

**Title 5. EDUCATION**

**Division 1. California Department of Education**

**Chapter 14.5. Local Control Funding Formula**

**Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants**

**§ 15494. Scope.**

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**§ 15495. Definitions.**

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government

bodies or other groups representing pupils.

(b) “English learner parent advisory committee,” as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

(c) “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.

(d) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

(e) “Parents” means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

(f) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(h) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery

of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

(m) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.**

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which

services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and

concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis.

A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds

on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.**

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

LEA: Northern Humboldt Union High School District

Contact (Name, Title, Email, Phone Number): Chris Hartley, Superintendent  
(chartley@nohum.k12.ca.us) 707-839-6470

LCAP Year: 2015-16

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question*



was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

## **State Priorities**

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### **A. Conditions of Learning:**

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### **B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### **C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>● March 2015 – LCAP Team reviewed findings and affirmed/developed goals.</li> <li>● March 17, 2015 Focus Group Stakeholder Meeting (28 Attendees, including 8 presenters)               <ul style="list-style-type: none"> <li>○ Attendees included parents, a student, teachers, classified staff, CSEA President and CTA representatives from both MHS and AHS.                   <ul style="list-style-type: none"> <li>▪ The meeting was advertised via a flyer mailed to parent committee members, an email to all staff, on School Reach and the web site.</li> </ul> </li> <li>○ Attendees were broken into four groups separated by goal. Two focus group leaders facilitated a brainstorming conversation with each group as they rotated from one goal to another throughout the evening. The whole group came back together to discuss the big ideas that came out of the evening, giving participants another chance for input.</li> </ul> </li> <li>● April 2015 – rewrote goals based on findings including stakeholder feedback</li> <li>● April 27, 2015 Focus Group Stakeholder Meeting (14 Attendees, including 8 presenters)               <ul style="list-style-type: none"> <li>○ Attendees included parents, teachers, classified staff, CSEA President and CTA representatives from both MHS and AHS.                   <ul style="list-style-type: none"> <li>▪ This meeting was advertised via a flyer mailed to parent committee members, an email to all staff, and the web site.</li> </ul> </li> <li>○ Attendees were broken into two groups. The first group discussed Goal 1 and 3. The second group discussed Goal 2 and 4. Two focus group leaders were assigned to each goal, for a total of four leaders per group. The groups rotated during the meeting so each group could get feedback from all participants. Following the previous focus group format, the whole group came together to discuss the big ideas of the evening.</li> </ul> </li> <li>● May 2015 – LCAP Proposal (first draft) reviewed by the Board, budget estimates included in the plan. Finalized LCAP.</li> <li>● June 16, 2015 – Budget Hearing/LCAP Hearing</li> </ul>	<ul style="list-style-type: none"> <li>● March 2015 - The ideas from the brainstorming sessions that took place during this Focus Group meeting were synthesized and incorporated into the LCAP. Goal 2 and 4 were revised with more of a clear focus for each.</li> <li>● April 2015 - The revised structure of the goals was presented. Additional ideas were heard and incorporated, which included incorporating much of Goal 3 into the remaining goals since the importance of communication was woven throughout all the goals.</li> </ul>

<ul style="list-style-type: none"> <li>● June 18, 2015 – Budget Approval/LCAP Approval</li> </ul> <p><b>NOTE:</b> LCAP has been an informational item on the board packet since February 2014. The board and the public have an opportunity at each meeting to provide comments or ask questions.</p>	
<p><b>Annual Update: (for planning forward)</b></p> <ul style="list-style-type: none"> <li>● January 2015 – Began responding to goals and strategies, initiated work on areas not being addressed</li> <li>● February 2015 – Planning by filling gaps in 2014-15 plan, wrote the annual report</li> <li>● Week of February 10<sup>th</sup> – talked to administration and other staff to get input on how we are doing with our goals.</li> <li>● May 2015 - The annual update was shared with the board during the board meeting.</li> <li>● June 2015 - The final annual update which will include the estimated actuals will be presented to the board.</li> </ul>	<p><b>Annual Update: (for looking back)</b></p> <p>Gaps were identified and addressed at this time. LCAP became a standing agenda item for district administrators meetings as well as department chair meetings.</p>

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

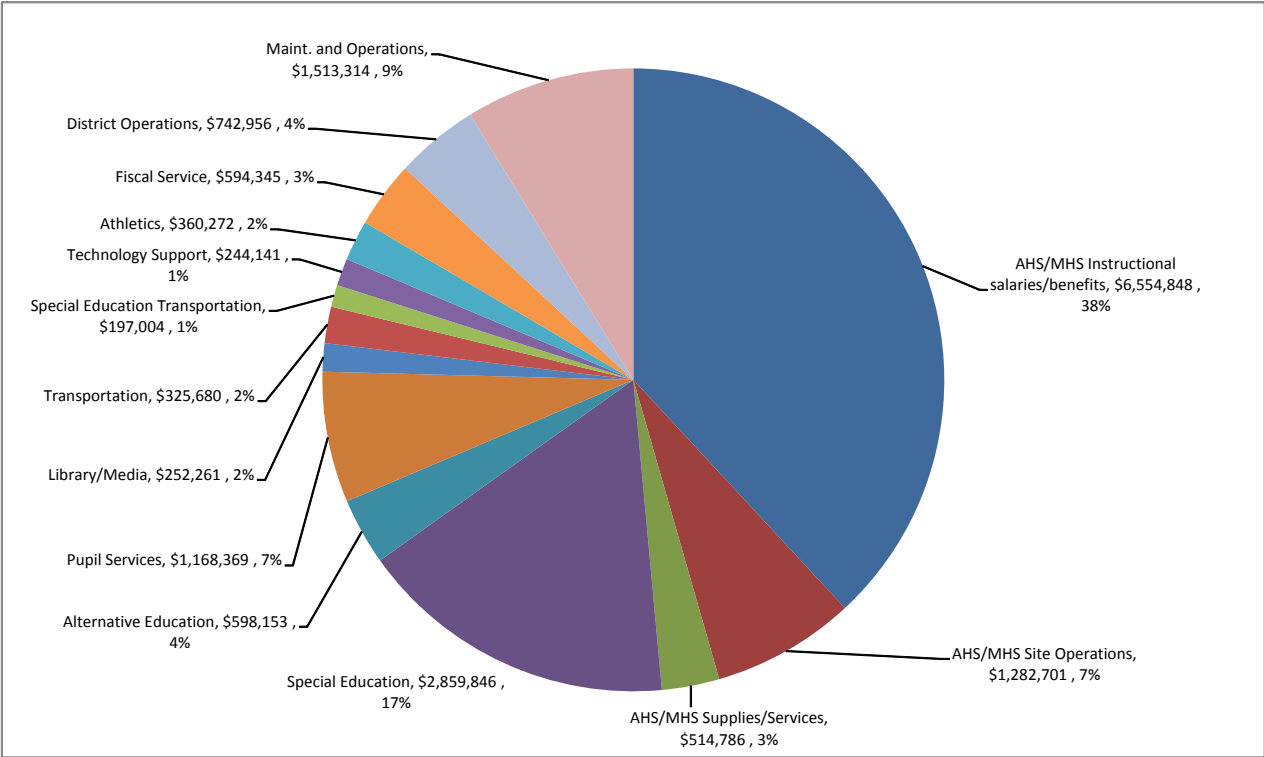
**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

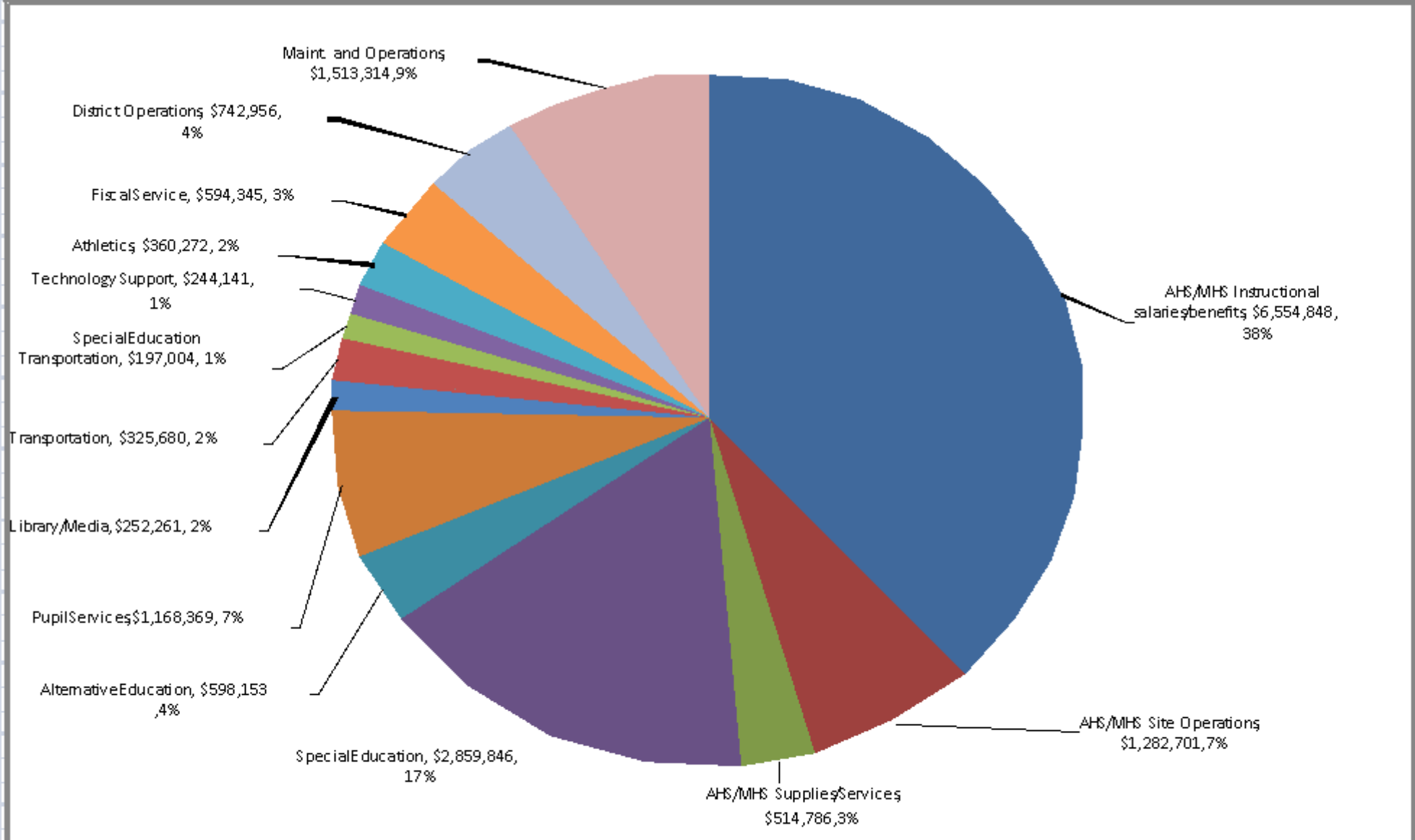


- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

NORTHERN HUMBOLDT 2015-16 BUDGET EXPENSES



NORTHERN HUMBOLDT 2015-16 BUDGET EXPENSES



<p><b>GOAL 1:</b></p>	<p>NHUHSD will increase achievement for all students by aligning instruction to Common Core State Standards (CCSS) across all disciplines.</p>	<p>Related State and/or Local Priorities:            1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7__            8__            COE only: 9__ 10__            Local: Specify _____</p>
<p><b>Identified Need:</b></p>	<p><b>Identified Need:</b>            All districts within the State of California are required to implement the CCSS. As a result, NHUHSD’s current need is to develop an implementation plan that supports resource allocation, targeted professional development, appropriate curricular planning, reasonable pacing, instructional practices, appropriate student interventions/supports, and communication with school community.</p> <ul style="list-style-type: none"> <li>92% of 10th grade students passed the English-Language Arts CAHSEE in 2013-14.</li> <li>96% of 10th grade students passed the Mathematics CAHSEE in 2013-14.</li> </ul> <p>COMMON NEEDS ACROSS ALL GOALS</p> <ul style="list-style-type: none"> <li>2013-14 graduation cohort rate was 94.96%. Graduation rate (CALPADS report 1.9) was 98.35%.</li> <li>2013-14 dropout percent was 0.55%.</li> <li>UC/CSU graduates were at 36.03% for the graduating class of 2014.</li> <li>In 2013-14, 69.72% of the students who took an AP exam scored a 3 or higher.</li> <li>Early Assessment Program (EAP) 2013 test results show 82 of the 387 total tested (or 21.2%) were scored “exempt.”</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: All            Applicable Pupil Subgroups: All</p>	
<p><b>LCAP Year 1: 2015-16</b></p>		
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> <li>SBAC Test results will be gathered for a baseline.</li> <li>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.</li> <li>Evidence of delivered professional development (agenda, number of participants, number of coaching cycles completed, etc.)</li> <li>Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings</li> <li>CAHSEE scores will improve by 1.0% in both English and Math for all 10 grade students.</li> <li>2012-13 API growth for the LEA was 10. Significant subgroups and their growth rate included Hispanic or Latino was -15, White was 14, SED was 24, and SWD was -5.</li> <li>All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials.</li> </ul>	

**COMMON METRICS ACROSS ALL GOALS**

- Graduation rates will increase by 0.25%.
- High School Dropout rates: maintain or improve NOTE: Middle School dropout rate is not applicable as NHUHSD serves only grades 9-12.
- UC/CSU eligible graduates will improve by 0.5%.
- The pass rate for the AP exams will improve by 1%.
- EAP test results will improve by 2%.
- Percent of properly credentialed teachers will remain at 100%.
- API is not being calculated for 2014-15 or 2015-16. When the baseline is available in future years, targets will be added to this goal.
- Access to standards-aligned instructional materials will increase as shown by obtainment of additional CCSS aligned curriculum. Access to CCSS will also include access to CCSS and ELA/ELD standards for ELs.
- All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration:</p> <ul style="list-style-type: none"> <li>● Instructional Coaches will develop and implement CCSS professional development utilizing August staff development day, early-release days, department meetings/collaboration, and use of NHUHSD Coaching Model. The NHUHSD Coaching Model provides school-based professional development to all certificated staff. The program includes individual observation, modeling of instructional practices, student work analysis and collaborative planning. As well, coaches work with groups of teachers to review research-proven instructional strategies, articulate curriculum and analyze student data through targeted small groups and content-area departments.</li> <li>● Instructional Coaches will continue work on instructional shifts while also implementing two new shifts (determined through end of year survey from May 2015).</li> <li>● Continue participation in the county-wide STEM/HISI Grant</li> <li>● Summer 2015 CPM (College Preparatory Mathematics) training</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● Inst. Coach: .80 fte Res 9012 Sal \$55,504 Ben \$21402</li> <li>.40 fte Res 0026 Sal \$28,705 Ben \$10,840</li> <li>.60 fte Res 5813 Sal \$43633 Ben \$15,840</li> <li>● STEM .80 fte Res 0001</li> </ul>

<p>for all NHUHSD Math Teachers towards the implementation of Integrated Math.</p> <ul style="list-style-type: none"> <li>• NHUHSD will continue to hire highly qualified teachers to implement district initiatives.</li> <li>• Appropriate curriculum changes and textbook adoption (example: Integrated Math)</li> </ul>		<p>Sal \$57,209 Ben \$21,652</p> <ul style="list-style-type: none"> <li>• CPM training no cost</li> <li>• HQT teacher salaries \$6,466,400</li> <li>• Funds will be allocated. Allocation amounts are yet to be determined. Res 6300 Object 7999 \$54,532</li> </ul>
<p>b. Support services will be developed as students struggle with the transition to more critical thinking skills.</p> <ul style="list-style-type: none"> <li>• Instructional coaches will continue to provide professional development on effective teaching strategies related to accessing complex texts in addition to strategies that help students understand and use academic vocabulary and write making claims backed by evidence from texts.</li> <li>• Title I: Title I Coordinator will continue to focus on helping students within the program, especially those who are on the site D/F list.</li> <li>• Focus on student support in mathematics as students transition from Algebra I to Integrated Math</li> <li>• Services will be determined based upon student performance, teacher feedback, and relevant professional development and key learning's.</li> </ul>	<p>LEA-wide <u> X ALL</u></p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• Inst. Coach: .80 fte Res 9012 Sal \$55,504 Ben \$21402</li> <li>.40 fte Res 0026 Sal \$28,705 Ben \$10,840</li> <li>.60 fte Res 5813 Sal \$43633</li> </ul>

			<p>Ben \$15,840</p> <ul style="list-style-type: none"> <li>Title I Coord. Res 0001 Sal \$7,000 Ben \$1.282</li> </ul>
<p>c. 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> <ul style="list-style-type: none"> <li>District will host summer workshop on technology for the staff.</li> <li>District will continue to hold multiple lunch time and after school in services on technology for the district staff.</li> <li>An assessment of 9th grade Technology Essential curriculum will be completed as related to CCSS.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>Summer Technology Institute Res 0218 Goal 1500 Supplies \$4,851</li> </ul>
<p>d. NHUHSD will continue work on improving student achievement on the CAHSEE.</p> <ul style="list-style-type: none"> <li>Title I eligible students work during SSR/Study Hall on both Math and English enrichment including the use of test prep programs at each site.</li> <li>Focus on making sure that all students have the proper accommodations and modifications on the CAHSEE for students with disabilities, socio-economic disadvantaged students, and English language learners.</li> <li>Analyze student performance on 2014 CAHSEE and plan accordingly.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>Title I Coord. Res 0001 Sal \$7,000 Ben \$1.282</li> <li>Title I/EL Aides 2.44 fte Res 0001 Sal \$52,917 Ben \$10,522</li> </ul>

<p>e. Parent/Community CCSS Communication Plan will be developed and implemented throughout the school year.</p> <ul style="list-style-type: none"> <li>• District, school sites and departments will work to identify and provide information for the community on new student outcomes and course requirements.</li> <li>• Develop an “Academic Resource Guide” to inform students and parents of curricular changes, resources (Reading Guide), helpful websites, etc.</li> <li>• District, school sites and departments will restructure at least one “Back to School Night” to changes to curriculum and instruction in relation to CCSS.</li> <li>• Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• Data Coord. .20 fte Res 5813 Sal \$15,744 Ben \$5,624</li> <li>• Plan will be developed during staff and admin. Meetings.</li> </ul>
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**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

- Identified Metric(s):
- SBAC Test results will improve by 1% in ELA and Math.
  - 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.
  - Evidence of delivered professional development (agenda, number of participants, number of coaching cycles completed, etc.)
  - Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings
  - CAHSEE scores will improve by 0.5% in both English and Math for all 10 grade students.
  - 2012-13 API growth for the LEA was 10. Significant subgroups and their growth rate included Hispanic or Latino was -15, White was 14, SED was 24, and SWD was -5.
  - All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials.
- COMMON METRICS ACROSS ALL GOALS
- Graduation rates will increase by 0.25%.
  - High School Dropout rates: maintain or improve NOTE: Middle School dropout rate is not applicable as NHUHSD serves only grades 9-12.
  - Dropout rate: maintain or improve.
  - UC/CSU eligible graduates: maintain or improve.
  - The pass rate for the AP exam: maintain or improve.
  - API is not being calculated for 2014-15 or 2015-16. When the baseline is available in future years, targets will be added to this goal.
  - Access to standards-aligned instructional materials will increase as shown by obtainment of additional CCSS aligned curriculum. Access to CCSS will also include access to CCSS and ELA/ELD standards for ELs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration: ● Continue professional development on CCSS instructional shifts. Focus will be on the remaining CCSS instructional shifts not addressed in 2014-15 or 2015-16	LEA-wide	<u> X </u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	● Prof. Dev. Res 0218 \$7,000

<p>b. Support services will be developed as students struggle with the transition to more critical thinking skills.</p> <ul style="list-style-type: none"> <li>Services will be determined based upon student performance, teacher feedback, and relevant professional development.</li> <li>Vertical alignment with feeder schools, articulation of curriculum, and appropriate course sign-up for students will be focus areas.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</li> <li>Plan will be developed during staff and admin. Meetings.</li> </ul>
<p>c. 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> <ul style="list-style-type: none"> <li>The Technology Essentials curriculum will be restructured to cover the guaranteed skills that will not be covered in the regular classrooms.</li> <li>District will host summer workshop on technology for the staff</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>Summer Technology Institute Res 0218 Goal 1500 Supplies \$4,851</li> </ul>
<p>d. NHUHSD will continue work on improving student achievement on the CAHSEE.</p> <ul style="list-style-type: none"> <li>Actions will be determined based on analysis of student achievement data generated from CAHSEE scores.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>Data Coord. .20 fte Res 5813 Sal \$15,744 Ben \$5,624</li> </ul>

<p>e. Parent/Community CCSS Communication Plan will be developed and implemented throughout the school year.</p> <ul style="list-style-type: none"><li>● Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents.</li><li>● Discuss “Back to School” night format with faculty and staff to determine effectiveness and adjust as necessary.</li><li>● Seek feedback from parent groups regarding additional communication strategies.</li></ul>	<p>LEA-wide</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"><li>● Data Coord. .20 fte Res 5813 Sal \$15,744 Ben \$5,624</li><li>● Plan will be developed during staff and admin. Meetings.</li></ul>
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**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

Identified Metric(s):

- SBAC Test results will remain steady in ELA and Math.
- 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.
- Evidence of delivered professional development (agenda, number of participants, number of coaching cycles completed, etc.)
- Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings.
- CAHSEE scores will remain steady in both English and Math for all 10 grade students. Appropriate curriculum changes and textbook adoption (example: Integrated Math)
- 2012-13 API growth for the LEA was 10. Significant subgroups and their growth rate included Hispanic or Latino was -15, White was 14, SED was 24, and SWD was -5.
- All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials.

COMMON METRICS ACROSS ALL GOALS

- Graduation rates: maintain or improve.
- High School Dropout rates: maintain or improve NOTE: Middle School dropout rate is not applicable as NHUHSD serves only grades 9-12.
- Dropout rate: maintain or improve.
- UC/CSU eligible graduates: maintain or improve.
- The pass rate for the AP exam: maintain or improve.
- API is not being calculated for 2014-15 or 2015-16. When the baseline is available in future years, targets will be added to this goal.
- Access to standards-aligned instructional materials will increase as shown by obtainment of additional CCSS aligned curriculum. Access to CCSS will also include access to CCSS and ELA/ELD standards for ELs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration:</p> <ul style="list-style-type: none"> <li>● Continue professional development on CCSS instructional shifts. Focus will be on the remaining CCSS Instructional Shifts not addressed in 2015-16 or 2016-17.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>● Prof. Dev. Res 0218 \$7,000</li> </ul>

<p>b. Support services will be developed as students struggle with the transition to more critical thinking skills.</p> <ul style="list-style-type: none"> <li>● Re-evaluate and plan in relation to prior year goal acquisition.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● Plan will be developed during staff and admin. Meetings.</li> </ul>
<p>c. 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> <ul style="list-style-type: none"> <li>● Technology Essentials curriculum will be assessed for effectiveness as related to CCSS and district/site objectives.</li> <li>● District will host summer workshop on technology for the staff</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● Summer Technology Institute Res 0218 Goal 1500 Supplies \$4,851</li> </ul>
<p>d. NHUHSD will continue work on improving student achievement on the CAHSEE.</p> <ul style="list-style-type: none"> <li>● Actions will be determined based on analysis of student achievement data generated from CAHSEE scores.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups® Specify)_____</p>	<ul style="list-style-type: none"> <li>● Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</li> </ul>
<p>e. Parent/Community CCSS Communication Plan will be developed and implemented throughout the school year.</p> <ul style="list-style-type: none"> <li>● Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents.</li> <li>● Discuss “Back to School” night format with faculty and staff to determine effectiveness and adjust as necessary.</li> <li>● Seek feedback from parent groups regarding additional communication strategies.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</li> <li>● Plan will be developed during staff and admin. Meetings.</li> </ul>

<b>GOAL 2:</b>	Ensure a Safe, Healthy, and Respectful School Environment.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7_ 8__ COE only: 9__ 10__ Local: Specify _____
<b>Identified Need:</b>	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. <ul style="list-style-type: none"> <li>• The percent of the student body on suspension/expulsion contracts in 2013-14 was 4.90%.</li> <li>• The 2013-14 P2 attendance rate was 92.71%.</li> <li>• 11.8% of student who committed an offense resulted in expulsion in 2013-14.</li> <li>• The rating for high to moderate school connectedness as shown in the 2013-14 Healthy Kids survey was 92.77%.</li> <li>• The rating for students' perception of "feeling safe or very safe" at school as shown on the 2013-14 Healthy Kids survey was 73.9%.</li> </ul> <p>COMMON NEEDS ACROSS ALL GOALS</p> <ul style="list-style-type: none"> <li>• 2013-14 graduation cohort rate was 94.96%. Graduation rate (CALPADS report 1.9) was 98.35%.</li> <li>• 2013-14 dropout percent was 0.55%.</li> <li>• UC/CSU graduates were at 36.03% for the graduating class of 2014.</li> <li>• In 2013-14, 69.72% of the students who took an AP exam scored a 3 or higher.</li> <li>• Early Assessment Program (EAP) 2013 test results show 82 of the 387 total tested (or 21.2%) were scored "exempt."</li> </ul>	
<b>Goal Applies to:</b>	<b>Schools:</b> All	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1: 2015-16</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Identified Metric(s):</b></p> <ul style="list-style-type: none"> <li>• Suspension rates will reduce 0.5%.</li> <li>• Attendance rates will increase 0.5%.</li> <li>• Expulsion rates will decrease 0.5%.</li> <li>• 2016-17 California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%.</li> <li>• The student perception of "feeling safe or very safe at school" will improve by .5% as shown on the 2016-17 California Healthy Kids Survey.</li> <li>• The Facilities Inspection Tool (FIT) will remain at 100% "Good."</li> <li>• Percent of properly credentialed teachers will remain at 100%.</li> </ul>	

<p><b>COMMON METRICS ACROSS ALL GOALS</b></p> <ul style="list-style-type: none"> <li>● Graduation rates will increase by 0.25%.</li> <li>● Dropout rates: maintain or improve</li> <li>● UC/CSU eligible graduates will improve by 0.5%</li> <li>● The pass rate for the AP exams will improve by 1%</li> <li>● EAP test results will improve by 2%.</li> <li>● Percent of properly credentialed teachers will remain at 100%</li> </ul>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Develop and implement a comprehensive intervention process for students struggling academically, socially, and/or emotionally.</p> <ul style="list-style-type: none"> <li>● The District is in the second year of planning and implementing the Capturing Kids Hearts program.</li> <li>● Sites are pursuing Masonic Training to expand the Student Assistance Team model.</li> <li>● Sites will utilize local resources to help families develop healthy relationships and lifestyles and to assist when families are in crisis.</li> <li>● Faculty on all sites are participating in data analysis and action planning regarding academic performance for all students. In particular, faculty are focusing on students who are on the D/F lists and making connections with those students and their parents in an effort to promote student success.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● No Cost. Staff Dev. Performed in June 2015.</li> <li>● Parent Project Res 0001 Sal \$1,400 Ben \$205</li> <li>● Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</li> </ul>
<p>b. Revise the school safety and positive climate plans including professional development for classified and certificated staff.</p> <ul style="list-style-type: none"> <li>● Annually the School Safety Plan will be reviewed and revised.</li> <li>● Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.</li> <li>● CPI training will be offered to all faculty and staff on a semi-annual basis.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● Staff Dev. Res 3010 \$3,000</li> </ul>

<p>c. Sites will communicate in multiple formats the services available to students and parents for academic and social emotional success.</p> <ul style="list-style-type: none"> <li>• Sites are re-evaluating their practices regarding Report Card Night and parent conferences to ensure that more families of struggling students engage in meaningful partnerships to improve student success.</li> <li>• Sites are expanding their use of traditional means of communication to include websites and social media as well as auto-dialer messaging to reach out to families to let them know what services are available to their students.</li> <li>• Sites are working with associate schools to transition 8th grade students to the high school setting.</li> <li>• Sites will communicate with families regarding programming that is happening on campus so parents are aware of special events and educational opportunities that exist on campus.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>• No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration.</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>• Sites are implementing new procedures for gathering demographic data to ensure that all students who qualify are identified for high needs programs.</li> <li>• District Special Education Committee has developed a protocol for identification of Special Education students that includes a set of instructions for all faculty and support staff.</li> <li>• Student Services staff are working to better coordinate services to ensure that all students receive appropriate counseling and academic intervention.</li> <li>• Sites ensure that the master schedule is developed with the needs of our most vulnerable students in mind.</li> </ul>	<p>LEA-wide</p>	<p><u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Special Education, Indian Education </u></p>	<ul style="list-style-type: none"> <li>• No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration.</li> </ul>



<p>e. Administration will review discipline policies and practices annually with an emphasis on restorative justice.</p> <ul style="list-style-type: none"> <li>• The District is continuing work researching and developing Restorative Practices to more positively respond to school discipline. The District has provided initial training to all administrative staff and has retained an outside consultant to assist in the analysis of our current programs including a self study at each comprehensive high school. District administration is also visiting schools where Restorative Practices have demonstrated success.</li> <li>• Site administrators are developing a tiered discipline model that allows for more levels of disciplinary intervention before students face suspension and possible expulsion.</li> <li>• District and site administrators are evaluating discipline data to examine whether students from high needs groups, and/or ethnic groups are being dis-proportionately compared to the general population.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• No Cost. Outside Consultant will be performing the work in June 2015.</li> <li>• No Cost. Site Administrators will perform the work as part of their routine work schedule.</li> </ul>
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**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

Identified Metric(s):

- Suspension rates will remain the same or improve.
- Attendance rates will remain the same or improve.
- Expulsion rates will remain the same or improve.
- 2016-17 California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%.
- The student perception of “feeling safe or very safe at school” will improve by .5% as shown on the 2016-17 California Healthy Kids Survey.
- The Facilities Inspection Tool (FIT) will remain at 100% “Good.”
- Percent of properly credentialed teachers will remain at 100%.

COMMON METRICS ACROSS ALL GOALS

- Graduation rates will increase by 0.25%.
- Dropout rate: maintain or improve.
- UC/CSU eligible graduates: maintain or improve.
- The pass rate for the AP exam: maintain or improve.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Develop and implement a comprehensive intervention process for students struggling academically, socially, and/or emotionally.</p> <ul style="list-style-type: none"> <li>● Capturing Kids Hearts program will be evaluated for effectiveness and improvements.</li> <li>● Student Assistance Team model will be evaluated for effectiveness and improvements.</li> <li>● Sites will continue to utilize local resources to help families develop healthy relationships and lifestyles and to assist when families are in crisis.</li> <li>● Faculty on all sites will continue to participate in data analysis and action planning regarding academic performance for all students.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● Parent Project Res 0001 Sal \$1,400 Ben \$205</li> <li>● Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</li> </ul>

<p>b. Revise the school safety and positive climate plans including professional development for classified and certificated staff.</p> <ul style="list-style-type: none"> <li>Annually the School Safety Plan will be reviewed and revised.</li> <li>Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.</li> <li>CPI training will be offered to all faculty and staff on a semi-annual basis.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>Staff Dev. Res 3010 \$3,000</li> </ul>
<p>c. Sites will communicate in multiple formats the services available to students and parents for academic and social emotional success.</p> <ul style="list-style-type: none"> <li>Report Card Night and parent conferences will be evaluated for effectiveness and improvements.</li> <li>Site use of means of communication will be evaluated for effectiveness and improvements.</li> <li>Site work with associate schools will be evaluated for effectiveness and improvements.</li> <li>Site communication with families regarding school programming will be evaluated for effectiveness and improvements.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration.</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>The protocol for identification of Special Education students will be evaluated for effectiveness and improvements.</li> <li>Student Services staff will continue to coordinate services to ensure that all students receive appropriate counseling and academic intervention.</li> <li>Site master schedules will be evaluated for effectiveness and</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education, Indian Education</u></p>	<ul style="list-style-type: none"> <li>No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration.</li> </ul>

<p>improvements.</p>			
<p>e. Administration will review discipline policies and practices annually with an emphasis on restorative justice.</p> <ul style="list-style-type: none"> <li>• Restorative Practices to more positively respond to school discipline will be evaluated for effectiveness.</li> <li>• The tiered discipline model that allows for more levels of disciplinary intervention before students face suspension and possible expulsion will be evaluated for effectiveness.</li> <li>• Discipline data to examine whether students are being disciplined dis-proportionately across high needs groups and Special Education will be evaluated.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• No Cost. Site Administrators will perform the work as part of their routine work schedule.</li> </ul>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> <li>• Suspension rates will remain the same or improve.</li> <li>• Attendance rates will remain the same or improve.</li> <li>• Expulsion rates will remain the same or improve.</li> <li>• The Facilities Inspection Tool (FIT) will remain at 100% "Good."</li> <li>• Percent of properly credentialed teachers will remain at 100%.</li> </ul> <p>COMMON METRICS ACROSS ALL GOALS</p> <ul style="list-style-type: none"> <li>• Graduation rates: maintain or improve.</li> <li>• Dropout rate: maintain or improve.</li> <li>• UC/CSU eligible graduates: maintain or improve.</li> <li>• The pass rate for the AP exam: maintain or improve.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>a. Develop and implement a comprehensive intervention process for students struggling academically, socially, and/or emotionally.</p> <ul style="list-style-type: none"> <li>• Capturing Kids Hearts program will be evaluated for effectiveness and improvements.</li> <li>• Student Assistance Team model will be evaluated for effectiveness and improvements.</li> <li>• Sites will continue to utilize local resources to help families develop healthy relationships and lifestyles and to assist when families are in crisis.</li> <li>• Faculty on all sites will continue to participate in data analysis and action planning regarding academic performance for all students.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>• Parent Project Res 0001 Sal \$1,400 Ben \$205</li> <li>• Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</li> </ul>
<p>b. Revise the school safety and positive climate plans including professional development for classified and certificated staff.</p> <ul style="list-style-type: none"> <li>• Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.</li> <li>• CPI training will be offered to all faculty and staff on a semi-annual basis.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>• Staff Dev. Res 3010 \$3,000</li> </ul>

<p>c. Sites will communicate in multiple formats the services available to students and parents for academic and social emotional success.</p> <ul style="list-style-type: none"> <li>● Report Card Night and parent conferences will be evaluated for effectiveness and improvements.</li> <li>● Site use of means of communication will be evaluated for effectiveness and improvements.</li> <li>● Site work with associate schools will be evaluated for effectiveness and improvements.</li> <li>● Site communication with families regarding school programming will be evaluated for effectiveness and improvements.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration.</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● The protocol for identification of Special Education students will be evaluated for effectiveness and improvements.</li> <li>● Student Services staff will continue to coordinate services to ensure that all students receive appropriate counseling and academic intervention.</li> <li>● Site master schedules will be evaluated for effectiveness and improvements.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education, Indian Education</u></p>	<ul style="list-style-type: none"> <li>● No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration</li> </ul>
<p>e. Administration will review discipline policies and practices annually with an emphasis on restorative justice.</p> <ul style="list-style-type: none"> <li>● Restorative Practices to more positively respond to school discipline will be evaluated for effectiveness.</li> <li>● The tiered discipline model that allows for more levels of disciplinary intervention before students face suspension and possible expulsion will be evaluated for effectiveness.</li> <li>● Discipline data to examine whether students are being</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● No Cost. Site Administrators will perform the work as part of their routine work schedule.</li> </ul>

disciplined dis-proportionately across high needs groups and  
Special Education will be evaluated.

<b>GOAL 3:</b>	NHUHSD will diversify and improve methods of communication for all stakeholders.	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
<b>Identified Need:</b>	The feedback from stakeholder meetings has shown the need for improved parent communication. Mentorship, job shadowing and work experience has been occurring for students in multiple programs, but it has not been tracked for improvement. <ul style="list-style-type: none"> <li>Chronic absenteeism rate for 2013-14 was 19.08%.</li> </ul> <p>COMMON NEEDS ACROSS ALL GOALS</p> <ul style="list-style-type: none"> <li>2013-14 graduation cohort rate was 94.96%. Graduation rate (CALPADS report 1.9) was 98.35%.</li> <li>2013-14 dropout percent was 0.55%.</li> <li>UC/CSU graduates were at 36.03% for the graduating class of 2014.</li> <li>In 2013-14, 69.72% of the students who took an AP exam scored a 3 or higher.</li> <li>Early Assessment Program (EAP) 2013 test results show 82 of the 387 total tested (or 21.2%) were scored “exempt.”</li> </ul>	
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-16</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Identified Metric(s):</b></p> <ul style="list-style-type: none"> <li>The School Reach system and District App will be used to notify parents, including parents of students with disabilities, of stakeholder meetings.</li> <li>Parents, including parents of students with disabilities, will have increased opportunities to provided input on decision making through a survey link provided on the district web site.</li> <li>Baseline data will be gathered on the number of students participating in the job shadows or internships in the TPP program.</li> <li>The chronic absenteeism rate will improve by 0.08%.</li> </ul> <p>COMMON METRICS ACROSS ALL GOALS</p> <ul style="list-style-type: none"> <li>Graduation rates will increase by 0.25%.</li> <li>Dropout rates: maintain or improve.</li> <li>UC/CSU eligible graduates will improve by 0.5%</li> </ul>	



<ul style="list-style-type: none"> <li>• The pass rate for the AP exams will improve by 1%</li> <li>• EAP test results will improve by 2%.</li> <li>• Percent of properly credentialed teachers will remain at 100%</li> </ul>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Alternative mediums will be explored for communication with parents and students.</p> <ul style="list-style-type: none"> <li>• School Reach App               <ol style="list-style-type: none"> <li>1. Training for staff, faculty, and community</li> <li>2. Advertise and market availability of app</li> </ol> </li> <li>• PASS               <ol style="list-style-type: none"> <li>1. Evaluate for more useful content, such as pushing alerts to parents</li> <li>2. Update more often with live feedback on grades and upcoming events.</li> </ol> </li> <li>• Increase use of social media (Twitter, Facebook, YouTube, Mad River Newspaper)</li> <li>• District and school websites updated regularly.</li> </ul>	LEA-wide	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>• School Reach Res 0000 ,0025,0028 Goal 1500 \$1,649.25</li> </ul>
<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> <ul style="list-style-type: none"> <li>• Student mentorships and work experience will be tracked and evaluated for baseline data to set goals for future improvements.</li> <li>• The district will increase involvement in local organizations, such as rotary clubs, to build connections for student work experience opportunities.</li> </ul>	LEA-wide	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>• WIA grant Res 5610 \$90,338</li> <li>• TPP program Res 3410 \$181,393</li> </ul>

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> <li>• The School Reach system and District App will be used to notify parents, including parents of students with disabilities, of stakeholder meetings.</li> <li>• Parents, including parents of students with disabilities, will continue to have opportunities to provided input on decision making through a survey link provided on the district web site.</li> <li>• Maintain the number of presentations to parent groups.</li> <li>• Baseline data will be gathered on the number of students participating in the job shadows or internships in the TPP program.</li> <li>• The chronic absenteeism rate will maintain or improve.</li> </ul> <p>COMMON METRICS ACROSS ALL GOALS</p> <ul style="list-style-type: none"> <li>• Graduation rates will increase by 0.25%.</li> <li>• Dropout rate: maintain or improve.</li> <li>• UC/CSU eligible graduates: maintain or improve.</li> <li>• The pass rate for the AP exam: maintain or improve.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Alternative mediums will be explored for communication with parents and students.</p> <ul style="list-style-type: none"> <li>• School Reach App will be evaluated for effectiveness and improvements.</li> <li>• PASS will be evaluated for effectiveness and improvements.</li> <li>• Social mediums will be evaluated for effectiveness and improvements.</li> <li>• District and school websites will continue to be updated regularly as well as assessed for effectiveness.</li> </ul>	<p>LEA-wide</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• School Reach Res 0000 ,0025,0028 Goal 1500 \$1,649.25</li> </ul>

<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> <ul style="list-style-type: none"> <li>• Student mentorships and work experience opportunities will increase for students.</li> <li>• The district will evaluate involvement in current local organizations for effectiveness and look improving involvement.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• WIA grant Res 5610 \$90,338</li> <li>• TPP program Res 3410 \$181,393</li> </ul>
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**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

Identified Metric(s):

- The School Reach system and District App will be used to notify parents, including parents of students with disabilities, of stakeholder meetings.
- Parents, including parents of students with disabilities, will continue to have opportunities to provided input on decision making through a survey link provided on the district web site.
- Maintain the number of presentations to parent groups. Baseline data will be gathered on the number of students participating in the job shadows or internships in the TPP program.
- The chronic absenteeism rate will maintain or improve.

COMMON METRICS ACROSS ALL GOALS

- Graduation rates: maintain or improve.
- Dropout rate: maintain or improve.
- UC/CSU eligible graduates: maintain or improve.
- The pass rate for the AP exam: maintain or improve.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Alternative mediums will be explored for communication with parents and students.</p> <ul style="list-style-type: none"> <li>• School Reach App will be evaluated for effectiveness and improvements.</li> <li>• PASS will be evaluated for effectiveness and improvements.</li> <li>• Social mediums will be evaluated for effectiveness and improvements.</li> <li>• District and school websites will continue to be updated regularly as well as assessed for effectiveness.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• School Reach Res 0000 ,0025,0028 Goal 1500 \$1,649.25</li> </ul>
<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> <ul style="list-style-type: none"> <li>• Student mentorships and work experience opportunities will increase for students.</li> <li>• The district will evaluate involvement in current local organizations for effectiveness and look improving involvement.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• WIA grant Res 5610 \$90,338</li> <li>• TPP program Res 3410 \$181,393</li> </ul>

<p><b>GOAL 4:</b></p>	<p>NHUHSD will improve academic performance for high needs populations.</p>	<p>Related State and/or Local Priorities:                  1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u>                  ___ 8 <u>X</u>                  COE only: 9 ___ 10 ___                  Local: Specify _____</p>																								
<p><b>Identified Need:</b></p>	<p>The high needs population includes students who are socioeconomically disadvantaged, students with disabilities, English language learners, foster youth, migrant or homeless students.</p> <ul style="list-style-type: none"> <li>In Spring 2014, the D/F List for NHUHSD was 30.9% of total population. 54.3% of this population were socio-economically disadvantaged, 21.1% of this population were students with disabilities.</li> <li>59% of 10th grade socio-economically disadvantaged students passed the English Language Arts CAHSEE in 2013-14.</li> <li>70% of 10th grade socio-economically disadvantaged students passed the Mathematics CAHSEE in 2013-14.</li> <li>25% of 10th grade students with disabilities passed the English Language Arts CAHSEE in 2013-14.</li> <li>58% of 10th grade students with disabilities passed the Mathematics CAHSEE in 2013-14.</li> <li>Two students were reclassified fluent English proficient in 2014-15.</li> <li>In 2014-15, seven students were tested on the CELDT exam with an average improvement of 9.45% in the overall score.</li> <li>Number of high needs students who took the AP exam was 32 in Spring 2014.</li> <li>The percent of high needs students who scored 3 or higher on the AP exam in Spring 2014 was 56.3%.</li> </ul> <table border="1" data-bbox="380 889 1740 1133"> <thead> <tr> <th></th> <th>Graduated Pop</th> <th>Dropout Pop</th> <th>Total Grads (358)</th> <th>% Graduates</th> <th>% Drop Outs</th> </tr> </thead> <tbody> <tr> <td>Special Ed</td> <td>50</td> <td>1</td> <td>51</td> <td>98.04%</td> <td>1.96%</td> </tr> <tr> <td>English Learner</td> <td>7</td> <td>0</td> <td>7</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Soc-Econ Disadv.</td> <td>129</td> <td>4</td> <td>133</td> <td>96.99%</td> <td>3.01%</td> </tr> </tbody> </table> <p><b>COMMON NEEDS ACROSS ALL GOALS FOR ALL STUDENTS</b></p> <ul style="list-style-type: none"> <li>2013-14 graduation cohort rate was 94.96%. Graduation rate (CALPADS report 1.9) was 98.35%.</li> <li>2013-14 dropout percent was 0.55%.</li> <li>UC/CSU graduates were at 36.03% for the graduating class of 2014.</li> <li>In 2013-14, 69.72% of the students who took an AP exam scored a 3 or higher.</li> <li>Early Assessment Program (EAP) 2013 test results show 82 of the 387 total tested (or 21.2%) were scored “exempt.”</li> </ul>			Graduated Pop	Dropout Pop	Total Grads (358)	% Graduates	% Drop Outs	Special Ed	50	1	51	98.04%	1.96%	English Learner	7	0	7	100%	0%	Soc-Econ Disadv.	129	4	133	96.99%	3.01%
	Graduated Pop	Dropout Pop	Total Grads (358)	% Graduates	% Drop Outs																					
Special Ed	50	1	51	98.04%	1.96%																					
English Learner	7	0	7	100%	0%																					
Soc-Econ Disadv.	129	4	133	96.99%	3.01%																					

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: SED, EL, Foster, RFEP, SWD, Homeless, Migrant		
<b>LCAP Year 1: 2015-16</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Identified Metric(s):</b></p> <ul style="list-style-type: none"> <li>● Gather baseline data for SBAC and CAA.</li> <li>● D/F list for high needs population will decrease by 1%.</li> <li>● CAHSEE scores for high needs will improve by 0.5%.</li> <li>● Graduation rates for high needs will increase by 0.25%.</li> <li>● Dropout rates for high needs will decrease by 0.25%.</li> <li>● Number of high needs students who take the AP exam will increase by 2.</li> <li>● Percent of high needs students who score 3 or higher on the exam will improve by 2%.</li> <li>● Early Assessment Program (EAP) 2013 test results will improve by 0.25%</li> <li>● Students reclassified fluent English proficient will increase by 0.01%.</li> <li>● All EL students will be tested on the CELDT with an increase in the overall average improvement of 0.25%.</li> <li>● EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.</li> <li>● Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.</li> <li>● 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.</li> <li>● Percent of properly credentialed teachers will remain at 100%.</li> </ul>			
	<p><b>COMMON METRICS ACROSS ALL GOALS FOR ALL STUDENTS</b></p> <ul style="list-style-type: none"> <li>● Graduation rates will increase by 0.25%.</li> <li>● Dropout rates: maintain or improve.</li> <li>● UC/CSU eligible graduates will improve by 0.5%</li> <li>● The pass rate for the AP exams will improve by 1%.</li> <li>● EAP test results will improve by 2%.</li> <li>● Percent of properly credentialed teachers will remain at 100%</li> </ul>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>
<p>a. Current services for the high needs populations will be evaluated annually. Additional services will be added if needed.</p> <ul style="list-style-type: none"> <li>● Counseling staff and administration will review D/F list and</li> </ul>	LEA-wide	<p style="text-align: center;">__ALL ----- OR:</p>		<ul style="list-style-type: none"> <li>● Data Coord. .20 fte Res 5813</li> </ul>

<p>recommend individualized services for academic improvement.</p> <ul style="list-style-type: none"> <li>● Counseling team will provide teachers with potential strategies for student success.</li> <li>● On an ongoing basis the Title I Coordinator will identify and provide tutoring and academic counseling to students in need.</li> <li>● Student achievement data including local assessments and state testing results will be communicated more effectively to parents, students, and faculty.</li> </ul>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify): <u>Migrant, Students with Disabilities, English Learners,</u></p>	<p>Sal \$15,744 Ben \$5,624</p> <ul style="list-style-type: none"> <li>● Title I Coord. Res 0001 Sal \$7,000 Ben \$1.282</li> </ul>
<p>b. Academic achievement will be improved through articulation with associate feeder schools ensuring appropriate placement in academic subjects.</p> <ul style="list-style-type: none"> <li>● Annual articulation meetings will be held with associate feeder schools to identify low performing programs and services will be reviewed for students with needs.</li> <li>● Articulation with feeder schools for students with Individualized Education Plans (IEPs) will occur on an annual basis to design individualized services for every student.</li> <li>● English and Math departments will assist with the counseling team with appropriate academic placement for all students.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● No Cost. Coordination will happen via existing faculty and admin. Meetings.</li> </ul>
<p>c. 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> <ul style="list-style-type: none"> <li>● Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students.</li> <li>● Dual and concurrent opportunities will be articulated with College of the Redwoods.</li> <li>● Online learning course offerings will be reviewed/increased to provide flexibility in students scheduling.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● No Cost. Administration will facilitate the master schedule and communication with College of the Redwoods.</li> </ul>
<p>d. College and Career readiness will be supported at each site across the district.</p> <ul style="list-style-type: none"> <li>● College and Career readiness surveys will be completed by</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:</p>	<ul style="list-style-type: none"> <li>● TPP Coord. .40 fte Res 3410</li> </ul>

<p>every 9th grade student.</p> <ul style="list-style-type: none"> <li>● On an annual basis the counseling team will complete and review four-year goals with every student.</li> <li>● 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.</li> <li>● TPP program will be implemented providing qualifying students with career education experiences, support and curriculum.</li> </ul>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Sal \$39,460  Ben \$12,526</p> <ul style="list-style-type: none"> <li>● TPP support  1.0 fte  Res 3410  Sal \$54,412  Ben \$24,559</li> </ul>
<p>e. Professional development for staff will continue with an emphasis on developing a student-centered classroom.</p> <ul style="list-style-type: none"> <li>● Instructional Coaches will continue implementing a student centered learning strategies within the district.</li> <li>● Every staff member in the district will be offered training in Capturing Kids Hearts program.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL  -----  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● Inst. Coach  .80 fte  Res 9012  Sal \$55,504  Ben \$21402</li> <li>.40 fte  Res 0026  Sal \$28,705  Ben \$10,840</li> <li>.60 fte  Res 5813  Sal \$43633  Ben \$15,840</li> <li>● Cost of Training one day of the current school calendar at \$40,000</li> </ul>



<p>f. Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented.</p> <ul style="list-style-type: none"> <li>• Coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention.</li> <li>• Regular district and site articulation meetings with administrators will be held to improve communication and support for students in need of services.</li> <li>• Training in a research based restorative justice program will be provided for all district administration.</li> <li>• Through the implementation of the restorative justice program the district goal will be to reduce dropouts; reduce student removals from school due to disciplinary action; reduce campus violence; and referrals to law enforcement.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• Staff Dev. Res 3010 \$5,000</li> </ul>
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

**Identified Metric(s):**

- SBAC and CAA test results will improve by 1% in ELA and Math.
- D/F list for high needs population will remain the same or improve.
- CAHSEE scores for high needs will remain the same or improve.
- Graduation rates for high needs will remain the same or improve.
- Dropout rates for high needs will remain the same or improve.
- Number of high needs students who take the AP exam will remain the same or improve.
- Percent of high needs students who score 3 or higher on the exam will remain the same or improve.
- Early Assessment Program (EAP) 2014 test results will remain the same or improve.
- Students reclassified fluent English proficient will remain the same or improve.
- All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same.
- EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.
- Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.
- 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.
- Percent of properly credentialed teachers will remain at 100%.
- The number of students participating in the job shadows or internships in the TPP program will increase by 1%.
- College and career readiness surveys will be completed by every 9<sup>th</sup> grade student.

**COMMON METRICS ACROSS ALL GOALS**

- Graduation rates will increase by 0.25%.
- Dropout rate: maintain or improve.
- UC/CSU eligible graduates: maintain or improve.
- The pass rate for the AP exam: maintain or improve.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>a. Current services for the high needs populations will be evaluated annually. Additional services will be added if needed.</p> <ul style="list-style-type: none"> <li>● Counseling staff and administration will review effectiveness of prior year programs. Continued use of D/F list will drive individualized services for academic improvement.</li> <li>● Counseling team will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success.</li> <li>● On an ongoing basis the Title I Coordinator will identify and provide tutoring and academic counseling to students in need.</li> <li>● After school grant opportunities will be researched to review opportunities to improve support services to students (i.e. after school tutoring, food programs, etc...)</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify): <u>Migrant, Students with Disabilities, English Learners.</u></p>	<ul style="list-style-type: none"> <li>● Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</li> <li>● Title I Coord. Res 0001 Sal \$7,000 Ben \$1.282</li> </ul>
<p>b. Academic achievement will be improved through articulation with associate feeder schools ensuring appropriate placement in academic subjects.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Review articulation with associate feeder schools for students with IEP's will occur on an annual basis to design individualized services for every student.</li> <li>● English and Math departments will review and amend the placement process for all students.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>● No Cost. Coordination will happen via existing faculty and admin. Meetings.</li> </ul>
<p>c. 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> <ul style="list-style-type: none"> <li>● Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students.</li> </ul>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>● No Cost. Administration will facilitate the master schedule and communication with College</li> </ul>

<ul style="list-style-type: none"> <li>Continued dual and concurrent opportunities will be articulated with College of the Redwoods.</li> <li>Online learning course offerings will continue to be reviewed/increased to provide flexibility in students scheduling.</li> </ul>			<p>of the Redwoods.</p>
<p>d. College and Career readiness will be supported at each site across the district.</p> <ul style="list-style-type: none"> <li>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.</li> <li>On an annual basis the counseling team will complete and review four-year goals with every student.</li> <li>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.</li> <li>TPP program will be implemented providing qualifying students with career education experiences, support and curriculum.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>TPP Coord. .40 fte Res 3410 Sal \$39,460 Ben \$12,526</li> <li>TPP support 1.0 fte Res 3410 Sal \$54,412 Ben \$24,559</li> </ul>
<p>e. Professional development for staff will continue with an emphasis on developing a student-centered classroom.</p> <ul style="list-style-type: none"> <li>Site and district-wide meetings will incorporate methods and processes developed through Capturing Kids Hearts training.</li> <li>Based on available funding, the NHUHSD leadership team will develop student-centered professional opportunities across the district.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>No cost, administration will facilitate</li> </ul>

<p>f. Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented.</p> <ul style="list-style-type: none"> <li>● Review of coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention.</li> <li>● Regular district and site articulation meetings with administrators will be held to improve communication and support for students in need of services.</li> <li>● Continued training in a research based restorative justice program will be provided for all district administration.</li> <li>● A research based restorative program will be implemented within the district to employ strategies to reconnect students with their school community after disciplinary actions.</li> <li>● The restorative justice program will be reviewed annually to ensure district goals to reduce dropouts; reduce student removals from school due to disciplinary action; reduce campus violence; and referrals to law enforcement are being achieved.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>● Staff Dev. Res 3010 \$5,000</li> </ul>
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**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

Identified Metric(s):

- SBAC and CAA test results will improve by 1% in ELA and Math.
- D/F list for high needs population will remain the same or improve.
- CAHSEE scores for high needs will remain the same or improve.
- Graduation rates for high needs will remain the same or improve.
- Dropout rates for high needs will remain the same or improve.
- Number of high needs students who take the AP exam will remain the same or improve.
- Percent of high needs students who score 3 or higher on the exam will remain the same or improve.
- Early Assessment Program (EAP) 2014 test results will remain the same or improve.
- Students reclassified fluent English proficient will remain the same or improve.
- All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same.
- EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.
- Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.
- 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.
- Percent of properly credentialed teachers will remain at 100%.
- The number of students participating in the job shadows or internships in the TPP program will increase by 1%.
- College and career readiness surveys will be completed by every 9<sup>th</sup> grade student.

COMMON METRICS ACROSS ALL GOALS

- Graduation rates will hold steady or improve.
- Dropout rates will hold steady or improve.
- UC/CSU eligible graduates will hold steady or improve.
- The pass rate for the AP exams will hold steady or improve.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Current services for the high needs populations will be evaluated annually. Additional services will be added if needed. <ul style="list-style-type: none"> <li>● Counseling staff and administration will review effectiveness of prior year programs. Continued use of D/F list will drive individualized services for academic improvement.</li> </ul>	LEA-wide	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify): Migrant, Students with	<ul style="list-style-type: none"> <li>● Title I Coord. Res 0001 Sal \$7,000 Ben \$1.282</li> </ul>

<ul style="list-style-type: none"> <li>● Counseling team will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success.</li> <li>● On an ongoing basis the Title I Coordinator will identify and provide tutoring and academic counseling to students in need.</li> <li>● After school grant opportunities will be researched to review opportunities to improve support services to students (i.e. after school tutoring, food programs, etc...)</li> </ul>		<p><u>Disabilities, English Learners,</u></p>	<ul style="list-style-type: none"> <li>● Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</li> </ul>
<p>b. Academic achievement will be improved through articulation with associate feeder schools ensuring appropriate placement in academic subjects.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Review articulation with associate feeder schools for students with IEP's will occur on an annual basis to design individualized services for every student.</li> <li>● English and Math departments will review and amend the placement process for all students.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● No Cost. Coordination will happen via existing faculty and admin. Meetings.</li> </ul>
<p>c. 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> <ul style="list-style-type: none"> <li>● Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students.</li> <li>● Continued dual and concurrent opportunities will be articulated with College of the Redwoods.</li> <li>● Online learning course offerings will continue to be reviewed/increased to provide flexibility in students scheduling.</li> </ul>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● No Cost. Administration will facilitate the master schedule and communication with College of the Redwoods.</li> </ul>

<p>d. College and Career readiness will be supported at each site across the district.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● On an annual basis the counseling team will complete and review four-year goals with every student.</li> <li>● 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.</li> <li>● TPP program will be implemented providing qualifying students with career education experiences, support and curriculum.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● TPP Coord. .40 fte Res 3410 Sal \$39,460 Ben \$12,526</li> <li>● TPP support 1.0 fte Res 3410 Sal \$54,412 Ben \$24,559</li> </ul>
<p>e. Professional development for staff will continue with an emphasis on developing a student-centered classroom.</p> <ul style="list-style-type: none"> <li>● Site and district-wide meetings will incorporate methods and processes developed through Capturing Kids Hearts training.</li> <li>● Based on available funding, the NHUHSD leadership team will develop student-centered professional opportunities across the district</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● No cost, administration will facilitate</li> </ul>
<p>f. Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented.</p> <ul style="list-style-type: none"> <li>● Coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention.</li> <li>● Regular district and site articulation meetings with administrators will be held to improve communication and support for students in need of services.</li> <li>● Continued training in a research based restorative justice program will be provided for all district administration.</li> <li>● Annual review of the restorative program will be implemented within the district to employ strategies to reconnect students with their school community after disciplinary actions.</li> </ul>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>● Staff Dev. Res 3010 \$5,000</li> </ul>



<ul style="list-style-type: none"><li>● The restorative justice program will be reviewed annually to ensure district goals to reduce dropouts; reduce student removals from school due to disciplinary action; reduce campus violence; and referrals to law enforcement are being achieved.</li></ul>			
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## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<b>Original GOAL 1 from prior year LCAP:</b>	NHUHS D will develop and implement a three-year CCSS plan by August 2014.		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____	
<b>Goal Applies to:</b>	<b>Schools:</b> All	<b>Applicable Pupil Subgroups:</b> All		
<b>Expected Annual Measurable Outcomes:</b>	CCSS plan will be developed and the first year will be implemented. 10th grade CAHSEE scores will improve by 3% district wide and 5% by subgroups.	<b>Actual Annual Measurable Outcomes:</b>	The CCSS 3-year plan has been written with the first year implemented. 10 <sup>th</sup> grade CAHSEE scores for 2014-15 decreased by 6.5% district wide. Subgroups decreased by 13.75%	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
a. District administration, site administration and Instructional Coaches will attend "Lead the Change to Common Core Institute" put on by ACSA in May 2014.	May 18-20, 2014: Team of 10 teachers/administrators attend ASCD CCSS conference in Seattle, WA to develop basis for three year Common Core implementation plan.	Completed May 2014. Led to the development of CCSS Implementation Plan.  A seven member hiring committee made up of teachers, interviewed 18 in-house Instructional Coach applicants. Five were selected to serve as Instructional Coaches who began work and training in the Summer of 2014.	Cost of May Trip to Seattle for Admin and ICs paid in 2013-14.	

	<p><b>\$0 for 2014-15</b></p> <p>2014-15 Year: NH selected 5 Instructional Coaches (IC) for the 2014-15 school year. Each has dedicated 0.6 FTE for total of 3.0 FTE. Vision for the IC team is implementation of CCSS across all disciplines. <b>\$258,920</b></p>		<p>Instructional Coaches <b>\$271,795.14</b></p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><u>X</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><u>X</u> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>b. Implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration.</p>	<p>2014-15 Implementation of three staff development days designed around training and implementation of Common Core.</p>	<p>Instructional Coaches designed and lead CCSS staff development on August 20th, November 10th, January 20<sup>th</sup> and March 16<sup>th</sup>.</p> <p>STEM is part of Humboldt Interdisciplinary STEM Initiative (HISI) math and science grant. 1.2 FTE of math/science teachers are working to assist colleagues in the implementation of CCSS and integration of subject content. Vertical alignment with 7-8 grades is an additional focus.</p>	<p>Staff Development Days <b>\$5,059.25</b></p>

	<p>IC's provide foundation for training events and activities. Title I Coordinator will work with students.</p> <p><b>\$17,380</b> 0.8 FTE for STEM Coaching Positions and <b>\$12,000</b> for Staff Development</p> <p><b>\$47,351</b> for instructional materials/technology and <b>\$1,270</b> for Co-op fee</p>		<p>0.8 for STEM Coaching Positions <b>\$75,434.86</b> Staff Development <b>\$11,476.87</b></p> <p>Instructional materials/technology <b>\$59,125.28</b> Co-op fee <b>\$3,500.00</b></p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>c. Purposeful integration of real live experiences will be embedded in the curriculum.</p>	<p>2014-15 Implementation of</p>	<p>Instructional Coaches designed and lead CCSS , student-centered learning staff development with real life experiences on August</p>	

	<p>three staff development days designed around training and implementation of Common Core. IC's provide foundation for training events and activities. Title I Coordinator will work with students.</p> <p><b>\$47,351</b> for instructional materials/technology and <b>\$1,270</b> for Co-op fee</p>	<p>20th, November 10th, January 20<sup>th</sup> and March 16<sup>th</sup>. The theme for November 10, 2014 was "Read More, Read Harder." This day included subject specific break out session where departments determined text complexity in their curricular areas. On January 20, 2015, the faculty learned to "Hold Your Thinking and Share Your Thinking." The break out sessions in January included the following:</p> <ul style="list-style-type: none"> <li>● Reading Visual Texts</li> <li>● Collaborative Conversations</li> <li>● Digital Annotation</li> <li>● First Steps: Setting Purpose and Annotation Strategies</li> <li>● Engaging Students in Reflection</li> </ul> <p>The purpose of the March 16, 2015 in-service is to make collaboration sustainable. Staff collaboratively worked through a checklist of good lesson planning, than applied the checklist to an upcoming lesson in small groups. The checklist was developed around proven teaching practices.</p>	<p>Staff Development Days <b>\$5,059.25</b> Instructional Coaches \$271,795.44</p> <p>Instructional materials/technology <b>\$59,125.28</b> Co-op fee <b>\$3,500.00</b></p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>d. Support services will be developed as students struggle with the transition to more critical thinking skills.</p>	<p>2014-15 Implementation of three staff development days</p>	<p>Instructional Coaches designed and lead CCSS staff development on August 20th, November 10th, January 20<sup>th</sup> and March 16<sup>th</sup>.</p> <p>The Instructional Coaches have worked through coaching cycles</p>	<p>Staff Development Days <b>\$5,059.25</b></p> <p><b>Instructional</b></p>

	<p>designed around training and implementation of Common Core. IC's provide foundation for training events and activities. Title I Coordinator will work with students.</p> <p>Title I Coordinator</p>	<p>with departments as well as one-on-one coaching to help teacher infuse student centered critical thinking skills. Mini workshops have been delivered to faculty in the following subjects:</p> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Annotation</li> <li>● Visual Texts</li> <li>● Reading Strategies</li> <li>● Google Classroom</li> </ul> <p>The Title I program has had much turn over in staffing at AHS, but there is a plan in place to have a consistent instructor in 2015-16. MHS's Title I Coordinator has had other responsibilities, which have taken away from time spent tutoring students. The programs have consistently been providing students with Peoples Publishing textbook that scaffolds lessons. Students are taught to extrapolate evidence from text to write five paragraph essays with concrete details. A stronger focus has been put on quizzing students in vocabulary to build vocabulary comprehension.</p>	<p><b>Coaches</b> <b>\$271,795.14</b></p> <p><b>Title I Coordinators</b> <b>\$8,214.89</b></p>	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		

<p>e. 21st century technological skills for graduates will be identified. These guaranteed technological skills will be integrated into the regular classroom experience with accountability for student performance. The Technology Essentials curriculum will be restructured to cover the guaranteed skills that will not be covered in the regular classrooms.</p>	<p><b>\$4,000.</b> Up to 20 participants, each issued a Chromebook at conclusion of training, Technology Summer Institute for development of curricular units of study that reflect 100% CCSS. Will serve as model for effective teaching practice and curricular design.</p> <p><b>\$47,351</b> for instructional materials/technology and <b>\$1,270</b> for Co-op fee</p>	<p>The Summer Technology Institute was held in August 2014. Twenty-two teachers of various disciplines attended the three-day event. Participant feedback was extremely positive, supportive of the individualized or specialized delivery that served as design for future training events.</p> <p>An Instructional Coach and Library Media Teacher attended the Fall Computer Using Educators Conference and brought back ideas for infusing technology into curriculum. Director of Technology, identified and shared the Common Core Tech Skills with technological leaders in the district. The Director of Technology also went to annual CETPA (California Educational Technology Professionals Association) to help the district keep up to date in 21<sup>st</sup> century technological skills.</p>	<p>Summer Institute <b>\$11,257.80</b></p> <p>Staff Development Technology \$1,914.05</p> <p>Instructional materials/technology <b>\$59,125.28</b> Co-op fee <b>\$3,500.00</b></p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	



__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
f. A plan will be developed to improve student achievement on the CAHSEE.		Title I pulls eligible students out for both math and English enrichment during Sustained Silent Reading and Enrichment Time. Regular education teachers are doing practice math and English assessments. Sites have been diligent with accommodations and modifications for special education students as shown in 2013-14 CAHSEE scores. USA Test Preparation booklets and software has been used in classes. Seniors that have not passed the exam have been pulled out of classes to work with the test preparation software. Regular education seniors who have not passed the exam have had class schedules changed to accommodate additional support. Special education seniors who have not passed have had their IEPs evaluated to determine if they need waivers. Planning is in place to include socio-economically disadvantaged and English language learners who do not currently have access to the USA Test Prep Program.	Title I Coordinators \$8,214.89
Scope of service:	LEA-wide	Scope of service:	
__ X __ ALL		__ X __ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

g. Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents.			Sites bi-annually include goal reports for Special Education students with report cards that are sent home for Special Education students.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
h. Funding for Common Core Standards will be budgeted and dispersed to school sites for implementation of Professional Development/Instructional Materials/Technology Equipment and Infrastructure.		Allocate <b>\$237,361</b> of Common Core funding 20% allotted to Professional Development at school sites. 40% allotted to sites for purchase of technology that will allow for SBAC preparation and testing. 40% allotted to sites for Instructional materials.  <b>\$47,351</b> for instructional materials/technology and <b>\$1,270</b> for Co-op fee	The funding has been distributed. Each school site, in consultation with Department Chairs and teacher leaders, assessed curricular, technological and professional needs in CCSS. Site principals made recommendations to the superintendent regarding allocation. More funds were shifted to technology with Chromebooks being purchased district wide. The Board approved re-allocation of funds to better align with sites and CCSS on October 14, 2014. In addition, 227 devices were purchased, moving the ratio of computer to student from 2.0 to 1.6.	Common Core <b>\$237,363.00</b>  Instructional materials/technology <b>\$59,125.28</b> Co-op fee <b>\$3,500.00</b>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As common core style teaching becomes more infused through the district, this goal needs to take the focus of increasing academic achievement through common core adoption. Including all stakeholders in the understanding of common core continues to be recognized as an important action. Supporting common core without funding and less professional development days will need to be considered.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>NHUHSD will evaluate accessibility and awareness of academic programs and services for students.</p>	<p>Related State and/or Local Priorities:                  1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u>                  7 <u>X</u> 8 <u>X</u>                  COE only: 9__ 10__                  Local : Specify _____</p>	
<p>Goal Applies to: Schools: All                  Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Evaluation of existing academic programs and services will be conducted and reviewed for improvements. D/F list will decrease by 5% from the previous year. The 10th graders will improve on the CAHSEE by 5% from the previous year. Drop-out rate will decrease by 0.1% from the previous year.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The percent of students on the D/F list from Fall 2013 to Fall 2014 increased by 7.6%.                  10<sup>th</sup> grade CAHSEE scores will become available July 2015. The drop-out rate decreased by 0.01% from 2012-13 to 2013-14. The drop-out rate for 2014-15 is yet to be determined.</p>
<p><b>LCAP Year 2014-15</b></p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>a. Implement an action plan that addresses processes for new course selection, registration, master schedule building, and section allocations.</p>	<p><b>\$1,500</b> release time for committee.                  - Department Chair members will lead process among faculty at individual school sites.                  - Survey students and parents regarding awareness of academic</p>	<p>The number of courses that are available to students have been decreased leaving the availability more focused on courses that are appropriate for the current student population. New courses were added until it was analyzed as to how it would affect the entire school. Department Chairs have been involved in the choice of sections to offer, but no formal committee was established to generate a plan that addresses section offerings.                   AHS added a Makers class after meeting with HROP to secure funding for course and equipment. Training monies were appropriated for the teacher to attend workshops and Makers Fair attendance. An addition of an increase in Study Skills courses was researched for need and additional section of Study Skills was added to address students on the D/F list and low academic</p>	<p>Release time <b>\$0.00</b>                   HROP Maker's Class \$0 – paid by HCOE                   Additional Study Skills Class</p>

	<p>programs and services available</p> <ul style="list-style-type: none"> <li>- Utilize LCAP Parent Advisory Council, individual school Site Councils, Tiger Inc and Panther Partners for input and feedback.</li> <li>- Discuss and share findings with Board of Trustees at a minimum of one board meeting per year.</li> </ul>	<p>performance. Arcata Arts Institute (AAI) received demo site planning monies for new course sequencing added to incorporated Career Technical Education (CTE) frameworks and pathways which resulted in Product Innovation and Design course added for 2015-16. Meetings occurred between AAI and the English departments, which resulted in restructuring course sequencing within the AAI framework. This restructuring will reduce the block scheduling in the afternoon, which will free up the master schedule.</p> <p>The district-wide math departments have researched the best course sequence to offer students. They worked with feeder schools, visited other high schools, participated in county consortium's, and in professional readings around math in the common core. The department decided that integrated math, which is a significant shift, is the best curriculum sequence for students. The department is planning for integration math courses in 2015-16. During the January board meeting the math Department Chairs presented on the decision formally.</p> <p>A survey of students and parents regarding awareness of academic programs and services available has not occurred.</p> <p>Various parent and community advisory committees are in place. Advanced Auto and Advanced Metal at MHS have advisory boards. Future Farmers of America (FFA) has an advisory board as well. Parents meet during 8<sup>th</sup> grade parent night, IB information night for sophomores</p> <p>An IB survey of the faculty, parents and students was conducted. The participants included graduates as well. From this survey we learned that we needed to communicate better with students and parents about program expectations and academic planning. We also found that we need to more deliberately schedule local</p>	<p>\$15,000</p> <p>Demonstration grant Staff Development \$10,770.08</p>
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		and IB assessments to even out the workload for students.	
		The LCAP progress is a standing item for board and administrators meetings.	
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
b. Potential outcomes from action plan process are: -purpose/relevance of singleton classes will be reviewed and determined. - is there a need to alter course offerings to enhance relevance and allow for purposeful student choice. -improved efficiency, communication, and proactive practices.	<b>\$5,000</b> Capturing Kids Hearts Training, Summer of 2014.	Fourteen staff and one board member participated and provided supportive feedback in the Capturing Kids Hearts training. The district received a \$25,000 grant to train 50 NHUHS employees in June of 2015.	Paid June 2014
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
c. Student support services such as nursing, academic counseling, crisis counseling, career center, special education and vocational services will be evaluated for efficiency, connectivity, and enhanced to allow for a proactive results.	<b>\$10,000</b> towards professional development in enhancing student support services.	Counselors, district-wide, have updated their web page in 2014-15. Counseling services are also discussed during parent meetings such as Back-to-School Night and Freshmen Orientation. The Student Services brochure has been updated. Counselors discussed how to reach more students and improve	Staff Development for student services <b>\$3,768.50</b>

	<p><b>\$38,001</b> for Nursing services . of .44 FTE x 2 and <b>\$89,720</b> for Psychologist of .4 FTE x2., <b>\$151,916</b> for Guidance Counselor at 1.76 FTE, Crisis Counselors</p>	<p>college nights at the January in-service. They also developed a series of seminars during study hall, which will begin in the Junior year and go through the Senior year. Topics will vary for the seminars. 2014-15 will focus on college entrance requirements.</p> <p>Counselors went to San Diego and Oregon for college counseling and common core professional development. Counselors also participated in local training with College of the Redwoods and Humboldt State. Common core funding was used for counselors to participate in the professional development. In addition, the Crisis Counselor and Nurse went to training.</p> <p>Special Education and 504s need to be evaluated for efficiency. Special Education teachers went to Seattle for common core professional development. MHS recently freed up a section during 3rd period for Special Education academic testing.</p> <p>The Career Center conducted meetings with stakeholders, community business, AHS admin to get feedback and review avenues for improvement of services delivered. Some changes were made to the Speaker Series adding sections throughout the district. Changes were made to the job shadow format providing additional opportunities for students.</p>	<p>Nursing services <b>\$46,944.09</b> Psychologist <b>\$77,227.41</b> Crisis Counselor <b>\$156,422.00</b></p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>d. At-risk and high needs populations will be identified and services for these students will be evaluated.</p>	<p>District administration will</p>	<p>Due to more stringent requirements from the state, the district has improved systems of identifying students who qualify for free</p>	

	<p>devise plan for integration of services and programs to leverage support and serve more students.</p> <p><b>\$12,176</b> for Indian Education and <b>\$43,581</b> for Instructional Aides</p>	<p>and reduced lunch, foster youth, homeless, migrant and English Language Learners. The services provided to these at-risk and high needs populations have not been evaluated. Measuring the effectiveness of said services is challenging.</p>	<p>Indian Education <b>\$11,013.00</b> Instructional Aides <b>\$43,827.15</b></p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>e. Mentorships within the community will be enhanced. Including connections with CAL-SOAP, WIA and TRIO</p>	<p>Applying for Career Partnership Grant as a county consortium. Arcata Arts Institute model may be duplicated across district.</p>	<p>Relationships with colleges via TRIO (HSU) and Upward Bound (CR) have improved. The College and Career Center set up job shadowing and ran a career speaker series with different topics. Grad Panels were available for students to hear tips from graduates. The Career Fair occurred in May for the district.</p> <p>Planning is occurring for a Pathways Grant, which will enhance the AAI program to be duplicated at MHS through a Makers class.</p> <p>Success in Both Worlds, a Native American Conference, occurred in 2014-15. The Native American Club's participation increased due to the coordinator pushing that the club looks good on their</p>	



		<p>resume. A workshop occurred for freshmen and new students as the beginning of the school year. Talent Search and Upward Bound presented at the workshop.</p> <p>Workforce Investment Act (WIA) is designed for low-income students and provides school and career counseling and support. Emphasis for 2014-15 in NHUHS was agriculture incorporating farm to table to help build up school gardens and provided food for the district lunch program.</p> <p>The Career Fair was May 7, 2015.</p>	<p>WIA grant \$86,428</p>
<p>Scope of service:</p> <p>LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p>LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Goal 2 will be re-directed to look at school environment for all to safe and feel comfortable while being a part of the school community. Academic centered actions will be absorbed in Goals 1 and 4. Student services will be in the focus of this goal.</p>	

<p>Original GOAL 3 from prior year LCAP:</p>	<p>NHUHSD will diversify and improve methods of communication for all stakeholders.</p>		<p>Related State and/or Local Priorities:                  1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u>                  7 <u>X</u> 8 <u>X</u>                  COE only: 9__ 10__                  Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>New communication media will be put in place and stakeholders will be educated on its use. Attendance rates will increase by 2% from the previous year. Use of student services by 5% from the year. Suspension rates will decrease by 1% from the previous year.</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>The district has purchased an app to help with communication among stakeholders. Stakeholders have not been educated in us of the app. Actual attendance rates will be determined after P2, or March 20, 2015. P1 shows a decline by 20.79 students from prior year. Suspension rates dropped by 0.54% from 2012-13 to 2013-14. The rates for 2014-15 is yet to be determined.</p>	
<p><b>LCAP Year: 2014-15</b></p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>
<p>a. Alternative mediums will be explored for communication with parents and students.</p>		<p>Office staff will be more effective in gathering contact information to better use Schoolmaster and School Reach. Social Media will be explored as a further option. Increase Public Service Announcements</p>	<p>a. The District purchased an “app” to boost communication opportunities with parents/community. The App is called “School Reach.” Initial training was January 12, 2015. The app can be downloaded through Google Play and the App Store. District Technology Committee discussed uses at sites for the app during their February 12, 2015 meeting.</p>		<p>New App \$1,649.25</p>

		(PSAs), media and press releases.			
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>b. Advertisement regarding support services will be improved.</p>	<p>Support staff presentations during Safety Day and other events, distribution of pamphlets and posters and increased school web site presence.</p> <p><b>\$7,000</b> Title 1 Coordinator: Plan and implement orientation event for students/parents.</p> <p><b>\$38,214</b> EL Director and EL Coordinators (AHS/MHS) will target families of EL students for attending school events, functions.</p> <p><b>\$1,569</b> Parent Project. Jointly organized</p>	<p>Parent nights such as Freshmen Orientation and Back-to-School Nights as well as Safety Day for the students involve support services personnel where services are advertised. The Crisis Counselor developed a Teen Talk where he takes high school students to McKinleyville Middle School to talk to middle school student. Student services are also being advertised via the update of the counseling web sites where course offerings, course information and delivery of services are communicated.</p> <p>Title I Coordinators district-wide went to the Title I National Conference in February 2015 in Salt Lake City.</p> <p>The Parent Project was expanded through a grant, increasing the number of presenters and allowing for additional sessions. The project is planning to add support services focused on helping high needs students.</p> <p>An anti-bullying information card, similar to the suicide prevention card, was created and distributed through the Wellness Committee.</p> <p>The Crisis Intervention Team attended workshops through Humboldt County Mental Health and Human Services designed to broaden impact countywide.</p> <p>The Department of Health and Human Services grant will fund additional Capturing Kids Hearts training, June 2015.</p>	<p>Title I Coordinator <b>\$8,214.89</b></p> <p>EL Director and EL Coordinators <b>\$50,423.92</b></p> <p>Parent Project <b>\$1,551,14</b></p>
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	<p>program with Arcata Police Department to assist parents in developing managing/parenting skills for students exhibiting at-risk behaviors.</p> <p><b>\$3,925</b> for Title I Coordinator,  <b>\$34,289</b> for EL Coordinator/Aide,  <b>\$1,569</b> for Parent Project</p>		<p>Title I Coordinator  <b>\$8,214.89</b>  EL Director and EL Coordinators  <b>\$50,423.92</b>  Parent Project  <b>\$0.00</b></p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>
<p>c. Attendance communication with students, parents and staff will be improved through additional notifications.</p>	<p>With better information in School Master possible use of text and email in addition to phone and mail</p>	<p>Sites have increased the frequency of communication, specifically written, verbal and face-to-face with students, parents and staff. The involvement in SARB this year has also increased in attempts to improve attendance. AHS changed the message to All Call Home, which improved the specificity of the message. Review of and distribution of attendance brochure occurred at Back-to-School Night and Freshmen Orientation. This district also rolled</p>	<p>SchoolMaster annual fee and upgrade to online gradebook pilot  <b>\$11,055.69</b></p>

		notification.	out an “App” to improve communication. SchoolMaster has an online component that assists in staff viewing attendance history.	
		<p><b>\$10,072</b> SchoolMaster LMS, parent-student access to gradebook and online data information.</p> <p><b>\$5,000</b> Consider upgrading current software or purchasing new technology if needed.</p>		District App <b>\$1,649.25</b>
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
d. Communication with business partners will be enhanced with the purpose of assisting students to be placed in local businesses for work experience.		Increased admin and staff participation in Rotary and Chamber of Commerce as well as an increased	The Superintendent joined the Mad River Rotary Club. Arcata High participates in the Arcata Rotary Pancake Feed. Students achieving the top 10% of their class are recognized by the rotary via an end of year award. Participation in the Interact Club, which is sponsored by Arcata Rotary (Afternoon) has increased.  Students are placed in mentorships via the Auto Program, AAI,	

		emphasis on internships in addition to Work Experience.	the Career Center and WIA.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
e. Student achievement data including local assessments and state testing results will be communicated more effectively to parents, students and faculty.		Admin, office and teaching staff will review current mechanisms and consider improvements.	District-wide mathematics department chairs looked at historically D/F lists for the purpose of determining to go integrated vs. traditional. MHS Principal, brought the D/F list to department chairs, which then they brought it to the faculty. Teachers are going over CAHSEE scores with students. Once CAHSEE results are received, parents are notified by mailing the score sheets with a cover letter. PASS is used as a tool to communicate progress with parents. Teachers update grades more since we can now update grades via the online SchoolMaster system and parents are looking at the grades online more frequently. Results of CAHSEE are put into a spreadsheet and sent out to English, math and Special Education teachers.  At Arcata high the D/F list has an internal committee for review, which includes Instructional Coaches, Assistant Principal, Student	

		<p>Assistance Team, and EL Coordinator. This committee is continually trying to build a better model. Special Education increased communication and focus as related to the CAHSEE. Special Education reviews all new testing and procedures that came into effect with SBAC and review as part of the IEP process including parents. State improvements to SARC report format has made it easier for student achievement data to be released and interpreted.</p> <p>The district app also assisted with communication of student achievement data.</p>	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>f. Communication with families when they leave the district will continue until the student is placed in a new educational organization.</p>	<p>Admin and office staff will evaluate student check out policies and expand outreach after students leave.</p>	<p>Increased state scrutiny has made tracking students who have dropped a top priority. Follow through has become important to determine student enrollment at their new location. In response, communication among staff as tracking occurs has improved. Emphasis has been placed on student transition meetings for students with IEPs for students leaving the district.</p>	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	



<p>g. Improved communication will occur for special education support services, parents and students.</p>		<p>Inservice for staff regarding IEP and 504 goals and grade reporting.</p>	<p>A one-day sub for every Special Education teacher each semester prior to when grades come out was put in place so all general education teachers can come and report to them. This has helped Special Education teachers complete their goal report, which distributed to parents with the report cards. A restructuring of the 504 process occurred and improved the delivery of services.</p>	<p>Special Education Sub teacher costs \$2,938</p>
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>	
<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Goal 3 was assessed due to the overlap in actions with other goals. A few actions were important enough to keep Goal 3, but the majority of the actions were incorporated into other goals.</p>		

<p>Original GOAL 4 from prior year LCAP:</p>	<p>NHUHSD will improve academic performance for high needs populations as measured by "D/F" list, CAHSEE, drop-outs, and attendance rates.</p>		<p>Related State and/or Local Priorities:                  1_ <u>X</u> 2_ <u>X</u> 3_ <u>X</u> 4_ <u>X</u> 5_ <u>X</u> 6_ <u>X</u>                  7_ <u>X</u> 8_ <u>X</u>                  COE only: 9_ <u>  </u> 10_ <u>  </u>                  Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools: All</p>			
		<p>Applicable Pupil Subgroups:</p>	<p>High needs populations (SED, SWD, EL)</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>D/F list will decrease by 5%. CAHSEE for 10th graders will improve by 5%. Drop-outs will decrease by 0.01% and attendance rates will improve by 2% from previous year.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The percent of students on the D/F list from Fall 2013 to Fall 2014 <i>increased</i> by 7.6%.                  10<sup>th</sup> grade CAHSEE scores will become available July 2015. The drop-out rate decreased by 0.01% from 2012-13 to 2013-14. Actual attendance rates will be determined after P2, or March 20, 2015. P1 shows a decline by 20.79 students from prior year.</p>		
<p><b>LCAP Year: 2014-15</b></p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>
<p>a. Current services for the high needs populations will be identified, evaluated and altered as needed. Additional services will be put in place on an as needed basis.</p>		<p><b>\$48,619</b> is the Executive Director's Salary devoted to supervision of Special Education. The Special Education population continues to increase well</p>	<p>The Special Education populations has been growing, particularly students who have issues that are beyond the scope of the district to handle such as severely emotionally disturbed and sign language. In 2014-15, NHUHSD has made a commitment to three additional placements in residential facilities with two more coming in as freshmen in 2015-16. We have increased our support in that portion of Special Education population. The School Psychologists have visited the residential facilities to assess the student's IEP needs. The Special Education Committee meets once a month and has created a Special Education handbook that outlines protocols and procedures in the district</p>		<p>Executive Director salary <b>\$44,517.13</b></p>

	<p>above state averages. Services and program will be evaluated to determine effectiveness, duplicity, and function.</p>	<p>(e.g. IEP process, SAT and SST processes). Also this year, a Special Education Instructional Aide handbook was developed. School Psychologists provided training to staff on the Child Find, which are federal and state regulations stating all school employees are obligated to find students who need services. There has been an additional push with compliance due to teachers not following up with SEIS and past due IEPs. CAHSEE exemptions and waivers have new regulations that were put in place. Online curriculum options for Special Education assistive technology was implemented which resulted in access to more iPads.</p>	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>b. Analyze, review, and restructure suspensions, suspended expulsions, and expulsions to determine the effectiveness of these policies. In addition, there will be a determination of any disparities that may exist of these offenses between different student population groups.</p>	<p>On June 18, 2014 the NHUHSD administrative team will meet to review current suspension, suspended expulsions, and expulsion policy effectiveness with a goal to implement proactive responses.</p>	<p>In the Summer of 2014 the entire NHUHSD administrative team began focus group discussions regarding suspension and expulsion policies and practices. The group specifically discussed transition norms for the length of suspensions and restorative practices. On October 20, 2014, the district’s legal counsel conducted a full day in-service with Nohum administration regarding effective and best practices for suspensions and expulsions. To enhance consistency, the district facilitated the created of a discipline handbook, which solidified all procedures for suspensions and expulsions. The specific focus was to develop rehabilitation plans for suspended expulsion contracts.</p>	<p>Staff Development provided by School and College Legal Services Annual Contract \$21,067</p>

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
c. Employ variety of services to address the ever growing need for student mental and emotional health needs.		<p><b>\$77,770</b> is allocated for 0.4 FTE x 2 Crisis/Mental Health Counseling that assist administration and academic counselors in meeting mental health needs of students. This student support team will continue to evaluate services to determine additional needs.</p>	<p>The Student Crisis Team support group started meeting on February 24, 2015. They met regularly on Tuesday nights for the outside support group and during 4<sup>th</sup> period for the inside support group. Topics that were discussed were relationship issues both healthy and not healthy.</p> <p>For the Class 2 and 3 mental health cases as determined by the Humboldt County Mental Health Referral Process, Remi Vista and Changes Tides have been brought in to provide services for students. A non-financial MOU for these students has been developed for long term care.</p> <p>Crisis Counselor, splits his time among multiple groups and has recently added Eagle Point, the emotional disturbed students to his caseload. Chris now spends a full day a week dedicated to Tsurai High students. The native population receives services through Two Feathers.</p> <p>The Harassment Program and Restorative Justice Practices have been implemented in 2014-15.</p> <p>Plans for 2015-16 has started which include targeting suicide prevention presentations in the classrooms.</p>	Crisis/Mental Health <b>\$79,777.06</b>	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
d. There will be an evaluation of the alternative education schools, remedial programs and course offerings as drop-out prevention, credit recovery and learning environment improvement that is more conducive to meeting individual needs of at-risk student populations.		Currently <b>\$54,336</b> is allocated to Summer School to serve students in need of remediation/drop-out prevention instruction. In addition, <b>\$148,349</b> is provided for the District's Community Day School to serve severely at-risk students. Finally, the District runs two Continuation High Schools and an Independent Study Program that serve at-risk populations.	In August 2014, the board approved restructuring the Community Day School. We incorporated an Early Intervention Model with Tsurai High Continuation. The change boosted elective opportunities and streamlined staff and services.	Summer School <b>\$48,703.52</b>  Community Day <b>\$156,259.00</b>	
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL OR:			<input checked="" type="checkbox"/> ALL OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
e. Curriculum will be evaluated to insure that it is purposeful through the embedding of real life experiences (see Goal 1, Action C), in efforts to increase student motivation to improve academic performance and attendance.		The District has committed to 5 instructional coaches to assist staff with their curriculum and teaching strategies. Each site through their Department Chairs will work collaboratively for curriculum development.	Instructional Coaches have been working with department, individual teachers and through mini workshops to assist teachers in improving their teaching strategies to enhance student centered learning and help to deliver more relevant curriculum. All departments have participated in infusing common core curriculum with a focus on reading and writing.		Instructional Coaches <b>\$271,795.14</b>
<b>Scope of service:</b>	LEA-wide		<b>Scope of service:</b>	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
f. The number of course offerings will be evaluated for purpose and intent in efforts to promote motivation and student success.		<b>\$225,839</b> is currently allocated to the comprehensive sites for reduced class size for socio-	Conversations occurred between the administration, department chairs in both English and Math regarding appropriate class size and who should teach each class. Science and Career Technology paired down their class offerings to be more realistic based on current student populations needs.  The Makers class as well as Product Innovation and Design were		Reduced class sizes (17 sections) <b>\$322,859.00</b>

		economically disadvantaged low performing students and the specific allocation of these funds towards class offerings will be evaluated on a yearly basis.	added to the course offerings under a new STEAM (Science, Technology, Engineering, Arts and Math) category of courses. Study Skills sections increased in response to increased number of students with disabilities.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
g. Alternative schedules will be visited so that the structure of the instructional schedule for each site will be evaluated for overall student achievement.		Discussion regarding potential alternative schedules and will continue (see Goal 2, Action B).	The Armack Band was restructured and moved from a daily class before school to a three-day a week after school block schedule class. AAI is planning to restructure in the 2015-16 school year which will adjust the block scheduling. CR courses available during school have provided a high level Calculus course to be taught during the school day. CR before and after school classes on both sites within the district are now available as well.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>h. Improved communication will occur for special education support services, parents and students (see Goal 3, Action G) to increase academic and attendance support.</p>	<p>The District will work to expand communication efforts particularly with the special education students (See Goal 3).</p>	<p>Special Education students now receive a goal report along with the report cards at the end of each semester.</p>	
<p><b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b></p>	<p>This goal will specifically focus on academic achievement for students with high needs. Actions included in this subgroup will be improving appropriate services that meet students' needs. Topics that will be included in this goal include an intervention process for high needs students, school safety, school climate, communication and discipline policies.</p>		



<p>Original GOAL 5 from prior year LCAP:</p>	<p>NHUHSD will support site goals and objectives by maintaining a continuum of services and programs designed to increase student achievement and prepare students for success as they transition to college and/or career.</p>		<p>Related State and/or Local Priorities:                  1_ <u>X</u> 2_ <u>X</u> 3_ <u>X</u> 4_ <u>X</u> 5_ <u>X</u> 6_ <u>X</u>                  7_ <u>X</u> 8_ <u>X</u>                  COE only: 9_ 10_</p> <p>Local : Specify _____</p>
<p>Goal Applies to: Schools: All                  Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Complete LCAP Goals 1-4 to NHUHSD vision and goals to be developed by the Board of Trustees in August 2014.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The Board created a district vision statement and goals. Commonalities between district and site goals were identified.</p>
<p><b>LCAP Year: 2014-15</b></p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>The operational budget for NHUHSD revolves around meeting this goal.</p> <ul style="list-style-type: none"> <li>a. AHS/MHS Instructional salaries/benefits</li> <li>b. AHS/MHS instructional</li> <li>c. AHS/MHS Supplies/Services</li> <li>d. Special Education</li> <li>e. Alternative Education</li> <li>f. Pupil Services</li> <li>g. Library/Media</li> <li>h. Transportation</li> <li>i. Special Education Transportation</li> </ul>	<ul style="list-style-type: none"> <li>a. \$6,389,536</li> <li>b. \$922,297</li> <li>c. \$796,551</li> <li>d. \$2,720,205</li> <li>e. \$528,668</li> <li>f. \$820,584</li> <li>g. \$234,174</li> <li>h. \$301,083</li> <li>i. \$185,701</li> <li>j. \$204,751</li> <li>k. \$335,895</li> <li>l. \$532,386</li> </ul>	<p>Modifications to the budget in 2014-15 occurred as needed.</p>	<ul style="list-style-type: none"> <li>a. \$6,646,432</li> <li>b. \$1,070,350</li> <li>c. \$832,756</li> <li>d. \$2,806,850</li> <li>e. \$570,351</li> <li>f. \$923,589</li> <li>g. \$246,870</li> <li>h. 327,590</li> <li>i. \$190,327</li> <li>j. \$342,242</li> <li>k. \$343,019</li> <li>l. \$520,887</li> </ul>

j. Technology Support k. Athletics l. Fiscal Service m. District Administration n. Maint. and Operations	m. \$704,431 n. \$1,452,502		m. \$709,567 n. \$1,544,541
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 5 is not a useful goal for the district. The information from this goal will take the form of a pie chart which will be placed in the budget narrative in Section 2. Expenses will be shown as they relate to other goals.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>810,377</u>
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The Supplemental/Concentration funding for 2015-2016 is estimated at \$810,377. The District is budgeting to spend **\$835,734** to serve students qualified as supplemental/concentration. The District is using these funds for a variety of purposes. We allocate 17 sections to reduce the ratio of students to teachers. 55% (**\$177,707**) of the cost is paid for out of Supplemental/Concentration funds. In addition, the District provides two EL Coordinators, a .10 FTE EL Director, and 2.44 FTE for aide support (**\$115,939**). The District provides remedial education support in the form of summer school, independent study, and alternative education programs. The summer school is paid for with Supplemental/Concentration funds (**\$55,863**). The District provides a variety of support services, including nurses, guidance and crisis counselors, and psychologists at a cost of **\$383,181**. . The district also contributes **\$12,197** to support the Indian Education students. The District employs .8 FTE of math coaches to improve delivery of curriculum (**\$78,861**).

The District is using these funds in a schoolwide manner. This is the best use of these funds, because the District has made it a priority to have consistent and equitable programs across the sites. Unduplicated pupils are served with the reduction of students to teacher ratio, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education with the costs mentioned above. Based upon input we received during our stakeholder outreach, we feel the above services are the best use of the Supplemental/Concentration funds. In addition, the administration holds weekly meetings with administrators and values a team approach.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.05	%
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Based on the Proportionality calculator, the District is required to show increased or improved services valued at 7.05% in 2015-2016. As funding is restored the ratio of students to teachers is gradually being reduced to 2007/2008 levels. The District understands the need to have an even smaller ratio for the Supplemental/Concentration students. We have developed a formula to allocate additional sections for that population of kids. The ratio has been reduced to 4.7 which equals an average class size of 23.5 as opposed to the ratio for non-unduplicated pupils of 5.05 or a class size of 25.25. Based on the formula, this adds an additional six sections to our normal section allocation. In addition, the district has increased its contribution of sections to alternative education school(s). The district as increased its contribution to the Indian Education program as other available funding has diminished. Based on the results of our needs assessment, the district is shifting the attention of support staff to increase outreach to the EDY/Foster/EL students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).