

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Northern Humboldt Union High

## Contact Name and Title

Roger Macdonald

Superintendent

## Email and Phone

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Northern Humboldt Union High School District is comprised of two four-year high schools, Arcata High and McKinleyville High; two small continuation high schools, Pacific Coast High and Tsurai High; one charter school, Six Rivers Charter High; and one mental health high school program, Eagle Point Education Program.

The District has an enrollment of 1,637 in grades 9-12, continuation and charter schools. The ethnic breakdown of the District is 4.97% Native American, 1.04% African American, 13.20% Hispanic, and 80.79% White or other.

Northern Humboldt has a variety of programs and course offerings to provide students a well-rounded education. From the International Baccalaureate Program, Advanced Placement and Honors courses to Opportunity classes and credit recovery programs, the district provides a wide variety to ensure students graduate high school. Social and emotional needs are met through an array of services including multiple counseling options, Diversion Program, and programs such as Sources of Strength and Peer Counseling.

According to the California School Dashboard, we have much to celebrate and areas to grow. This data, along with signification stakeholder engagement input has informed and influenced this plan.

Not applicable metrics include API and middle school drop out rates.

# LCAP Highlights

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

Northern Humboldt Union High School District has many initiatives that are active. The district recognizes that our student population is coming to us with an increasing number of Adverse Childhood Experiences (ACEs) which need to be addressed for students to be able to successfully learn. District staff has researched many of the programs such as Positive Behavior Intervention System (PBIS) and Multi-Tiered System of Support (MTSS) to look for ideas to address the ever changing needs of the students. Instead of adopting a program in its entirety, staff has agreed to build our own MTSS system, which has evolved into this LCAP. This system combines both the academic and behavioral needs of the student for the ultimate goal of student achievement.

This LCAP will be used to direct the staff in meeting the district goals of student achievement, student behavior, social and emotional needs in a supportive organizational setting. Each goal is focused on meeting the needs of ALL students.

In August 2017, the district switched their student information system to Synergy, an EduPoint product. This has added a bit of a challenge of learning a new system and still maintain the data integrity of the past.

## Review of Performance

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

## Greatest Progress

The dropout rate is low and has improved. Principals are following up with students who have dropped out to be sure we are providing all the services we have available to assist the student. The sites are much more accurately recording exit codes in the student information system which is then able to be more accurately tracked by staff. Administration search for students if they have initially been dropped out to learn what happened to them.

Along with the dropout rate, the graduation rate is improving as well. The California School Dashboard shows a blue circle, which is the highest rating. The Dashboard also indicates a 2% increase in the graduation rate. These two metrics are directly related.

The development of the MTSS three-year plan which was morphed into this LCAP was a great stride forward for the district. Staff had direct input on the plan and with data and research there is much buy-in for the faculty. We look forward to continuing the work through the LCAP process along with the WASC

accreditation at all three comprehensive sites.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

The California School Dashboard website shows the suspension rates for our homeless, socio-economically disadvantages and students with disabilities subgroups are very high. The Hispanic subgroup is very high as well, but there is a 1.1% improvement in the subgroup.

In addition, the district needs to focus on improving the attendance rating. The average ADA for 2016-17 was 90.42%. Goal 1 regarding an inclusive environment will address attendance with Action 8. Chronic absenteeism rate (any student absent for 10% or more days for any absence that a certificated staff member is not with the student) for the district is 24.1%. The state chronic absenteeism rate is 10.8% and the county is 15.2%. The state and county rates include elementary schools which historically have higher rates due to elementary schools having a lower chronic absenteeism compared to the rate of high schools. A more comparable district is Fortuna Union High School District which as 23.3%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

According to the California School Dashboard, the district is showing significant disproportionality with suspensions for homeless, socioeconomically disadvantaged and students with disabilities. The district's adjustment to the LCAP with researched based practices will address these populations as emotional and behavioral actions are put into place. The actions that will directly effect the suspensions include Goal 2, Action 6 through 9.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## **Increased or Improved Services**

As the district has folded the MTSS plan into the LCAP, the plan is now backed up with researched proven practices to improve student success. Low-income students, English learners and foster youth will benefit from all the actions since the plan is to improve services for all students, meeting them where they are recognizing student's individual needs. Academics will be directly effected for the subgroups in Goal 1, Action 5 regarding differentiated instruction, as well as in Goal 1, Action 8 which involved inclusion and co-teaching.

The social, emotional and behavioral skills will be address through Goal 2, Action 6, and 8-10. Strong relationships is the number one best practice for teaching students. Providing a structure with school wide norms so students and staff know what the expectations are will give everyone a common understanding of how to act. Using restorative mindsets combined with providing social/emotional supports and interventions will address students' individual needs as they bring their varied backgrounds to our schools.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 19,212,529

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 16,826,634

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The total expenses not captured in the body of the LCAP are \$2,385,895. These represent fiscal services, the state contribution to pension liability, grant evaluator services provided to other agencies, a transfer to the cafeteria fund and retiree benefits.

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 14,289,291

# Annual Update

**LCAP Year Reviewed:** 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

NHUHSD will increase achievement for all students by implementing Common Core State Standards (CCSS) teaching practices that foster student engagement and critical thinking.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 5, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

Metric: 1) Use 2016-17 interim assessments administered in ELA and Math data as a baseline.

Baseline: 92.0% near or above standard for 50 participants (as of March 29, 2017)

17/18: Maintain or improve

17/18: 66.09% near or above standard for 230 participants (as of March 30, 2018)

Metric: 2) 100% of ELA and Math faculty will receive continued support in SBAC Interim Assessments as related to curriculum planning and test preparation.

Baseline: Dept. Chairs planned and received support

17/18: 100% of ELA and Math faculty

Not met. As of March 23, 2018, 90% of the ELA and Math faculty have received continued support in Interim Assessments.

Metric: 3) Students will meet or exceed standards in the ELA SBAC test and the Math SBAC test.

Baseline: 56% - ELA  
37% - Math

17/18: Maintain or improve

Using 16/17 data,  
ELA - Met (60%)  
Math - Not Met (35%)

**Expected**

Metric: 4) UC/CSU eligible graduates will maintain or improve.

Baseline: 48.76% in 2016

17/18: Maintain or improve

Metric: 5) Faculty will demonstrate movement towards more awareness along CCSS SelfAwareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches End of Year Report and LCAP survey.

Baseline: Comparing Fall 2015 – Spring 2016, -0.02 growth

17/18: Maintain or improve

Metric: 6) All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials.

Baseline: All Students will have access to standards aligned materials

17/18: All Students will have access to standards aligned materials

**Actual**

Using 2017 data,  
Not Met: 45.01%

Unknown. The CCSS Self Awareness Continuum was not completed in 2016-17, nor 2017-18. Will use the Priority 2 Survey on the Dashboard in the future.

Met with sufficient instructional materials for all students.

**Expected**

7) 100% of Department Chairs will assist in CCSS implementation and professional development.

Baseline: 100% assisted in CCSS implementation and PD

17/18: 100% assisted in CCSS implementation and PD

**Actual**

Not Met. Approximately 40%. ELA, Math and Special Education department chairs have assisted in CCSS Implementation and professional development.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

Administration, teachers and classified support staff will implement the CCSS plan and continue to include and refine district initiatives to implement best practices for instructional strategies, student engagement, and technological integration.

1. Continue professional development that highlights best practices in each department.
2. Identify and implement CCSS

**Actual Actions/Services**

1. Professional development has occurred via various means including monthly Monday afternoon site initiative days, Instructional Coach observations, Cowell Grant work, Special Education release day, District Special Education meeting, and Technology Trainings.
2. The district opening professional development day

**Budgeted Expenditures**

Amount

- a) \$4,533,056
- b) \$292,469
- c) \$2,027,665
- d) \$206,385
- e) \$408,859
- f) \$20,000

Source

LCFF (0000, 1400)  
Independent Study (0002)  
Block Site (0025)

**Estimated Actual Expenditures**

Amount

- a) \$4,646,833
- b) \$309,562
- c) \$2,028,157
- d) \$298,519
- e) \$412,212
- f) \$22,075

Source

LCFF (0000, 1400)  
Independent Study (0002)  
Block Site (0025)

**Planned Actions/Services**

instructional strategies and practices that will be used throughout departments.  
 3. Provide training for 100% of ELA and Math faculty in the implementation of interim assessments.  
 4. Three district-wide Department Chair meetings will be held. Focus will be to continue to develop appropriate professional development, department specific goals and teaching practices supporting common core implementation.

**Actual Actions/Services**

included a keynote differentiated instruction speaker, Richard Villa. Site Initiative Days have been used to identify and implement CCSS instructional strategies along with Performance Indicator Review (PIR) meetings, District Special Education meetings and Northern Humboldt Way meetings.  
 3. As of March 22, 2018, approximately 50% of our faculty has been trained on the implementation of interim assessments.  
 4. August 17, 2017 is the only meeting as of March 6 that has occurred.

**Budgeted Expenditures**

Site Grant (0026)  
 Alt Ed Block Grant (0027)  
 MHS Block Grant (0028)  
 IB (0214)  
 Staff Development (0218)  
 AAI (0223)  
 Lottery (1100, 6300)  
 Title I (3010)  
 Carl Perkins (3550)  
 Title II (4035)  
 Educator Effectiveness (6264)  
 Career Pathways (6382)  
 Career Incentive (6387)  
 Ag Incentive (7010)  
 College Readiness (7338)  
 Cowell (9012)  
  
 Budget Reference  
 a) Certificated salaries  
 b) Classified salaries  
 c) Employer benefits  
 d) Materials and supplies  
 e) Services  
 f) Capital equipment

**Estimated Actual Expenditures**

Site Grant (0026)  
 Alt Ed Block Grant (0027)  
 MHS Block Grant (0028)  
 IB (0214)  
 Staff Development (0218)  
 AAI (0223)  
 Lottery (1100, 6300)  
 Title I (3010)  
 Carl Perkins (3550)  
 Title II (4035)  
 Educator Effectiveness (6264)  
 Career Pathways (6382)  
 Career Incentive (6387)  
 Ag Incentive (7010)  
 College Readiness (7338)  
 Cowell (9012)  
  
 Budget Reference  
 a) Certificated salaries  
 b) Classified salaries  
 c) Employer benefits  
 d) Materials and supplies  
 e) Services  
 f) Capital equipment

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Administration and instructional staff will support student development of critical thinking skills.

1. Services will be determined based upon student performance, teacher feedback, and relevant professional development.
2. Vertical alignment with feeder schools, articulation of curriculum, and appropriate course sign-up for students will be the focus.

**Actual Actions/Services**

1. Northern Humboldt Way, District Special Education and Performance Indicator Review (PIR) Meetings have focused on providing all students with improved supports and services to enhance critical thinking skills. Instructional coaches, department chairs, Cal-SOAP tutors, TRIO, Indian Education and the Title 1 program are also providing services to students. Academic counselors work with students on 4-year plans where gaps are identified and students are often connected to services and supports.
2. Articulation meetings have occurred throughout the school year. Cowell grant work has propelled focused articulation with ELA, Math and Science departments. Transition IEPs and Special Education articulation meetings are ongoing to properly place and support students entering high school.

**Budgeted Expenditures**

Amount  
See Goal 1, Action A

Source

Budget Reference

**Estimated Actual Expenditures**

Amount  
See Goal 1, Action A

Source

Budget Reference

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Administration and instructional staff will work with technology support staff and Library Media teachers to identify 21st century technological skills for graduates. Will continue developing a plan on how student will acquire these skills across disciplines and with a specific focus on the Technology Essentials curriculum.

1. The district will continue to monitor progress on the implementation of the digital literacy standards and research professional development to build capacity in areas identified by the 2016-17 gap analysis.

1. A meeting occurred March 15th with the Librarians and Data System Coordinator to determine the digital literacy standards that are not being covered by Technology Essentials but are covered in other departments. The findings will be shared with the District Technology Committee to discuss professional development opportunities as to build capacity.

Amount

- a) \$147,146
- b) \$196,282
- c) \$184,610
- d) \$42,617
- e) \$26,309
- f) \$7,020

Source

- LCFF (0000)
- Block Site (0025)
- Alt Ed Block Grant (0027)
- MHS Block Grant (0028)
- Technology (0228)
- Lottery (6300)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services
- f) Capital equipment

Amount

- a) \$117,612
- b) \$197,409
- c) \$173,113
- d) \$47,758
- e) \$28,788
- f) \$7,204

Source

- LCFF (0000)
- Block Site (0025)
- Alt Ed Block Grant (0027)
- MHS Block Grant (0028)
- Technology (0228)
- Lottery (6300)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services
- f) Capital equipment

## Action 4

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Administration will work with

1. The Northern Humboldt Way

Amount

Amount

**Planned Actions/Services**

counselors will continually modify and implement the Parent/Community Communication Plan throughout the school year to convey Northern Humboldt's curricular strategies and approaches.

1. The Northern Humboldt approach to teaching and learning (including CCSS) will be shared with stakeholders in multiple platforms.

2. Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents.

3. Discuss changes in the "Back to School" night format with faculty and staff to determine effectiveness and adjust as necessary.

4. Continue to seek feedback from parent groups regarding additional communication strategies.

**Actual Actions/Services**

was discussed in detail at the LCAP Stakeholder meeting on December 5th and with the Board at the LCAP Study Session on February 1st. Site Counsels have discussed components of this plan, specifically in regards to setting School Norms. Site Initiative Days are often used to implement the Northern Humboldt Way.

2. CAASPP scores are available on MMARS for teachers to view summary data and/or individual pupil data. The scores have been discussed at the December 5th LCAP Stakeholder meeting, Department Chair meetings, and the February 1st LCAP Study Session. Parents received their student scores in the mail in September.

3. Department Chairs and Site Councils have discussed the "Back to School" night format for improvements and some

**Budgeted Expenditures**

See Goal 1, Action A

Source

Budget Reference

**Estimated Actual Expenditures**

See Goal 1, Action A

Source

Budget Reference

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

adjustments were made.  
4. Site Council meetings, 8th grade parent survey and LCAP parent survey have all provided feedback regarding communication strategies.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Many of our metrics were not met. The standardized test scores are not showing the improvement that was hoped, specifically in Math. The interim assessments are becoming more widely used in hopes that the scores will improve for 2017-18. As the district has completed implementation of the Common Core State Standards via the six shifts, the emphasis has moved to an organic Multi-Tiered System of Support (MTSS), which ultimately, has been folded into the 2017-18 LCAP.

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

The actions related to Goal 1 are in flux with the creation of the Performance Indicator Review (PIR) plan it became apparent that the MTSS plan and LCAP actions become one. With the onset of this adjustment, the district's focus has shifted in 2017-18 to the MTSS three year plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary and Benefits increased as a result of negotiated raises for all staff. One position had a significant decrease because an employee at the top of the pay scale took a leave of absence and was replaced by a less experienced teacher. The supply budget had a significant increase to pay for new science textbooks.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district has moved away from using the Common Core State Standards' shifts to an Multi-Tiered System of Support (MTSS), which we have coined "the Northern Humboldt Way." As we analyzed our SBAC participation and performance for subgroups, the importance of preparing students for the test via interim assessments was elevated. In addition, differentiated instruction has become the area of focus for professional development.

Differentiated instruction is a key component to MTSS.

All of the actions except for Action 1 was retired as the MTSS plan was folded into this LCAP. Below is a map of the adjusted actions.

Action 1 - remained the same topic with updated wording around CCSS and includes the old Goal 4, Action 4

Action 2 - folded into Action 6

Action 3 - folded into Action 6

Action 4 - folded into Action 6 and 7

# Goal 2

Ensure a Safe, Healthy, and Respectful School Environment.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Metric: 1) Suspension rates including rates in disaggregated areas, will remain the same or improve.

Baseline: 13.38% of student body

17/18: Maintain or improve

### Actual

2016-17 Data,  
Not Met: 14.99% - this is total suspensions. Unduplicated student suspensions did not improve either. 2015-16 it was 9.03% and it was 9.33% in 2016-17. Suspensions as of March 31, 2018 were not collected due to our new student information system. Staff was still learning how to enter data properly to transfer it into CALPADs.

**Expected**

Metric: 2) Attendance rates will remain the same or improve.

Baseline: 91.42%

17/18: Maintain or improve

Metric: 3) Expulsion rates including rates in disaggregated areas, will remain the same or improve.

Baseline: 0% expelled

17/18: Maintain or improve

Metric: 4) California Healthy Kids Survey results will show the overall school connectedness rating will improve.

Baseline: 54.33%

17/18: 55%

**Actual**

2016-17 data,  
Not Met: 90.42%  
92.43% as of March 31, 2018 (P2)

2016-17 data,  
Met, Maintained the 0 %  
Zero expulsions as of March 31, 2018

2016-17 data,  
Met, Improved (92.71%)

### Expected

Metric: 5) The student perception of “feeling safe or very safe at school” will improve on the California Healthy Kids Survey.

Baseline: 71.49%

17/18: 72%

Metric: 6) The Facilities Inspection Tool (FIT) will remain at 100% “Good.”

Baseline: 100%

17/18: 100%

Metric: 7) Percent of properly credentialed teachers will remain at 100%.

Baseline: 100%

17/18: 100%

### Actual

2016-17 data,  
Not Met: 62.35%

2016-17 data,  
Not Met: 94% was "good" for Arcata High School. McKinleyville High School FIT was not completed.  
2017-18 = District average was 94.1% for both sites.

Met - 100% of the teachers are properly credentialed.

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

**Planned Actions/Services**

Site administration, crisis counselors, support staff along with academic counselors will develop and implement a comprehensive intervention process for students struggling academically, socially, and/or emotionally.

1. Professional Development will be provided emphasizing building staff member capacity for developing meaningful professional relationships with students.

2. Student Assistance Team model will be used to identify and create action plans for struggling students.

3. Sites will continue to utilize local resources to help families develop healthy relationships and lifestyles and to assist when families are in crisis.

4. Faculty on all sites will continue to participate in data analysis and action planning regarding interventions and services for

**Actual Actions/Services**

1. Suicide Training and Safety Trainings occurred throughout the school year. In addition a Suicide Protocol was developed.

A CPI training was held in January and another will occur in the Spring. The Scale Up MTSS Statewide (SUMS) Grant professional development included relationships with students.

2. Student Assistance Teams (SAT) meeting occur weekly at the comprehensive sites.

3. Staff at the high schools coordinate with the local Family Resource Centers, Department of Health and Human Services (DHHS), the local tribes, feeder schools to support families in crisis.

4. Data analysis is occurring at department meetings, Nohum Way Meetings, SAT meetings and through the A-G analysis process.

**Budgeted Expenditures**

Amount

- a) \$524,278
- b) \$210,349
- c) \$377,546
- d) \$15,598
- e) \$22,167

Source

- LCFF (0000)
- Block Site (0025)
- MHS Block Grant (0028)
- Staff Development (0218)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

**Estimated Actual Expenditures**

Amount

- a) \$545,446
- b) \$218,068
- c) \$376,646
- d) \$16,748
- e) \$30,696

Source

- LCFF (0000)
- Block Site (0025)
- MHS Block Grant (0028)
- Staff Development (0218)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

**Planned Actions/Services**

struggling students.

**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures****Action 2****Planned Actions/Services**

Administration will work with the nurse and maintenance and operations staff to revise and implement the school safety and positive climate plans including professional development for classified and certificated staff.

1. Annually the Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.

2. Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.

3. CPI training will be offered to all faculty and staff on a semiannual basis.

4. Incident Command System

**Actual Actions/Services**

1. The Safe Schools Plan will be revised to include the decision based method called "Run, Hide, Fight." It is expected that the plan will go before the board at April's meeting. Administration is working closely with our local fire department, police and sheriff departments to include active shooter procedures.

2. The Site Councils will be reviewing and revising the plan prior to the board's approval.

3. The district trained two staff members to be trainers in the fall. Instructional Aides were trained in the winter.

4. A campus wide staff meeting occurred in the fall regarding the ICS. Deans have followed up with the Arcata Fire Department to ensure the systems in place

**Budgeted Expenditures**

Amount

a) \$29,484

b) \$465,870

c) \$308,486

d) \$150,619

e) \$703,316

Source

LCFF (0000)

MAA/LEA (0005)

Block Site (0025)

Alt Ed Block Grant (0027)

MHS Block Grant (0028)

Transportation M&O (0210)

Prop 39 (6230)

Routine Maintenance (8150)

Budget Reference

a) Certificated salaries

b) Classified salaries

c) Employer benefits

d) Materials and supplies

**Estimated Actual Expenditures**

Amount

a) \$27,261

b) \$489,849

c) \$311,323

d) \$157,363

e) \$1,093,942

f) \$13,073

Source

LCFF (0000)

MAA/LEA (0005)

Block Site (0025)

Alt Ed Block Grant (0027)

MHS Block Grant (0028)

Transportation M&O (0210)

Prop 39 (6230)

Routine Maintenance (8150)

Budget Reference

a) Certificated salaries

b) Classified salaries

c) Employer benefits

**Planned Actions/Services**

(ICS) will be used in the event of a school emergency. Professional development will be provided to ensure staff readiness.

**Actual Actions/Services**

are a safe as possible.

**Budgeted Expenditures**

e) Services

**Estimated Actual Expenditures**

d) Materials and supplies  
e) Services  
f) Capital Equipment

**Action 3**

**Planned Actions/Services**

Site administration and instructional support staff along with counselors will communicate in multiple formats the services available to students and parents for academic and social emotional success.

1. Opportunities will be provided for parents to meet with teachers regarding their student's academic progress.
2. Sites will make effective use of varied means of communication to ensure parents are informed regarding school programs, services and events.
3. Sites will collaborate with associate schools to ensure that

**Actual Actions/Services**

1. Parents meet with teachers during IEPs, Academic Counseling meetings and parent/teacher conferences.
2. School websites, Facebook, SchoolMessenger, the Pepperbox school newspaper and emails are all means of communication used regularly to communicate with parents.
3. Articulation meetings have occurred throughout the school year. Cowell grant work has propelled focused articulation with ELA, Math and Science departments. Transition IEPs and Special Education articulation meetings are

**Budgeted Expenditures**

Amount  
See Goal 2, Action A

Source

Budget Reference

**Estimated Actual Expenditures**

Amount  
See Goal 2, Action A

Source

Budget Reference

**Planned Actions/Services**

incoming students' needs are met including academic, behavioral and mental health.  
 4. Sites will communication with families in all aspects of students' academic, social emotional and extracurricular school experience regarding school programming.

**Actual Actions/Services**

ongoing to properly place and support students entering high school.  
 4. School programming is discussed with families via the parent nights, Site Council meetings, Pepperbox newspaper, the LCAP process, and school websites.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 4**

**Planned Actions/Services**

Administration will work with Indian education classified staff to ensure that students qualifying for services are identified and served (Title 1, NSLP, Indian Ed, ELL, IEP, 504, Foster Youth, Homeless).  
 1. Parents will be informed of the benefits of participating in programs that serve high needs students.  
 2. Procedures for gathering demographic data to ensure that all students that qualify are

**Actual Actions/Services**

1. Information is disseminated to parents via parent nights, Site Council meetings, Pepperbox newspaper, the LCAP process and school websites.  
 2. There has been in increased use of the D/F List which helps to identify Title I students. Sites are using CALPADS to help identify incoming EL students as well as directly certified students who qualify for free and reduced meals.  
 3. The District Special Education

**Budgeted Expenditures**

Amount  
 a) \$0.00  
 b) \$52,204  
 c) \$32,319  
 d) \$181  
 e) \$5,096  
  
 Source  
 Site Grant (0026)  
 Indian Education (4510)  
  
 Budget Reference  
 a) Certificated salaries  
 b) Classified salaries

**Estimated Actual Expenditures**

Amount  
 a) \$0.00  
 b) \$53,263  
 c) \$32,534  
 d) \$181  
 e) \$5,247  
  
 Source  
 Site Grant (0026)  
 Indian Education (4510)  
  
 Budget Reference  
 a) Certificated salaries  
 b) Classified salaries

**Planned Actions/Services**

identified for high needs programs will be evaluated for effectiveness and improvements.

3. The protocol for identification of Special Education students will be evaluated for effectiveness and improvements.

4. Student Services staff will continue to coordinate services to ensure that all students receive appropriate counseling and academic intervention.

5. Site master schedules will be evaluated for effectiveness and improvements.

**Actual Actions/Services**

committee has performed an internal review of the site's procedures which includes identification of Special Education Students. This identification process is addressed in the new LCAP, Goal 2.

4. SAT meetings are used to coordinate services. A task description for the Diversion Counselors has been developed which also coordinates the services they provide. The District Special Education committee has helped streamline services on campuses as part of their internal review.

5. The master scheduling process will be adjusted with Synergy as our new SIS. The hope is it will be more efficient and allow administrators to easily see the class make up of each section such as the number of students with IEPs in any give section as well as the

**Budgeted Expenditures**

c) Employer benefits  
d) Materials and supplies  
e) Services

**Estimated Actual Expenditures**

c) Employer benefits  
d) Materials and supplies  
e) Services

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

break down by gender.

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Administration will review discipline policies and procedures annually.

1. Restorative Practices to more positively respond to school discipline will be evaluated for effectiveness and professional development will focus on building staff and administrative capacity.
2. The tiered discipline will be used as an intervention prior to suspension or expulsion.
3. Discipline data to examine whether students are being disciplined disproportionately across high needs groups and Special Education will be evaluated.

1. The expulsion/suspension policies were reviewed and modified to include restorative practices.
2. Planning for this action has taken place through the Northern Humboldt Way initiative, specifically with the work around the SUMS grant and in administrative meetings. The execution of the tiered discipline plans have occurred in the SAT meetings.
3. Data analysis has been conducted with the continued work on the High Needs Matrix spreadsheet and communicated to the board during the LCAP Study Session meeting.

Amount  
See Goal 1, Action A

Source

Budget Reference

Amount  
See Goal 1, Action A

Source

Budget Reference

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There has been much work on this goal. The district has improved in identifying students in need as well as improved communication regarding providing appropriate services. The Director of Student Services, which is a position created merely two years ago, provides much needed support to the sites in determining and placing students in the least restrictive environment for student success.

The district began organically creating the MTSS plan (a.k.a. Northern Humboldt Way) in 2016-17 which enhanced the importance of the social, emotional and behavioral side of education. This MTSS three year plan has been folded into the LCAP plan during the 2017-18 school year, which is why there is such an adjustment in 2018-19 to the LCAP.

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

The main metrics related to this goal, suspensions and attendance, have not improved. Expulsions continue to be zero. Despite all the efforts staff has made toward school safety and climate, the district struggles in this area. The population of Special Education students remains about 20%, which stretches the available resources.

The actions were not as effective as hoped, which is one of the many reasons the district decided to move the researched based best practices of the MTSS plan into the LCAP. The district having been awarded the SUMS grant has propelled the work forward in 2017-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary and Benefits increased as a result of negotiated raises for all staff. Capital Equipment was increased to replace two pieces of equipment in Maintenance and Operations.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will become the social/emotional/behavior related goal moving forward. As the district emphasized breaking down the barriers between high needs students and regular education students, the current Goal 4 will be folded into Goal 2. The idea behind this merging of goals is that "all means all." Providing all students what they need, at the time they need it regardless of their level of need is the focus.

Below is the map of the old actions folded into the new actions.

Action 1 - folded into Goal 2, Action 6, Goal 2, Action 9 and Goal 3, Action 4.

Action 2 - folded into Goal 3, Action 7

Action 3 - folded into Goal 2, Action 6 and Goal 2, Action 9

Action 4 - folded into Goal 2, Action 9 and Goal 3, Action 4

# Goal 3

NHUHSD will diversify and improve methods of communication for all stakeholders

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Metric: 1) The School Messenger system and ParentVUE will be used to notify parents, including parents of students with disabilities, of stakeholder meetings.

Baseline: 2 meetings

17/18: 2 meetings

### Actual

Met with two community stakeholder meetings advertised via School Messenger.

**Expected**

Metric: 2) Parents, including parents of students with disabilities, will continue to have opportunities to provide input on decision making through a survey link provided on the district web site for LCAP development.

Baseline: 1 survey

17/18: 1 survey

Metric: 3) Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings)

Baseline: 2

17/18: 2

Metric: 4) The number of students participating career panels, field trips and workshops will maintain or improve.

Baseline: 698 as of March 14, 2017

17/18: 698

**Actual**

Met with one LCAP Parent Survey.

Met with two presentations at the community stakeholder meetings.

Met  
As of March 14, 2018 = 874

**Expected**

Metric: 5) The chronic absenteeism rate will maintain or improve.

Baseline: 36.76% in 2015-16

17/18: 36.76%

**Actual**

Due to a redefined metric, 2015-16 should be 23.84%.

2016-17 showed no improvement at 24.10%

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

Alternative modes of communication with parents and students for academics and events will be explored by administration and teachers as well as counselors.

1. Explore effective use of ParentVUE.
2. Teachers will provide feedback to students and parents on completed work within one week of assignment due date.
3. Continued communication with

**Actual Actions/Services**

1. ParentVUE has been deployed via Back to School Nights. Improvements were made throughout the year adding accessibility including posting the link on the school websites. Research on how to allow parents to update their demographic data is under way.
2. Department Chairs discuss and agreed to providing timely feedback to students no longer than one week from the due

**Budgeted Expenditures**

Amount  
See Goal 1, Action A

Source

Budget Reference

**Estimated Actual Expenditures**

Amount  
See Goal 1, Action A

Source

Budget Reference

**Planned Actions/Services**

parents of students with chronic absenteeism not includes school related absences or independent study will occur.

4. Parent/guardian emails will continue to be gathered and utilized for communication.

5. More documents will be provided to parents in Spanish, including parent surveys.

6. Create a standardize means of communication used for school related events, activities and emergencies.

**Actual Actions/Services**

date.

3. When students do not regularly attend, they begin the Student Attendance Review Team (SART) process outlining steps that students and parents agree to get students to school more regularly. Diversion counselors are utilized and ultimately students are referred to the Student Attendance Review Board (SARB).

4. Parent emails are utilized in the activation of the ParentVUE accounts. 66.5% of the parents who are set as "mailings allowed" and "contact allowed" and "ed rights" have emails in Synergy.

5. The added forms this year include SchoolBucks Notification and the AUP form.

6. Sites are using the websites, FaceBook and Twitter. Work on standardizing the communication is in progress.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 2**

**Planned Actions/Services**

TPP Coordinator and college/career staff will enhance communication with business partners with the purpose of assisting students to be placed in local businesses for work experience.

1. TPP student participation will maintain or increase.
2. The District will continue to support the Work Experience class.
3. Student participation in College and Career Center activities will maintain or increase.
4. Communication with potential business partners through the involvement in local service organizations will continue.

**Actual Actions/Services**

1. The number of TPP students served as of March 14, 2018 is 55. This is an improvement of 11 from last year's 44 students served by the same date.
2. Work experience sections are offered on all sites.
3. 874 students participated in College and Career Center Activities as of March 14, 2018. This is up from 698 in prior year.
4. Communication with business partners continues through the Career Frontiers work. The field trips (including trips specifically targeting alternative education), career panels and workshops have provided a platform for these relationships. In addition, the TPP program and WIOA have been building relationships with the business partners.

**Budgeted Expenditures**

Amount

- a) \$63,580
- b) \$79,069
- c) \$59,738
- d) \$9,458
- e) \$12,693

Source

- TPP (3410)  
WIOA (5610)  
Career Pathways (6382)  
College and Career Center (9045)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

**Estimated Actual Expenditures**

Amount

- a) \$64,791
- b) \$78,543
- c) \$51,621
- d) \$10,054
- e) \$29,726

Source

- TPP (3410)  
WIOA (5610)  
Career Pathways (6382)  
College and Career Center (9045)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions related to communication have occurred. The implementation of our new student information system, Synergy, has assisted with these actions. Our TPP and College/Career Center programs are thriving. We continue to communicate with stakeholders in the manner we set out to do.

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

The actions related to this communication goal are intertwined with all the other goals. We'd originally written this goal to raise the importance of communication. As the metrics show, we are completing the tasks intended to complete in this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary and Benefits increased as a result of negotiated raises for all staff. The Services estimate increased to reflect carryover from the prior year being allocated to work experience.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Moving forward, the district will fold this goal into all the other goals since it is challenging to set communication apart. Communication is a very important part of any organization and should not be over looked, but rather will be consciously embedded in all we do, thus in all other LCAP goals.

A map to the adjustment in actions is below.

Action 1 - folded into Goal 2, Action 5

Action 2 - folded into Goal 2, Action 9 and Goal 3, Action 4

# Goal 4

NHUHSD will improve academic performance for high needs populations. This goal is principally directed toward unduplicated students.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4, 5, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Metric: 1) Percent of high needs students who meet or exceed SBAC standards will maintain or improve.

Baseline: 33.46% = ELA  
20.17% = Math

17/18: 33.46% = ELA  
20.17% = Math

### Actual

The baseline for 2016, weighted averages should have been  
34.82% = ELA  
20.80% = Math

Not Met in 2017  
29.48% = ELA  
14.21% = Math

**Expected**

Metric: 2) Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.

Baseline: 33.46% = ELA  
20.17% = Math

17/18: 33.46% = ELA  
20.17% = Math

Metric: 3) D/F list for high needs population will remain the same or improve.

Baseline: 40.10% = Spring 2016

17/18: 40%

Metric: 4) Graduation rates for high needs will remain the same or improve.

Baseline: 99.42%

17/18: 99.42%

**Actual**

The baseline for 2016, weighted averages should have been  
34.82% = ELA  
20.80% = Math

Not Met in 2017  
29.48% = ELA  
14.21% = Math

Met  
Spring 2017 = 39.22%

Not Met  
Spring 2017 = 97.24%

**Expected**

Metric: 5) Develop a model to track college readiness through A-G progress.

Baseline: Develop

17/18: Determine baseline

Metric: 6) Dropout rates for high needs will remain the same or improve.

Baseline: 2.31%

17/18: 2.31%

Metric: 7) Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve.

Baseline: 2015-16, AP = 29

IB = 12

Dual En. = 18

17/18: AP = 29

IB = 12

Dual En. = 18

**Actual**

In Progress

In the process of putting A-G Requirements for students into Synergy so the baseline will be calculated automatically. Expect a baseline summer of 2018, after graduation.

Not Met

Spring 2017 = 2.76%

Spring 2017

Met, AP = 33

Not Met, IB = 5

Met, Dual En. = 170

**Expected**

Metric: 8) Students reclassified fluent English proficient will remain the same or improve.

Baseline: 2015-16, 0

17/18: 1

Metric: 9) All EL students will be tested on the initial CELDT with the overall average improvement improving or remaining the same.

Baseline: 2.46% students improved scores

17/18: Maintain or improve

10) EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.

Baseline: 100% of EL Students have access to EL Study Skills and EL Development Classes

17/18: 100% of EL Students have access to EL Study Skills and EL Development Classes

**Actual**

Met  
Spring 2017 = 5

Met  
Fall 2017 - Due to the large turnover of students, the metric was changed to the average overall scaled score.  
2016-17 was 566.48  
2017-18 was 635.41 with a difference of 68.94 points  
The CELDT will be retired in 2017-18 and the ELPAC will replace this exam.

Met

**Expected**

Metric: 11) All students who are on the D/F lists that are chronically absent will improve or maintain.

Baseline: 2015-16, 12.18%

17/18: 12.18%

Metric: 12) Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.

Baseline: Broad course of study offered

17/18: Broad course of study offered

**Actual**

Met  
Spring 2017 = 8.52%

Met

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

English Language coordinators, school psychologists and counselors will work with administration to evaluate current services for high needs populations. Additional services will be added if needed.

1. Continued use of D/F list will drive individualized services for academic improvement.
2. Student Services Team will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success.
3. On an ongoing basis the Title I Coordinator will identify and provide tutoring and academic counseling to students in need.
4. Summer school classes will be provided for remediation purposes.

1. The D/F list is utilized in Department Chair meetings, department meetings and at SAT meetings. The list is also utilized to identify students who get extra supports through Indian Education services, Title I and Opportunity classes.
2. Discussions about strategies occur at Department Chair meetings, department meetings and at SAT meetings as well as with Academic Counselors. Services that provide the strategies include Title I, Indian Education services and Opportunities classes to name a few.
3. The Title I Coordinator checks the D/F list each term to identify students who may need services such as Project Excel.
4. Summer School will be held at Arcata High this year and there will be a variety of course offerings.

Amount

- a) \$339,454
- b) \$0
- c) \$155,386
- d) \$0
- e) \$930

Source

LCFF – Supp Con (0001)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

Amount

- a) \$343,938
- b) \$0
- c) \$159,133
- d) \$0
- e) \$930

Source

LCFF – Supp Con (0001)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

## Action 2

**Planned Actions/Services**

Counselors will work with administration and department chairs to ensure appropriate placement in academic subjects to ensure improvement in academic achievement.

1. Review annual articulation meeting will be held with associate schools to improve the process of identifying low performing programs and services for students with needs.
2. Review articulation with associate schools for students with IEP's will occur on an annual basis to design individualized services for every student.
3. English and Math departments will review and amend the placement process for all students.

**Actual Actions/Services**

1. Meetings occur throughout the year which include academic articulation meetings, transition IEPs, Special Education staff meetings with feeder schools. Opportunity classes assist students who struggle with the transition to high school.
2. Transition IEPs occur with every student coming into the district.
3. Academic articulation meetings while a student is in 8th grade. Department chairs work with the Academic Counselors to ensure students are placed at the proper level entering their 9th grade year.

**Budgeted Expenditures**

Amount  
See Goal 4, Action 1

Source

Budget Reference

**Estimated Actual Expenditures**

Amount  
See Goal 4, Action 1

Source

Budget Reference

**Action 3**

**Planned Actions/Services**

Master schedule will be evaluated

**Actual Actions/Services**

1. The master scheduling

**Budgeted Expenditures**

Amount

**Estimated Actual Expenditures**

Amount

**Planned Actions/Services**

at each site to maximize program offerings. This can include dual enrollment/concurrent enrollment, zero period/7th period, improve availability for parent conferences, and improve coordination across the district.

1. Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students.
2. Dual and concurrent enrollment opportunities will be pursued annually through College of the Redwoods by dual enrollment teachers.
3. Online learning course offerings will continue to be reviewed/increased to provide flexibility in students scheduling by Independent Study staff, Alternative Education teachers and aides.
4. Teachers will evaluate the need for academic support classes to ensure graduation readiness for

**Actual Actions/Services**

- process was enhanced in 2017-18 with the use of Synergy to help determine the balance of gender and students with IEPs in sections. Site administrators will be able to better evaluate adjustments to increase enrollment opportunities.
2. College of the Redwoods has choose not to participate with the district to increase course offerings in 2017-18.
  3. As of 2/28/18, Independent Study has 51 students, which is up from 46 at the same time last year.
  4. Once the data is pulled from Synergy regarding students who are on track for graduation and which courses are problematic, the data driven discussions with begin. This will likely not occur until Fall 2018.
  5. Counselors are working with the Data Coordinator to get Synergy to calculate the percent of freshmen who are on the A-G track and who are also on track

**Budgeted Expenditures**

- a) \$221,334
- b) \$91,205
- c) \$111,650
- d) \$622
- e) \$0

Source

LCFF – Supp Con (0001)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

**Estimated Actual Expenditures**

- a) \$234,800
- b) \$75,492
- c) \$109,159
- d) \$793
- e) \$0

Source

LCFF – Supp Con (0001)

Budget Reference

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

**Planned Actions/Services**

Freshmen and Sophomore cohorts by administration.  
 5. Counselors will work with administration to establish a baseline percent of freshmen on track to graduate to inform master schedule decisions.  
 6. The Indian Education Program will be supported with Yurok Language courses.

**Actual Actions/Services**

to graduate. This data will become available in the Summer of 2018, after graduation.  
 6. Yurok Language courses are taught and provided to all students on campus.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 4**

**Planned Actions/Services**

Teachers and administration will work with the college/career staff to support College and Career readiness at each site across the district.  
 1. College and Career readiness surveys will be completed by every 9th grade student. 10th grade students will use this survey to update their four-year plan.  
 2. On an annual basis the

**Actual Actions/Services**

1. Academic counselors complete the College and Career Readiness surveys with all 9th grade students.  
 2. Counselors met with each student on their case load to talk about four-year goals each year.  
 3. 874 students participated in College and Career Center Activities as of March 14, 2018. This is up from 698 in prior year.  
 4. The number of TPP students

**Budgeted Expenditures**

Amount  
 See Goal 4, Action A  
  
 Source  
  
 Budget Reference

**Estimated Actual Expenditures**

Amount  
 See Goal 4, Action A  
  
 Source  
  
 Budget Reference

**Planned Actions/Services**

counseling team will complete and review four-year goals with every student.

3. Juniors and seniors will have an opportunity to shadow/intern a career field of choice. Juniors and seniors will have an opportunity to review career choices such as a career fair.

4. TPP program will be implemented providing qualifying students with career education experiences, support and curriculum.

5. The percent of high needs students who have a 10% or higher absence rate and are on the D/F list will maintain or improve.

**Actual Actions/Services**

served as of March 14, 2018 is 55. This is an improvement of 11 from last year's 44 students served by the same date.

5. This metric was met at 8.52% in 2016-17, which is an improvement from prior year which was 12.18%.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Professional development for teachers, instructional support staff and administration will continue with an emphasis on developing a student-centered classroom.

1. NHUHSD will develop a tiered intervention model to establish common practices that provide professional learning opportunities to develop student-centered learning.

1. A three-year plan which was developed at the end of 2016-17 has begun to be implemented, specifically with differentiated instruction professional development and School Norms.

Amount  
See Goal 1, Action A

Source

Budget Reference

Amount  
See Goal 1, Action A

Source

Budget Reference

## Action 6

### Planned Actions/Services

Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented by teachers, site administration including alternative education site staff.

1. Review of coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention.

### Actual Actions/Services

1. The Assistant Principals and Academic Counselors work together after each grading period to see if students need to be placed on a different program and/or are at-risk for dropping out.

2. The District Special Education Committee meets bi-weekly to discuss student progress and supports that may be needed. This is also discussed at site

### Budgeted Expenditures

Amount  
a) \$286,775  
b) \$36,914  
c) \$130,103  
d) \$20,617  
e) \$4,913

Source  
LCFF (0000)  
Independent Study (0002)  
Alt Ed Block Grant (0027)

### Estimated Actual Expenditures

Amount  
a) \$322,759  
b) \$37,616  
c) \$140,748  
d) \$21,617  
e) \$6,639

Source  
LCFF (0000)  
Independent Study (0002)  
Alt Ed Block Grant (0027)

**Planned Actions/Services**

- 2. Regular district and site articulation meetings with administrators will be held to improve communication and support for students in need of services.
- 3. Continued training in a research based restorative justice program will be provided for all district administration.
- 4. Restorative practices will be implemented within the district to employ strategies to reconnect students with their school community.
- 5. SARB review board will be consistently employed to reduce truancy within the district.

**Actual Actions/Services**

- Special Education Department meetings.
- 3. The Northern Humboldt Way and SUMs grant has helped lead the district toward development of restorative practices.
- 4. The Northern Humboldt Way and SUMs grant has helped lead the district toward development of restorative practices.
- 5. SARB continues to be utilized to assist with attendance issues.

**Budgeted Expenditures**

- Budget Reference
- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

**Estimated Actual Expenditures**

- Budget Reference
- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services

**Action 7**

**Planned Actions/Services**

The Director of Special Education and Special Education teachers along with mainstream teachers and aides will analyze and implement strategies for

**Actual Actions/Services**

1. The Program Improvement Report (PIR) was written in line with the Northern Humboldt Way three year plan. Combining initiatives across the district has

**Budgeted Expenditures**

- Amount
- a) \$1,097,504
- b) \$711,955
- c) \$796,725
- d) \$72,892

**Estimated Actual Expenditures**

- Amount
- a) \$1,276,563
- b) \$673,562
- c) \$864,654
- d) \$72,295

**Planned Actions/Services**

improving the Special Education Services.

1. Continue to utilize data from an analysis of the reasons for the high percentage of students in Special Education to address any issues, such as over identification or lack of interventions or supports, that may be within our control.
2. Current services to be evaluated are transportation, non public school students and contracted services with HCOE.

**Actual Actions/Services**

1. been the goal. Data was analyzed through the development of the PIR.
2. Services have been evaluated as our student needs have changed.

**Budgeted Expenditures**

- e) \$444,837
- f) \$0
- g) \$238,474

**Source**

LCFF (0000)  
 MAA/LEA (0005)  
 Block Site (0025)  
 MHS Block Grant (0028)  
 Transportation M&O(0210)  
 Federal Special Ed(3310)  
 State Special Ed (6500)  
 Mental Health (6512)

**Budget Reference**

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services
- f) Capital equipment
- g) Special Ed charge back

**Estimated Actual Expenditures**

- e) \$80,465
- f) \$0
- g) \$220,301

**Source**

LCFF (0000)  
 MAA/LEA (0005)  
 Block Site (0025)  
 MHS Block Grant (0028)  
 Transportation M&O(0210)  
 Federal Special Ed(3310)  
 State Special Ed (6500)  
 Mental Health (6512)

**Budget Reference**

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services
- f) Capital equipment
- g) Special Ed charge back

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions were completed as the target for this goal was high needs students. The one area that only some progress was made was tracking college readiness through A-G. It was deemed that the use of the new student information system, Synergy, will assist with this process thus allowing staff to analyze the results after the conclusion of the second semester.

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

The district showed key 2016-17 scores not meeting expectations such as drop out rates, graduation rates, SBAC performance and high needs students participating in IB testing. All the English Language Learner metrics were met as well as the D/F list for high needs students and number of student passing dual enrollment courses. Thus some of the actions were successful and some were not. The question also arises of how much of the success in the metrics is due to the cohort of the students served.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary and Benefits increased as a result of negotiated raises for all staff.. The estimated expenditures for services was reduced because the District does not have any Non-Public School placements.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal has remained unchanged for a few years now. The actions have been consistent, yet not consistently showing the results intended. The goal was originally written the first year of the LCAP where the district was directed to specifically serve the unduplicated population and show funds tied to

this population with clear actions separate from the general population. With the onset of the MTSS plan where the intent is to serve all student and not single out specific subgroups, it is appropriate to fold this goal within the other goals. There are academic related actions in Goal 4 as well as social/emotional/behavioral actions, which will all be embedded in the first two rewritten goals of the 2018-19 LCAP.

A map of how the old actions fit into the new actions is found below.

Action 1 - folded into Goal 2, Action 8 and Goal 3, Action 4

Action 2 - retired. Placing students in appropriate classes and conducting articulation meetings is practice the district has conducted for many years. An action is not needed for such a practice that is embedded in the culture.

Action 3 - folded into Goal 1, Action 8

Action 4 - folded into Goal 1, Action 1

Action 5 - folded into Goal 2, Action 9

Action 6 - folded into Goal 2, Action 7

Action 7 - folded into Goal 2, Action 9

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

December 5, 2017: Stakeholder Meeting. Participants included 1 board member, 2 students, 5 parents, 1 community member, 5 teachers, and 10 staff members.

February 1, 2018: LCAP Study Session. Participants included 5 board members, 1 community member, and 8 staff members.

February 6, 2018: MHS Site Council. Participants included 3 students, 2 parents, 1 teacher, and 3 staff members.

March 6, 2018: MHS Student Focus Group in the Leadership class.

March 9, 2018: AHS Site Council. Participants included 3 parents, 5 staff members, 1 teacher, and 8 students.

March 14, 2018: Faculty/Staff survey responses due.

March 14, 2018: Parent survey responses due.

March 15, 2018: AHS Student Focus Group in the Leadership class

Jan 31 - Feb 1, 2018: SUMS Grant MTSS Training 1

March 19 - 20, 2018: SUMS Grant MTSS Training 2

March 21, 2018: Leadership Team feedback review and writing team.

April 9, 2018: Leadership Team writing meeting

April 25, 2018: Stakeholder Meeting. Participants included 3 parents, 13 staff members, 1 teacher

May 1, 2018: WASC/LCAP Meeting

May 7, 2018: SUMS Grant MTSS Teaming Day

May 8, 2018: SUMS Grant MTSS Training 3

May 31, 2018: SUMS Grant MTSS Teaming Day

June 1, 2018: SUMS Grant MTSS Training 4

June 19, 2018: Public Hearing before the board

June 21, 2018: Board approval

\*Note - LCAP Update was a standing agenda item in the 2017-18 board meetings

BARGAINING UNITS were invited to the following

December 5, 2017: Stakeholder Meeting

February 1, 2018: LCAP Study Session

March 14, 2018: Faculty/Staff Survey

LCAP Update at each board meeting

COMMUNITY MEMBERS were invited and participated in the following

December 5, 2017: Stakeholder Meeting

February 1, 2018: LCAP Study Session

March 14, 2018: Parent survey

April 25, 2018: Stakeholder Meeting

LCAP Update at each board meeting

## Impact on LCAP and Annual Update

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

The work with the SUMS grant on MTSS has helped propel our LCAP forward making it clear that combining the MTSS plan with the LCAP would be prudent. There is no reason to have two plans driving the district.

The student focus groups validated some of the actions, such as differentiated instruction and rigorous lesson planning, that are written into the MTSS three year plan, which will be folded into the LCAP.

The Career Center work was another area that was appreciated with many of our stakeholder groups' feedback. This is not an area that was included in the MTSS three year plan, but will be continued in the LCAP in Goal 1, Action 1.

Hearing the desires of the stakeholder groups on their preferred method to receive communication from the schools made it clear that we will continue our work to improve gathering emails and getting information out via multiple platforms.

Parents expressed the importance of the 8th grade visitation nights as they look for the best fit for their students. The varied campuses and cultures offered in the district makes these evenings all the more important.

The information from the California Health Kids Survey was of great interest at the stakeholder meetings where it was discussed that Site Councils will review the details of these reports for their campuses.

Stakeholder meetings discussed serving the high needs populations can be improved by identifying where students were placed in middle school and differentiating the instruction.

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified

## Goal 1

Inclusive, effective, engaging and rigorous academic instruction and support for all students

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 7, 8

**Local Priorities:** Interim assessments

D/F Lists

Participation in College &amp; Career Center Activities

CCSS Implementation Survey

**Identified Need:**

The percent of students who met or exceeded the 2016 SBAC ELA assessment was 60% which needs to remain the same or improve.

The percent of students who met or exceeded the 2016 SBAC Math assessment was 35% which needs to remain the same or improve.

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Graduation Rates	2016-17: 98.8%	Maintain or improve	Maintain or improve	Maintain or improve
Drop Out Rates	2016-17: 1.20%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
Interim assessments participants, as of March 30th	For 2016-17, as of March 30, 2017: 50 participants	2017-18, as of March 30, 2018: 230 participants	Maintain or improve from prior year	Maintain or improve from prior year

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

Interim assessments students near or above standard, as of March 30th

2016-17, as of March 30,  
2017: 92.0%

2017-18, as of March 30,  
2018: 66.09%

Maintain or improve from  
prior year

Maintain or improve from  
prior year

A. The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores  
B. Students will meet or exceed standards in the ELA SBAC test and the Math SBAC test.

A. 2015-16: ELA = +23.6 points  
2015-16: Math = -34.5 points  
2016-17: ELA = +28.9 points  
2016-17: Math = -41.8 points  
B. 2015-16: ELA = 56%  
2015-16: Math = 37%  
2016-17: ELA = 60%  
2016-17: Math = 35%

Maintain or improve from  
prior year

Maintain or improve from  
prior year

Maintain or improve from  
prior year

Students will meet or exceed standards EAP Scores

2015-16: ELA = 57%  
2015-16: Math = 37%  
2016-17: ELA = 60%  
2016-17: Math = 35%

Maintain or improve from  
prior year

Maintain or improve from  
prior year

Maintain or improve from  
prior year

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
UC/CSU eligible graduates	2016-17: 46.05%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
D/F List Semester 2 grades	Spring 2017: 35.63%	Maintain or decrease from prior year	Maintain or decrease from prior year	Maintain or decrease from prior year
AP test participants	2016-17: 255 or 15%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
IB test participants	2016-17: 25 participants	2017-18: 31 participants	Maintain or improve from prior year	Maintain or improve from prior year
Dual Enrollment pass rate	97.01%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
Reclassification rate of English Language Learners	2016-17: 31.25% (5 students)	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Overall average percent of students improving on the CELDT	2016-17: 2.46%	Fall 2017 - Due to the large turnover of students, the metric was changed to the average overall scaled score. 2016-17 was 566.48 2017-18 was 635.41 with a difference of 68.94 points	NA - CELDT is being retired. ELPAC will replace the CELDT test	NA - CELDT is being retired. ELPAC will replace the CELDT test
Overall average percent of students improving on the ELPAC	NA - first ELPAC administration was Spring 2018	Determine baseline	Maintain or improve from prior year	Maintain or improve from prior year
Number of students participating in College & Career Center Activities, as of March 14th	As of March 14, 2017: 698 students	As of March 14, 2018: 874 students	Maintain or improve from prior year	Maintain or improve from prior year
Properly credentialed teachers	100%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

CCSS  
Implementation  
Survey

2017-18: baseline  
obtained

Baseline obtained

Maintain or improve from  
prior year

Maintain or improve from  
prior year

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

Modified

**2017-18 Actions/Services**

Administration, teachers and classified support staff will implement the CCSS plan and continue to include and refine district initiatives to implement best practices for instructional strategies, student engagement, and technological integration.

1. Continue professional development that highlights best practices in each department.
2. Identify and implement CCSS instructional strategies and practices that will be used throughout departments.
3. Provide training for 100% of ELA and Math faculty in the implementation of interim assessments.
4. Three district-wide Department Chair meetings will be held. Focus will be to continue to develop appropriate professional development, department specific goals and teaching practices supporting common core

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

Modified

**2018-19 Actions/Services**

Revisit and refine implementation of Common Core State Standards.

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

Unchanged

**2019-20 Actions/Services**

N/A

implementation.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a) \$4,533,056 b) \$292,469 c) \$2,027,665 d) \$2	See Action 5	
<b>Source</b>	LCFF (0000, 1400) Independent Study (0002) Block Site (0025) Site Grant (0026) Alt Ed Block Grant (0027) MHS Block Grant (0028) IB (0214) Staff Development (0218) AAI (0223) Lottery (1100, 6300) Title I (3010) Carl Perkins (3550) Title II (4035) Educator Effectiveness (6264) Career Pathways (6382) Career Incentive (6387) Ag Incentive (7010) College Readiness (7338) Cowell (9012)	See Action 5	

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment	See Action 5	

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

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

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

Modified

New

Unchanged

**2017-18 Actions/Services**

Administration and instructional staff will support student development of critical thinking skills.

1. Services will be determined based upon student performance, teacher feedback, and relevant professional development.
2. Vertical alignment with feeder schools, articulation of curriculum, and appropriate course sign-up for students will be the focus.

**2018-19 Actions/Services**

This action is folded into Goal 1, Action 1.

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action A.	NA	
Source	NA	NA	
Budget Reference	NA	NA	

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Administration and instructional staff will work with technology support staff and Library Media teachers to identify 21st century technological skills for graduates. Will continue developing a plan on how student will acquire these skills across disciplines and with a specific focus on the

This action has been folded into Goal 1, Action 6.

N/A

Technology Essentials curriculum.

1. The district will continue to monitor progress on the implementation of the digital literacy standards and research professional development to build capacity in areas identified by the 2016-17 gap analysis

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a) \$147,146 b) \$196,282 c) \$184,610 d) \$42,617 e) \$26,309 f) \$7,020	NA	
<b>Source</b>	LCFF (0000) Block Site (0025) Alt Ed Block Grant (0027) MHS Block Grant (0028) Technology (0228) Lottery (6300)	NA	

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment	NA	

## Action #4

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

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

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

Modified

**2017-18 Actions/Services**

Administration will work with counselors will continually modify and implement the Parent/Community Communication Plan throughout the school year to convey Northern Humboldt's curricular strategies and approaches.

1. The Northern Humboldt approach to teaching and learning (including CCSS) will be shared with stakeholders in multiple platforms.
2. Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents.
3. Discuss changes in the "Back to School" night format with faculty and staff to determine effectiveness and adjust as necessary.
4. Continue to seek feedback from parent groups regarding additional communication strategies.

New

**2018-19 Actions/Services**

This action is folded into Goal 1, Action 6 and Action 7

Unchanged

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action A	NA	
Source	NA	NA	
Budget Reference	NA	NA	

## Action #5

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

New

**2017-18 Actions/Services**

NA

New

**2018-19 Actions/Services**

Reteach and incorporate Universal Design for Learning (UDL) while continuing to build capacity for implementation of Differentiated Instruction.

New

**2019-20 Actions/Services**

Refine skills and continue to implement Differentiated Instruction with a focus on Universal Design for Learning (UDL).

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

NA

- a) \$5,608,218
- b) \$772,293
- c) \$2,712,044
- d) \$256,236
- e) (\$27,880)
- f) \$10,000
- g) \$268,985

- a) \$5,608,218
- b) \$772,293
- c) \$2,712,044
- d) \$256,236
- e) (\$27,880)
- f) \$10,000
- g) \$268,985

**Source**

NA

LCFF (0000, 1400)  
 Independent Study (0002)  
 Block Site (0025)  
 Site Grant (0026)  
 Alt Ed Block Grant (0027)  
 MHS Block Grant (0028)  
 IB (0214)  
 Staff Development (0218)  
 AAI (0223)  
 Lottery (1100, 6300)  
 Title I (3010)  
 Carl Perkins (3550)  
 Title II (4035)  
 Career Pathways (6382)  
 Career Incentive (6387)  
 Ag Incentive (7010)  
 College Readiness (7338)  
 Cowell (9012)  
 Sp. Ed. (3310, 6500, 6512)  
 Driver's Ed. (0231)  
 Indian Ed. (4510)  
 WOIA (6510)  
 TPP (3410)  
 Microsoft Settlement (9010)  
 Career Center (9045)

LCFF (0000, 1400)  
 Independent Study (0002)  
 Block Site (0025)  
 Site Grant (0026)  
 Alt Ed Block Grant (0027)  
 MHS Block Grant (0028)  
 IB (0214)  
 Staff Development (0218)  
 AAI (0223)  
 Lottery (1100, 6300)  
 Title I (3010)  
 Carl Perkins (3550)  
 Title II (4035)  
 Career Pathways (6382)  
 Career Incentive (6387)  
 Ag Incentive (7010)  
 College Readiness (7338)  
 Cowell (9012)  
 Sp. Ed. (3310, 6500, 6512)  
 Driver's Ed. (0231)  
 Indian Ed. (4510)  
 WOIA (6510)  
 TPP (3410)  
 Microsoft Settlement (9010)  
 Career Center (9045)

<b>Budget Reference</b>	NA	<ul style="list-style-type: none"> <li>a) Certificated salaries</li> <li>b) Classified salaries</li> <li>c) Employer benefits</li> <li>d) Materials and supplies</li> <li>e) Services</li> <li>f) Capital equipment</li> <li>g) Other Outgo</li> </ul>	<ul style="list-style-type: none"> <li>a) Certificated salaries</li> <li>b) Classified salaries</li> <li>c) Employer benefits</li> <li>d) Materials and supplies</li> <li>e) Services</li> <li>f) Capital equipment</li> <li>g) Other Outgo</li> </ul>
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## Action #6

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

New

New

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Focus on, produce and incorporate lesson plans and courses of study in the lesson planning process.

Incorporate Bloom's Taxonomy in lesson plans.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	See Action 5	See Action 5
Source	NA	See Action 5	See Action 5
Budget Reference	NA	See Action 5	See Action 5

**Action #7**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

New

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Form a common understanding of robust formative and summative assessments.

Begin to create common formative and summative assessments.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

NA

See Action 5

See Action 5

**Source**

NA

See Action 5

See Action 5

**Budget Reference**

NA

See Action 5

See Action 5

## Action #8

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

New

New

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Implement inclusion and co-teaching to the fullest extent that the master schedules allow.

Review and revise the implementation inclusion and co-teaching.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	NA	a) \$321,282 b) \$72,404 c) \$143,966 d) \$1,000 e) \$2,028 f) \$0 g) \$0	a) \$321,282 b) \$72,404 c) \$143,966 d) \$1,000 e) \$2,028 f) \$0 g) \$0
<b>Source</b>	NA	Supp. Concent. (0001)	Supp. Concent. (0001)
<b>Budget Reference</b>	NA	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo

## Action #9

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

New

2017-18 Actions/Services

NA

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

Modified

2018-19 Actions/Services

Research and implement test taking strategies including the use of interim assessments.

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

Modified

2019-20 Actions/Services

Evaluate and revise test taking strategies including the use of interim assessments.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	NA	a) \$27,951 b) \$0 c) \$10,072 d) \$2,550 e) \$500 f) \$0 g) \$0	a) \$27,951 b) \$0 c) \$10,072 d) \$2,550 e) \$500 f) \$0 g) \$0
<b>Source</b>	NA	LCFF (0000) Staff Dev. (0218)	LCFF (0000) Staff Dev. (0218)
<b>Budget Reference</b>	NA	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo

## Action #10

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Improve CAASPP participation by widening the CAASPP test taking window and following up on students who are opting out of the test.

Evaluate participation rates and adjust strategies accordingly.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	NA	See Action 9	See Action 9
<b>Source</b>	NA	See Action 9	See Action 9
<b>Budget Reference</b>	NA	See Action 9	See Action 9

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

Modified

## Goal 2

Inclusive social, emotional, and behavior instruction for all students

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 5, 6

**Local Priorities:** Attendance rates for excused, unexcused, cut and uncleared absences.

### Identified Need:

Research shows that in order for students to meet acceptable standards of academic performance and college and career readiness it is essential that students feel safe and nurtured. The metrics below need to remain the same or improve.

The percent of the student body who were suspended needs to improve along with attendance. The California Healthy Kids Survey is a school climate survey used to get a sense of students' feeling of connectedness and safety in our schools.

### Expected Annual Measureable Outcomes

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

Suspension rate for unduplicated students	2016-17: 8.9%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
Expulsion Rates	0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Attendance rates for excused, unexcused, cut and uncleared	2016-17: 90.42%	2017-18 as of P2: 92.43%	Maintain or improve from prior year	Maintain or improve from prior year
Chronic Absenteeism	2016-17: 24.10%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
Student perception of "feeling safe or very safe at school"	2016-17: 62.35%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
Overall school connectedness rating	2016-17: 92.71%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year

# Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Site administration, crisis counselors,

This action has been folded into

N/A

support staff along with academic counselors will develop and implement a comprehensive intervention process for students struggling academically, socially, and/or emotionally.

1. Professional Development will be provided emphasizing building staff member capacity for developing meaningful professional relationships with students.

2. Student Assistance Team model will be used to identify and create action plans for struggling students.

3. Sites will continue to utilize local resources to help families develop healthy relationships and lifestyles and to assist when families are in crisis.

4. Faculty on all sites will continue to participate in data analysis and action planning regarding interventions and services for struggling students.

Goal 2, Action 6  
Goal 2, Action 9  
Goal 3, Action 4

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

<b>Amount</b>	a) \$524,278	NA	
	b) \$210,349		
	c) \$377,546		
	d) \$15,5		
<b>Source</b>	LCFF (0000)	NA	
	Block Site (0025)		
	MHS Block Grant (0028)		
	Staff Development (0218)		
<b>Budget Reference</b>	a) Certificated salaries	NA	
	b) Classified salaries		
	c) Employer benefits		
	d) Materials and supplies		
	e) Services		

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

New

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

Modified

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

Unchanged

### 2017-18 Actions/Services

Administration will work with the nurse and maintenance and operations staff to revise and implement the school safety and positive climate plans including professional development for classified and certificated

### 2018-19 Actions/Services

This action has folded into Goal 3, Action 7.

### 2019-20 Actions/Services

N/A

staff.

1. Annually the Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.
2. Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.
3. CPI training will be offered to all faculty and staff on a semiannual basis.
4. Incident Command System (ICS) will be used in the event of a school emergency. Professional development will be provided to ensure staff readiness.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	
Source	NA	NA	
Budget Reference	NA	NA	

## Action #3

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

New

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

Modified

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

Unchanged

### 2017-18 Actions/Services

Site administration and instructional support staff along with counselors will communicate in multiple formats the services available to students and parents for academic and social emotional success.

### 2018-19 Actions/Services

This action was folded into Goal 2, Action 6, Goal 2, Action 9, and Goal 3, Action 6.

### 2019-20 Actions/Services

N/A

1. Opportunities will be provided for parents to meet with teachers regarding their student's academic progress.
2. Sites will make effective use of varied means of communication to ensure parents are informed regarding school programs, services and events.
3. Sites will collaborate with associate schools to ensure that incoming students' needs are met including academic, behavioral and mental health.
4. Sites will communication with families in all aspects of students' academic, social emotional and extracurricular school experience regarding school programming.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	
Source	NA	NA	
Budget Reference	NA	NA	

## Action #4

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

New

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

Modified

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

Modified

### 2017-18 Actions/Services

Administration will work with Indian education classified staff to ensure that students qualifying for services are identified and served (Title 1, NSLP, Indian Ed, ELL, IEP, 504, Foster Youth, Homeless).

### 2018-19 Actions/Services

This action was folded into Goal 2, Action 9 and Goal 3, Action 4.

### 2019-20 Actions/Services

NA

1. Parents will be informed of the benefits of participating in programs that serve high needs students.
2. Procedures for gathering demographic data to ensure that all students that qualify are identified for high needs programs will be evaluated for effectiveness and improvements.
3. The protocol for identification of Special Education students will be evaluated for effectiveness and improvements.
4. Student Services staff will continue to coordinate services to ensure that all students receive appropriate counseling and academic intervention.
5. Site master schedules will be evaluated for effectiveness and improvements.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	NA
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action #5

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

New

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

Modified

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

Unchanged

### 2017-18 Actions/Services

Administration will review discipline policies and procedures annually.  
 1. Restorative Practices to more positively respond to school discipline will be evaluated for effectiveness and professional

### 2018-19 Actions/Services

This action was folded into Goal 3, Action 4.

### 2019-20 Actions/Services

N/A

development will focus on building staff and administrative capacity.

2. The tiered discipline will be used as an intervention prior to suspension or expulsion.

3. Discipline data to examine whether students are being disciplined disproportionately across high needs groups and Special Education will be evaluated.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	
Source	NA	NA	
Budget Reference	NA	NA	

### Action #6

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

#### Students to be Served

All Students

#### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Engage in professional development and begin implementation to build relational capacity between staff and students, students and students, staff and staff

Refine practices and continue to implement building relational capacity between staff and students, students and students, staff and staff..

**Budgeted Expenditures**

**Year                    2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	NA	<ul style="list-style-type: none"> <li>a) \$576,200</li> <li>b) \$202,101</li> <li>c) \$280,832</li> <li>d) \$35,971</li> <li>e) \$108,554</li> <li>f) \$0</li> <li>g) \$0</li> </ul>	<ul style="list-style-type: none"> <li>a) \$576,200</li> <li>b) \$202,101</li> <li>c) \$280,832</li> <li>d) \$35,971</li> <li>e) \$108,554</li> <li>f) \$0</li> <li>g) \$0</li> </ul>
<b>Source</b>	NA	<ul style="list-style-type: none"> <li>LCFF (0000)</li> <li>MAA/LEA (0005)</li> <li>Site Budget (0025, 0028)</li> <li>Site Grants (0026)</li> <li>Title I (3010)</li> <li>Sp. Ed. (3310, 6500)</li> <li>Lottery (1100)</li> </ul>	<ul style="list-style-type: none"> <li>LCFF (0000)</li> <li>MAA/LEA (0005)</li> <li>Site Budget (0025, 0028)</li> <li>Site Grants (0026)</li> <li>Title I (3010)</li> <li>Sp. Ed. (3310, 6500)</li> <li>Lottery (1100)</li> </ul>
<b>Budget Reference</b>	NA	<ul style="list-style-type: none"> <li>a) Certificated salaries</li> <li>b) Classified salaries</li> <li>c) Employer benefits</li> <li>d) Materials and supplies</li> <li>e) Services</li> <li>f) Capital equipment</li> <li>g) Other Outgo</li> </ul>	<ul style="list-style-type: none"> <li>a) Certificated salaries</li> <li>b) Classified salaries</li> <li>c) Employer benefits</li> <li>d) Materials and supplies</li> <li>e) Services</li> <li>f) Capital equipment</li> <li>g) Other Outgo</li> </ul>

## Action #7

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

New

2017-18 Actions/Services

NA

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

New

2018-19 Actions/Services

Review, revise and implement techniques to improve attendance.

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

Modified

2019-20 Actions/Services

Evaluate attendance techniques.

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	NA	See Action 6	See Action 6
<b>Source</b>	NA	See Action 6	See Action 6
<b>Budget Reference</b>	NA	See Action 6	See Action 6

## Action #8

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

New

Modified

**2017-18 Actions/Services**

NA

**2018-19 Actions/Services**

Continue to develop and implement lesson plans for teaching the school wide norms in the classroom.

**2019-20 Actions/Services**

Reflect upon and refine school wide norms.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	See Action 6	See Action 6
Source	NA	See Action 6	See Action 6
Budget Reference	NA	See Action 6	See Action 6

**Action #9**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Build staff capacity to utilize discipline practices that reflect a restorative mindset.

Implementation of discipline practices that reflect a restorative mindset.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

NA

See Action 6

See Action 6

**Source**

NA

See Action 6

See Action 6

<b>Budget Reference</b>	NA	See Action 6	See Action 6
-------------------------	----	--------------	--------------

## Action #10

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

NA

Review, revise and implement techniques to improve attendance.

N/A

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount

NA

- a) \$343,694
- b) \$22,718
- c) \$147,837
- d) \$0
- e) \$0
- f) \$0
- g) \$0

Source

NA

Supp. Concent. (0001)

Budget Reference

NA

- a) Certificated salaries
- b) Classified salaries
- c) Employer benefits
- d) Materials and supplies
- e) Services
- f) Capital equipment
- g) Other Outgo

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

Modified

## Goal 3

Integrated educational framework that features inclusive policy and practice and fosters family and community engagement.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 3, 7

**Local Priorities:** SWIFT-FIA Assessment  
LEA Assessment

### Identified Need:

Through the process of organically building the district's MTSS plan, it was made clear that our organizational practices needed improvement to support the sites in the first and second goal of the LCAP. Areas for improvement include administrative leadership, integrated educational framework, inclusive policy and practice as well as family and community engagement.

### Expected Annual Measureable Outcomes

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

<p>All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards.</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>SWIFT-FIA Assessment (Fidelity Integrated Assessment)</p>	<p>NA</p>	<p>Establish baseline</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve from prior year</p>
<p>LEA Assessment</p>	<p>NA</p>	<p>NA</p>	<p>Establish baseline</p>	<p>Maintain or improve from prior year</p>
<p>The Facilities Inspection Tool (FIT) will have a “Good” rating</p>	<p>2016-17: 94% at Arcata High School. No FIT was completed from the McKinleyville High School Campus</p>	<p>2017-18: 94.41% combined average for the two campuses</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve</p>

Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings)	2016-17: 2 presentations	2017-18: 2 presentations	Maintain or improve from prior year	Maintain or improve from prior year
SWIFT-FIT Assessment	NA	Establish baseline	Maintain or improve from prior year	Maintain or improve from prior year

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

New

New

Modified

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

NA

Analyze data and use data to raise awareness for areas of improvement.

Develop and implement an effective data based system to inform instruction.

### Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

NA

- a) \$708,284
- b) \$553,128
- c) \$644,427
- d) \$84,484
- e) \$239,906
- f) \$,7204
- g) \$0

- a) \$708,284
- b) \$553,128
- c) \$644,427
- d) \$84,484
- e) \$239,906
- f) \$,7204
- g) \$0

<b>Source</b>	NA	LCFF (0000) Site Budget (0025, 0027, 0028) Staff Dev. (0218) Technology (0228) Driver's Ed (0231) Title 1 (3010) TPP (3410) Indian Ed. (4510) Career Pathways (6382) Sp. Ed. (6500)	LCFF (0000) Site Budget (0025, 0027, 0028) Staff Dev. (0218) Technology (0228) Driver's Ed (0231) Title 1 (3010) TPP (3410) Indian Ed. (4510) Career Pathways (6382) Sp. Ed. (6500)
<b>Budget Reference</b>	NA	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Develop and implement district level staff recognition systems.

Reflect upon and refine district level staff recognition systems.

**Budgeted Expenditures**

**Year**            **2017-18**

**2018-19**

**2019-20**

**Amount**

NA

See Action 1

See Action 1

**Source**

NA

See Action 1

See Action 1

**Budget Reference**

NA

See Action 1

See Action 1

## Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

New

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Refine and implement recognition/reward system at the site for students and staff.

N/A

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Action 1	
Source	NA	See Action 1	
Budget Reference	NA	See Action 1	

### Action #4

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

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

New

2017-18 Actions/Services

NA

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

New

2018-19 Actions/Services

Develop and publish protocols to access and implement interventions and supports.

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

Unchanged

2019-20 Actions/Services

N/A

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Action 1	
Source	NA	See Action 1	
Budget Reference	NA	See Action 1	

## Action #5

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

New

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

Unchanged

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

New

**2017-18 Actions/Services**

NA

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

Research grade norming.

**Budgeted Expenditures**

**Year**            **2017-18**

**2018-19**

**2019-20**

**Amount**

NA

See Action 1

<b>Source</b>	NA		See Action 1
<b>Budget Reference</b>	NA		See Action 1

## Action #6

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

NA

Consistent social media and website presence

Access and improvement of family and community engagement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	NA	See Action 1	See Action 1
<b>Source</b>	NA	See Action 1	See Action 1
<b>Budget Reference</b>	NA	See Action 1	See Action 1

**Action #7**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

Administration will work with the nurse and maintenance and operations staff to revise and implement the school safety and positive climate plans including professional development for classified and certificated staff

**2018-19 Actions/Services**

Implement and revise the school safety and positive climate plans.

**2019-20 Actions/Services**

Evaluate the revise the school safety and positive climate plans.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<p><b>Amount</b></p>	<p>NA</p>	<p>a) \$0  b) \$876,817  c) \$557,815  d) \$378,295  e) \$863,625  f) \$13,073  g) \$0</p>	<p>a) \$0  b) \$876,817  c) \$557,815  d) \$378,295  e) \$863,625  f) \$13,073  g) \$0</p>
<p><b>Source</b></p>	<p>NA</p>	<p>LCFF (0000)  Transportation (0210)  Routine Maint. (8150)  Site Budget (0027)  DROPS Grant (9031)</p>	<p>LCFF (0000)  Transportation (0210)  Routine Maint. (8150)  Site Budget (0027)  DROPS Grant (9031)</p>
<p><b>Budget Reference</b></p>	<p>NA</p>	<p>a) Certificated salaries  b) Classified salaries  c) Employer benefits  d) Materials and supplies  e) Services  f) Capital equipment  g) Other Outgo</p>	<p>a) Certificated salaries  b) Classified salaries  c) Employer benefits  d) Materials and supplies  e) Services  f) Capital equipment  g) Other Outgo</p>

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

Modified

# Goal 4

RETIRED: NHUHSD will improve academic performance for high needs populations. This goal is principally directed toward unduplicated students. GOAL IS RETIRED IN 2017-18. ACTIONS FOLDED INTO GOALS 1-3 STARTING IN 2018-19.

## State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: NA

## Identified Need:

The systemic structure to support goals 1 and 2 are not in place.

## Expected Annual Measureable Outcomes

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

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$878,319

Percentage to Increase or Improve Services

7.25%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The Supplemental/Concentration funding for 2017-2018 is estimated at \$878,319. The District is budgeting to spend \$920,581 to serve students qualified as supplemental/concentration. The District is using these funds for a variety of purposes.

In Goal 4, Action A the District provides a variety of support service including EL Coordinators, a EL Director, nurses, guidance and crisis counselors, and psychologists.

In Goal 4, Action C the District provides for aide support. The District provides remedial education support in the form of summer school, Opportunity classes and alternative education programs. The district supports the Indian Education Program by providing Native American instruction. Unduplicated pupils are served with the reduction of students to teacher ratio.

The District is demonstrating increased or improved services of 7.25% by offering four new sections of Opportunity classes (Goal 3400, Function 1000) to our master schedule (Goal 4, Action C). This discussion was a result of closing our district's Community Day School. We are implementing an organic Multi-Tiered System of Support (MTSS) that incorporates components of Response to Intervention (RTI) and Positive Behavior Intervention Strategies (PBIS), which we are calling the Northern Humboldt Way (Goal 4, Action A). This new intervention system will help students throughout the district including the Opportunity classes. There is much research on MTSS, PBIS and RTI as shown in the links below.

- California Department of Education Multi-Tiered System of Support (<http://www.cde.ca.gov/ci/cr/ri/index.asp>)
- Florida Department of Education Bureau of Exceptional Education and Student Services (<http://www.fldoe.org/academics/exceptional-student-edu/>)
- PBIS World (<http://www.pbisworld.com/>)
- RTI Action Network (<http://www.rtinetwork.org/>)

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,054,929

Percentage to Increase or Improve Services

8.12%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The Supplemental/Concentration funding for 2018-2019 is estimated at \$1,054,929. The District is budgeting to spend \$1,054,929 to serve students qualified as supplemental/concentration. The District is using these funds for a variety of purposes.

In Goal 1, Action 8, the District will provide for co-teaching and aide support. The District will provide remedial education support in the form of summer school, Opportunity classes and alternative education programs. The district will support the Indian Education Program by providing Native American instruction. Unduplicated pupils will be served with the reduction of students to teacher ratio.

In Goal 2, Action 6, the district will build staff capacity for social/emotional supports and interventions. The focus is to raise awareness regarding researched based best practices (see links below) for interacting with students who have experienced trauma. Staff will be provided strategies that will be used to implement Tier 1 social, emotional and behavioral practices laying the foundation of a common understanding of Tier 1 supports.

The District is demonstrating increased or improved services of 8.12% by offering four sections of Opportunity classes (Goal 3400, Function 1000) to our master schedule. This discussion was a result of closing our district's Community Day School. We are implementing Multi-Tiered System of Support (MTSS) that incorporates components of Response to Intervention (RTI) and Positive Behavior Intervention Strategies (PBIS).

- California Department of Education Multi-Tiered System of Support (<http://www.cde.ca.gov/ci/cr/ri/index.asp>)

- Florida Department of Education Bureau of Exceptional Education and Student Services (<http://www.fldoe.org/academics/exceptional-student-edu/>)

- PBIS World (<http://www.pbisworld.com/>)

- RTI Action Network (<http://www.rtinetwork.org/>)