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

Introduction:

LEA: Southern Humboldt Joint Unified  
Contact: Catherine Scott, Superintendent, cscott@sohumusd.com, 707-943-1789  
LCAP Year: 2015-2016

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.

Southern Humboldt Joint Unified
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

At the October 2014 Board Meeting, the Board of Trustees reviewed the LCAP Timeline which outlined the activities surrounding the creation of this plan. Dates were set for three LCAP Townhall Meetings.

Opportunities for input:

Parent/Community/Staff: We held three townhall meetings around the district focusing on data from the different school sites. We promoted these meetings by sending a letter to all the parents/guardians in the district explaining the new system and requesting input, postings on our Facebook pages with reminders, radio shows, news paper articles and utilization of the district phone all-call system 24 hours before each meeting.

On October 16, 2014, we met at Redway Elementary School to discuss Redway Elementary and Whitethorn Elementary. No one attended the meeting. On October 23, 2014, we met at Miranda Junior High to discuss Agnes J. Johnson Elementary, Miranda Junior High and South Fork High School. Attendance was limited. On December 2, 2014, we met at Casterlin Elementary to discuss Casterlin Elementary and South Fork High School.

Parent Advisory Committee: In the letter that was sent out to all homes in the district and at each of the Townhall meetings we asked for volunteers for the Parent Advisory Committee. We also made phone calls requesting participation of those parents who would represent specific groups within the community. We held one meeting on April 15th providing the members of the committee with all the data and a draft of the LCAP and receiving input. No one attended.

Staff: Two meetings were scheduled at two different sites to allow for the staff to have input on the LCAP. The first one was held at Redway Elementary School on February 25th. The second was held at Miranda Junior High on March 25th. The Redway meeting actually turned into SHTA meeting as the only staff present represented the bargaining unit and SHTA Leadership requested that this be the official consultation meeting.

Bargaining Units: As mentioned above, SHTA consultation was held on February

Impact on LCAP

As in the 2014-2015, stakeholders meetings indicated that class size and grade level configurations were top priority for most stakeholders. One major concern for the small elementary schools was the multiple grade levels in one classroom. This situation is particularly problematic for Casterlin. However, our largest elementary classroom is at Agnes J. Johnson with 30 students and 3 grade levels. Our eighth grade class at Miranda Junior High is over 60 students. Being staffed with only two sections, this led to classes of over 30. This was of concern.

The need for increased technology support was discussed at the Miranda LCAP Townhall Meeting.

There is great interest by all stakeholders for a formal Response to Intervention at all levels. With the addition of the Director of Student Services position in 14-15, we are ready to tackle this goal in the coming years.

Student discussion focused around the length of lunch times, the need for AP classes, more foreign languages and more electives. Students were also concerned about gym space availability for sports teams given the opening of Miranda Junior High. Students were also concerned about teacher turnover.

There are no foster youth in the district.
<table>
<thead>
<tr>
<th>Students:</th>
<th>Annual Update:</th>
</tr>
</thead>
<tbody>
<tr>
<td>On February 26, 2015, the Board of Trustees met with students grade 7-12 at a Board Meeting. The superintendent had previously met with the ASB representatives and shared information about the 8 State Priorities and shared the LCAP from 2014-2015. The ASB representatives met with all students grade 7-12, explained the 8 State Priorities and LCAP. Students came to the meeting with pre-written questions and suggestions focused on the 8 priorities.</td>
<td>Input from stakeholder groups indicated an overall approval of the progress made. Stakeholders were pleased with class sizes at most sites, the additional staff hired and opening of Miranda Junior High. It was noted that the formal training for custodians has not taken place. Furthermore, it was noted that more attention needed to be paid to RTI and GATE programs in the coming year.</td>
</tr>
</tbody>
</table>

A draft of the LCAP was provided to the board at both the May board meeting for review.

**Annual Update:**

At the above referenced meetings, discussion was also held about progress towards meeting our LCAP Goals for the 2014-2015 year. Updated data that was available was presented and discussed.
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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.
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 school sites 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 schoolsites 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.

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**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?
**GOAL:**  
All students will have a safe, clean learning environment

**Related State and/or Local Priorities:**  
COE only: 9. ___ 10. ___  
Local: Specify ___________________

**Identified Need:**
- Current district attendance rate is 95% as evidenced by P2 Attendance Report  
- Currently, 33% of 7th graders score high on the school connectedness scale on the 2012 CHKS.  
- High School Dropout Rates 2011-12 rate 6%  
- High School Graduation Rates 2011-12 rate 84.31%  
- We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule  
- Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise

**Goal Applies to:**  
- Schools: All  
- Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension data as reported in Schoolwise</td>
<td>Suspension rates will decrease an additional .05</td>
</tr>
<tr>
<td>Expulsion data as reported in Schoolwise</td>
<td>Maintain 0% or decrease by .05</td>
</tr>
<tr>
<td>Attendance rates as reported in Schoolwise</td>
<td>Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance.</td>
</tr>
<tr>
<td>Connected reported by 7th graders as reported in the CHKS, connectedness scale on the 2012 CHKS.</td>
<td>Not applicable in this year as CHKS will not be administered.</td>
</tr>
<tr>
<td>Facilities in good repair as documented in the Williams Inspection tool</td>
<td>All areas will receive a rating of fair or better.</td>
</tr>
<tr>
<td>Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents.</td>
<td>Areas rated fair will be reviewed and considered for repair</td>
</tr>
<tr>
<td>Chronic Absenteeism as reported Schoolwise</td>
<td>Set baseline for participation rate. Baseline will be used to set improvement targets for 2016-2017.</td>
</tr>
<tr>
<td>Middle School Dropout Rate</td>
<td>Decrease by 2%</td>
</tr>
</tbody>
</table>

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**Southern Humboldt Joint Unified**
SHUSD does not currently operate a middle school
First junior high dropout rate will be available 2017-2018

High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%

High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31%

Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule

Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise

Results on President Fitness Test

### Actions/Services

<table>
<thead>
<tr>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>$265,959 - RS 0000 LCFF - custodial salaries and benefits</td>
</tr>
<tr>
<td>OR:</td>
<td>$95,624 RS 0001 LCFF Salaries &amp; Benefits</td>
</tr>
<tr>
<td>Low Income pupils</td>
<td>$4,500 RS 3010 Professional Development paid for from Title 1.</td>
</tr>
<tr>
<td>English Learners</td>
<td>$61,814 RS 3010</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
</tr>
<tr>
<td>Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
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<tbody>
<tr>
<td>Custodial hours have been increased for the 14-15 school year based on a comparison to CASBO recommendations and will continue in the 15-16 year.</td>
</tr>
<tr>
<td>Professional development for custodians held</td>
</tr>
<tr>
<td>Continue to support PPS credentialed counselor at MJH and SFHS to increase services to the SED/El population to determine what college services are available for them as well as early detection for needed academic intervention</td>
</tr>
<tr>
<td>Provide additional Professional Development for PBIS</td>
</tr>
<tr>
<td>Maintain increased certificated and classified staff to support MJH as separate campus- continue to monitor the need for staffing</td>
</tr>
<tr>
<td>Continue to support MJH Booster Club to increase part involvement to assist the students at MJH to be active and successful at school.</td>
</tr>
<tr>
<td>Increase Technology Coordinator position to full time to better support growing technology infrastructure.</td>
</tr>
<tr>
<td>Contract with College Consultant to provide additional knowledge and support for all students.</td>
</tr>
<tr>
<td>Continue to support PPS counselor, increased certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSE results.</td>
</tr>
<tr>
<td>Director of Student Services position hired in 14/15 will continue to support the development of RTI.</td>
</tr>
<tr>
<td>Continue to seek aides for additional support for EL population.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Expected Annual Measurable Outcomes:</strong></td>
</tr>
<tr>
<td>Suspension data as reported in Schoolwise</td>
</tr>
<tr>
<td>Expulsion data as reported in Schoolwise</td>
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<td>Attendance rates as reported in Schoolwise</td>
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<tr>
<td>Connected reported by 7th graders as reported in the CHKS, connectedness</td>
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</table>
Facilities in good repair as documented in the Williams Inspection tool

Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents.

Chronic Absenteeism as reported Schoolwise

Middle School Dropout Rate
SHUSD does not currently operate a middle school
First junior high dropout rate will be available 2017-2018

High School Dropout Rates as documented in Schoolwise
2011-12 rate 6%

High School Graduation Rates as documented in Schoolwise
2011-12 rate 84.31%

Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule

Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise

Results on President Fitness Test

<table>
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<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All areas will receive a rating of fair or better.</td>
<td>Areas rated fair will be reviewed and considered for repair.</td>
<td>Increase percent of parents participating and making decisions over 2015-16 baseline.</td>
<td></td>
</tr>
<tr>
<td>Decrease by additional 1%</td>
<td>N/A</td>
<td>Decrease by .05%</td>
<td></td>
</tr>
<tr>
<td>Make continual progress to increase rate to 95%</td>
<td>Maintain class offerings. Increase number of student completion rates over 2015-16 baseline.</td>
<td>Maintain number of student completion rates over 2015-16 baseline.</td>
<td></td>
</tr>
<tr>
<td>Maintain</td>
<td>8 students enrolled</td>
<td>Maintain</td>
<td></td>
</tr>
</tbody>
</table>

Southern Humboldt Joint Unified
- Custodial hours have been increased for the 14-15 school year based on a comparison to CASBO recommendations and will continue in the 15-16 year.

- Professional development for custodians held

Continue to support PPS credentialed counselor at MJH and SFHS to increase services to the SED/EI population to determine what college services are available for them as well as early detection for needed academic intervention

- Provide additional Professional Development for PBIS

Maintain increased certificated and classified staff to support MJH as separate campus - continue to monitor the need for staffing

Continue to support MJH Booster Club to increase part involvement to assist the students at MJH to be active and successful at school

Increase Technology Coordinator position to full time to better support growing technology infrastructure.

Contract with College Consultant to provide additional knowledge and support for all students.

<table>
<thead>
<tr>
<th>Subgroups: (Specify)</th>
<th>MJH</th>
<th>SFHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>X_ALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
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<td></td>
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<tr>
<td>proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th></th>
<th>MJH</th>
<th>MJH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits</td>
<td>$95,624 RS 0001 LCFF</td>
<td>$4,500 RS 3010 Professional Development paid for from Title 1.</td>
</tr>
<tr>
<td>Salaries &amp; Benefits</td>
<td>$58,746 RS 0000 LCFF (VP)</td>
<td>$61,418, RS 3010</td>
</tr>
<tr>
<td>Salaries &amp; Benefits</td>
<td>$12,767, RS 0000 LCFF</td>
<td></td>
</tr>
</tbody>
</table>
Continue to support PPS counselor, Increased Certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSE results

Director of Student Services position hired in 14/15 will continue to support the development of RTI.

| LEA-wide | __ALL
|---------------------------------------------------------------| $102,976 RS 0000 LCFF: + $46,872 RS 0000 + $45,676 RS 9020 + $9,785 RS 4126 + $59,330 RS 0000 = $264,639 |
| OR: x Low Income pupils _English Learners __Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) | |

Continue to seek aides for additional support for EL population

| ALL | __ALL
|---------------------------------------------------------------| $129,790 RS 0001 |
| OR: _Low Income pupils x English Learners __Foster Youth x Redesignated fluent English proficient ___Other Subgroups:(Specify) | EL aides salary & benefits |

### LCAP Year 3: 2017-18

<table>
<thead>
<tr>
<th><strong>Expected Annual Measurable Outcomes:</strong></th>
<th><strong>Metric</strong></th>
<th><strong>Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension data as reported in Schoolwise</td>
<td>Suspension rates will decrease an additional .05</td>
<td></td>
</tr>
<tr>
<td>Expulsion data as reported in Schoolwise</td>
<td>Maintain 0% or decrease by .05</td>
<td></td>
</tr>
<tr>
<td>Attendance rates as reported in Schoolwise</td>
<td>Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance.</td>
<td></td>
</tr>
<tr>
<td>Connected reported by 7th graders as reported in the CHKS, connectedness scale on the 2012 CHKS.</td>
<td>Rate will increase to 45%</td>
<td></td>
</tr>
<tr>
<td>Facilities in good repair as documented in the Williams Inspection tool</td>
<td>All areas will receive a rating of fair or better. Areas rated fair will be reviewed and considered for repair.</td>
<td></td>
</tr>
<tr>
<td>Records of number of parents involved and participating in parent</td>
<td>Increase percent of parents participating and making decisions over</td>
<td></td>
</tr>
</tbody>
</table>
organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents.

Chronic Absenteeism as reported Schoolwise

Middle School Dropout Rate
SHUSD does not currently operate a middle school
First junior high dropout rate will be available 2017-2018

High School Dropout Rates as documented in Schoolwise
2011-12 rate 6%

High School Graduation Rates as documented in Schoolwise
2011-12 rate 84.31%

Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule

Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise

Results on President Fitness Test

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Custodial hours have been increased for the 14-15 school year based on a comparison to CASBO recommendations and will continue in the 15-16 year.</td>
<td>All</td>
<td>_X_ALL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_____________________________________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MJH and SFHS</td>
<td>_____________________________________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_X_ALL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_____________________________________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient _Other Subgroups (Specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>_X_ALL</td>
<td></td>
</tr>
</tbody>
</table>

Southern Humboldt Joint Unified
- Provide additional Professional Development for PBIS

Maintain increased certificated and classified staff to support MJH as separate campus - continue to monitor the need for staffing

Continue to support MJH Booster Club to increase part involvement to assist the students at MJH to be active and successful at school

Increase Technology Coordinator position to full time to better support growing technology infrastructure.

Contract with College Consultant to provide additional knowledge and support for all students.

<table>
<thead>
<tr>
<th></th>
<th>MJH</th>
<th>MJH</th>
<th>SFHS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries &amp; Benefits</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$58,746 RS 0000 LCFF (VP)</strong></td>
<td><strong>$61,418, RS 3010</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Salaries &amp; Benefits</td>
<td>Salaries &amp; Benefits</td>
</tr>
</tbody>
</table>

$12,767 RS 0000 LCFF

Continue to support PPS counselor, increased certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSSE results

Director of Student Services position hired in 14/15 will continue to support the development of RTI.

<table>
<thead>
<tr>
<th></th>
<th>ALL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>$102,976 RS 0000 LCFF:</strong> +</td>
<td><strong>$50,128 RS 0000 LCFF</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$46,872 RS 0000 + $45,676 RS 9020 + $9,785 RS 4126 +</td>
<td>Salary &amp; Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$59,330 RS 0000 = $264,639</td>
<td>Salary &amp; Benefits</td>
</tr>
</tbody>
</table>

Subgroups: (Specify)
### Goal #2
Support academic achievement for all students

<table>
<thead>
<tr>
<th>Metric</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure of student achievement using API</td>
<td>Set baseline</td>
</tr>
<tr>
<td>Measure student achievement by SBAC</td>
<td>Increase the number of students scoring proficient or equivalent by 3%</td>
</tr>
<tr>
<td>Measure student achievement by local measures</td>
<td>Set baseline for Math benchmarks</td>
</tr>
<tr>
<td>Rate of Teacher mis-assignment</td>
<td>There will be no mis-assignment of teachers</td>
</tr>
</tbody>
</table>

**Related State and/or Local Priorities:**

- 1
- 2
- X
- 3
- X
- 4
- X
- 5
- X
- 6
- X
- 7
- X
- 8

**COE only:**

- 9
- 10

**Local:**

Specify

---

Continue to seek aides for additional support for EL population

<table>
<thead>
<tr>
<th>Subgroups: (Specify)</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL aides salary &amp; benefits</td>
<td>$129,790 RS 0001</td>
</tr>
</tbody>
</table>

OR:

- __Low Income pupils__
- X English Learners
- __Foster Youth__
- X Redesignated fluent English proficient
- __Other__

**Identified Need:**

- Class size average for the district will be below 25.
- High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%
- High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31%
- We currently offer all courses required for admittance to UC or CSU system as evidenced by high school master schedule
- Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise

**Goal Applies to:**

- Schools: All
- Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

- Expected Annual Measurable Outcomes:
| Annual Board Resolution of Sufficiency of Instructional Materials and SARC | All students, including EL, will have access to Standards Aligned Instructional Materials. Common Core Instructional Materials will be provided to all. English Language Learners will have access to ELA/ELD Instructional Materials. Common Core ELA Instructional Materials will be reviewed.  
95% of teachers participate in professional development within the district.  
35% of teachers will participate in professional development outside of the district.  
Preponderance of expected outcomes will be attained.  
Set baseline for participation rate. Baseline will be used to set improvement targets for 2016-2017. |
| Implementation of CCSS | 95% of teachers participate in professional development within the district.  
35% of teachers will participate in professional development outside of the district.  
Preponderance of expected outcomes will be attained.  
Set baseline for participation rate. Baseline will be used to set improvement targets for 2016-2017. |
| Annual reports to board as part of the LCAP review process. | Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents. |
| Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents. |  
Preponderance of expected outcomes will be attained.  
Set baseline for participation rate. Baseline will be used to set improvement targets for 2016-2017. |
| Chronic Absenteeism as reported Schoolwise | Decrease by 2% |
| Middle School Dropout Rate  
SHUSD does not currently operate a middle school  
First junior high dropout rate will be available 2017-2018 | N/A |
| High School Dropout Rates as documented in Schoolwise  
2011-12 rate 6% | Reduce by .05% |
| High School Graduation Rates as documented in Schoolwise  
2011-12 rate 84.31% | Make continual progress to increase to rate of 95% |
<p>| Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule | Maintain class offerings and set baseline completion rate. Baseline will be used to set improvement targets for 2016-2017. |
| Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise | 5 students enrolled |</p>
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Results</td>
<td>Set baseline rate of those students passing the AP test with a score of 3 or higher. Use the baseline to set improvement targets for 2016-1017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAP Results</td>
<td>Set baseline for percentage of student scoring “prepared” on EAP based on SBAC results. Use baseline to set improvement targets for 2016-2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results on President Fitness Test</td>
<td>Increase 7th grade results by additional 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELDT and Title III reports on EL Student progress</td>
<td>Set baseline for percentage of students increasing one level or more a year on CELDT. Use baseline to set improvement targets for 2016-1017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELPADS records of student being Reclassified Fluent English Proficient (RFEP)</td>
<td>Set baseline for percentage of students being RFEP after 5 years. Use baseline to set improvement targets for 2016-2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Students with Disabilities enrolled in CTE programs</td>
<td>Set baseline for percentage of SWD enrolled in programs. Use baseline to set level to maintain in 2016-2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Students with Disabilities enrolled in Visual and Performing Arts Program</td>
<td>Set baseline for percentage of SWD enrolled in program. Use baseline to set level to maintain in 2016-2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of all students enrolled in CTC programs</td>
<td>Set baseline for percentage of all students enrolled in programs. Use baseline to set level to maintain in 2016-2017.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of all students enrolled in Visual and Performing Arts Program.</td>
<td>Set baseline for percentage of all students enrolled in program. Use baseline to set level to maintain in 2016-2017.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Maintain Highly Qualified certificated staffing to ensure low class sizes and appropriate grade level configurations.

Implement online AP courses and support staff training for SFH based AP courses

Offer Integrated 1 Math for 8th graders

Continue to support the Director of Student Services position to provide leadership in the following areas:
- Review process for Gate program and begin process to create program
- Create RTI team for district to determine intervention needs for each site

Provide training opportunities for staff for the new K-6 math curriculum. Agree to formative benchmark assessments for district.

Continue to implement CCSS with teacher lead team
Provide Professional Development in areas of Common Core, Classroom Management and Technology.

| All | X_ALL | $2,317,630 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery + RS 1400 EPA – Salaries & Benefits |
| SFHS | Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | $1,000 RS 0000 LCFF Possible fee for student participation |
| MJH | All | RS 0000 -$52,245 LCAP Salary & Benefits |
| Elementary Schools | | RS 6300 lottery $14,120 |
| All | | $5,500 RS 3010 Title 1 Professional Development cost paid from Title 1 |
| Elementary Schools | | $112,775 - RS 3010 Title 1 Salaries & Benefits |

Southern Humboldt Joint Unified
<table>
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<th>Metric</th>
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<tr>
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<td>Measure student achievement by local measures</td>
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<tr>
<td>Rate of Teacher mis-assignment</td>
</tr>
<tr>
<td>Annual Board Resolution of Sufficiency of Instructional Materials and SARC</td>
</tr>
<tr>
<td>Implementation of CCSS</td>
</tr>
<tr>
<td>Annual reports to board as part of the LCAP review process.</td>
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<td>Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for</td>
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<tr>
<td>Outcome</td>
</tr>
<tr>
<td>Increase baseline by 5 points</td>
</tr>
<tr>
<td>Increase the number of students scoring proficient or equivalent by 3%</td>
</tr>
<tr>
<td>Set baseline for math benchmark.</td>
</tr>
<tr>
<td>There will be no mis-assignment of teachers.</td>
</tr>
<tr>
<td>All students, including EL, will have access to Standards Aligned Instructional Materials. Common Core Instructional Materials will be provided to all. English Language Learners will have access to ELA/ELD Instructional Materials. Common Core ELA Instructional Materials will be reviewed.</td>
</tr>
<tr>
<td>95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district.</td>
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<tr>
<td>Preponderance of expected outcomes will be attained.</td>
</tr>
<tr>
<td>Increase percent of parents participating and making decisions over 2015-16 baseline.</td>
</tr>
<tr>
<td><strong>All Parents Including EL and SWD Parents.</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Chronic Absenteeism as reported Schoolwise</strong></td>
</tr>
<tr>
<td><strong>Middle School Dropout Rate</strong></td>
</tr>
<tr>
<td>SHUSD does not currently operate a middle school</td>
</tr>
<tr>
<td>First junior high dropout rate will be available 2017-2018</td>
</tr>
<tr>
<td><strong>High School Dropout Rates as documented in Schoolwise</strong></td>
</tr>
<tr>
<td>2011-12 rate 6%</td>
</tr>
<tr>
<td><strong>High School Graduation Rates as documented in Schoolwise</strong></td>
</tr>
<tr>
<td>2011-12 rate 84.31%</td>
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<tr>
<td><strong>Records of student completion rates on all courses required for admittance to UC or CSU systems as evidenced by high school master schedule</strong></td>
</tr>
<tr>
<td><strong>Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise</strong></td>
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<tr>
<td><strong>AP Results</strong></td>
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<tr>
<td><strong>EAP Results</strong></td>
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<tr>
<td><strong>Results on President Fitness Test</strong></td>
</tr>
<tr>
<td><strong>CELDT and Title III reports on EL Student progress</strong></td>
</tr>
<tr>
<td>Actions/Services</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Maintain Highly Qualified certificated staffing to ensure low class sizes and</td>
</tr>
<tr>
<td>appropriate grade level configurations.</td>
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<td>Implement online AP courses and support staff training for SFH based AP courses</td>
</tr>
<tr>
<td>Offer Integrated 1 Math for 8\text{th} graders</td>
</tr>
<tr>
<td>Continue to support the Director of Student Services position to provide</td>
</tr>
<tr>
<td>leadership in the following areas:</td>
</tr>
<tr>
<td>-Review process for Gate program and begin process to create</td>
</tr>
<tr>
<td>program</td>
</tr>
<tr>
<td>-Create RTI team for district to determine intervention needs for each site</td>
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</tbody>
</table>
Provide training opportunities for staff for the new K-6 math curriculum. Agree to formative benchmark assessments for district.

Continue to implement CCSS with teacher lead team
Provide Professional Development in areas of Common Core, Classroom Management and Technology.

Maintain the level of aides in classrooms to assist certificated staff

<table>
<thead>
<tr>
<th><strong>Elementary Schools</strong></th>
<th><strong>All</strong></th>
<th><strong>Elementary Schools</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math adoption K-12 RS 3010 $4,300 Title 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$8,500 RS 3010 Title 1 Professional Development cost paid from Title 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$65,577 RS 0000 LCFF + $111,764 RS 3010 + $111,262 RS 0001 LCFF</td>
<td></td>
<td>Salary &amp; Benefits</td>
</tr>
</tbody>
</table>

## LCAP Year 3: 2017-18

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<thead>
<tr>
<th><strong>Metric</strong></th>
<th><strong>Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure of student achievement using API</td>
<td>Increase baseline by 5 points</td>
</tr>
<tr>
<td>Measure student achievement by SBAC</td>
<td>Increase the number of students scoring proficient or equivalent by 3%</td>
</tr>
<tr>
<td>Measure student achievement by local measures</td>
<td>Increase number of students achieving grade level by 5% as measured by math benchmark. Set benchmark for ELA based on adopted curriculum</td>
</tr>
<tr>
<td>Rate of Teacher mis-assignment</td>
<td>There will be no mis-assignment of teachers.</td>
</tr>
<tr>
<td>Annual Board Resolution of Sufficiency of Instructional Materials and SARC</td>
<td>All students, including EL, will have access to Standards Aligned Instructional Materials. Common Core Instructional Materials will be provided to all. English Language Learners will have access to ELA/ELD Instructional Materials. Common Core ELA Instructional Materials will be reviewed.</td>
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<td>Implementation of CCSS</td>
<td>95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district.</td>
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Southern Humboldt Joint Unified
<table>
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<tr>
<th>Southern Humboldt Joint Unified</th>
<th>Annual reports to board as part of the LCAP review process.</th>
<th>Preponderance of expected outcomes will be attained.</th>
</tr>
</thead>
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<td></td>
<td>Records of number of parents involved and participating in parent organizations, LCAP Townhall meetings, School Family Events, Facebook views. Indicates both participation and decision making participation for all parents including EI and SWD parents.</td>
<td>Increase percent of parents participating and making decisions over 2016-17.</td>
</tr>
<tr>
<td></td>
<td>Chronic Absenteeism as reported Schoolwise</td>
<td>Decrease by additional 1%</td>
</tr>
<tr>
<td></td>
<td>Middle School Dropout Rate</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>SHUSD does not currently operate a middle school</td>
<td>Decrease .05%</td>
</tr>
<tr>
<td></td>
<td>First junior high dropout rate will be available 2017-2018</td>
<td>Make continual progress to increase rate to 95%</td>
</tr>
<tr>
<td></td>
<td>High School Dropout Rates as documented in Schoolwise</td>
<td>Maintain class offerings. Increase number of student completion rates over 2016-17.</td>
</tr>
<tr>
<td></td>
<td>2011-12 rate 6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High School Graduation Rates as documented in Schoolwise</td>
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<tr>
<td>Actions/Services</td>
<td>Scope of Service</td>
<td>Pupils to be served within identified scope of service</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Results on President Fitness Test</td>
<td>Maintain</td>
<td>增加2016-2017学生进步百分比。</td>
</tr>
<tr>
<td>CELDT and Title III reports on EL Student progress</td>
<td>Increase percent of students showing progress over 2016-2017.</td>
<td></td>
</tr>
<tr>
<td>CALPADS records of student being Reclassified Fluent English Proficient (RFEP)</td>
<td>Increase percent of students showing progress over 2016-17.</td>
<td></td>
</tr>
<tr>
<td>Percentage of Students with Disabilities enrolled in CTE programs</td>
<td>Increase percent of students showing progress over 2016-17.</td>
<td></td>
</tr>
<tr>
<td>Percentage of Students with Disabilities enrolled in Visual and Performing Arts Program</td>
<td>Increase percent of students showing progress over 2016-17.</td>
<td></td>
</tr>
<tr>
<td>Percentage of all students enrolled in CTC programs</td>
<td>Increase percent of students showing progress over 2016-17.</td>
<td></td>
</tr>
<tr>
<td>Percentage of all students enrolled in Visual and Performing Arts Program</td>
<td>Increase percent of students showing progress over 2016-17.</td>
<td></td>
</tr>
<tr>
<td>Maintain Highly Qualified certificated staffing to ensure low class sizes and appropriate grade level configurations.</td>
<td>All</td>
<td>X_ALL</td>
</tr>
<tr>
<td>Implement online AP courses and support staff training for SFH based AP courses</td>
<td>SFHS</td>
<td></td>
</tr>
<tr>
<td>Offer Integrated 1 Math for 8th graders</td>
<td>MJH</td>
<td>All</td>
</tr>
<tr>
<td>Continue to support the Director of Student Services position to provide leadership in the following areas:</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>-Review process for Gate program and begin process to create program</td>
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</tr>
<tr>
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<td>Provide training opportunities for staff for the new K-6 math curriculum. Agree to formative benchmark assessments for district.</td>
<td>Elementary Schools</td>
<td>All</td>
</tr>
<tr>
<td>Continue to implement CCSS with teacher lead team Provide Professional Development in areas of Common Core, Classroom Management and Technology.</td>
<td>Elementary Schools</td>
<td>All</td>
</tr>
<tr>
<td>Maintain the level of aides in classrooms to assist certificated staff</td>
<td>Elementary Schools</td>
<td>All</td>
</tr>
</tbody>
</table>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Southern Humboldt Joint Unified


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 schoolsites 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.

<table>
<thead>
<tr>
<th>Original GOAL from prior year LCAP:</th>
<th>Goal #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal #1</strong></td>
<td>All students will have a safe, clean learning environment</td>
</tr>
</tbody>
</table>

**Related State and/or Local Priorities:**
1 X 2 _ 3 X 4 X 5 X 6 X 7 _ 8 X
COE only: 9 _ 10 _
Local: Specify _______________________

**Goal Applies to:**

<table>
<thead>
<tr>
<th>Schools:</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable Pupil Subgroups:</td>
<td>All</td>
</tr>
</tbody>
</table>

**Expected Annual Measurable Outcomes:**

<table>
<thead>
<tr>
<th>METRIC</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension data as reported in Schoolwise</td>
<td>Suspension rates will decrease .05 from the 12-13 rates.</td>
</tr>
<tr>
<td>Expulsion data as reported in Schoolwise</td>
<td>Set Benchmark</td>
</tr>
<tr>
<td>Attendance rates as reported in Schoolwise</td>
<td>Current attendance rates for each school will increase 1% from the previous year.</td>
</tr>
</tbody>
</table>

**Actual Annual Measurable Outcomes:**

<table>
<thead>
<tr>
<th>Site</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Agnes J. Johnson</td>
<td>Casterlin</td>
</tr>
<tr>
<td>2012-2013</td>
<td>.25</td>
<td>.18</td>
</tr>
<tr>
<td>2013-2014</td>
<td>.08</td>
<td>.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Agnes J. Johnson</td>
<td>Casterlin</td>
</tr>
<tr>
<td>2012-2013</td>
<td>.005</td>
<td>.000</td>
</tr>
<tr>
<td>2013-2014</td>
<td>.001</td>
<td>.000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Agnes J. Johnson</td>
<td>Casterlin</td>
</tr>
<tr>
<td>2012-2013</td>
<td>93.08</td>
<td>91.61</td>
</tr>
<tr>
<td>2013-2014</td>
<td>91.91</td>
<td>92.51</td>
</tr>
</tbody>
</table>

Southern Humboldt Joint Unified
<table>
<thead>
<tr>
<th>School</th>
<th>Rating Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnes J. Johnson</td>
<td>3 out of 8 Fair or better. Good: Cleanliness and Safety</td>
</tr>
<tr>
<td></td>
<td>Fair: Systems</td>
</tr>
<tr>
<td></td>
<td>Poor: Interior, Electrical, Restrooms/Fountains, Structural, and External</td>
</tr>
<tr>
<td>Casterlin</td>
<td>5 out of 8 Fair or better. Good: Cleanliness and External</td>
</tr>
<tr>
<td></td>
<td>Fair: Electrical, Restrooms/Fountains, and Structural</td>
</tr>
<tr>
<td></td>
<td>Poor: Systems, Interior, and Safety</td>
</tr>
<tr>
<td>Redway</td>
<td>8 out of 8 Fair or Better. Good: Systems, Cleanliness, Electrical,</td>
</tr>
<tr>
<td></td>
<td>Restrooms/Fountains, Safety, Structural, and External</td>
</tr>
<tr>
<td></td>
<td>Fair: Interior</td>
</tr>
<tr>
<td>Miranda Junior High</td>
<td>8 out of 8 Fair or better. Good: Systems, Interior, Cleanliness, Electrical,</td>
</tr>
<tr>
<td></td>
<td>Restrooms/Fountains, Safety, Structural, and External</td>
</tr>
<tr>
<td></td>
<td>Fair: Interior</td>
</tr>
<tr>
<td>South Fork</td>
<td>4 out of 8 Fair or better. Fair: Cleanliness, Electrical, Structural, and</td>
</tr>
<tr>
<td></td>
<td>External</td>
</tr>
<tr>
<td></td>
<td>Poor: Systems, Interior, Restrooms/Fountains, and Safety</td>
</tr>
<tr>
<td>Whitethorn</td>
<td>6 out of 8 Fair or better. Good: Systems, Cleanliness, Electrical, Safety,</td>
</tr>
<tr>
<td></td>
<td>and External</td>
</tr>
<tr>
<td></td>
<td>Fair: Structural</td>
</tr>
<tr>
<td></td>
<td>Poor: Interior and Restrooms/Fountains</td>
</tr>
</tbody>
</table>

Facilities in good repair as documented in the Williams Inspection tool.

Rate will increase to 40% all areas will receive a rating of fair or better. Areas rated fair will be reviewed and considered for repair.

This information is not available this year.
<table>
<thead>
<tr>
<th>Parent participation in parent organization</th>
<th>Establish baseline</th>
<th>The District has parent Boosters, PTA and School Groups at each site. Parents also volunteer in the classrooms and participate in the Parent Advisory Committee.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism as reported Schoolwise</td>
<td>Establish baseline</td>
<td></td>
</tr>
<tr>
<td>Middle School Dropout Rate SHUSD does not currently operate a middle school First junior high dropout rate will be available 2017-2018</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%</td>
<td>Reduce to 5.5%</td>
<td></td>
</tr>
<tr>
<td>High School Graduation Rates as documented in Schoolwise 2011-12 rate 84.31%</td>
<td>Increase to 88%</td>
<td></td>
</tr>
<tr>
<td>We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule</td>
<td>Maintain class offerings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>.23</td>
<td>.28</td>
</tr>
<tr>
<td>Agnes J. Johnson</td>
<td>.32</td>
<td>.27</td>
</tr>
<tr>
<td>Casterlin</td>
<td>.39</td>
<td>.26</td>
</tr>
<tr>
<td>Redway</td>
<td>.13</td>
<td>.23</td>
</tr>
<tr>
<td>South Fork</td>
<td>.24</td>
<td>.33</td>
</tr>
<tr>
<td>Whitethorn</td>
<td>.33</td>
<td>.33</td>
</tr>
</tbody>
</table>

Data will be available in the 2017-2018 year

High School Dropout rates rose from 6% in the 2011-2012 school year to 6.5% in the 2012-2013 school year.

High School Graduation rates rose from 84.31% in the 2011-2012 school year to 87.1% in the 2012-2013 school year.

The District has maintained class offerings.
Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise Results on President Fitness Test

No measurable results as we are in a development year

Increase 7th grade results by 5%

The District is working on offering Advanced Placement courses in the 2015-2016 school year.

<table>
<thead>
<tr>
<th>Percentage of students meeting the 6 areas of requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
</tbody>
</table>

**LCAP Year: 2014-15**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Custodial hours have been increased for the 14-15 school year based on a comparison to CASBO recommendations. - Professional development for custodians held - Increased custodial hours to insure cleaner campuses and facility issues fixed sooner.</td>
<td>$159,056 RS 0000 LCFF - custodial salaries and benefits $96,023 RS 0001 LCFF $24,081 RS 3010 Professional Development paid for from Title 1.</td>
<td>- Based on information from the California School Business Officials organization, custodial time was increased as follows for the 14-15; increase four hours a day for MJH, increase 1 hour a day for Agnes J. Johnson, increase 1 hour a day for Casterlin. - Professional Development was not held.</td>
<td>$159,111 RS 0000 LCFF Custodial Salaries &amp; Benefits</td>
</tr>
<tr>
<td>- Hire PPS credentialed counselor - to increase services to the SED/El population to determine what college services are available for them as well as early detection for needed academic intervention - Provide Professional Development for PBIS and Capturing Kids Hearts</td>
<td>$75,152 LCFF</td>
<td>- A PPS credentialed counselor was hired for MJH and SFHS. - Rent and utilities provided for the Family Resource Center - After school tutoring provided for 2nd graders for reading intervention. - Office space and classroom space provided for the 0-5 Playgroups - Technology Coordinator position supported - Attendance Clerks made phone calls to parents regarding attendance and made referrals to the School Attendance Review</td>
<td>$90,466 RS 0001 Salaries &amp; Benefits &amp; mileage $9,000 $9,785 RS 4126 RLIP</td>
</tr>
<tr>
<td>- Increase certificated and classified staff to support MJH as separate campus - Reopening of Miranda Junior High so the middle school students in the district have a place to call their own.</td>
<td></td>
<td></td>
<td>$47,105 RS 0000 LCFF Salaries &amp; Benefits $69,370 RS 0000 LCFF Salaries &amp;</td>
</tr>
</tbody>
</table>

Support beginning of MJH Booster Club to increase part

Southern Humboldt Joint Unified
involvement to assist the students at MJH to be active and successful at school

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>X ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td><strong>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong></strong>___</td>
<td></td>
</tr>
</tbody>
</table>

No Cost Board

- Contracted with College Consultant to provide additional support in the college application process.

- PBIS training was attended by 18 staff members in June of 2014.

- Four staff members from SFHS attended Capturing Kids hearts in June of 2014.

- Miranda Junior High was opened in August 2014 with over 100 students housing the 7th and 8th graders. Certificated positions were increased by 1.20 FTE.

- MJH Boosters Club was started with a very active group of parents raising funds for MJH enrichment.

Benefits

$2,250 RS 3010 Title 1
$2,000 RS 3010 Title 1

Scope of service:

<table>
<thead>
<tr>
<th>X ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
</tr>
<tr>
<td><strong>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong></strong>___</td>
</tr>
</tbody>
</table>

For low income pupils:

PPS counselor, increased certificated staff, custodial staff increased, supporting of the FRC, supporting of the playgroups, attendance clerks, after school tutoring, technology technician, tracking CAHSSE results

$483,257 RS 0000

LCFF:

Salary & Benefits

- Custodial time was increased as follows for the 14-15; increase four hours a day for MJH, increase 1 hour a day for Agnes J. Johnson, increase 1 hour a day for Casterlin.

- Professional Development was not held.

- A PPS credentialed counselor was hired for MJH and SFHS.

- Rent and utilities provided for the Family Resource Center.

- After school tutoring provided for 2nd graders for reading intervention.

- Office space and classroom space provided for the 0-5

Benefits

$159,111 RS 0000

LCFF Custodial Salaries & Benefits

$90,466 RS 0001

Salaries & Benefits & mileage

$9,000

$9,785 RS 4126

RLIP

$4,320 playgroup

Southern Humboldt Joint Unified
<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>LEA-wide</th>
<th>Scope of service:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ALL</em></td>
<td></td>
<td><em>ALL</em></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td>X_Low Income pupils _English Learners</td>
<td>OR:</td>
<td>X_Low Income pupils _English Learners</td>
</tr>
<tr>
<td>_Foster Youth _Redesignated fluent English proficient</td>
<td>_Foster Youth _Redesignated fluent English proficient</td>
<td><em>Other Subgroups:(Specify)</em>______________</td>
<td><em>Other Subgroups:(Specify)</em>______________</td>
</tr>
</tbody>
</table>

For English learners:
Additional staff coordinator to directly support services &
provide outreach to EL students & family.
Aide time for EL population

<table>
<thead>
<tr>
<th>Playgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Technology Coordinator position supported</td>
</tr>
<tr>
<td>-Attendance Clerks made phone calls to parents regarding attendance and made referrals to the School Attendance Review Board</td>
</tr>
<tr>
<td>-Contracted with College Consultant to provide additional support in the college application process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$47,105 RS 0000 LCFF Salaries &amp; Benefits</td>
</tr>
<tr>
<td>$69,370 RS 0000 LCFF Salaries &amp; Benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$43,483 RS 0001 EL aides salary &amp; benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For English learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional staff coordinator to directly support services &amp; provide outreach to EL students &amp; family.</td>
</tr>
<tr>
<td>Aide time for EL population</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salaries &amp; Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>$58,746 RS 0000 LCFF Salaries &amp; Benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$19,443 RS 0001 Salaries &amp; Benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$58,746 RS 0000 LCFF Salaries &amp; Benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$159,111 RS 0000 LCFF Custodial Salaries &amp; Benefits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$90,466 RS 0001 Salaries &amp; Benefits &amp; mileage</td>
</tr>
</tbody>
</table>

Southern Humboldt Joint Unified
- After school tutoring provided for 2nd graders for reading intervention.
- Office space and classroom space provided for the 0-5 Playgroups
- Technology Coordinator position supported
- Attendance Clerks made phone calls to parents regarding attendance and made referrals to the School Attendance Review Board
- Contracted with College Consultant to provide additional support in the college application process.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>ALL</th>
<th>Scope of service:</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>____Low Income pupils  X  English Learners</td>
<td></td>
<td>____Low Income pupils  X  English Learners</td>
<td></td>
</tr>
<tr>
<td>____Foster Youth  __Redesignated fluent English proficient</td>
<td></td>
<td>____Foster Youth  __Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>____Other Subgroups: (Specify) ____________</td>
<td></td>
<td>____Other Subgroups: (Specify) ____________</td>
<td></td>
</tr>
</tbody>
</table>

For foster youth:
There are no foster youth currently in district.

There are no foster youth currently in district.
For re-designated fluent English proficient pupils:
Additional staff coordinator to directly support services &
provide outreach to EL students & family.
Aide time for EL population

For re-designated fluent English proficient pupils:

Additional staff coordinator to directly support services &
provide outreach to EL students & family.
Aide time for EL population

| OR: | Low Income pupils __English Learners
X Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)______________ | OR: | Low Income pupils __English Learners
X Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)______________ |
|--------------------------------------|--------------------------------------|

Scope of service:

| ALL | Scope of service: | ALL |
|--------------------------------------|--------------------------------------|

OR:

__Low Income pupils ___English Learners
__Foster Youth X Redesignated fluent English proficient
__Other Subgroups:(Specify)______________

Scope of service:

| ALL | Scope of service: | ALL |
|--------------------------------------|--------------------------------------|

OR:

__Low Income pupils ___English Learners
__Foster Youth __Redesignated fluent English proficient
__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?

We will continue to try to fill EL Aide positions. Quarterly professional development meetings for custodians have been scheduled for next year. We will continue to revise the metrics and create baseline data.

Original GOAL from prior year LCAP:

**Goal #2**
Support academic achievement for all students

Goal Applies to:

<table>
<thead>
<tr>
<th>Schools:</th>
<th>All</th>
</tr>
</thead>
</table>

Applicable Pupil Subgroups:

| All |
|--------------------------------------|--------------------------------------|

Related State and/or Local Priorities:

1 2 X 3 X 4 X 5 X 6 7 X 8 X

COE only: 9 10 X

Local: Specify __________________________

Southern Humboldt Joint Unified
### Expected Annual Measurable Outcomes:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure of student achievement using API</td>
<td>N/A</td>
</tr>
<tr>
<td>Measure student achievement by SBAC</td>
<td>Set Baseline</td>
</tr>
<tr>
<td>Measure student achievement by local measures</td>
<td>Determine what local measures will be tracked for each grade span in Math</td>
</tr>
<tr>
<td>Rate of Teacher mis-assignment</td>
<td>There will be no mis-assignment of teachers.</td>
</tr>
<tr>
<td>Student access to standards-aligned instructional materials</td>
<td>TK-6 Pilot CCSS aligned math instructional materials and adopt curriculum for all Tk-6 schools. 7-12 implement board adopted CCSS aligned math instructional materials as evidenced by Annual Board Resolution on Sufficiency of Instructional Material</td>
</tr>
<tr>
<td>Implementation of CCSS</td>
<td>95% of teachers participate in professional development within the district. 30% of teachers will participate in professional development outside the district.</td>
</tr>
</tbody>
</table>

### Actual Annual Measurable Outcomes:

<table>
<thead>
<tr>
<th>N/A</th>
<th>No data until SBAC is completed in the Spring of 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>No completed due to lack of curriculum K-6 and new staff members 7-12</td>
<td>No Teachers were mis-assigned.</td>
</tr>
<tr>
<td>On April 30, 2015, the Board of Trustees took action to adopt EnVision Math Curriculum for grades K-6. Grades 7-12 implemented CPM Math Curriculum.</td>
<td>100% of teachers participated in professional Development within the district. District sponsored PD included: PBIS, Kim Sutton Math, EnVision, and Wednesdays (standards review and collaboration) 68% of staff attended professional development outside the district: SHIFT, Capturing Kids Hearts, Daily Five Café, Common Core Math</td>
</tr>
</tbody>
</table>

Southern Humboldt Joint Unified
<table>
<thead>
<tr>
<th>Annual reports to board as part of the LCAP review process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain district class sizes average at 25 or below.</td>
</tr>
<tr>
<td>Establish baseline</td>
</tr>
<tr>
<td>Establish baseline</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Reduce 5.5%</td>
</tr>
<tr>
<td>Increase to 88%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>18.82</td>
<td>13.80</td>
</tr>
<tr>
<td>Elementary</td>
<td>21.04</td>
<td>19.26</td>
</tr>
<tr>
<td>Junior High</td>
<td>n/a</td>
<td>7.76</td>
</tr>
<tr>
<td>High School</td>
<td>15.80</td>
<td>17.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>.23</td>
<td>.28</td>
</tr>
<tr>
<td>Agnes J. Johnson</td>
<td>.32</td>
<td>.27</td>
</tr>
<tr>
<td>Casterlin</td>
<td>.39</td>
<td>.26</td>
</tr>
<tr>
<td>Redway</td>
<td>.13</td>
<td>.23</td>
</tr>
<tr>
<td>South Fork</td>
<td>.24</td>
<td>.33</td>
</tr>
<tr>
<td>Whitethorn</td>
<td>.33</td>
<td>.33</td>
</tr>
</tbody>
</table>

- Parent participation in parent organization
- Chronic Absenteeism as reported Schoolwise
- Middle School Dropout Rate
  - SHUSD does not currently operate a middle school
  - First junior high dropout rate will be available 2017-2018
- High School Dropout Rates as documented in Schoolwise 2011-12 rate 6%
- High School Graduation Rates
  - Maintain district class sizes average at 25 or below.
  - Establish baseline
  - Establish baseline
  - N/A
  - Reduce 5.5%
  - Increase to 88%

- Site Levels
  - District 2012-2013: .23, 2013-2014: .28
  - Agnes J. Johnson 2012-2013: .32, 2013-2014: .27
  - South Fork 2012-2013: .24, 2013-2014: .33
  - Whitethorn 2012-2013: .33, 2013-2014: .33

- No action taken

- Site
  - 2012-2013 Dropout Rate increased to 6.5%
  - 12-13 High School Graduation rate increased to 87%
We currently offer all courses required for admittance to UC or CSU systems as evidenced by high school master schedule.

Enrollment in Advanced Placement Distance Learning Classes as evidenced in Schoolwise.

Results on President Fitness Test.

Maintain the level of aides in classrooms to assist certificated.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain Highly Qualified certificated staffing to ensure low class sizes</td>
<td>$2,725,770 RS 0000 LCFF + RS 4035 ITQ + RS 1100 Lottery – Salaries &amp; benefits + $500 RS 0000 LCFF</td>
<td>As evidenced in our metrics, class sizes were lower this year. Also, we staffed appropriately from the beginning of the year without having to hire mid-year disrupting student learning.</td>
<td>$2,761,654 RS 0000 LCFF + RS 4035 ITQ + RS 1400 EPA + RS 3010 Title 1</td>
</tr>
</tbody>
</table>

LCAP Year: 2014-15

Percentage of students meeting the 6 areas of requirement:

<table>
<thead>
<tr>
<th>Year</th>
<th>4 of 6</th>
<th>5 of 6</th>
<th>6 of 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>No data</td>
<td>No data</td>
<td>No data</td>
</tr>
<tr>
<td>2013-2014</td>
<td>17.6%</td>
<td>21.6%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Level of classroom aides increased due to class sizes at one site.

We continue to offer all courses required for admission to UC or CSU systems.

We will be offering AP online courses in the fall of 2015.
<table>
<thead>
<tr>
<th>Work with neighboring district to determine feasibility of using distance learning to offer AP and Honor classes</th>
<th>Possible fee for student participation</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire additional staff to support EL population, RTI implementation and GATE program</td>
<td>$1,733 RS 4035 ITQ, PD for staff to utilize while doing RTI</td>
<td>$49,824 RS 0000 LCFF</td>
</tr>
<tr>
<td>Create RTI team for district to determine intervention needs for each site</td>
<td>Math adoption HS &amp; JR High CCSS $50,000, RS 6300 36,000 lottery</td>
<td>$6,200 RS 4035 ITQ</td>
</tr>
<tr>
<td>Purchase CCSS aligned math curriculum for TK-12</td>
<td>PDM Curriculum was purchased for the 7-12 grade levels. Elementary staff piloted two math curriculums for our K-6 schools. EnVision was selected in March and has been ordered for use in the Fall of 2015.</td>
<td>$159,978 RS 7405 + RS 6300 + RS 1400 + RS 1100 + RS 0000</td>
</tr>
<tr>
<td>Implement CCSS</td>
<td>Early release Wednesdays were organized by a group of teachers receiving a stipend for addition duty. Much of the elementary level work centered around creating essential standards for the K-6 levels and the adoption process of the new math curriculum.</td>
<td>$14,419 RS 0000 LCFF + RS 3010 + RS 4035 + RS 1100</td>
</tr>
<tr>
<td>Provide Professional Development</td>
<td>District funds supported attendance by staff at PBIS training, Capturing Kids Hearts training, Kim Sutton Math, Gone Google, Common Core Institute, Mobile Learning Collaborative, Christy Lane’s Dare to Dance.</td>
<td>$21,952 RS 7405 CCI + $2,385 RS 3010</td>
</tr>
<tr>
<td>Maintain the level of aides in classrooms to assist certificated staff</td>
<td>Classroom aide staffing was increased at one of the Elementary Schools to assist the staff due to larger class sizes.</td>
<td>$57,546 RS 0000 LCFF + $129,823</td>
</tr>
<tr>
<td>Scope of service:</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Subgroups:(Specify)</strong>______________</td>
<td></td>
<td></td>
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<td><strong>Other Subgroups:(Specify)</strong>______________</td>
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</tr>
</tbody>
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We will revisit our goal around RTI implementation and a GATE program. More training on PBIS has been requested and will be provided. We are moving in a different direction for the AP courses. Online AP courses will be offered and staff will seek training. We will continue to revise the metrics and create baseline data.
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.)

<table>
<thead>
<tr>
<th>Total amount of Supplemental and Concentration grant funds calculated:</th>
<th>$523,259</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For 2015-16</strong></td>
<td></td>
</tr>
</tbody>
</table>

Goal 1: SHUSD’s increase for 2014-15 is 461,824 in Supplemental & Concentration grants money: The District has actually increased expenditures to $539,992, to close the target funding of $523,259.

15-16 YEAR

1. PPS Counselor 1FTE MJH/SFHS $95,624. Oversee PBIS, Capturing Kids Hearts which will decrease bullying on campus and create a more positive school climate resulting in fewer absences, decreased dropout rates, higher academic achievement. This position will also provide earlier detection for students needing academic intervention.

2. EL Coordinator .25 FTE $26,122. Coordinate services for English Learners and RFEP and outreach to families for additional support.

3. RTI Coordinator .25FTE $26,122. Work with staff to create comprehensive district wide RTI program to provide formalized academic intervention for SED/EL populations.

4. VP .60 FTE $52,661, provide additional support at Miranda Campus. This position will provide additional support for In School Suspension. Assist with attendance phone calls; assist with campus supervision which is needed.

5. Attendance Clerk Classified $47,483. Monitor attendance, outreach to families, and prepare documentation for SARB.

6. Technology Technician 1 FTE $65,306. Ensure technology at all sites is functions for student and staff use, support staff in SBAC testing.

7. Certificated Teacher (AJJ) 1 FTE $61,751. Reduce teacher student ratio.

8. Certificated Teacher (Casterlin) .5 FTE $37,967 reduce number of grade levels per classroom.
9. EL Aides 1FTE $41,657 provide direct service to EL/RFEP population.
10. Aides for classrooms to help LI students $83,078
11. Lib Clerk Classified $2,221 provides support and assistance during the SBAC testing
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.

| 9.09 | % |

For 2015-16

Southern Humboldt will provide services costing $539,992 for LI and EL students. The support services which were identified as most effective to serve needs of LI and EL students are detailed above in 3a. These services will improve outcomes for the unduplicated count groups by more than 9.09%, and the dollar amount of the costs to provide them exceeds the Minimum Proportionality Percentage equivalent of 9.09%

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 school days 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).

8-22-14 [California Department of Education]