

Local Control Accountability Plan and Annual Update (LCAP) Template

[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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 School District		
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2017-20 Plan Summary

THE STORY

Briefly 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 1,602 in grades 9-12, continuation and charter schools. The ethnic breakdown of the District is 5.24% Native American, 0.75% Black, 10.49% Hispanic, 2.06% Asian and 69.41% 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. The following chart is a summary of performance at this point. 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.

Student Group Report

Northern Humboldt Union High - Humboldt County

Enrollment: 1,571 Socioeconomically Disadvantaged: 38% English Learners: 2% Foster Youth: N/A

Reporting Year: Spring 2017

Grade Span: K-Adult Charter School: No

Equity Report Status and Change Report Detailed Reports **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A				*	*	*		*		
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>		*	N/A	N/A			*	*	*	*	*	*	*	
<u>College / Career Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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 system, which we are calling the Northern Humboldt Way. This system combines both the academic and behavioral needs of the student for the ultimate goal of student achievement.

The Northern Humboldt Way is woven through this LCAP as the two go hand in hand to direct the staff in meeting the district goals of student achievement, school climate, communication and being equitable in meeting the needs of every student.

The following goals/actions that have are effected by the Northern Humboldt Way are:

- Goal 1, Action A
- Goal 2, Action A, D, E
- Goal 4, Action A, E, F

The district did much deeper data analysis in 2016-17 and learned more about their student population through this data analysis. From this analysis, staff has adjusted some of the systems to be sure the data is being reported accurately, specifically in regards to discipline data. Administration put a high priority on tracking students who left the district, ensuring they continued their education in another location, thus lowering our drop out rates.

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.

The dropout rate is low and has only 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.

GREATEST PROGRESS

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

The development of the Northern Humboldt Way three-year plan 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.

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?

The California School Dashboard website and our own internal data analysis shows there is significant disproportionality for our minority groups (Native American population and Hispanic population) in suspensions. Our first steps with this data is to understand how the disproportionality is calculate, then look closely at the data to determine exactly why disproportionality has surfaced. The district will start a cycle of inquiry and determine the best actions to take to improve the suspensions for minorities.

GREATEST NEEDS

In addition, the district needs to focus on improving the attendance rating. Approximately 150 students are absent per day district wide. Goal 2 regarding school climate will address attendance with Action A and C.

There is a discrepancy between all graduates and graduates who are disabled. If students have a disability, they can, by law stay in school until they are 22. Approximately 20% of the student body has a disability. The metric on the School Dashboard is expecting students to graduate in four year. This will not occur with a large percent of our students with disabilities due to school law, so it is expected the district will continue to have this discrepancy.

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?

The district is showing significant disproportionality with suspensions for both Hispanic students and Native American students. With further analysis, it was determined that one particular Hispanic student swayed the Hispanic number due to multiple incidences. The district is in the process of analyzing the data for the Native American students who were suspended.

PERFORMANCE GAPS

Though African American students are not a large enough subgroup to be significant, the district plans to start tracking this subgroup to analyze any disproportionality that might arise.

Based on the School Dashboard data, the student groups that are two or more levels below all students include suspensions for students with disabilities and graduation rates for students with disabilities. See the “Greatest Needs” regarding graduation rates for students with disabilities. The Northern Humboldt Way will directly affect suspensions, including students with disabilities and minority groups. The actions that will address this issue include Goal 2 (actions A, D, E) and Goal 4 (actions A, E, F).

INCREASED OR IMPROVED SERVICES

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.

The development and implementation of the Northern Humboldt Way, as stated above, will address improved services to low-income students, English learners and foster youth. The Northern Humboldt Way will directly affect suspensions, specifically for students with disabilities. The actions that will address this issue include Goal 2 (actions A, D, E) and Goal 4 (actions A, E, F).

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	\$ 18,988,760
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 15,976,759

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.

Fiscal services are not included totaling \$1,433,532 such as central office, co-op fee, audit fees, legal fees, etc. Superintendent/Board expenditures are not included totaling \$327,701. Home to school transportation is not included totaling \$810,626. Expenditures connected to the state STRS contribution totaling \$385,172. Grant evaluators services provided to other agencies is not included totaling \$57,303.

\$ 13,246,691

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>NHUHSD will increase achievement for all students by aligning instruction to Common Core State Standards (CCSS) across all disciplines.</p>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. Establish baseline student data based upon interim assessments administered in ELA and Math.
2. 100% of ELA and Math faculty will receive continued support in SBAC Interim Assessments as related to curriculum planning and test preparation.
3. Continue the development of CCSS teaching practices by department as related to implementation of instructional shifts.
4. At least 70% of the students will meet or exceed standards in the ELA SBAC test. At least 37% of the students will meet or exceed standards in the Math SBAC test.
5. Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches End of Year Report and LCAP survey.
6. Evidence of delivered professional development (agenda, number of participants, number of coaching cycles completed, etc.) will be gathered.
7. Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings will continue to be gathered.
8. All students will have access to standards aligned materials as approved in the annual

1. Interim assessments were administered in math and ELA classes during Spring 2017. We can use these classes as a start on a baseline.
2. Department chairs in ELA and math collaborated on incorporating interim assessments into the curriculum. Each group made a schedule for interim assessment administration which includes 9-11 grade courses.
3. A full professional development day around shifts #3 and #6 was provided to the staff on August 24, 2016. Departments embedded the CCSS instructional shifts into their department goals. Instructional Coaches have worked with departments as they develop actions around these goals. The Cowell grant has these shifts embedded in their goals with five PD days through the year.
4. Test scores that met or exceeded standard for 2016 were 56% for ELA and 37% for Math.
5. The CCSS Self-Awareness Continuum was not administered in the Fall of 2016. **We will administer the survey in June 2017 to compare the data to last Spring 2016.**
6. **Instructional Coaches Annual Report will**

board resolution of sufficiency aligned materials.

- 9. 100% of Department Chairs will assist in CCSS implementation and professional development.

be completed in Spring 2016. As of March 9, 121 one-to-one coaching cycles have been completed and one district-wide professional development day was presented with 95% attendance. In addition, 4 half PD days, 6 full Cowell days and 6 workshops were conducted.

- 7. Parents and students had the following opportunities to give input.
 - o Board Meetings
 - o Board Study Session
 - o LCAP Stakeholder meeting
 - o Surveys
 - o Focus groups
- 8. All students have access to CCSS aligned materials. New math textbooks were purchased at the start of the school year.
- 9. 100% of the departments embedded the CCSS instructional shifts into their department goals. Instructional Coaches have worked with departments as they develop actions around these goals.

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

A

Actions/Services

PLANNED	ACTUAL
<p>A. CCSS implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration:</p> <ul style="list-style-type: none"> 1) Continue professional development on CCSS instructional shifts. Focus will be on the remaining CCSS instructional shifts not addressed in 2014-15 or 2015-16. 2) Develop CCSS teaching practices that support use of instructional shifts by department. 3) Provide training for 100% of ELA and Math faculty in 	<p>A. The CCSS implementation plan continue with a focus on the last two Shifts (#3 and #6).</p> <ul style="list-style-type: none"> 1) Instruction Coaches introduced Shifts 3 and 6, the final shifts during the Aug. 24, 2016 PD day for all faculty. Cowell work included 5 PD days where CCSS shifts were revisited. One-to-One coaching sessions and the October 2016 site initiative meetings proved fruitful with follow up PD around the shifts. 2) The Departments choose a shift to focus on at the start of the school year. Many departments worked with instructional coaches throughout the year as they

the implementation of interim assessments.

4) Three district-wide Department Chair meetings will be held. Focus will be to develop appropriate professional development, department specific goals and teaching practices supporting common core implementation.

created goals and put into practice instructional strategies.

3) All Math department chairs district wide met to plan the interim assessment rollout on December 6, 2016. All ELA department chairs met district wide on February 17, 2017. Plans were made for freshmen, sophomores and juniors to take interim assessments at the appropriate times during the curriculum. In addition, the department chairs joined administration for the CAASPP Institute on February 13, 2017. Two math classes administered interim assessments as of February 21, 2017.

4) There was one meeting district-wide at the beginning of the school year. ELA and Math met for CAASPP planning. Math also met to discuss textbooks.

BUDGETED

- Prof. Dev. Res 0218 \$7,000
- STEM coaches 0.8 fte Res 0001 Sal \$59,380 Ben \$19,482

ESTIMATED ACTUAL

- Prof. Dev. Res 0218 \$1,325.14
- STEM coaches 0.8 fte Res 0001 Sal \$60,122 Ben \$24,800

Expenditures

Action **B**

PLANNED

B. Support services will be developed as students struggle with the transition to more 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

- 1) Through the development of the Northern Humboldt Way, differentiated instruction along with many other strategies are being discussed to help students become more successful.
 - 1) One-on-one coaching sessions are assisting teachers through this process.
 - 2) Math meetings with feeder schools occurred district-wide at the end of January and additional meetings **will occur in the Spring**. ELA and Art meetings have been occurring throughout the year. **Science, Special Education and Social Science articulation meetings are happening in the Spring.**

Actions/Services

Expenditures

BUDGETED
<ul style="list-style-type: none"> Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 A plan will be developed during staff and admin meetings.

ESTIMATED ACTUAL
<ul style="list-style-type: none"> Data Coord. .25 fte Res 6382 Sal \$23,140 Ben \$8,124 A plan was be developed during staff and admin meetings.

Action

C

Actions/Services

PLANNED
<p>2) 21st century technological skills for graduates will be identified. Will begin developing a plan on how students will acquire these skills across disciplines and with a specific focus on the Technology Essentials curriculum.</p> <ol style="list-style-type: none"> Technology Essentials courses will be observed and data collected for effectiveness as related to CCSS and district/site objectives. The district adopted digital literacy standards will be reviewed and a gap analysis conducted on the standards covered in courses throughout the curricular areas. District will host summer workshop on technology for the staff.

ACTUAL
<p>C. Gap analysis discussions have started with the Tech teachers and librarians to identify the standards that are not being met in Tech Essentials.</p> <ol style="list-style-type: none"> The MHS Tech Essentials class was observed on Nov. 7, 2016. AHS Tech Essentials class was observed March 15, 2017. The Programs/Data Systems Coordinator completed the observations. Teachers adjusted their curriculum as planned. Students interviews proved that students understood and enjoyed the conversion to Google classroom. Tech Teachers and Librarians are reviewing the digital literacy to determine the gaps. A meeting is planned for Spring 2017. The Summer Technology Institute was hosted by the district Aug. 17-19, 2016 for teachers.

Expenditures

BUDGETED
<ul style="list-style-type: none"> Summer Technology Institute Res 0218 Supplies \$5,000

ESTIMATED ACTUAL
<ul style="list-style-type: none"> Summer Technology Institute Res 0218 Supplies \$746

Action

D

Actions/Services

PLANNED
D. Discontinued

ACTUAL

Expenditures

BUDGETED
<ul style="list-style-type: none"> No cost

ESTIMATED ACTUAL

Actions/Services

PLANNED

E. Parent/Community CCSS Communication Plan will be modified and continually implemented throughout the school year.

- 1) Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents.
- 2) Discuss changes in the “Back to School” night format with faculty and staff to determine effectiveness and adjust as necessary.
- 3) Continue to seek feedback from parent groups regarding additional communication strategies.

ACTUAL

- 1) The test results have been presented at the LCAP Stakeholder meetings, the LCAP Board Study Session as well as shared with teachers and departments in faculty meetings and department chair meetings. Families of students who completed the 2016 SBAC test received individual, personalized test scores via the US Postal Service.
- 2) Back to School night was adjusted by reducing the number of presenters, which allowed more time for touring facilities and programs.
- 3) Feedback from parents and other stakeholders was collected during the LCAP Stakeholder meetings. Parents’ feedback was gathered via the parent survey and Site Council meetings.

Expenditures

BUDGETED

- Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,808
- Plan will be developed during staff and admin meetings.

ESTIMATED ACTUAL

- Data Coord. .25 fte Res 6382 Sal \$23,140 Ben \$8,124

ANALYSIS

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 implemented to achieve the academic performance goal for all students included a focus on common core standards, support services, technology skills and parent communication. The school year started with setting department goals related to academic performance. In recognition of the bridge between academic and social/emotional needs, the District is developing a MTSS model, The Northern Humboldt Way, to address the needs of all students.

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

The district has performed nicely on the academic performance with dropout rates declining, graduation rates improving for all students as well as an improvement in the UC/CSU graduates. Smarter Balanced assessments show low scores in Math with no improvement over the last year. English scores show a decline. However, this data may be skewed as 2015 was the first year of the Smarter Balanced assessments. 2017 scores will give a clear indication of effectiveness as a trend can be analyzed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Professional Development (PD) did not cost as much as expected since there was not as much required due to it being the third year of instructional shift implementation.
- Salaries and benefits were written into this plan prior to the settling of negotiations, thus the difference in estimated and actuals.
- A restructuring of the Summer Technology Institute did not require as much expenditures.

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

The focus of this goal will shift to continuing development of the Department Chairs as instructional leaders as the Northern Humboldt Way is developed and implemented. The role of Department Chairs is adjusting to be more active in working with members on improving teaching strategies. Building capacity in Department Chairs as curricular leaders is a sustainable systematic improvement which can be found in Goal 1, Action A.

Goal 2

Ensure a Safe, Healthy, and Respectful School Environment.

State and/or Local Priorities Addressed by this goal:

STATE X 1 2 3 X 4 X 5 X 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Identified Metric(s):

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

ACTUAL

1. The percent of the student body who were suspended in 2015-16 was 13.38%. This is a decline from 2014-15 where we suspended 14.93%. Of the suspensions,

- 2) Attendance rates will remain the same or improve.
- 3) Expulsion rates including rates in disaggregated areas, will remain the same.
- 4) California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%.
- 5) The student perception of “feeling safe or very safe at school” will improve by .5% as shown on the California Healthy Kids Survey.
- 6) The Facilities Inspection Tool (FIT) will remain at 100% “Good.”
- 7) Percent of properly credentialed teachers will remain at 100%.
- 8) California Healthy Kids Survey taken by parents will show an improvement on how connected the parents feel with the school.

- a. 16.24% for Caused, Attempted or Threatened Physical Injury (EC48900a1)
 - b. 2.14% for Willful Use of Force or Violence (EC48900a2)
 - c. 5.13% for Possession, Sale, Furnishing a Firearm, Knife, Explosive, or other Dangerous Object (EC48900b)
 - d. 37.18% for Possession, Use, Sale or Furnishing a Controlled Substance, Alcohol, Intoxicant (EC48900c)
 - e. 4.27% for Obscene Acts, Profanity and Vulgarity (EC48900i)
 - f. 22.65% for Disruption, Defiance (EC48900k)
 - g. 1.71% for Bullying (EC48900r)
 - h. 43.16% miscellaneous other offenses
 - i. The percent of the student body on stipulated expulsion contracts in 2015-16 was 6.06%. Of the stipulated expulsion contracts,
 - i. 6.60% for Caused, Attempted or Threatened Physical Injury (EC48900a1)
 - ii. 4.72% for Possession, Sale, Furnishing a Firearm, Knife, Explosive, or other Dangerous Object (EC48900b)
 - iii. 72.64% for Possession, Use, Sale or Furnishing a Controlled Substance, Alcohol, Intoxicant (EC48900c)
2. Attendance rates included cuts, unexcused, excused, and school sponsored absences.
 - a. 91.42% in 2015-16
 - b. 92.51% in 2014-15
 3. 5.14% of students who committed an offense resulted in expulsion in 2014-15. These nine offenses broke down by Ed Code as follows:
 - a. 11.11% for Firearm, Knife,

	<ul style="list-style-type: none"> Explosive, etc. (EC48900b) b. 11.11% for Sale of Controlled Substance (EC48900c) c. 44.44% for Possession, Use, Sale or Furnishing a Controlled Substance, Alcohol, Intoxicant (EC48900c) d. 11.11% for Use of Force or Violence (EC48900a2) e. 11.11% for Obscene Acts, Profanity and Vulgarity (EC48900i) f. 11.11% for Property Damage (EC48900f). (NOTE NO students were expelled according to CALPADS in 2015-16) <ol style="list-style-type: none"> 4. The rating for high to moderate school connectedness as shown in the 2015-16 Healthy Kids Survey was 92.32%, which is a decline from 2013-14 which was 54.55%. 5. The rating for student’s perception of “feeling safe or very safe” at school as shown on the 2015-16 Healthy Kids survey was 71.49%, which is an improvement from 2013-14 with 66.28%. 6. The Facilities Inspection Tool (FIT) remains at 100% rating of “good.” 7. 100% of the teachers are properly credentialed 8. It was determined that the LCAP Parent Survey covers sufficiently similar items as the California Healthy Kids (CHK) Parent Survey, thus the district is not administering the CHKS Parent survey this year. In 2016-17, 87.3% of parents agree or strongly agree that “school staff treats me with respect.” 85.7% agree or strongly agree that “my student is safe on school grounds.”

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.

Actions/Services

PLANNED

A. 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 evaluated for effectiveness and improvements.
- 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.

ACTUAL

- 1) The Northern Humboldt Way has a category (pillar) for “Positive Student, Staff, and Community Relationships” which has been a tool for the district to discuss strategies to improve in this area. Training for students and advisors in regards to the Sources of Strength has occurred. Both one-to-one coaching and student-centered coaching sessions have focused on professional relationships.
- 2) Diversion counselors have been included in the SAT meetings, which has provided wellness checks and attendance checks. The form and process has been modified as well.
- 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. In addition, the District hosted focus group meetings on February 28, 2017 meant to gather data to improve Mental Health services for students and their families.
- 4) The Northern Humboldt Way is a comprehensive data analysis and action planning process around interventions for struggling students. This process has been ongoing with bi-weekly meetings through the District Special Ed Committee meetings, MTSS trainings at HCOE and two faculty meetings (Dec 5, 2016 and March 6, 2017). In addition, work through the Post-Secondary Collaborative has allowed us to have time to plan to improve the number of students who are prepared for college. We will track a 9th grade cohort of students who are taking college prep courses to learn where they fall off the A-G track.

Expenditures

BUDGETED

- Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468
- Psychologist 0.8 fte Res 0001 Sal \$60,029 Ben \$19,589
- Career Counselors 2.0 fte Res 0001 Sal \$142,870 Ben \$52,636

ESTIMATE

Draft

- Data Coord. .25 fte Res 6382 Sal \$23,140 Ben \$8,124
- Psychologist 0.8 fte Res 0001 Sal \$60,774 Ben \$24,907
- Career Counselors 2.0 fte Res 0001 Sal \$150,230 Ben \$66,773

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 **B**

Actions/Services

PLANNED

B. Revise the school safety and positive climate plans including professional development for classified and certificated staff.

- 1) Annually the School Safety Plan will be reviewed and revised.
- 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 semi-annual basis.
- 4) Incident Command System (ICS) will be reviewed and revised, as needed.

ACTUAL

- 1) Meetings for the School Safety Plan occurred in January with plans approved at the March board meeting.
- 2) Meetings for the School Safety Plan occurred in January with plans approved at the March board meeting..
- 3) We have had a change in our CPI trainers. We have identified two faculty who will be trained as trainers in the summer of 2017.
- 4) Incident Command plan writing and training will occur May 30, 2017 with the Safety Leaders.

Expenditures

BUDGETED

- CPI Training Res 3010 \$3,000
- Nursing Services 0.44 fte Res 0001 Sal \$27,936 Ben \$4,869

ESTIMATED ACTUAL

- CPI Training has been postponed due to a change in staffing. The training is planned for Fall 2017.
- Nursing Services 0.44 fte Res 0001 Sal \$21,633 Ben \$11,723

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 **C**

Actions/Services

PLANNED

C. Sites 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.

ACTUAL

- 1) Parent Conferences were held the week of November 16, 2016. We are changing our student information system **Draft** improve parent contact with the ParentVUE app that will become available.
- 2) Three of our schools sites have fully revamped websites. We have also

- 2) Site use of means of communication will be evaluated for effectiveness and improvements.
- 3) Site work with associate schools will be evaluated for effectiveness and improvements.
- 4) Site communication with families regarding school programming will be evaluated for effectiveness and improvements.

added the Career Frontiers website. Our change to Synergy, the new Student Information System, will improve communication with the use of the ParentVUE app. Families are contacted when referred to the Diversion Program. The district is hosting Parent Project with the Diversion Officers teaching the courses.

- 3) Meetings with associate schools have been happening and improving for our departments. Transition IEPs, 8th grade parent orientation nights and upgraded forms have assisted with communication regarding incoming students.
- 4) We have communicated with families via the websites, 8th grade parent nights, newsletters, email events, Parent Advisory meetings, brochures, Site Council meetings, the Pepperbox and the community newspapers. PTO meetings include a Principal's report. March 7, 2017, Latino Night was hosted for families to connect with the schools. We will add the ParentVUE app next year.

Expenditures

- BUDGETED**
- No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration.
 - Crisis Counselors 0.8 fte Res 0001 Sal \$60,003 Ben \$14,605

- ESTIMATED ACTUAL**
- No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration.
 - Crisis Counselors 0.8 fte Res 0001 Sal \$60,551 Ben \$27,177

ACTIONS / SERVICES

Action

D

Actions/Services

PLANNED

D. Ensure that students that qualify for services from high needs programs will be identified and served (Title 1, NSLP, Indian Ed, ELL, IEP, 504, Foster Youth). These programs will be evaluated annually for effectiveness.

- 1) Parents will be informed of the benefits of participating in programs that serve high needs students.
- 2) Procedures for gathering

ACTUAL

- 1) We have communicated with families via the websites, 8th grade parent nights, newsletters, email events, Parent Advisory meetings, brochures, Site Council meetings, the Pepperbox and the community newspapers. We will add the ParentVUE app next year. Families are contacted when referred to the Diversion Program. The district is hosting Parent Project with the Diversion Officers teaching the courses
- 2) Improvements were made in identifying

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.

the EL population with the addition of using CALPADS to track incoming students and existing students' historical records. We are also now identifying military families and working with the county monthly to identify foster youth.

- 3) Monthly meetings held with School Psychologists. Training for "Patterns of Strength and Weakness", an alternate method for SPED identification attended by Director of Student Services and School Psychologists. Numerous SPED trainings attended by Director of Student Services, Site Administrators, and School Psychologists attended during the 2016-2017 school year. The Northern Humboldt Way, an MTSS program, is being developed district-wide.
- 4) SAT meetings and District Special Ed meetings are being held routinely and are well attended. Committee members provide representation for their sites. The Northern Humboldt Way is being developed district-wide. The District is implementing an in-house diversion program to address the needs of students and families.
- 5) New courses have been added in response to student needs. The research based practices were put into place to best serve struggling students include Opportunity classes, Title I, co-teaching courses, Study Skills.

Expenditures

BUDGETED

- No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration.

ESTIMATED ACTUAL

- No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration.

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 **E**

Actions/Services

PLANNED

E. Administration will review discipline policies and procedures annually.

- 1) Restorative Practices to

ACTUAL

- 1) Restorative practices have been included in the District Discipline Handbooks. Capturing Kids Hearts is restorative practices and we are using components of this mostly in meeting

more positively respond to school discipline will be evaluated for effectiveness.

- 2) The tiered discipline model that allows for more levels of disciplinary intervention before students face suspension and possible expulsion will be developed.
- 3) Discipline data to examine whether students are being disciplined disproportionately across high needs groups and Special Education will be evaluated.

structures.

- 2) District Discipline Handbooks have been developed. Included in the handbooks is a section on restorative practices. The District is implementing an in-house diversion program to address the needs of students and families. Nohum Way is being developed district-wide. This action will morph into Nohum Way.
- 3) Our internal data analysis has become much more disaggregated by the school site and significant subgroups, which shows areas of concern that we are analyzing more closely. We are showing significant disproportionality in Native American and Hispanic suspensions.

Expenditures

BUDGETED

- No Cost. Site Administrators will perform the work as part of their routine work schedule.

ESTIMATED ACTUAL

- No Cost. Site Administrators will perform the work as part of their routine work schedule.

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 implemented to achieve the school climate goal included the development of a comprehensive intervention process, school safety plans, communication of services, properly identifying students in need and the review of discipline policies. Student leadership teams are being put in place to model and provide peer support as is necessary. Staff are being provided professional development meant to address focus on the individual student.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Suspensions declined along with suspended expulsion contracts. Absenteeism increased despite the fact that students feel more safe a school. The district recognizes the changing population. The number of students with Adverse Childhood Experiences (ACEs) is on the rise. The district is responding to this increasing need by the development of the Northern Humboldt Way, which is a Multi-Tiered System of Support (MTSS) and the implementation of restorative practices.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<ul style="list-style-type: none"> Salaries and benefits were written into this plan prior to the settling of negotiations, thus the difference in estimated and actuals. The Data Coordinator position had an adjusted FTE.
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 focus of this goal will expand to emphasize school safety and the Incident Command System (ICS), along with school culture and restorative practices (Goal 2, Action B). There will be more emphasis on identifying incoming students' needs (Goal 2, Action D). Professional development with the purpose of building staff capacity will be provided as the implementation of the Northern Humboldt Way is achieve (Goal 1, Action A).

Goal
3

NHUHSD will diversify and improve methods of communication for all stakeholders.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 X 3 X 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Identified Metric(s): 1. The School Messenger system and District App will be used to notify parents, including	1) Stakeholder meetings were communicated via School Messenger with both an phone call and an email. 2) The Parent/Student survey was posted
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parents of students with disabilities, of stakeholder meetings.

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.
3. Maintain the number of presentations to parent groups as compared to the two presentations in 2015-16.
4. The number of students participating in the job shadows or internships will improve or maintain as compared to 50 in 2015-16.
5. The chronic absenteeism rate will maintain or improve as compared to 26.47% in 2015-16.
6. Chronic absenteeism not including school related absences or independent study will improve by 0.01%.

on the district website as well as School Messenger was used to send an email and phone call to families informing them of the survey.

- 3) Parent group presentations were the stakeholder meeting in December and the LCAP Board Study Session in January. The Parent LCAP Committee met on April 25, 2017 to review the 2017-18 LCAP.
- 4) 50 student participated in job shadows in 2015-16. **As of March 10, 2017, 24 job shadows have occurred in 2016-17.**
- 5) The 2015-16 chronic absenteeism rate was
 1. 2015-16 = 36.76%
 2. 2014-15 = 34.90%
 3. 2013-04 = 32.10%
- 6) Attendance rate (not including truant students) was
 1. 91.42% in 2015-16
 2. 92.51% in 2014-15

Action

A

Actions/Services

PLANNED

A. Alternative modes of communication with parents and students for academics and events will be explored.

- 1) School Messenger App will be implemented and shared with parents.
- 2) Teachers will be expected to update FamilyLink every two weeks. Reminders will be provided by the

ACTUAL

- 1) School Messenger app was updated, but not pushed out to stakeholders due to implementing Synergy, which will have ParentVUE and it a much more robust app.
- 2) Posting to Family Link is now automatic once the teacher inputs the assignment. Approximately 80% of the teachers are updating according to parent contacts.
- 3) Three school sites have completely revamped their

- administration to staff.
- 3) Explore additional elements of social media (e.g. Twitter) to be used independently as well as embedded in site websites.
 - 4) Explore options in FamilyLink that are not being used.
 - 5) Continued communication with parents of students with chronic absenteeism not includes school related absences or independent study will occur.
 - 6) Parent/guardian emails will continue to be gathered and utilized for communication.
 - 7) More documents will be provided to parents in Spanish, including parent surveys.

- websites with the other sites continuing to update their sites. Synergy will have an app that will improve communication with families.
- 4) Family Link is updated automatically when teachers enter assignments. Evaluation of the effectiveness of Family Link was not conducted due to moving to a new Student Information System in 2017-18.
 - 5) As of March 13, 2017, 78 student and parent conferences with the data to explain how attendance is calculated have occurred. Deans provide their cell number to text which has improved communication. Discussions about Family Link and connecting the resources available have helped families. Chronic absenteeism is discussed at IEPs. Deans and Asst. Principals handle excessive absences by scheduling meetings with parents. Student Attendance Review Teams (SARTs) have been implemented to help improve attendance. These meetings focus on attendance, academics and behavior.
 - 6) An estimate of 70% of families have email addresses in SchoolMaster, up from 50% last year.
 - 7) The NSLP application, all documents for the back to school nights and 8th grade orientation mailers have been translated into Spanish this year. In addition, a translator has been provided to the audience during parent nights. Latino Student College and Career Readiness Panel was on March 3rd with a Latino Parent Career and College information workshop on March 7th.

Expenditures

BUDGETED
<ul style="list-style-type: none"> School Messenger Res 0000 \$4,000 Reliance Communication (App fee) Res 0001 \$550

ESTIMATED ACTUAL
<ul style="list-style-type: none"> School Messenger is the same company as Reliance Communication Reliance Communication (App Fee) Res 0000, Object 5847, \$5,949

ACTIONS / SERVICES

Action

B

Actions/Services

PLANNED
<p>B. Communication with business partners will be enhanced with the purpose of assisting students to be placed in local businesses for work experience.</p> <ol style="list-style-type: none"> Student mentorships and work experience opportunities will increase for students. Communication with potential business partners through the involvement in local service organizations will continue.

ACTUAL
<ol style="list-style-type: none"> As of March 9, 2017 we have 24 students participating in job shadows. We are gathering base data for student mentorships. The work experience classes include 110 students. 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.

Expenditures

BUDGETED
<ul style="list-style-type: none"> WIOA grant Res 5610 \$76,162 TPP program Res 3410 \$181,393

ESTIMATED ACTUAL
<ul style="list-style-type: none"> WIOA grant Res 5610 \$74,511 TPP program Res 3410 \$181,393

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 implementation of alternative modes of communication and building relationships with business partners were the foci of this goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district improved communication with families regarding progress on grades with updates to Family Link occurring in real time. In addition, communication has improved for students who are truant. The CTE outreach has been significantly improved with 430 more students involved in field trips, career panels or workshops than the previous year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<ul style="list-style-type: none"> SchoolMessenger and Reliance Communication is a combined cost as they are the same companies.
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 focus of this goal will be to improve communication through the ParentVUE app, which is part of the Student Information System (Synergy) that will be implemented in the summer of 2017 (Goal 3, Action A). Chronic absenteeism is expected to improve with the updated communication (Goal 2, Action A and Goal 3, Action A).

<h1>Goal 4</h1>	<p>NHUHSD will improve academic performance for high needs populations.</p>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>Identified Metric(s):</p> <ol style="list-style-type: none"> Establish a two year baseline for SBAC and CAA (2014-15 and 2015-16). 	<ol style="list-style-type: none"> The two-year baseline for SBAC and CAA are as follows. <ol style="list-style-type: none"> ELA <ol style="list-style-type: none"> 2015-16 = 56%
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2. D/F list for high needs population will remain the same or improve.
3. Graduation rates for high needs will remain the same or improve.
4. Establish a baseline for percent of freshman on track to graduate after each semester.
5. Establish a baseline for percent of sophomores on track to graduate after each semester.
6. Establish a baseline for the save rate.
7. Dropout rates for high needs will remain the same or improve.
8. Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve.
9. Percent of high needs students who score 3 or higher on the exam will remain the same or improve.
10. Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.
11. Students reclassified fluent English proficient will remain the same or improve.
12. All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same.
13. EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.
14. Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.
15. Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education.
16. Percent of properly credentialed teachers will remain at 100%.
17. The number of students participating in the job shadows or internships in the TPP/WIOA program will increase by 1%.
18. College and career readiness surveys will be completed by every 9th grade student.

- 2) 2014-15 = 70%
- b. Math
 - 1) 2015-16 = 37%
 - 2) 2014-15 = 37%
- 2) The number of unduplicate students on the D/F lists are as follows
 - a. 2015-16 = 28.81%
 - b. 2014-15 = 33.30%
- 3) Graduation rates for high need students are as follows
 - a. 2014-15 = 97.08%
 - b. 2015-16 = 99.42%
- 4) **A baseline for the percent of freshmen on track to graduate after each semester will be determined in the Summer of 2017.**
- 5) The admin team determined we want to focus on the current freshmen class and follow them for four years, while we add each cohort moving forward, so we do not have a baseline for the current sophomores.
- 6) The Save Rate baseline will be researched in the spring and added as a metric in future LCAPs.
- 7) Dropout rates for high needs students are as follows
 - a. 2014-15 = 0.44%
 - b. 2015-16 = 0.08%
- 8) The number of high needs students who took the 2016 AP exam was 29. 12 took IB exam, 18 enrolled in a dual enrollment class with a total enrollment of 23 in Spring 2016.
- 9) 82.76% of the high needs population scored a 3 or higher on the 2016 AP test.
- 10) The percent of high needs students who met or exceeded in the EAP are as follows
 - a. ELA
 - 1) 2015 – 48.32%
 - 2) 2016 – 34.06%
 - b. Math
 - 1) 2015 – 20.75%
 - 2) 2016 – 24.13%

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

A

Actions/Services

PLANNED

A. Current services for the high needs populations will be evaluated annually. 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.

ACTUAL

1. The sites are distributing the D/F list at each grading period to Department Chairs who then sharing them with their departments. Sites are aligning these lists with student absences as well. The specific services that have been utilized to assist these high needs students include academic counselors, Upward Bound, Talent Search, resource teachers, Indian Education, Title I, Study Skills, Diversion and Opportunity Programs. Freshmen parents and students have received additional counseling to help students avoid schedules that are too challenging their first year in high school. The Assistant Principals and Deans are working with students who have many Ds or Fs and are chronically absent.
2. The Student Services Team has been improved with the addition of a Student Resource Officer and two Diversion Officers. In addition, a new form is in place to assist the process. The Northern Humboldt Way will improve the SST process as well.
3. The Title 1 Coordinators continue to provide tutoring and academic counseling to the students identified as being in need.
4. Summer school classes continue to be provided for remediation purposes.

BUDGETED

- Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468
- Title I Coord. Res 0001 Sal \$7,000 Ben \$574

ESTIMATED ACTUAL

- Data Coord. .25 fte Res 6382 Sal \$23,140 Ben \$8,124
- Title I Coord. Res 0001 Sal \$7,000 Ben \$1,411
- Summer School Res 0001 Sal \$54,113 Ben \$10,587

Expenditures

- Summer School Res 0001 Sal \$49,000 Ben \$4,103
- Summer School Res 4310 Supplies \$500
- EL Director 0.2 fte Res 0001 Sal \$21,175 Ben \$5,891
- EL Coord. 0.4 fte Res 0001 Sal \$23,652 Ben \$8,750
- Title 1/EL Aide 2.5 fte Res 0001 Sal \$58,009 Ben \$5,532
- Co-op fee Res 0001 \$2,125

- Summer School Res 0001 Supplies \$622
- EL Director 0.1 fte Res 0001 Sal \$12,455 Ben \$3,911
- EL Coord. 0.4 fte Res 0001 Sal \$23,944 Ben \$11,396
- Title 1/EL Aide 2.71 fte Res 3010/0001 Sal \$67,828 Ben \$28,786
- Co-op fee Res 3010/0001 \$4,250

ACTIONS / SERVICES

Action **B**

PLANNED

B. Academic achievement will be improved through articulation with associate feeder schools ensuring appropriate placement in academic subjects.

1. Review annual articulation meeting will be held with associate feeder schools to improve the process of identifying low performing programs and services for students with needs.
2. Review articulation with associate feeder 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

1. **Site articulation meetings will occur in the Spring.**
2. A new Transition form has been developed and it is in place to assist with incoming IEP students. The Opportunity Programs are available now for students in need.
3. Department Chairs and counselors have been working together at the start of the year as well during registration to place students appropriately. Placement Test Rubrics are being utilized for math and ELA to help with placement of students into appropriate classes.

Actions/Services

Expenditures

BUDGETED

- No Cost. Coordination will happen via existing faculty

ESTIMATED ACTUAL

- No Cost. Coordination will happen via existing faculty and admin meetings.

and admin meetings.

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 **C**

Actions/Services

	PLANNED	ACTUAL
	<p>B. Master schedule will be evaluated 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.</p> <ol style="list-style-type: none"> 1) Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students. 2) Continued dual and concurrent opportunities will be articulated with College of the Redwoods. 3) Online learning course offerings will continue to be reviewed/increased to provide flexibility in students scheduling. 4) Evaluate the need for academic support classes to ensure graduation readiness for Freshman and Sophomore cohorts. 5) Class sizes will be reduced to improve academic performance of high needs populations. 	<ol style="list-style-type: none"> 1. New courses have been added in response to student needs. The research based practices were put into place to best serve struggling students include Opportunity classes, Title I, co-teaching courses, Study Skills. Dual enrollment classes continue to be offered to students. 2. The APEX online curriculum is not only offered through Independent Study, but in the alternative education sites and a few places in the comprehensive schools to provide students flexibility to take the courses they desire and/or need. The Opportunity class is serving the needs of students who would not have come to the comprehensive schools in the past. Special Education teachers are being pushed into the general education classes which is helping to provide equitable learning for all students. 3. Several inclusion classes were put into place this year to reduce the student to teacher ratio in English and Math courses. General Ed and Special Ed teachers are co-teaching (e.g. Integrated Math 1), which provides a smaller student to teacher ratio.
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> • EL/EDY/Foster sections Res 3010 Sal \$100,788 Ben 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • EL/EDY/Foster sections Res 3010 Sal Draft Ben \$46,015

- \$36,015
- EL/EDY/Foster sections Res 0001 Sal \$133,125 Ben \$43,756
- Indian Ed 0.2 fte Res 0001 Sal \$8,720 Ben \$1,431

- EL/EDY/Foster sections Res 0001 Sal \$134,784 Ben \$55,720
- Indian Ed 0.2 fte Res 0001, Object 1100 Sal \$8,829 Ben \$886

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 **D**

PLANNED

C. College and Career readiness will be supported 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 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

ACTUAL

- 1) College and career readiness surveys have been completed in the Tech Essentials classes with the academic counselors.
- 2) The counselors have meet with students to review the four-year goals.
- 3) **As of May 26, 2017, 1006 students were serviced through field trips, career panels and workshops as compared to 268 students in 2015-16.**
- 4) **As of March 14, 2017 40 students were serviced through TPP. 44 students were serviced at this time in March 2016.**
- 5) Identifying this targeted group of students has helped the administration prioritize their focus when taking actions to improve the D/F lists. In 2015-16, 12.18% of high needs students have 10% or higher absences. **The 2016-17 data will be determined in the summer of 2017.**

Actions/Services

on the D/F list will maintain or improve as compared to 18.38% in 2015-16.

Expenditures

BUDGETED

- TPP Coord. .40 fte Res 3410 Sal \$41,864 Ben \$11,776
- TPP support 1.0 fte (paid by HCOE, reimbursed by Nohum) Res 3410 Sal \$83,204

ESTIMATED ACTUAL

- TPP Coord. .60 fte Res 3410 Sal \$57,121 Ben \$20,574
- TPP support 1.0 fte (paid by HCOE, reimbursed by Nohum) Res 3410 Sal \$83,204

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 **E**

Actions/Services

PLANNED

E. Professional development for staff will continue with an emphasis on developing a student-centered classroom.

- 1) Site and district-wide meetings will incorporate methods and processes developed through Capturing Kids Hearts training.
- 2) Based on available funding, the NHUHSD Leadership Team will provide professional learning opportunities to develop student centered curriculum across the district.

ACTUAL

- 1) Capturing Kids Hearts (CKH) techniques have been deployed in Faculty meetings. School-Wide Codes of Conduct have been developed with students and staff. The board set norms, incorporating CKH and the Northern Humboldt Way.
- 2) The student centered coaching PD has occurred through the work of the Instructional Coaches via one-to-one coaching sessions, the August PD day. Coaches have been receiving monthly student-centered coaching PD sessions as well as coaching PD on 8/11/16 and 8/12/16 presented through Humboldt County Office of Education.

Expenditures

BUDGETED

- No cost, administration will facilitate

ESTIMATED ACTUAL

- No cost, administration will facilitate

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.

PLANNED

F. Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented.

- 1) Review of coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention. The save rate baseline will be established.
- 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 after disciplinary actions.
- 5) Reducing dropouts; reducing student removals from school due to disciplinary action; reducing campus violence; and referrals to law enforcement will be achieved.
- 6) SARB review board will be consistently employed to reduce truancy within the district.
- 7) Administration will research true correlation between student attendance and

ACTUAL

- 1) Comprehensive sites are working with alternative sites to ensure students are appropriately placed. The school sites are using Independent Study more often as an option for students for credit recovery rather than alternative education. The number of students in Independent Study has increased along with the addition of the Opportunity Classes, providing more options for high needs students within the district. The save rate will be determined after the State declares the equation.
- 2) The sites have met with district administration regarding the Independent Study infraction process it improve supports for students. Weekly Student Assistance Team, Diversion Program, Title I and counselors are all actions where communications are happening to help students.
- 3) The development of the Northern Humboldt Way has allowed for continued training through the MTSS Coalition. The district is implementing an in-house diversion program to address the needs of students and families. Admin has attended MTSS/PBIS training in Sacramento.
- 4) We have taken the first steps toward restorative practices. Progress is being made, but we have work to do in this area. Restorative practices are embedded in the Northern Humboldt Way. Meetings have been held with the Director of Student Services and the District Administrators. The implementation of the in-house **Draft** program, Parent Project and Sources of Strength has assisted students and families.
- 5) The number of students in Independent Study has increased along with the addition of the Opportunity Classes, providing more options for high needs students within the district. **Specific**

	academic achievement.	<p>data for 2016-17 will be determined in the summer of 2017.</p> <p>6) The district has revamped the SARB process including SART (Student Attendance Review Team) meetings as part the of process. The communication with families has greatly increased with these updates.</p> <p>7) Attendance is being reviewed both for truancy (uncleared, excused, unexcused, cut) and chronic absenteeism (all absences). Absenteeism is matched up with students on the D/F list to help learn the challenges for our high needs population.</p>
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> Staff Dev. Res 3010 \$5,000 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> Staff Dev. Res 3010 \$5,000

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 **G**

Actions/Services

	<p>PLANNED</p> <p>G. Strategies for improving the Special Education Services.</p> <ul style="list-style-type: none"> Engage in an analysis of the reasons for the high percentage of students in Special Education in the District and produce data for use in future years. 	<p>ACTUAL</p> <p>1) The SELPA has analyzed the reasons for the high percentages of students in SpEd. The district did not use an outside agency for this analysis. The Director of Student Services and the School Psychologists have attending trainings/meeting devoted to this topic.</p>
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> No cost. Expenses incurred in 2015-16. 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> No cost. Expenses incurred in 2015-16.

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 for the high needs population goal included proper identification of students, providing appropriate classes and services, as well as articulation with associate feeder schools. Staff development was provided for student-centered classrooms. College and career readiness services were enhanced to help improve absenteeism, which was also a focus. Professional development on differentiated instruction will take place in August 2017.

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

The D/F list was a major focus of this goal. The number of students on this list has declined slightly. The district has improved identification and services provided to the English Learner population with reclassification rates rising. The number of job placements has improved. The district in engaging in a self-study to identify factors that impact students' ability to remain on track for college readiness and/or qualification.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Salaries and benefits were written into this plan prior to the settling of negotiations, thus the difference in estimated and actuals.
- The Data Coordinator, EL Director, Title I/EL Aide, and TPP Coordinator position had adjusted FTEs.

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.

Determining what is causing students to drop off the A-G track will be a new focus area for 2017-18 as we determine college and career readiness (Goal 4, Action D). The Northern Humboldt Way will significantly impact this goal as it is focusing on building capacity for all classroom teachers to differentiate their strategies and approach so they meet students where they are and help them achieve academically (Goal 4, Action E). Attendance continues to be a focus of this goal. We cannot teach the students unless they are present (Goal 4, Action F).

Stakeholder Engagement

LCAP
Year

2017–18 2018–19 2019–20

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?

- November 1 & 2, 2016: Lunchtime LCAP Nuts & Bolts session for staff to discuss LCAP. Four teachers and one Academic Counselor met with the Superintendent and the Programs/Data Systems Coordinator.
- November 17, 2016: LCAP Stakeholder meeting. Participants included 8 parents, 4 staff members, 2 board members, 1 student, and 9 administrators
- January 24, 2017: LCAP Study Session Board Meeting. Participants included 5 board members and 8 administrators
- February 28, 2017: AHS Site Council Meeting. Participants included 3 parents, 3 teachers, 2 students and the Principal
- March 14, 2017: MHS Student Focus Group Meeting in the McKinleyville High School Leadership Classroom
- March 14, 2017: AHS Student Focus Group Meeting in the Arcata High School Leadership Classroom
- March 10, 2017: Faculty/Staff Survey responses due
- March 10, 2017: Parent Survey responses due
- March 24, 2017: Leadership Team Feedback Review and Writing Meeting
- April 25, 2017: LCAP Parent Committee meeting to review 2017-18 LCAP
- LCAP Update was a standing agenda item on the 2016-17 board meetings.
- June 20, 2017: Public Hearing
- June 22, 2017: Board Approval of LCAP

Bargaining units were invited to attend the following

- November 1 & 2, 2016: Lunchtime LCAP Nuts & Bolts session for staff to discuss LCAP
- November 17, 2016: LCAP Stakeholder meeting
- And participate in March 10, 2017: Faculty/Staff Survey
- LCAP Update was a standing agenda item on the 2016-17 board meetings

Community members were invited and participated in the following

- November 17, 2016: LCAP Stakeholder meeting
- January 24, 2017: LCAP Study Session Board Meeting
- February 28, 2017: AHS Site Council Meeting
- March 10, 2017: Parent Survey responses due
- LCAP Update was a standing agenda item on the 2016-17 board meetings
- April 25, 2017: LCAP Parent Committee meeting

IMPACT ON LCAP AND ANNUAL UPDATE

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

The Annual Update was shared with stakeholders at the Nuts & Bolts LCAP meetings, the LCAP Stakeholder meeting, Site Council meeting, Student Focus Groups and LCAP Study Session. The results of these feedback groups was to analyze the use of our D/F list metric. We discussed there is no consistent grading policy by departments or sites. So a D in one class does not necessarily mean that it is the same as a D in another class. Since we are providing an education to students which we measure by grades, we will continue to use the D/F list as a metric. The grading policy will be incorporated in Goal 4, Action E and G as well as Goal 1, Action A via the Northern Humboldt Way. The district has determined that we need to track students starting with the class of 2020 to learn what challenges cause them to no longer be on the A-G track. As new cohorts of students enter the district, incoming classes will be tracked as well (Goal 4, Action D).

The feedback showed that email is the preferred means of communication for families. We will address improving communication in Goal 3, Action A. Common core is much more the norm in the classroom than it used to be. There was less anxiety from students and parents in regards to this new way of teaching. The district is refining Goal 1, Action A to incorporate Department Chairs as instructional leaders now that Instructional Coaches have laid the ground work on raising Common Core awareness amongst the faculty.

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.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal <u>1</u>	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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

- The percent of students who met or exceeded the 2016 SBAC ELA assessment was 56% which needs remain the same or improve.
- The percent of students who met or exceeded the 2016 SBAC Math assessment was 37% which needs remain the same or improve.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Use 2016-17 interim assessments administered in ELA and Math data as a baseline.	92.0% near or above standard for 50 participants (as of March 29, 2017)	Maintain or improve	Maintain or improve	Maintain or improve
2) 100% of ELA and Math faculty will receive continued support in SBAC Interim Assessments as related to curriculum planning and test preparation.	Dept. Chairs planned and received support	100% of ELA and Math faculty	Maintain or improve	Maintain or improve
3) Students will meet or exceed standards in the ELA SBAC test and the Math SBAC test.	56% - ELA 37% - Math	Maintain or improve	Maintain or improve	Maintain or improve
4) UC/CSU eligible graduates will maintain or improve.	48.76% in 2016	Maintain or improve	Maintain or improve	Maintain or improve
5) Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches End of Year Report and LCAP survey.	Comparing Fall 2015 – Spring 2016, -0.02 growth	Maintain or improve	Maintain or improve	Maintain or improve

6) All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials.	All Students will have access to standards aligned materials	All Students will have access to standards aligned materials	All Students will have access to standards aligned materials	All Students will have access to standards aligned materials
7) 100% of Department Chairs will assist in CCSS implementation and professional development.	100% assisted in CCSS implementation and PD			

PLANNED ACTIONS / SERVICES

Action **A**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]_____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools:_____ <input type="checkbox"/> Specific Grade spans:_____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools:_____ <input type="checkbox"/> Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p> <ol style="list-style-type: none"> 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 implementation.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

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

Amount

Amount

Source

- 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)

Source

Source

Budget Reference

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

Budget Reference

Budget Reference

Action **B**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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PLANNED

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.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	See Goal 1, Action A	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **C**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p> <p>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.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a) \$147,146 b) \$196,282 c) \$184,610</p>	<p>Amount</p>	<p>Amount</p>

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

Action **D**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	See Goal 1, Action A
Source	
Budget Reference	

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

New Modified Unchanged

Goal 2

Ensure a Safe, Healthy, and Respectful School Environment.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

In order for students to meet acceptable standards of academic performance and college and career readiness it is essential that students learn in a safe and nurturing environment. The metrics below need to remain the same or improve.

- The percent of the student body who were suspended in 2015-16 was 13.38%. **2016-17 data will be added in the Summer of 2017.**
- The 2015-16 attendance rate was 91.42%. **2016-17 data will be added in the Summer of 2017.**
- The percent of the student body who were expelled in 2015-16 was 0.0%. **2016-17 data will be added in the Summer of 2017.**
- 54.33% of the 2015-16 students felt connected to the school with 71.49% feeling safe or very safe at school based on the Healthy Kids Survey. **2016-17 data will be added in the Summer of 2017.**

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Suspension rates including rates in disaggregated areas, will remain the same or improve.	13.38% of student body	Maintain or improve	Maintain or improve	Maintain or improve
2) Attendance rates will remain the same or improve.	91.42%	Maintain or improve	Maintain or improve	Maintain or improve
3) Expulsion rates including rates in disaggregated areas, will remain the same or improve.	0% expelled	Maintain or improve	Maintain or improve	Maintain or improve
4) California Healthy Kids Survey results will show the overall school connectedness rating will improve.	54.33%	55%	56%	57%
5) The student perception of "feeling safe or very safe at school" will improve on the California Healthy Kids Survey.	71.49%	72%	73%	74%
6) The Facilities Inspection Tool (FIT) will remain at 100% "Good."	100%	100%	100%	100%

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

100%

100%

100%

100%

PLANNED ACTIONS / SERVICES

Action **A**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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 struggling students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

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

Amount

Amount

Source

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

Source

Source

Budget Reference

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

Budget Reference

Budget Reference

Action **B**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p> <ol style="list-style-type: none"> 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 semi-annual 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

2017-18

2018-19

2019-20

<p>Amount</p> <p>a) \$29,484 b) \$465,870 c) \$308,486 d) \$150,619 e) \$703,316</p>	<p>Amount</p>	<p>Amount</p>
<p>Source</p> <p>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)</p>	<p>Source</p>	<p>Source</p>
<p>Budget Reference</p> <p>a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services</p>	<p>Budget Reference</p>	<p>Budget Reference</p>

Action C

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

<p><u>Students to be Served</u></p>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<p><u>Location(s)</u></p>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<p><u>Students to be Served</u></p>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<p><u>Scope of Services</u></p>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<p><u>Location(s)</u></p>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p> <ol style="list-style-type: none"> 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

2017-18

Amount	See Goal 2, Action A
Source	
Budget Reference	

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action **D**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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 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

2017-18

2018-19

2019-20

Amount

- a) \$0.00
- b) \$52,204
- c) \$32,319
- d) \$181
- e) \$5,096

Amount

Amount

Source

Site Grant (0026)
Indian Education (4510)

Source

Source

Budget Reference

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

Budget Reference

Budget Reference

Action **E**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

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 Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount

See Goal 1, Action A

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

New

Modified

Unchanged

Goal 3

NHUHSD will diversify and improve methods of communication for all stakeholders

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

The feedback from stakeholder meetings has shown the need for improved parent communication.

- Maintain or improve the 698 students participated in career panels, field trips and workshops as of March 14, 2017.
- Maintain or improve chronic absenteeism rate for 2015-16 was 36.76%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) The School Messenger system and ParentVUE will be used to notify parents, including parents of students with disabilities, of stakeholder meetings.	2 meetings	2 meetings	2 meetings	2 meetings
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.	1 survey	1 survey	1 survey	1 survey
3) Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings)	2	2	2	2
4) The number of students participating career panels, field trips and workshops will maintain or improve.	698 as of March 14, 2017	698	698	698
5) The chronic absenteeism rate will maintain or improve.	36.76% in 2015-16	36.76%	36.76%	36.76%

PLANNED ACTIONS / SERVICES

Action **A**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Alternative modes of communication with parents and students for academics and events will be explored by administration and teachers as well as counselors.</p> <ol style="list-style-type: none"> 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 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 		

<p>and utilized for communication.</p> <p>5. More documents will be provided to parents in Spanish, including parent surveys.</p> <p>6. Create a standardize means of communication used for school related events, activities and emergencies.</p>		
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BUDGETED EXPENDITURES

2017-18

Amount

See Goal 1, Action A

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount	<ul style="list-style-type: none"> a) \$63,580 b) \$79,069 c) \$59,738 d) \$9,458 e) \$12,693 	Amount		Amount	
Source	<ul style="list-style-type: none"> TPP (3410) WIOA (5610) Career Pathways (6382) College and Career Center (9045) 	Source		Source	
Budget Reference	<ul style="list-style-type: none"> a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services 	Budget Reference		Budget Reference	

New Unchanged Modified X

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 1 X 2 3 X 4 X 5 6 X 7 X 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

The high needs population includes students who are socioeconomically disadvantaged, students with disabilities, English language learners, foster youth, migrant or homeless students.

- In 2016, 33.46% of the high needs population met or exceed standards on the ELA SBAC assessment. 20.17% met or exceeded in Math. These percentages will maintain or improve.
- Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.
- In Spring 2016, the percent of the high needs population who were on the D/F List was 40.10% which will maintain or improve.
- The 2016 graduation rate for high needs students, including socio-economically disadvantaged students of 99.42% will remain the same or improve.
- The 2016 dropout rate for high needs students of 2.31% will remain the same or improve.
- The number of high needs students who take an AP/IB class or pass a dual enrollment course will remain the same or improve.
- At least one student will be reclassified as EL proficient, which is an improvement from 2015-16.
- The 2015-16 12.18% of all students who are on the D/F list and chronically absent will maintain or improve.
- Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Percent of high needs students who meet or exceed SBAC standards will maintain or improve.	33.46% = ELA 20.17% = Math			

2) Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.	33.46% = ELA 20.17% = Math			
3) D/F list for high needs population will remain the same or improve.	40.10% = Spring 2016	40%	40%	40%
4) Graduation rates for high needs will remain the same or improve.	99.42%	99.42%	99.42%	99.42%
5) Develop a model to track college readiness through A-G progress.	Develop	Determine baseline	Maintain or improve	Maintain or improve
6) Dropout rates for high needs will remain the same or improve.	2.31%	2.31%	2.31%	2.31%
7) Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve.	2015-16, AP = 29 IB = 12 Dual En. = 18	AP = 29 IB = 12 Dual En. = 18	AP = 29 IB = 12 Dual En. = 18	AP = 29 IB = 12 Dual En. = 18
6) Students reclassified fluent English proficient will remain the same or improve.	2015-16, 0	1	1	1
7) All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same.	2.46% students improved scores	Maintain or improve	Maintain or improve	Maintain or improve
8) EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.	100% of EL Students have access to EL Study Skills and EL Development Classes	100% of EL Students have access to EL Study Skills and EL Development Classes	100% of EL Students have access to EL Study Skills and EL Development Classes	100% of EL Students have access to EL Study Skills and EL Development Classes
9) All students who are on the D/F lists that are chronically absent will improve or maintain.	2015-16, 12.18%	12.18%	12.18%	12.18%
10) Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.	Broad course of study offered			

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 **A**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Unduplicated Student Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p> <ol style="list-style-type: none"> 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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a) \$339,454 b) \$0 c) \$155,386 d) \$0 e) \$930	Amount	Amount
Source LCFF – Supp Con (0001)	Source	Source
Budget Reference a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services	Budget Reference	Budget Reference

Action **B**

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

All Students with Disabilities [Specific Student Group(s)] _____
 All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

English Learners Foster Youth Low Income
 LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
 All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount

See Goal 4, Action 1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **C**

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

Students to be Served

All Group(s) _____ Students with Disabilities [Specific Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

X English Learners X Foster Youth X Low Income

Scope of Services

LEA-wide Unduplicated Student Group(s) Schoolwide **OR** Limited to

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Master schedule will be evaluated 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 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.		
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a) \$221,334 b) \$91,205 c) \$111,650 d) \$622 e) \$0	Amount	Amount
Source LCFF – Supp Con (0001)	Source	Source
Budget Reference a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services	Budget Reference	Budget Reference

Action **D**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

	Unchanged	
<p>Teachers and administration will work with the college/career staff to support College and Career readiness at each site across the district.</p> <ol style="list-style-type: none"> 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 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. 		

BUDGETED EXPENDITURES

2017-18

Amount	See Goal 4, Action A
Source	
Budget Reference	

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action **E**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Professional development for teachers, instructional support staff and administration will continue with an emphasis on developing a student-centered classroom.</p> <p>1. NHUHSD will develop a tiered intervention model to establish common practices that provide professional learning opportunities to develop student-centered learning.</p>		

BUDGETED EXPENDITURES

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

Action **F**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p> <ol style="list-style-type: none"> 1. Review of coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention. 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.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

<p>Amount</p> <p>a) \$286,775 b) \$36,914 c) \$130,103 d) \$20,617 e) \$4,913</p>	<p>Amount</p>	<p>Amount</p>
<p>Source</p> <p>LCFF (0000) Independent Study (0002) Alt Ed Block Grant (0027)</p>	<p>Source</p>	<p>Source</p>
<p>Budget Reference</p> <p>a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services</p>	<p>Budget Reference</p>	<p>Budget Reference</p>

Action **G**

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

<p><u>Students to be Served</u></p>	<input type="checkbox"/> All <input checked="" type="checkbox"/> X Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<p><u>Location(s)</u></p>	<input checked="" type="checkbox"/> X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<p><u>Students to be Served</u></p>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<p><u>Scope of Services</u></p>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<p><u>Location(s)</u></p>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

- a) \$1,097,504
- b) \$711,955
- c) \$796,725
- d) \$72,892
- e) \$444,837
- f) \$0
- g) \$238,474

Amount

Amount

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)

Source

Source

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

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP
Year

X 2017–18 2018–19 2019–20

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 ([see instructions](#)).

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/>)