5	School Resource Officers	The District will contract with the Redding Police Department and the Shasta County Probation Department to provide School Resource Officers (SROs) on all school campuses. The SROs will enhance campus safety and foster positive student relationship with law enforcement, particularly with our unduplicated students and students with disabilities.	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Pregnant and Parenting Teen Program	The District will offer a comprehensive Pregnant and Parenting Teen Program, including classified staff to provide direct services to pregnant or parenting students, in addition to teaching staff working directly with pregnant or parenting students who may prefer independent study over the typical classroom due to family needs.	$125,000.00	Yes
7	In School Suspension Program	The District will offer in school suspension as an alternative to out of school suspension to minimize educational interruption due to discipline. In school suspension will be used as often as possible to keep students on campus and progressing academically, particularly with our unduplicated students and students with disabilities.	$200,000.00	Yes
8	Mental Health Counseling for Students	Contract with a private vendor (Steps to Tomorrow) to provide mental health counseling services to students on all school sites up to 5 days per week.	$250,000.00	No
9	School Psychologist Services	Add an additional School Psychologist to assist in addressing students' social and emotional learning.	$125,000.00	No
10	Anonymous Reporting System	Introduce an online based anonymous reporting system for students to use when reporting bullying, harassment or situations when they are in crisis.	$10,000.00	No
11	School Nursing Services	Add an additional School Nurse and Health Clerk to the staff to address student related health issues as we recover from the COVID-19 pandemic and return to normal instruction.	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
12	Intramurals	Offer intramural activities at lunch on each of the comprehensive school sites to enhance campus climate.	$10,000.00	No
13	On site Security Staff	Contract with a private security firm to increase campus supervision and maintain a safe learning environment.	$175,000.00	No
14	Link Crew	Offer a Link Crew program at each comprehensive site to ease the transition to high school for middle school students.	$7,500.00	No
15	Maintenance and Custodial Services	Employ and provide resources to the Maintenance and Custodial department to maintain safe and clean school sites.	$2,650,000.00	No
16	Attendance Incentives for At Risk Students	Provide incentives for students who make improvements in their attendance and/or maintain strong attendance throughout the school year.	$7,500.00	No
17	Mentoring Program	Bring in an outside mentoring program (Catalyst Mentoring) to provide mentors to students. This group will work closely with the school counseling team at each comprehensive school.	$1,000.00	No
18	Restorative Justice Program	Each comprehensive school with institute a restorative justice and/or peer court program as an alternative to suspension.	$4,500.00	No
19	Parent Involvement	Site administrators will maintain Site Councils, parent booster and PTSA groups open to all parents. All schools will conduct annual District parent surveys and "town hall" style meetings to encourage parent input on school and district decision making. This will comprise 10% of the Principals' time.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing

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
7.80%	3238522

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.

Two staff members will be released for two periods each (4 sections per school) from their typical assignment to provide Instructional Coaching and Technology Coaching to other certificated staff. 25% of their time will be dedicated to unduplicated pupils and students with disabilities. These positions will serve students school wide, however the needs of unduplicated pupils will be the primary focus of these services. Improving teacher instruction is a critical component of improving these students' educational outcomes.

Counselors will complete four year graduation plans with all students. This will comprise 20% of their assignment, 50% of which will be dedicated to unduplicated pupils and students with disabilities. Graduation plans will be completed will all students, however specific emphasis will be placed on the unduplicated pupil population to ensure they have appropriate guidance considering post secondary enrollment data tends to lag behind their peers.

Transportation (staff, fuel, etc.) during the school day will be provided to CTE programs at all school sites to ensure access to all programs to all students, specifically targeting unduplicated pupils and students with disabilities. While this service will be available to all students, the primary reason for offering transportation is to ensure access to students in the unduplicated student group.

Each comprehensive school site will have a Career Tech and Career Center available to serve students. 40% of the services will be targeted to unduplicated pupils and students with disabilities. Given that the unduplicated student population tends to lag behind their peers in post secondary enrollment, the Career Centers will be a critical component in addressing this gap.

Offer a complete continuation high school program including extra staffing to reduce class size, on site full-time counselor, Teacher on Assignment (TOA) to monitor attendance and behavior, and mental health counseling services. This program will be available to all students in the District, however it will be specifically directed at students in the unduplicated group, with 75% to 80% of the continuation high school's enrollment being part of the unduplicated student population on an annual basis.

Through partnership with Shasta Community College, offer the Gateway to College program to students who have dropped out of school and desire to return or are in danger of dropping out of school. The District will employ two full-time teaching staff as agreed to in the partnership. This program will be available to all students in the District, however it will be principally directed at students in the unduplicated group, with 75% to 80% of the Gateway to College program's enrollment being part of the unduplicated student population on an annual basis.

Offer lab sections during the school day as an intervention designed to keep students on track and passing their core classes. These courses will be available to all students, but will target unduplicated students and students with disabilities as the data shows their grade point averages are generally lower than their peers.

Offer lab sections during the school day as an intervention designed to allow students to recover lost credits through individual online instruction. These courses will be available to all students, but target unduplicated students and students with disabilities as they have an increased likelihood of being credit deficient and sometimes cannot attend other programs for credit recovery.

Each comprehensive school site and the Shasta Collegiate Academy (SCA - an independent study school), will employ a TOA for 60% of the day to improve student attendance (comprehensive schools) or engagement (SCA). Improving student attendance at the comprehensive schools is critical to the success of our unduplicated students and students with disabilities, as is maintaining student engagement of those same populations at SCA.

Offer the Student Success Academy program at each comprehensive school targeting new incoming, unduplicated students and students with disabilities in the 9th grade and their families. This a multi-session program occurring in the evening during the first two months of the school year. The focus is on how to be successful in high school. Incentives to attend, snacks, child care and tutoring are provided as needed. Any interested student or family will be allowed to attend, however the primary focus and recruitment will be families from unduplicated students.

An additional counselor will be employed at each comprehensive school to lower the student to counselor ratio and allow additional time for at-risk student counseling. This will improve the student to counselor ratio at each school for all students, however students in the unduplicated student population will be the primary focus of these services and derive the most benefits from the improved student to counselor ratio.

The District will contract with the Redding Police Department and the Shasta County Probation Department to provide School Resource Officers (SROs) on all school campuses. The SROs will enhance campus safety and foster positive student relationship with law enforcement, particularly with our unduplicated students and students with disabilities. While all students will benefit from having SROs on site, our unduplicated student population historically has more negative interactions with law enforcement and SROs will improve their likelihood of having a positive relationship with law enforcement as an adult.

The District will offer a comprehensive Pregnant and Parenting Teen Program, including classified staff to provide direct services to pregnant or parenting students, in addition to teaching staff working directly with pregnant or parenting students who may prefer independent study over the typical classroom due to family needs. All students will have access and benefit from this program, however typically 75% to 80% of the students participating in this program are in the unduplicated student population and serving their needs will be the primary focus of the program.

The District will offer in school suspension as an alternative to out of school suspension to minimize educational interruption due to discipline. In school suspension will be used as often as possible to keep students on campus and progressing academically, particularly

with our unduplicated students and students with disabilities. While all students will benefit from this alternative to out of school suspension, students in the unduplicated population will be the primary focus to limit learning loss and close the gap present with their peers.

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

For 2021/22 the District calculates its minimum percentage to increase or improve services at 7.80% based on LCFF base grant dollars and our 30.7% estimated unduplicated count of low income, English Learner and foster youth students. This minimum percentage serves as a proxy measure of our plan to increase, improve or enhance services to the targeted student groups. As referenced above and outlined in the actions and services to meet our goals, the District plans to spend approximately $3,267,000 on a variety of services for these student groups - slightly beyond the $3,238,522 in supplemental funds projected to be received by the District. When compared to the expected LCFF base funding of $41,560,000, these planned expenditures will slightly exceed the minimum percentage to increase or improve services of 7.80%. Many services are planned to be delivered on a school wide or LEA wide basis. We believe this delivery model will most successfully meet the needs of our students in the identified subgroups by offering services that will be part of the normal school day and not isolate these students in programs outside of the mainstream school experience.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$8,611,000.00	$825,000.00		$975,000.00	$10,411,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$7,391,000.00	$3,020,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	English Language Leaner (EL) Labs	$75,000.00				$75,000.00
1	2	English Learners	English Langauge Learner Monitor(s)	$5,000.00				$5,000.00
1	3	English Learners Foster Youth Low Income	An Instructional Coach and a Technology Coach at each comprehensive school	$60,000.00				$60,000.00
1	4	English Learners Foster Youth Low Income	Four year graduation plans including Career Technical Education courses	$150,000.00				$150,000.00
1	5	English Learners Foster Youth Low Income	Transportation during the school day to various Career Technical Education Programs	$150,000.00				$150,000.00
1	6	English Learners Foster Youth Low Income	Career Centers at each comprehensive school	$60,000.00				$60,000.00
1	7	All Students with Disabilities	Provide Standards Aligned Curriculum	$150,000.00				$150,000.00
1	8	All Students with Disabilities	Chromebooks for all students				$500,000.00	$500,000.00
1	9	All Students with Disabilities	Career Technical Education (CTE) Courses	$975,000.00			$125,000.00	$1,100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All Students with Disabilities	Dual Enrollment Courses	$15,000.00				$15,000.00
1	11	All Students with Disabilities	Advanced Placement (AP) Courses	$1,250,000.00				$1,250,000.00
1	12	All Students with Disabilities	Online tools for remote learning		$30,000.00			$30,000.00
1	13	All Students with Disabilities	Wi-Fi on busses		$30,000.00			$30,000.00
1	14	All Students with Disabilities	Maintain appropriately credentialed staff	$8,500.00				$8,500.00
2	1	English Learners Foster Youth Low Income	Pioneer Continuation High School for students who are credit deficient or have severe behavior or attendance issues.	$950,000.00				$950,000.00
2	2	English Learners Foster Youth Low Income	Gateway to College Program	$230,000.00				$230,000.00
2	3	English Learners Foster Youth Low Income	Success Labs	$200,000.00				$200,000.00
2	4	English Learners Foster Youth Low Income	Credit Recovery Labs	$120,000.00				$120,000.00
2	5	Title I Students	English and Math Labs				$350,000.00	$350,000.00
2	6	All Students with Disabilities	Summer School		$150,000.00			$150,000.00
2	7	All Students with Disabilities	Anytime School and/or Academic Saturday School		$30,000.00			$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	All Students with Disabilities	After or Before School Tutoring		$25,000.00			$25,000.00
2	9	All Students with Disabilities	Professional Development on Instruction	$30,000.00				$30,000.00
3	1	English Learners Foster Youth Low Income	Teacher on Assignment (TOA) to improve attendance and/or engagement	$250,000.00				$250,000.00
3	2	English Learners Foster Youth Low Income	Student Success Academies	$12,000.00				$12,000.00
3	3	Foster Youth	Foster Youth Liaison at each comprehensive school and District level	$40,000.00				$40,000.00
3	4	English Learners Foster Youth Low Income	At Risk Counseling at each comprehensive school	$390,000.00				$390,000.00
3	5	English Learners Foster Youth Low Income	School Resource Officers	$250,000.00				$250,000.00
3	6	English Learners Foster Youth Low Income	Pregnant and Parenting Teen Program	$125,000.00				$125,000.00
3	7	English Learners Foster Youth Low Income	In School Suspension Program	$200,000.00				$200,000.00
3	8	All Students with Disabilities	Mental Health Counseling for Students		$250,000.00			$250,000.00
3	9	All Students with Disabilities	School Psychologist Services		$125,000.00			$125,000.00
3	10	All Students with Disabilities	Anonymous Reporting System		$10,000.00			$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	11	All Students with Disabilities	School Nursing Services		$175,000.00			$175,000.00
3	12	All Students with Disabilities	Intramurals	$10,000.00				$10,000.00
3	13	All Students with Disabilities	On site Security Staff	$175,000.00				$175,000.00
3	14	All Students with Disabilities	Link Crew	$7,500.00				$7,500.00
3	15	All Students with Disabilities	Maintenance and Custodial Services	$2,650,000.00				$2,650,000.00
3	16	All Students with Disabilities	Attendance Incentives for At Risk Students	$7,500.00				$7,500.00
3	17	All Students with Disabilities	Mentoring Program	$1,000.00				$1,000.00
3	18	All Students with Disabilities	Restorative Justice Program	$4,500.00				$4,500.00
3	19	All Students with Disabilities	Parent Involvement	$60,000.00				$60,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,267,000.00	$3,267,000.00
LEA-wide Total:	$1,705,000.00	$1,705,000.00
Limited Total:	$120,000.00	$120,000.00
Schoolwide Total:	$1,442,000.00	$1,442,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	English Language Leaner (EL) Labs	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta 9-12	$75,000.00	$75,000.00
1	2	English Langauge Learner Monitor(s)	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Enterprise, Foothill and Shasta	$5,000.00	$5,000.00
1	3	An Instructional Coach and a Technology Coach at each comprehensive school	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High Schools 9-12	$60,000.00	$60,000.00
1	4	Four year graduation plans including Career Technical Education courses	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High Schools 9-12	$150,000.00	$150,000.00
1	5	Transportation during the school day to various Career Technical Education Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
1	6	Career Centers at each comprehensive school	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High Schools	$60,000.00	$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Pioneer Continuation High School for students who are credit deficient or have severe behavior or attendance issues.	LEA-wide	English Learners Foster Youth Low Income	All Schools 10-12	$950,000.00	$950,000.00
2	2	Gateway to College Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	$230,000.00
2	3	Success Labs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High School 9-12	$200,000.00	$200,000.00
2	4	Credit Recovery Labs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High Schools	$120,000.00	$120,000.00
3	1	Teacher on Assignment (TOA) to improve attendance and/or engagement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta High and Shasta Collegiate Academy	$250,000.00	$250,000.00
3	2	Student Success Academies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill and Shasta High Schools	$12,000.00	$12,000.00
3	3	Foster Youth Liaison at each comprehensive school and District level	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Enterprise, Foohill andShasta High Schools	$40,000.00	$40,000.00
3	4	At Risk Counseling at each comprehensive school	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, and Shasta High Schools 9-12	$390,000.00	$390,000.00
3	5	School Resource Officers	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$250,000.00	$250,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	6	Pregnant and Parenting Teen Program	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$125,000.00	$125,000.00
3	7	In School Suspension Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Enterprise, Foothill, Shasta and Pioneer High Schools	$200,000.00	$200,000.00

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

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)).

o   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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.