

Introduction:**Northern Humboldt Union High School District
2016-17 Local Control Accountability Plan (LCAP)**

The Northern Humboldt Union High School District is comprised of two four-year high schools, Arcata High and McKinleyville High; two small continuation high schools, Pacific Coast High and Tsurai High; and one charter school, Six Rivers Charter High. The charter school has their own LCAP.

COMMON NEEDS ACROSS ALL GOALS

- The 2014-15 graduation cohort rate was 92.9%.
- Graduation rate as reported on CALPADS report 1.9 was 99.74%. 2015-16 dropout percent was 0.265%.
- UC/CSU graduates were at 48.76% for the graduating class of 2016.
- In 2015-16, 71.93% of the students who took an AP exam scored a 3 or higher.
- The 2014-15 International Baccalaureate (IB) scores showed an average of 57.77%.
- Early Assessment Program (EAP) 2015 ELA and math average test results show 61.5% met or exceeded standards. This is a 40.3% increase from the last administration in 2013. It is notable that the test interface changed, as 2015 EAP was part of the SBAC test. The average participants between ELA and math decreased by 233.5 students.

COMMON METRICS ACROSS ALL GOALS

- The graduation cohort rate will increase by 0.25%.
- Graduation rate will increase maintain or improve as compared to 99.74% in 2016.
- High school dropout rates will maintain or improve as compared to 0.265% in 2015-16. NOTE: Middle School dropout rate is not applicable as NHUHSD serves only grades 9-12.
- UC/CSU eligible graduates will maintain or improve as compared to 48.76% in 2015-16.
- The pass rate for the AP exam will maintain or improve as compared to 71.93% in 2015-16.
- The pass rate for the IB exam will maintain or improve as compared to 57.77% in 2015-16.
- API is not being calculated for 2015-16 or 2016-17. When the baseline is available in future years, targets will be added to this goal.
- Early Assessment Program (EAP) scores will improve by 1%.

Pie Chart Placeholder

LEA: Northern Humboldt Union High
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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

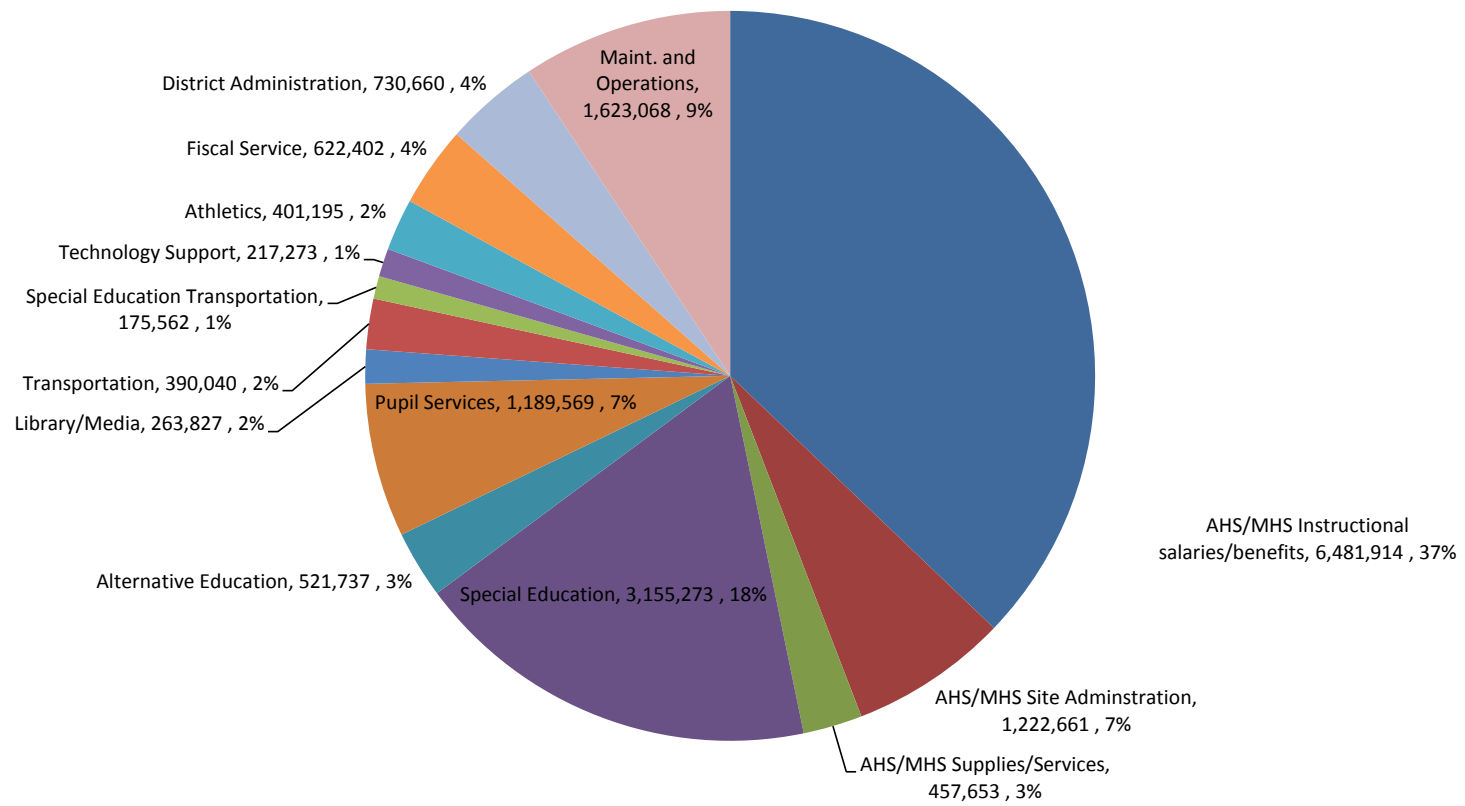
The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals,



actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

- December 1, 2015 – Community Stakeholder Meeting where staff educated attendees on the LCAP. Each of the four goals was reviewed and essential discussion questions were asked of the stakeholders to receive feedback. Of the 19 total attendees, there were 2 board members, as well as 2 newly elected board members, the CSEA President, a CTA representative, and 8 presenters. The meeting was advertised via a flyer, an automated message in School Reach and the district website.
 - January 27, 2016 – 8th Grade Parent Survey was administered during 8th Grade Parent night at MHS. Chromebooks were provided for parents to answer a six-question survey. Three parents participated.
 - February 2016 – LCAP Parent Survey administered. This was advertised via a School Reach automated message and followed up by an email. 114 responses made this a rich resource.
 - February 22, 2016 – Faculty/Staff LCAP Survey administered as part of a half day of district wide professional development. 82 participants completed the survey.
 - February 24, 2016 – Site Council meeting at MHS. Discussed a few essential questions related to each goal to get stakeholder feedback.
 - February 25, 2016 – The Leadership Class at MHS made up a Student Focus group. Essential questions related to each of the goals were address in the discussion.
 - March 4, 2016 - The Leadership Class at AHS made up a Student Focus group. Essential questions related to each of the goals were address in the discussion.
 - March 17, 2016 – Site Council meeting at AHS. Discussed the same essential questions as presented to the MHS Site Council.
 - March 25, 2016 – District and Site Administrators met and reviewed the Annual Update findings, all the feedback from the stakeholder meetings held throughout the school year and draft the 2016-17 goals.
 - April 4, 2016 – The LCAP Parent Committee met to review the draft of the LCAP and provide feedback. Both AHS and MHS were represented.
 - May 10, 2016 – LCAP Proposal (first draft) reviewed by the Board. Budget estimates included in the plan.
 - June 17, 2016 - Budget Hearing/LCAP Hearing
 - June 21, 2016 – Budget Approval/LCAP Approval
- The stakeholders, for the majority, felt supportive of the current plan. Some of the key findings from the surveys, stakeholder’s meeting and focus groups are as follows and were addressed in the 2016-17 LCAP.
 - Faculty asking to be held more accountable to CCSS implementation
 - Appreciative of custodial staff
 - Improve email and social media communication for parents
 - Improve early identification of at-risk students
 - March 25, 2016 – The LCAP Leadership Team met providing feedback of the findings in the Annual Update. Rich discussion occurred as site administrators shared what was happening on each campus in relation to the goals, actions and services.

NOTE: The LCAP has been an informational item in the board packet

<p>since February 2014. The board and the public have an opportunity at each meeting to provide comments or ask questions.</p>	
<p>Annual Update:</p> <ul style="list-style-type: none"> • Summer 2015 – LCAP Action Plan was created • LCAP was on Weekly Admin Meetings. The LCAP Action Plan was used as a tool throughout the school year to guide the administrators in ensuring the actions and services stated in the plan were completed. Adjustments were made and noted on the Action Plan as needed. This tool was also used to gather information in writing the Annual Update. 	<p>Annual Update:</p> <ul style="list-style-type: none"> • Items in the LCAP accountability tool, the Action Plan, that not being addressed were identified and a plan to manage them were discussed at the Admin meetings. For instance, the development of a tier discipline model and its progress was often discussed at the Admin meetings as well as ensuring faculty had the technology trainings as stated in the LCAP. • The Data Systems Coordinator followed up with the persons' responsible for each action item on the LCAP Action Plan to ensure they knew they were to complete the task as well as communicating with the employee's supervisor. • Adjustments were made if the action was not going to be completed, such as a 2nd Stakeholder Meeting being replaced by surveys, Site Council meetings and Student Focus Groups. • The Action Plan was used as a guide and as a tool to collect evidence of completed actions and services. The evident collected in the Action Plan was then used as a tool when writing the Annual Update.

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

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

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

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

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

- 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:	Goal 1: NHUHSD will increase achievement for all students by aligning instruction to Common Core State Standards (CCSS) across all disciplines.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 _7 _8 Local: N/A				
Identified Need:	<p>All districts within the State of California are required to implement the CCSS. As a result, NHUHSD's current need is to develop and implement a plan that supports resource allocation, targeted professional development, appropriate curricular planning, reasonable pacing, instructional practices, appropriate student interventions/supports, and communication with school community.</p> <ul style="list-style-type: none"> • 57% of the 11th grade students met or exceeded standard on the ELA Smarter Balanced (SBAC) test in 2016. • 37% of the 11th grade students met or exceeded standard on the Math Smarter Balanced (SBAC) test in 2016. 					
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	All	Grades:	All	
Schools:	All					
Grades:	All					
Applicable Pupil Subgroups:	All					
LCAP Year 1						

<p>Expected Annual Measurable Outcomes:</p>	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> • Establish baseline student data based upon interim assessments administered in ELA and Math. • 100% of ELA and Math faculty will receive continued support in SBAC Interim Assessments as related to curriculum planning and test preparation. • Continue the development of CCSS teaching practices by department as related to implementation of instructional shifts. • At least 70% of the students will meet or exceed standards in the ELA SBAC test. At least 37% of the students will meet or exceed standards in the Math SBAC test. • Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches' End of Year Report and LCAP survey. • Evidence of delivered professional development (agenda, number of participants, number of coaching cycles completed, etc.) will be gathered. • Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings will continue to be gathered. • All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials. • 100% of Department Chairs will assist in CCSS implementation and professional development. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>A. CCSS implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration:</p> <ul style="list-style-type: none"> • Continue professional development on CCSS instructional shifts. Focus will be on the remaining CCSS instructional shifts not addressed in 2014-15 or 2015-16. • Develop CCSS teaching practices that support use of instructional shifts by department. • Provide training for 100% of ELA and Math faculty in the implementation of interim assessments. • Three district-wide Department Chair meetings will be held. Focus will be to develop appropriate professional development, department specific goals and teaching practices supporting common core implementation. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Prof. Dev. Res 0218 \$7,000 • STEM coaches 0.8 fte Res 0001 Sal \$59,380 Ben \$19,482

<p>B. Support services will be developed as students struggle with the transition to more critical thinking skills.</p> <ul style="list-style-type: none"> Services will be determined based upon student performance, teacher feedback, and relevant professional development. Vertical alignment with feeder schools, articulation of curriculum, and appropriate course sign-up for students will be the focus areas. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 Plan will be developed during staff and admin meetings.
<p>C. 21st century technological skills for graduates will be identified. Will begin developing a plan on how students will acquire these skills across disciplines and with a specific focus on the Technology Essentials curriculum.</p> <ul style="list-style-type: none"> Technology Essentials courses will be observed and data collected for effectiveness as related to CCSS and district/site objectives. The district adopted digital literacy standards will be reviewed and a gap analysis conducted on the standards covered in courses throughout the curricular areas. District will host summer workshop on technology for the staff. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Summer Technology Institute Res 0218 Supplies \$5,000
<p>D. Discontinued</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> No cost

<p>E. Parent/Community CCSS Communication Plan will be modified and continually implemented throughout the school year.</p> <ul style="list-style-type: none"> Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents. Discuss changes in the “Back to School” night format with faculty and staff to determine effectiveness and adjust as necessary. Continue to seek feedback from parent groups regarding additional communication strategies. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 Plan will be developed during staff and admin meetings
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> Establish baseline student data based upon interim assessments administered in ELA and Math. 100% of ELA and Math faculty will receive continued support in SBAC Interim Assessments as related to curriculum planning and test preparation. Continue the development of CCSS teaching practices by Department as related to implementation of instructional shifts. SBAC Test results will maintain or improve in ELA and Math. Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches’ End of Year Report and LCAP survey. Evidence of delivered professional development (agenda, number of participants, number of coaching cycles completed, etc.) Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings. All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials. 100% of Department Chairs will assist in CCSS implementation and professional development.
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>A. CCSS implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration:</p> <ul style="list-style-type: none"> • Continue professional development on CCSS instructional shifts. • Establish a baseline of the percent of teachers effectively implementing teaching practices in the 2016-17 school year. • Observe and gather data of implementation of effective teaching practices. • English and Math teachers develop and implement a plan for administering interim assessments to students in preparation for the CAASPP test. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Prof. Dev. Res 0218 \$7,000 • STEM coaches 0.8 fte Res 0001 Sal \$59,380 Ben \$19,482
<p>B. Support services will be developed as students struggle with the transition to more critical thinking skills.</p> <ul style="list-style-type: none"> • Re-evaluate and plan in relation to prior year goal acquisition. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Plan will be developed during staff and admin meetings .
<p>C. 21st century technological skills for graduates will be identified. Will begin developing a plan on how students will acquire these skills across disciplines and with a specific focus on the Technology Essentials curriculum.</p> <ul style="list-style-type: none"> • Technology Essentials curriculum will be assessed for effectiveness as related to CCSS and district/site objectives. • Training will be provided for teachers who need to infuse the district adopted digital literacy standards in their courses. • District will host summer workshop on technology for the staff. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Summer Technology Institute Res 0218 Supplies \$5,000

<p>D. Discontinued</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>None</p>
<p>E. Parent/Community CCSS Communication Plan will be modified and continually implemented throughout the school year.</p> <ul style="list-style-type: none"> • Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents. • Discuss changes in the “Back to School” night format with faculty and staff to determine effectiveness and adjust as necessary. • Continue to seek feedback from parent groups regarding additional communication strategies. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,808 • Plan will be developed during staff and admin meetings
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	Identified Metric(s): <ul style="list-style-type: none"> • Improve or maintain student data based upon interim assessments administered in ELA and Math. • 100% of ELA and Math faculty will receive continued support in SBAC Interim Assessments as related to curriculum planning and test preparation. • More CCSS teaching practices by Department as related to implementation of instructional shifts will be utilized. • SBAC Test results will maintain or improve in ELA and Math. • Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches' End of Year Report and LCAP survey. • Evidence of delivered professional development (agenda, number of participants, number of coaching cycles completed, etc.) • Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings. • All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials. • 100% of Department Chairs will assist in CCSS implementation and professional development. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. CCSS implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration: <ul style="list-style-type: none"> • Continue professional development on CCSS instructional shifts. • Improve of the percent of teachers effectively implementing teaching practices in the 2018-19 school year. • Observe and gather data of implementation of effective teaching practices. • English and Math teachers review implementation of interim assessments to students in preparation for the CAASPP test. 	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<ul style="list-style-type: none"> • Prof. Dev Res 0218 \$7,000 • STEM coaches 0.8 fte Res 0001 Sal \$59,380 Ben \$19,482

<p>B. Support services will be developed as students struggle with the transition to more critical thinking skills.</p> <ul style="list-style-type: none"> Re-evaluate and plan in relation to prior year goal acquisition. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Plan will be developed during staff and admin meetings.
<p>C. 21st century technological skills for graduates will be identified. Will begin developing a plan on how students will acquire these skills across disciplines and with a specific focus on the Technology Essentials curriculum.</p> <ul style="list-style-type: none"> District adopted digital literacy standards will be reviewed for effectiveness as related to the CCSS district/site objectives. Training will be provided for teachers who need to infuse the district adopted digital literacy skills in their courses. District will host summer workshop on technology for the staff. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Summer Technology Institute Res 0218 Supplies \$5,000
<p>D. Discontinued</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>None</p>

<p>E. Parent/Community CCSS Communication Plan will be modified and continually implemented throughout the school year.</p> <ul style="list-style-type: none"> • Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents. • Discuss changes in the “Back to School” night format with faculty and staff to determine effectiveness and adjust as necessary. • Continue to seek feedback from parent groups regarding additional communication strategies. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$6,148 • Plan will be developed during staff and admin meetings .
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GOAL:	Goal 2: Ensure a Safe, Healthy, and Respectful School Environment.	Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<p>In order for students to meet acceptable standards of academic performance and college and career readiness it is essential that students learn in a safe and nurturing environment.</p> <ul style="list-style-type: none"> • The percent of the student body who were suspended in 2015-16 was 6.06%. Of the suspensions, <ul style="list-style-type: none"> ◦ 21.83% for Caused, Attempted or Threatened Physical Injury (EC48900a1) ◦ 6.34% for Willful Use of Force or Violence (EC48900a2) ◦ 3.52% for Possession, Sale, Furnishing a Firearm, Knife, Explosive, or other Dangerous Object (EC48900b) ◦ 21.83% for Possession, Use, Sale or Furnishing a Controlled Substance, Alcohol, Intoxicant (EC48900c) ◦ 4.93% for Obscene Acts, Profanity and Vulgarity (EC48900i) ◦ 25.35% for Disruption, Defiance (EC48900k) ◦ 4.93% for Bullying (EC48900r) ◦ 11.27% miscellaneous other offenses • The percent of the student body on stipulated expulsion contracts in 2015-16 was 5.58%. Of the stipulated expulsion contracts, <ul style="list-style-type: none"> ◦ 7.62% for Caused, Attempted or Threatened Physical Injury (EC48900a1) ◦ 11.43% for Possession, Sale, Furnishing a Firearm, Knife, Explosive, or other Dangerous Object (EC48900b) ◦ 80.95% for Possession, Use, Sale or Furnishing a Controlled Substance, Alcohol, Intoxicant (EC48900c) ◦ 0.95% for Obscene Acts, Profanity and Vulgarity (EC48900i) ◦ 58.10% for Disruption, Defiance (EC48900k) ◦ 0.0% for Property Theft (EC48900g) ◦ 0.95% for Bullying (EC48900r). 	

- The 2015-16 attendance rate was 91.17%.
- 5.14% of students who committed an offenses resulted in expulsion in 2014-15. These nine offenses broke down by Ed Code as follows: 11.11% for Firearm, Knife, Explosive, etc. (EC48900b), 11.11% for Sale of Controlled Substance (EC48900c), 44.44% for Possession, Use, Sale or Furnishing a Controlled Substance, Alcohol, Intoxicant (EC48900d), 11.11% for Use of Force or Violence (EC48900a2), 11.11% for Obscene Acts, Profanity and Vulgarity (EC48900i), 11.11% for Property Damage (EC48900f). 2015-16 data will be collected in the summer of 2016. (NOTE NO students were expelled according to CALPADS in 2015-16)
- The rating for high to moderate school connectedness as shown in the 2015-16 Healthy Kids Survey was 92.32%.
- The rating for students' perception of "feeling safe or very safe" at school as shown on the 2015-16 Healthy Kids survey was 71.49%.

Goal Applies to:	Schools:	All
	Grades:	All
Applicable Pupil Subgroups:		All

LCAP Year 1

Expected Annual Measurable Outcomes:	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> • Suspension rates including rates in disaggregated areas, will remain the same or improve. • Attendance rates will remain the same or improve. • Expulsion rates including rates in disaggregated areas, will remain the same. • California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%. • The student perception of "feeling safe or very safe at school" will improve by .5% as shown on the California Healthy Kids Survey. • The Facilities Inspection Tool (FIT) will remain at 100% "Good." • Percent of properly credentialed teachers will remain at 100%. • California Healthy Kids Survey taken by parents will show an improvement on how connected the parents feel with the school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>A. Develop and implement a comprehensive intervention process for students struggling academically, socially, and/or emotionally.</p> <ul style="list-style-type: none"> Professional Development will be provided emphasizing building staff member capacity for developing meaningful professional relationships with students. Student Assistance Team model will be evaluated for effectiveness and improvements. Sites will continue to utilize local resources to help families develop healthy relationships and lifestyles and to assist when families are in crisis. Faculty on all sites will continue to participate in data analysis and action planning regarding interventions and services for struggling students. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 Psychologist 0.8 fte Res 0001 Sal \$60,029 Ben \$19,589 Career Counselors 2.0 fte Res 0001 Sal \$142,870 Ben \$52,636
<p>B. Revise the school safety and positive climate plans including professional development for classified and certificated staff.</p> <ul style="list-style-type: none"> Annually the School Safety Plan will be reviewed and revised. Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration. CPI training will be offered to all faculty and staff on a semi-annual basis. Incident Command System (ICS) will be implemented. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> CPI Training Res 3010 \$3,000 Nursing Services 0.44 fte Res 0001 Sal \$27,936 Ben \$4,869

<p>C. Sites will communicate in multiple formats the services available to students and parents for academic and social emotional success.</p> <ul style="list-style-type: none"> • Opportunities will be provided for parents to meet with teachers regarding their student's academic progress. • Site use of means of communication will be evaluated for effectiveness and improvements. • Site work with associate schools will be evaluated for effectiveness and improvements. • Site communication with families regarding school programming will be evaluated for effectiveness and improvements. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration. • Crisis Counselors 0.8 fte Res 0001 Sal \$60,003 Ben \$14,605
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<p>D. Ensure that students that qualify for services from high needs programs will be identified and served (Title 1, NSLP, Indian Ed, ELL, IEP, 504, Foster Youth). These programs will be evaluated annually for effectiveness.</p> <ul style="list-style-type: none"> • Parents will be informed of the benefits of participating in programs that serve high needs students. • Procedures for gathering demographic data to ensure that all students that qualify are identified for high needs programs will be evaluated for effectiveness and improvements. • The protocol for identification of Special Education students will be evaluated for effectiveness and improvements. • Student Services staff will continue to coordinate services to ensure that all students receive appropriate counseling and academic intervention. • Site master schedules will be evaluated for effectiveness and improvements. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration.
<p>E. Administration will review discipline policies and procedures annually.</p> <ul style="list-style-type: none"> • Restorative Practices to more positively respond to school discipline will be evaluated for effectiveness. • A tiered discipline model that allows for more levels of disciplinary intervention before students face suspension and possible expulsion will be developed. • Discipline data to examine whether students are being disciplined dis-proportionately across high needs groups and Special Education will be evaluated. 	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> • No Cost. Site Administrators will perform the work as part of their routine work schedule.
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	Identified Metric(s): <ul style="list-style-type: none"> • Suspension rates including rates in disaggregated areas, will remain the same or improve. • Attendance rates will remain the same or improve. • Expulsion rates including rates in disaggregated areas, will remain the same or improve. • 2016-17 California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%. • The student perception of “feeling safe or very safe at school” will improve by .5% as shown on the 2016-17 California Healthy Kids Survey. • The Facilities Inspection Tool (FIT) will remain at 100% “Good.” • Percent of properly credentialed teachers will remain at 100%. • 2016-17 California Healthy Kids Survey taken by parents will establish baselines. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Develop and implement a comprehensive intervention process for students struggling academically, socially, and/or emotionally. <ul style="list-style-type: none"> • Professional Development will be provided emphasizing building staff member capacity for developing meaningful professional relationships with students. • Student Assistance Team model will be evaluated for effectiveness and improvements. • Sites will continue to utilize local resources to help families develop healthy relationships and lifestyles and to assist when families are in crisis. • Faculty on all sites will continue to participate in data analysis and action planning regarding interventions and services for struggling students. 	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<ul style="list-style-type: none"> • Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 • Psychologist 0.8 fte Res 0001 Sal \$60,029 Ben \$19,589 • Career Counselors 2.0 fte Res 0001 Sal \$142,870 Ben \$52,636

<p>B. Revise the school safety and positive climate plans including professional development for classified and certificated staff.</p> <ul style="list-style-type: none"> • Annually the School Safety Plan will be reviewed and revised. • Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration. • CPI training will be offered to all faculty and staff on a semi-annual basis. • Incident Command System (ICS) will be reviewed and revised, as needed. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • CPI Training Res 3010 \$3,000 • Nursing Services 0.44 fte Res 0001 Sal \$27,936 Ben \$4,869
<p>C. Sites will communicate in multiple formats the services available to students and parents for academic and social emotional success.</p> <ul style="list-style-type: none"> • Opportunities will be provided for parents to meet with teachers regarding their student's academic progress. • Site use of means of communication will be evaluated for effectiveness and improvements. • Site work with associate schools will be evaluated for effectiveness and improvements. • Site communication with families regarding school programming will be evaluated for effectiveness and improvements. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration. • Crisis Counselors 0.8 fte Res 0001 Sal \$60,003 Ben \$14,605

<p>D. Ensure that students that qualify for services from high needs programs will be identified and served (Title 1, NSLP, Indian Ed, ELL, IEP, 504, Foster Youth). These programs will be evaluated annually for effectiveness.</p> <ul style="list-style-type: none"> • Parents will be informed of the benefits of participating in programs that serve high needs students. • Procedures for gathering demographic data to ensure that all students that qualify are identified for high needs programs will be evaluated for effectiveness and improvements. • The protocol for identification of Special Education students will be evaluated for effectiveness and improvements. • Student Services staff will continue to coordinate services to ensure that all students receive appropriate counseling and academic intervention. • Site master schedules will be evaluated for effectiveness and improvements. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration
<p>E. Administration will review discipline policies and procedures annually.</p> <ul style="list-style-type: none"> • Restorative Practices to more positively respond to school discipline will be evaluated for effectiveness. • The tiered discipline model that allows for more levels of disciplinary intervention before students face suspension and possible expulsion will be evaluated for effectiveness and improvements. • Discipline data to examine whether students are being disciplined dis-proportionately across high needs groups and Special Education will be evaluated. 	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> • No Cost. Site Administrators will perform the work as part of their routine work schedule
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	Identified Metric(s): <ul style="list-style-type: none"> • Suspension rates including rates in disaggregated areas, will remain the same or improve. • Attendance rates will remain the same or improve. • Expulsion rates including rates in disaggregated areas, will remain the same or improve. • 2016-17 California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%. • The student perception of “feeling safe or very safe at school” will improve by .5% as shown on the 2016-17 California Healthy Kids Survey. • The Facilities Inspection Tool (FIT) will remain at 100% “Good.” • Percent of properly credentialed teachers will remain at 100%. • 2016-17 California Healthy Kids Survey taken by parents will establish baselines. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration: <ul style="list-style-type: none"> • Continue professional development on CCSS instructional shifts. • Improve of the percent of teachers effectively implementing teaching practices in the 2018-19 school year. • Observe and gather data of implementation of effective teaching practices. • English and Math teachers review implementation of interim assessments to students in preparation for the CAASPP test. 	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<ul style="list-style-type: none"> • Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 • Psychologist 0.8 fte Res 0001 Sal \$60,029 Ben \$19,589 • Career Counselors 2.0 fte Res 0001 Sal \$142,870 Ben \$52,636

<p>B. Revise the school safety and positive climate plans including professional development for classified and certificated staff.</p> <ul style="list-style-type: none"> • Annually the School Safety Plan will be reviewed and revised. • Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration. • CPI training will be offered to all faculty and staff on a semi-annual basis. • Incident Command System (ICS) will be reviewed and revised, as needed. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • CPI Training Res 3010 \$3,000 • Nursing Services 0.44 fte Res 0001 Sal \$27,936 Ben \$4,869
<p>C. Sites will communicate in multiple formats the services available to students and parents for academic and social emotional success.</p> <ul style="list-style-type: none"> • Opportunities will be provided for parents to meet with teachers regarding their student's academic progress. • Site use of means of communication will be evaluated for effectiveness and improvements. • Site work with associate schools will be evaluated for effectiveness and improvements. • Site communication with families regarding school programming will be evaluated for effectiveness and improvements. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration. • Crisis Counselors 0.8 fte Res 0001 Sal \$59,804 Ben \$19,552

<p>D. Ensure that students that qualify for services from high needs programs will be identified and served (Title 1, NSLP, Indian Ed, ELL, IEP, 504, Foster Youth). These programs will be evaluated annually for effectiveness.</p> <ul style="list-style-type: none"> • Parents will be informed of the benefits of participating in programs that serve high needs students. • Procedures for gathering demographic data to ensure that all students that qualify are identified for high needs programs will be evaluated for effectiveness and improvements. • The protocol for identification of Special Education students will be evaluated for effectiveness and improvements. • Student Services staff will continue to coordinate services to ensure that all students receive appropriate counseling and academic intervention. • Site master schedules will be evaluated for effectiveness and improvements. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration
<p>E. Administration will review discipline policies and procedures annually.</p> <ul style="list-style-type: none"> • Restorative Practices to more positively respond to school discipline will be evaluated for effectiveness. • The tiered discipline model that allows for more levels of disciplinary intervention before students face suspension and possible expulsion will be evaluated for effectiveness and improvements. • Discipline data to examine whether students are being disciplined dis-proportionately across high needs groups and Special Education will be evaluated. 	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration

GOAL:	Goal 3: NHUHSD will diversify and improve methods of communication for all stakeholders.	Related State and/or Local Priorities: _1 _2 X 3 X 4 _5 _6 _7 _8 Local: All
Identified Need:	<p>The feedback from stakeholder meetings has shown the need for improved parent communication.</p> <ul style="list-style-type: none"> Chronic absenteeism rate for 2014-15 was 24.80%. The chronic absenteeism rate for 2015-16 was 26.47%. Estimated average daily attendance for absent codes for unexcused, excused, uncleared and cut through the P2 date of March 25, 2016 was 91.26%. 50 job shadows occurred during 2015-16. 	
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> The School Messenger system and District App will be used to notify parents, including parents of students with disabilities, of stakeholder meetings. Parents, including parents of students with disabilities, will continue to have opportunities to provided input on decision making through a survey link provided on the district web site. Maintain the number of presentations to parent groups as compared to the two presentations in 2015-16. The number of students participating in the job shadows or internships will improve or maintain as compared to 50 in 2015-16. The chronic absenteeism rate will maintain or improve as compared to 26.47% in 2015-16. Chronic absenteeism not including school related absences or independent study will improve by 0.01%. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Alternative modes of communication with parents and students for academics and events will be explored.</p> <ul style="list-style-type: none"> • School Messenger App will be implemented and shared with parents. • Teachers will be expected to update FamilyLink every two weeks. Reminders will be provided by the administration to staff. • Explore additional elements of social media (e.g. Twitter) to be used independently as well as embedded in site websites. • Explore options in FamilyLink that are not being used. • Communication with parents of students with chronic absenteeism not includes school related absences or independent study will occur. • Parent/guardian emails will be gathered and utilized for communication. • More documents will be provided to parents in Spanish, including parent surveys. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • School Messenger Res 0000 \$4,000 • Reliance Communication (App fee) Res 0001 \$550
<p>B. Communication with business partners will be enhanced with the purpose of assisting students to be placed in local businesses for work experience.</p> <ul style="list-style-type: none"> • Student mentorships and work experience opportunities will increase for students. • Communication with potential business partners through the involvement in local service organizations will continue. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • WIOA grant Res 5610 \$76,162 • TPP program Res 3410 \$181,393
LCAP Year 2			

Expected Annual Measurable Outcomes:	Identified Metric(s): <ul style="list-style-type: none"> • The School Messenger system and District App will be used to notify parents, including parents of students with disabilities, of stakeholder meetings. • Parents, including parents of students with disabilities, will continue to have opportunities to provided input on decision making through a survey link provided on the district web site. • Maintain the number of presentations to parent groups as compared to the two presentations in 2015-16. • The number of students participating in the job shadows or internships will improve or maintain as compared to X in 2015-16. • The chronic absenteeism rate will maintain or improve as compared to X% in 2015-16. • Chronic absenteeism not including school related absences or independent study will improve by 0.01%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Alternative modes of communication with parents and students for academics and events will be explored. <ul style="list-style-type: none"> • School Messenger App will be evaluated for improvements. • Teachers will continue to be expected to update FamilyLink every two weeks. Reminders will be provided by the administration to staff. • Implement elements of the most effective social media, determined in 2016-17. • Evaluate FamilyLink for effectiveness and improvements. • Continued communication with parents of students with chronic absenteeism not includes school related absences or independent study will occur. • Parent/guardian emails will continue to be gathered and utilized for communication. • More documents will be provided to parents in Spanish, including parent surveys. 	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<ul style="list-style-type: none"> • School Messenger Res 0000 Goal 1500 \$4,000 • Reliance Communication (App fee) Res 0001 \$550

<p>B. Communication with business partners will be enhanced with the purpose of assisting students to be placed in local businesses for work experience.</p> <ul style="list-style-type: none"> • Student mentorships and work experience opportunities will increase for students. • Communication with potential business partners through the involvement in local service organizations will continue. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • WIOA grant Res 5610 \$76,162 • TPP program Res 3410 \$181,393
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> • The School Messenger system and District App will be used to notify parents, including parents of students with disabilities, of stakeholder meetings. • Parents, including parents of students with disabilities, will continue to have opportunities to provided input on decision making through a survey link provided on the district web site. • Maintain the number of presentations to parent groups as compared to the two presentations in 2015-16. • The number of students participating in the job shadows or internships will improve or maintain as compared to X in 2015-16. • The chronic absenteeism rate will maintain or improve as compared to X% in 2015-16. • Chronic absenteeism not including school related absences or independent study will improve by 0.01%. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>A. Alternative modes of communication with parents and students for academics and events will be explored.</p> <ul style="list-style-type: none"> • School Messenger App will be evaluated for improvements. • Teachers will continue to be expected to update FamilyLink every two weeks. Reminders will be provided by the administration to staff. • Implement elements of the most effective social media, determined in 2016-17. • Evaluate FamilyLink for effectiveness and improvements. • Continued communication with parents of students with chronic absenteeism not includes school related absences or independent study will occur. • Parent/guardian emails will continue to be gathered and utilized for communication. • More documents will be provided to parents in Spanish, including parent surveys. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • School Messenger Res 0000 \$4,000 • Reliance Communication (App fee) Res 0001 \$550
<p>B. Communication with business partners will be enhanced with the purpose of assisting students to be placed in local businesses for work experience.</p> <ul style="list-style-type: none"> • Student mentorships and work experience opportunities will increase for students. • Communication with potential business partners through the involvement in local service organizations will continue. 	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> • WIOA grant Res 5610 \$76,162 • TPP program Res 3410 \$181,393

GOAL:	Goal 4: NHUHSD will improve academic performance for high needs populations.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: None
Identified Need:	<p>The high needs population includes students who are socioeconomically disadvantaged, students with disabilities, English language learners, foster youth, migrant or homeless students.</p> <ul style="list-style-type: none"> In Spring 2016, the D/F List for NHUHSD was 28.8% of total population. 57.7% of this population were socio-economically disadvantaged, 25.0% of this population were students with disabilities. Graduation rate for high needs students in 2016 was 100.0%. Dropout rate for high need students in 2016 was 0.00%. Number of high needs students who took the 2016 AP exam was 29. 12 took IB exam, 18 enrolled in a dual enrollment class with a total enrollment of 23 in Spring 2016. 82.76% of the high needs population scored a 3 or higher on the 2016 AP test. 91.67% of enrolled high needs students passed the IB exam. The percent of enrolled high needs students who passed a dual enrollment class in Spring 2016 was 72.2%. 13.02% of high needs population enrolled in either an AP, IB or dual enrollment course in 2015-16. 28.24% of the high needs students met or exceeded standard on the 2015 ELA EAP exam. 12.50% of the high needs students met or exceeded standard on the 2015 Math EAP exam. Two students were reclassified fluent English proficient in 2014-15. No students were reclassified in 2015-16. In 2015-16, 37 students were tested on the CELDT exam with an average score of 600.5, which is a 2.46% improvement from 2014-15 in the overall score. 50 students participating in the job shadows or internships in the TPP/WIOA program in 2015-16. 18.38% of high needs students have 10% or higher absence rate and are on D/F list in the Spring of 2016. 	
Goal Applies to:	Schools:	All Grades: All

Applicable Pupil Subgroups: Foster Youth, Redesignated fluent English proficient, Other (Migrant, Socio-economically disadvantaged), English Learners, Students with Disabilities, Homeless

LCAP Year 1

Expected Annual Measurable Outcomes:

Identified Metric(s):

- Establish a two year baseline for SBAC and CAA (2014-15 and 2015-16).
- D/F list for high needs population will remain the same or improve.
- Graduation rates for high needs will remain the same or improve.
- Establish a baseline for percent of freshman on track to graduate after each semester.
- Establish a baseline for percent of sophomores on track to graduate after each semester.
- Establish a baseline for the save rate.
- Dropout rates for high needs will remain the same or improve.
- Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve.
- Percent of high needs students who score 3 or higher on the exam will remain the same or improve.
- Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.
- Students reclassified fluent English proficient will remain the same or improve.
- All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same.
- EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.
- Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.
- Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education.
- Percent of properly credentialed teachers will remain at 100%.
- The number of students participating in the job shadows or internships in the TPP/WIOA program will increase by 1%.
- College and career readiness surveys will be completed by every 9th grade student.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Current services for the high needs populations will be evaluated annually. Additional services will be added if needed.</p> <ul style="list-style-type: none"> • Continued use of D/F list will drive individualized services for academic improvement. • Student Services Team will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success. 	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Migrant, Low Income pupils)</p>	<ul style="list-style-type: none"> • Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 • Title I Coord.

- On an ongoing basis the Title I Coordinator will identify and provide tutoring and academic counseling to students in need.
- Summer school classes will be provided for remediation purposes.

- Res
0001 Sal
\$7,000
Ben
\$574
- Summer
School
Res
0001 Sal
\$49,000
Ben
\$4,103
- Summer
School
Res
4310
Supplies
\$500
- EL
Director
0.2 fte
Res
0001 Sal
\$21,175
Ben
\$5,891
- EL
Coord.
0.4 fte
Res
0001 Sal
\$23,652
Ben
\$8,750
- Title 1/EL
Aide 2.5
fte Res
0001 Sal
\$58,009
Ben
\$5,532
- Co-op
fee Res

			0001 \$2,125
<p>B. Academic achievement will be improved through articulation with associate feeder schools ensuring appropriate placement in academic subjects.</p> <ul style="list-style-type: none"> Review annual articulation meeting will be held with associate feeder schools to improve the process of identifying low performing programs and services for students with needs. Review articulation with associate feeder schools for students with IEP's will occur on an annual basis to design individualized services for every student. English and Math departments will review and amend the placement process for all students. 	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<ul style="list-style-type: none"> No Cost. Coordination will happen via existing faculty and admin meetings.
<p>C. Master schedule will be evaluated at each site to maximize program offerings. This can include dual enrollment/concurrent enrollment, zero period/7th period, improve availability for parent conferences, and improve coordination across the district.</p> <ul style="list-style-type: none"> Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students. Continued dual and concurrent opportunities will be articulated with College of the Redwoods. Online learning course offerings will continue to be reviewed/increased to provide flexibility in students scheduling. Evaluate the need for academic support classes to ensure graduation readiness for Freshman and Sophomore cohorts. Class sizes will be reduced to improve academic performance of high needs populations. 	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<ul style="list-style-type: none"> EL/EDY/ Foster sections Res 3010 Sal \$100,788 Ben \$36,015 EL/EDY/ Foster sections Res 0001 Sal \$133,125 Ben \$43,756 Indian Ed 0.2 fte Res 0001 Sal \$8,720 Ben \$1,431

<p>D. College and Career readiness will be supported at each site across the district.</p> <ul style="list-style-type: none"> College and Career readiness surveys will be completed by every 9th grade student. 10th grade students will use this survey to update their four-year plan. On an annual basis the counseling team will complete and review four-year goals with every student. Juniors and seniors will have an opportunity to shadow/intern a career field of choice. Juniors and seniors will have an opportunity to review career choices such as a career fair. TPP program will be implemented providing qualifying students with career education experiences, support and curriculum. The percent of high needs students who have a 10% or higher absence rate and are on the D/F list will maintain or improve as compared to 18.38% in 2015-16. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> TPP Coord. .40 fte Res 3410 Sal \$41,864 Ben \$11,776 TPP support 1.0 fte (paid by HCOE, reimbursed by Nohum) Res 3410 Sal \$83,204
<p>E. Professional development for staff will continue with an emphasis on developing a student-centered classroom.</p> <ul style="list-style-type: none"> Site and district-wide meetings will incorporate methods and processes developed through Capturing Kids Hearts training. Based on available funding, the NHUHSD Leadership Team will provide professional learning opportunities to develop student centered curriculum across the district. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> No cost, administration will facilitate

<p>F. Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented.</p> <ul style="list-style-type: none"> Review of coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention. The save rate baseline will be established. Regular district and site articulation meetings with administrators will be held to improve communication and support for students in need of services. Continued training in a research based restorative justice program will be provided for all district administration. Restorative practices will be implemented within the district to employ strategies to reconnect students with their school community after disciplinary actions. Reducing dropouts; reducing student removals from school due to disciplinary action; reducing campus violence; and referrals to law enforcement will be achieved. SARB review board will be consistently employed to reduce truancy within the district. Administration will research true correlation between student attendance and academic achievement. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> Staff Dev. Res 3010 \$5,000
<p>G. Strategies for improving the Special Education Services.</p> <ul style="list-style-type: none"> Engage in an analysis of the reasons for the high percentage of students in Special Education in the District and produce data for use in future years. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost. Expense incurred in 2015 -16.</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	Identified Metric(s): <ul style="list-style-type: none"> • Establish a two year baseline for SBAC and CAA (2014-15 and 2015-16). • D/F list for high needs population will remain the same or improve. • Graduation rates for high needs will remain the same or improve. • Establish a baseline for percent of freshman on track to graduate after each semester. • Establish a baseline for percent of sophomores on track to graduate after each semester. • Establish a baseline for the save rate. • Dropout rates for high needs will remain the same or improve. • Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve. • Percent of high needs students who score 3 or higher on the exam will remain the same or improve. • Early Assessment Program (EAP) test results for the high needs population will remain the same or improve. • Students reclassified fluent English proficient will remain the same or improve. • All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same. • EL students will have access to CCSS materials in the EL Study Skills and EL Development classes. • Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students. • Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education. • Percent of properly credentialed teachers will remain at 100%. • The number of students participating in the job shadows or internships in the TPP/WIOA program will increase by 1%. • College and career readiness surveys will be completed by every 9th grade student.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Current services for the high needs populations will be evaluated annually. Additional services will be added if needed. <ul style="list-style-type: none"> • Continued use of D/F list will drive individualized services for academic improvement. • Student Services Team will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success. • On an ongoing basis the Title I Coordinator will identify and provide tutoring and academic counseling to students in need. • Summer school classes will be provided for 	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Migrant, Low Income pupils)	<ul style="list-style-type: none"> • Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 • Title I Coord. Res 0001 Sal \$7,000 Ben

remediation purposes.

- \$574
Summer
School
Res
0001 Sal
\$49,000
Ben
\$4,103
- Summer
School
Res
4310
Supplies
\$500
- EL
Director
0.2 fte
Res
0001 Sal
\$21,175
Ben
\$5,891
- EL
Coord.
0.4 fte
Res
0001 Sal
\$23,652
Ben
\$8,750
- Title 1/EL
Aide 2.5
fte Res
0001 Sal
\$58,009
Ben
\$5,532
- Co-op
fee Res
0001
\$2,125

<p>B. Academic achievement will be improved through articulation with associate feeder schools ensuring appropriate placement in academic subjects.</p> <ul style="list-style-type: none"> Review annual articulation meeting will be held with associate feeder schools to improve the process of identifying low performing programs and services for students with needs. Review articulation with associate feeder schools for students with IEP's will occur on an annual basis to design individualized services for every student. English and Math departments will review and amend the placement process for all students. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Migrant, Low Income)</p>	<ul style="list-style-type: none"> No Cost. Coordination will happen via existing faculty and admin meetings.
<p>C. Master schedule will be evaluated at each site to maximize program offerings. This can include dual enrollment/concurrent enrollment, zero period/7th period, improve availability for parent conferences, and improve coordination across the district.</p> <ul style="list-style-type: none"> Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students. Continued dual and concurrent opportunities will be articulated with College of the Redwoods. Online learning course offerings will continue to be reviewed/increased to provide flexibility in students scheduling. Evaluate the need for academic support classes to ensure graduation readiness for Freshman and Sophomore cohorts. Class sizes will be reduced to improve academic performance of high needs populations. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> EL/EDY/ Foster sections Res 3010 Sal \$100,788 Ben \$36,015 EL/EDY/ Foster sections Res 0001 Sal \$133,125 Ben \$43,756 Indian Ed 0.2 fte Res 0001 Sal \$8,720 Ben \$1,431

<p>D. College and Career readiness will be supported at each site across the district.</p> <ul style="list-style-type: none"> College and Career readiness surveys will be completed by every 9th grade student. 10th grade students will use this survey to update their four-year plan. On an annual basis the counseling team will complete and review four-year goals with every student. Juniors and seniors will have an opportunity to shadow/intern a career field of choice. Juniors and seniors will have an opportunity to review career choices such as a career fair. TPP program will be implemented providing qualifying students with career education experiences, support and curriculum. The percent of high needs students who have a 10% or higher absence rate and are on the D/F list will maintain or improve. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> TPP Coord. .40 fte Res 3410 Sal \$41,864 Ben \$12,551 TPP support 1.0 fte (paid by HCOE, reimbursed by Nohum) Res 3410 Sal \$83,204
<p>E. Professional development for staff will continue with an emphasis on developing a student-centered classroom.</p> <ul style="list-style-type: none"> Site and district-wide meetings will incorporate methods and processes developed through Capturing Kids Hearts training. Based on available funding, the NHUHSD Leadership Team will provide professional learning opportunities to develop student centered curriculum across the district. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> No cost, administration will facilitate

<p>F. Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented.</p> <ul style="list-style-type: none"> Review of coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention. The save rate baseline will be established. Regular district and site articulation meetings with administrators will be held to improve communication and support for students in need of services. Continued training in a research based restorative justice program will be provided for all district administration. Restorative practices will be implemented within the district to employ strategies to reconnect students with their school community after disciplinary actions. Reducing dropouts; reducing student removals from school due to disciplinary action; reducing campus violence; and referrals to law enforcement will be achieved. SARB review board will be consistently employed to reduce truancy within the district. Administration will research true correlation between student attendance and academic achievement. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> Staff Dev. Res 3010 \$5,000
<p>G. Strategies for improving the Special Education Services.</p> <ul style="list-style-type: none"> Utilize data from an analysis of the reasons for the high percentage of students in Special Education to address any issues, such as over identification or lack of interventions or supports, that may be within our control. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost. Expenses incurred in 2015 -16.</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Identified Metric(s):</p> <ul style="list-style-type: none"> • Establish a two year baseline for SBAC and CAA (2014-15 and 2015-16). • D/F list for high needs population will remain the same or improve. • Graduation rates for high needs will remain the same or improve. • Establish a baseline for percent of freshman on track to graduate after each semester. • Establish a baseline for percent of sophomores on track to graduate after each semester. • Establish a baseline for the save rate. • Dropout rates for high needs will remain the same or improve. • Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve. • Percent of high needs students who score 3 or higher on the exam will remain the same or improve. • Early Assessment Program (EAP) test results for the high needs population will remain the same or improve. • Students reclassified fluent English proficient will remain the same or improve. • All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same. • EL students will have access to CCSS materials in the EL Study Skills and EL Development classes. • Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students. • Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education. • Percent of properly credentialed teachers will remain at 100%. • The number of students participating in the job shadows or internships in the TPP/WIOA program will increase by 1%. • College and career readiness surveys will be completed by every 9th grade student. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>A. Current services for the high needs populations will be evaluated annually. Additional services will be added if needed.</p> <ul style="list-style-type: none"> • Continued use of D/F list will drive individualized services for academic improvement. • Student Services Team will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success. • On an ongoing basis the Title I Coordinator will identify and provide tutoring and academic counseling to students in need. • Summer school classes will be provided for 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Migrant, Low Income Pupils)</p>	<ul style="list-style-type: none"> • Data Coord. .20 fte Res 6382 Sal \$18,384 Ben \$5,468 • Title I Coord. Res 0001 Sal \$7,000 Ben

remediation purposes.

- \$574
Summer
School
Res
0001 Sal
\$49,000
Ben
\$4,103
- Summer
School
Res
4310
Supplies
\$500
- EL
Director
0.2 fte
Res
0001 Sal
\$21,175
Ben
\$5,891
- EL
Coord.
0.4 fte
Res
0001 Sal
\$23,652
Ben
\$8,750
- Title 1/EL
Aide 2.5
fte Res
0001 Sal
\$58,009
Ben
\$5,532
- Co-op
fee Res
0001
\$2,125

<p>B. Academic achievement will be improved through articulation with associate feeder schools ensuring appropriate placement in academic subjects.</p> <ul style="list-style-type: none"> Review annual articulation meeting will be held with associate feeder schools to improve the process of identifying low performing programs and services for students with needs. Review articulation with associate feeder schools for students with IEP's will occur on an annual basis to design individualized services for every student. English and Math departments will review and amend the placement process for all students. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> No cost. Coordination will happen via existing faculty and admin meetings
<p>C. Master schedule will be evaluated at each site to maximize program offerings. This can include dual enrollment/concurrent enrollment, zero period/7th period, improve availability for parent conferences, and improve coordination across the district.</p> <ul style="list-style-type: none"> Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students. Continued dual and concurrent opportunities will be articulated with College of the Redwoods. Online learning course offerings will continue to be reviewed/increased to provide flexibility in students scheduling. Evaluate the need for academic support classes to ensure graduation readiness for Freshman and Sophomore cohorts. Class sizes will be reduced to improve academic performance of high needs populations. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> EL/EDY/ Foster sections Res 3010 Sal \$100,788 Ben \$36,015 EL/EDY/ Foster sections Res 0001 Sal \$133,125 Ben \$43,756 Indian Ed 0.2 fte Res 0001 Sal \$8,720 Ben \$1,431

<p>D. College and Career readiness will be supported at each site across the district.</p> <ul style="list-style-type: none"> College and Career readiness surveys will be completed by every 9th grade student. 10th grade students will use this survey to update their four-year plan. On an annual basis the counseling team will complete and review four-year goals with every student. Juniors and seniors will have an opportunity to shadow/intern a career field of choice. Juniors and seniors will have an opportunity to review career choices such as a career fair. TPP program will be implemented providing qualifying students with career education experiences, support and curriculum. The percent of high needs students who have a 10% or higher absence rate and are on the D/F list will maintain or improve as compared to X% for 2015-16. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> TPP Coord. .40 fte Res 3410 Sal \$41,864 Ben \$8,925 TPP support 1.0 fte (paid by HCOE, reimbursed by Nohum) Res 3410 Sal \$83,204
<p>E. Professional development for staff will continue with an emphasis on developing a student-centered classroom.</p> <ul style="list-style-type: none"> Site and district-wide meetings will incorporate methods and processes developed through Capturing Kids Hearts training. Based on available funding, the NHUHSD Leadership Team will provide professional learning opportunities to develop student centered curriculum across the district. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> No cost. administration will facilitate

<p>F. Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented.</p> <ul style="list-style-type: none"> Review of coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention. The save rate baseline will be established. Regular district and site articulation meetings with administrators will be held to improve communication and support for students in need of services. Continued training in a research based restorative justice program will be provided for all district administration. Restorative practices will be implemented within the district to employ strategies to reconnect students with their school community after disciplinary actions. Reducing dropouts; reducing student removals from school due to disciplinary action; reducing campus violence; and referrals to law enforcement will be achieved. SARB review board will be consistently employed to reduce truancy within the district. Administration will research true correlation between student attendance and academic achievement. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> Staff Dev. Res 3010 \$5,000
<p>G. Strategies for improving the Special Education Services.</p> <ul style="list-style-type: none"> Utilize data from an analysis of the reasons for the high percentage of students in Special Education to address any issues, such as over identification or lack of interventions or supports, that may be within our control. 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No cost. Expenditures incurred 2015-16.</p>

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?

Original Goal from prior year LCAP:	NHUHSD will increase achievement for all students by aligning instruction to Common Core State Standards (CCSS) across all disciplines.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Identified Metric(s): - SBAC Test results will be gathered for a baseline. - Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches' End of Year Report. - Evidence of delivered professional development (agenda, number of participants, number of coaching cycles completed, etc.) - Feedback from School	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • SBAC test results have been reviewed. The CAASPP Committee has discussed the success the 2014-15 SBAC results. 70% of the 11th graders met or exceeded standards in English Language Arts, while 37% of the 11th graders met or exceeded standards in Math • The faculty will be surveyed in May on the CCSS Self-Awareness Continuum to

Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings - CAHSEE scores will improve by 1.0% in both English and Math for all 10 grade students. - 2012-13 API growth for the LEA was 10. Significant subgroups and their growth rate included Hispanic or Latino was -15, White was 14, SED was 24, and SWD was -5. - All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials. COMMON METRICS ACROSS ALL GOALS - Graduation rates will increase by 0.25%. - High School Dropout rates: maintain or improve NOTE: Middle School dropout rate is not applicable as NHUHSD serves only grades 9-12. - UC/CSU eligible graduates will improve by 0.5%. - The pass rate for the AP exams will improve by 1%. - EAP test results will improve by 2%. - Percent of properly credentialed teachers will remain at 100%. - API is not being calculated for 2014-15 or 2015-16. When the baseline is available in future years, targets will be added to this goal. - Access to standards-aligned instructional materials will increase as shown by obtainment of additional CCSS aligned curriculum. Access to CCSS will also include access to CCSS and ELA/ELD standards for ELs. - All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials.

determine growth in awareness. The Instructional Coaches have yet to complete the End of Year Report showing a summary of professional development, number of participants, coaching cycles, etc.

- Feedback from stakeholders was obtained via a community stakeholder's meeting on December 1st, Site Council meetings on February 24th and March 17th, Student Focus Groups on February 25th and March 4th, and surveys administered in March for faculty and parents. Feedback included improving communication with families via email, Twitter and more regularly updated online grades. Dissaggregating absences and suspensions by Ed Code to address more specific interventions was discussed.
- The CAHSEE was not administered due to the state discontinuing the assessment, thus the district cannot determine if there was an increase in results.
- All students continue to have access to standards-aligned materials.

Common Metrics:

- 2014-15 graduation rate increased by 0.27% when comparing 2013-14 and 2014-15. 2015-16 data will be collected in the summer of 2016.
- 2014-15 dropout rate was 1.39% which increased when comparing 2013-14 and 2014-15. 2015-16 dropout rate will be collected in the summer of 2016. NOTE: Middle school dropout rate is not applicable as NHUHSD only serves 9-12 grades.
- 2014-15 UC/CSU eligible graduates did not change when compared to 2013-14, which was 92%. 2015-16 data will be collected in the summer of 2016.
- The percent of students who scored 3 or higher on the AP tests decreased by 0.88% to 68.84% when comparing 2013-14 and 2014-

		<p>15. 2015-16 data will be collected in the summer of 2016. It is noteworthy that a 4% decrease in participation in this exam was due to the increase in dual enrollment courses.</p> <ul style="list-style-type: none"> • Early Assessment Program (EAP) 2015 ELA and math average test results show 61.5% met or exceeded standards. This is a 40.3% increase from the last administration in 2013. It is notable that the test interface changed as 2015 EAP was part of the SBAC test. The average participants between ELA and math decreased by 233.5 students. 2015-16 scores will be collected in the summer of 2016. • 100% of the teachers remain properly credentialed, which meets the goal that was set. • API is not being calculated for 2015-16. When the baseline is available in future years, targets will be added to this goal. • Access to standards-aligned instructional materials increased. Access to CCSS also included access to CCSS and ELA/ELD standards for ELs. A CCSS aligned social science book, AP European History was adopted. • All students have access to standards-aligned materials as approved in the annual board resolution on August 11, 2015.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration: - Instructional Coaches will	- Inst. Coach: .80 fte Res 9012 Sal	<ul style="list-style-type: none"> • Northern Humboldt staff have received a variety of professional development related to aligning instruction to CCSS: 	<ul style="list-style-type: none"> • Inst. Coach: .80 fte

<p>develop and implement CCSS professional development utilizing August staff development day, early-release days, department meetings/collaboration, and use of NHUHSD Coaching Model. The NHUHSD Coaching Model provides school-based professional development to all certificated staff. The program includes individual observation, modeling of instructional practices, student work analysis and collaborative planning. As well, coaches work with groups of teachers to review research-proven instructional strategies, articulate curriculum and analyze student data through targeted small groups and content-area departments. - Instructional Coaches will continue work on instructional shifts while also implementing two new shifts (determined through end of year survey from May 2015). - Continue participation in the county-wide STEM/HISI Grant - Summer 2015 CPM (College Preparatory Mathematics) training for all NHUHSD Math Teachers towards the implementation of Integrated Math. - NHUHSD will continue to hire highly qualified teachers to implement district initiatives. - Appropriate curriculum changes and textbook adoption (example: Integrated Math)</p>	<p>\$55,504 Ben \$21402 .40 fte Res 0026 Sal \$28,705 Ben \$10,840 .60 fte Res 5813 Sal \$43633 Ben \$15,840 - STEM .80 fte Res 0001 Sal \$57,209 Ben \$21,652 - CPM training no cost - HQT teacher salaries \$6,466,400 - Funds will be allocated. Allocation amounts are yet to be determined. Res 6300 Object 7999 \$54,532</p>	<ul style="list-style-type: none"> Instructional Coaches used the August 26, 2015 professional development day along with two half days (February 22, 2016 and April 25, 2016) to deliver the CCSS strategies around two shifts. The two shifts we are focusing on in 2015-16 are "Reading and writing grounded in evidence from text" and "Coherence: Think across grades, and link to major topics within grades." The is a continuance of the two shifts we focused on in 2014-15, which were "Building knowledge through content-rich nonfiction and informational texts" and "Focus: Focus strongly where the standards focus." In 2016-17 the district will focus on the remaining shifts which are "Regular practice with complex text and vocabulary" and "Rigor: Require fluency, application, and deep understanding." Workshops from the 2015-16 professional development days included Reading Strategies, Write On!, Starting Out Right, Formative Assessment, Technology Showcase, "I Can, I Want to, I Belong" - Student Centered Learning & Engagement, Making the Connection Between Questioning and Writing with the CCSS in Mind, Reading Strategies for Math, Science and Career Tech. Staff also received one-on-one coaching including classroom observations, modeling of instructional practices, student work analysis and collaborative planning. ELA and Math departments have received small group professional development on research-proven instructional strategies including the workshop model and student engagement. Twelve Northern Humboldt staff have participated in the STEM/HISI grant in the 2015-16 school year. The math department participated in three CPM trainings (11/11/15, 12/15/15, 1/26/16) as well as a three day CPM conference that started on February 25, 2016. 	<p>Res 9012 Sal \$58,047 Ben \$21,774, .40 fte Res 0026 Sal \$29,563 Ben \$10,969, .60 fte Res 5813 Sal \$41,911 Ben \$15,356</p> <ul style="list-style-type: none"> STEM .80 fte Res 0001 Sal \$58,926 Ben \$21,891 CPM training no cost HQT salaries \$6,660,3 92 Object code 4110 \$59,612
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			<ul style="list-style-type: none"> • All of the teachers remain highly qualified in the district. • Curriculum updates have been made to align with the CCSS as well as the adoption of a new social science textbook. • A focus group of teachers, instructional coaches and administrators have evaluated the interim tests as the first step in the process of looking for way to improve test scores in 2015-16. The team developed a list of interim questions that is relevant for each department to show that all curricular areas will need to infuse the tests in their curriculum. 	
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All	----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>B. Support services will be developed as students struggle with the transition to more critical thinking skills. - Instructional coaches will continue to provide professional development on effective teaching strategies related to accessing complex texts in addition to strategies that help students understand and use academic vocabulary and write making claims backed by evidence from texts. - Title I: Title I Coordinator will continue to focus on helping students within the program, especially those who are on the site D/F list. - Focus on student support in mathematics as students transition from Algebra I to Integrated Math - Services will be determined based upon student performance, teacher feedback, and relevant professional development and key learning's.</p>	<p>- Inst. Coach: .80 fte Res 9012 Sal \$55,504 Ben \$21,402 .40 fte Res 0026 Sal \$28,705 Ben \$10,840 .60 fte Res 5813 Sal \$43,633 Ben \$15,840 - Title I Coord. Res 0001 Sal \$7,000 Ben \$1,282</p>	<ul style="list-style-type: none"> • One of the shifts that the Instructional Coaches focused this year was "reading and writing grounded in evidence from text." This led them to provide writing workshops using evidence from text during the August 26, 2015 professional development day as well as the February 22, 2016 professional development half day. Academic vocabulary was included within these workshops. • The Title I Coordinators use the D/F list to target students who need additional supports. For instance, the sites use the D/F list to target students who should be added to a Study Skills class or receive tutoring. • During SAT meetings, students are identified, supports are determined, action plans are written, and a staff member is assigned to follow up with ensuring the student receives the support. • Students who are transitioning from middle school math classes to Integrated Math I are the students who could use the support they are performing at levels below their peers. A limited number of Algebra 1 courses still exist for students who are struggling with Integrated Math I. In addition, independent study courses exist for students. A Foundations of Algebra dual enrollment course was added as well, which is Education 220 at CR. Support has been made available with intervention, Independent Study and one-on-one remediation. 	<ul style="list-style-type: none"> • Inst. Coach: .80 fte Res 9012 Sal \$58,047 Ben \$21,774, .40 fte Res 0026 Sal \$29,563 Ben \$10,969, .60 fte Res 5813 Sal \$41,911 Ben \$15,356 • Title I Coord. Res 0001 Sal \$7,000 Ben \$1,282
<p>Scope of service:</p>	<p>All Grades: All</p>	<p>Scope of service:</p>	<p>All Grades: All</p>

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>C. 21st century technological skills for graduates will be identified. Will begin developing a plan on how students will acquire these skills across disciplines and with a specific focus on the Technology Essentials curriculum. - District will host summer workshop on technology for the staff. - District will continue to hold multiple lunch time and after school in services on technology for the district staff. - An assessment of 9th grade Technology Essential curriculum will be completed as related to CCSS.</p>		<p>- Summer Technology Institute Res 0218 Goal 1500 Supplies \$4,851</p>	<ul style="list-style-type: none"> Standards for Technology Essentials course have been identified. The Technology Essentials teachers developed and are implementing instructional strategies in the classroom. An instructional coach provided the teachers feedback on their implementation between curricular planning sessions. This is a base for further discussion on identifying technology skills for graduates and across disciplines in 2016-17. The Summer Technology Institute occurred August 19-21, 2015. Sixteen faculty members participated in this time for collaboration and sharing of technology skills. The participants showcases their projects at the August 26, 2015 in-service day through a break-out session. Lunch time technology professional development was provided to assist staff in SchoolMaster Gradebook set up. The Instructional Coaches facilitated this on 9/9/15 at MHS and 9/11/15 at AHS. Professional Development happened as requested by staff. 	<ul style="list-style-type: none"> Summer Technology Institute Res 0218 Goal 1500 Supplies \$3,287
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>D. NHUHSD will continue work on improving student achievement on the CAHSEE. - Title I eligible students work during SSR/Study Hall on both Math and English enrichment including the use of test prep programs at each site. - Focus on making sure that all students have the proper accommodations and modifications on the CAHSEE for students with disabilities, socio-economic disadvantaged students, and English language learners. - Analyze student performance on 2014 CAHSEE and plan accordingly.</p>		<p>- Title I Coord. Res 0001 Sal \$7,000 Ben \$1,282 - Title I/EL Aides 2.44 fte Res 0001 Sal \$52,917 Ben \$10,522</p>	<ul style="list-style-type: none"> • District and sites both made AYP for 2013-14 and 2014-15. • With the achievement on the CAHSEE in 2013-14, the district is now out of Program Improvement (PI). • Due to the suspension of CAHSEE, the sites are using the D/F lists even more so to identify struggling students. 	<ul style="list-style-type: none"> • Title I Coord. Res 0001 Sal \$7,000 Ben \$1,282 • Title I/EL Aides 2.44 fte Res 0001 Sal \$51,031 Ben \$11,210
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>E. Parent/Community CCSS Communication Plan will be developed and implemented throughout the school year. - District, school sites and departments will work to identify and provide information for the community on new student outcomes and course requirements. - Develop an "Academic Resource Guide" to inform students and parents of curricular changes, resources (Reading Guide), helpful websites, etc. - District, school sites and departments will restructure at least one "Back to School Night" to changes to curriculum and instruction in relation to CCSS. - Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents.</p>		<p>- Data Coord. .20 fte Res 5813 Sal \$15,744 Ben \$5,624 - Plan will be developed during staff and admin meetings.</p>	<ul style="list-style-type: none"> • A brochure explaining to parents and the community the CCSS standards were developed by the Student Services department during the August 26, 2015 in-service day. This brochure was distributed during Back-to-School nights as well as made available in the attendance offices of both of the sites. • The counseling websites at the two comprehensive high schools serves as an Academic Resource Guide which informs students and parents of curricular changes, resources, helpful websites, upcoming events, etc. These sites are continually updated by the the academic counseling staff. • The school sites restructured Back-to-School nights to include educating parents on curricular changes due to the CCSS standards. All teachers presented CCSS information to parents in relation to their curricular areas to help with this process. • The 2015 SBAC results were mailed to parents/guardians in September 2015, along with a score report guide. The district has upgraded the grade book parent communication portal from PASS to FamilyLink, so grades are available immediately to families and support staff. 	<ul style="list-style-type: none"> • Data Coord. .20 fte Res 5813 Sal \$17,851 Ben \$6,049 • The Communication Brochure was developed at no cost.
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures	The CAHSEE has been eliminated, thus the metric will be removed. Concurrent enrollment College of the Redwoods math classes will be added to this goal along with independent study math courses. The Technology Essentials curriculum has been implemented in 2014-15, which is ahead of schedule so the LCAP will need to adjust. EL curriculum is standards based too. The district is out of PI status now. Textbook adoption occurred. Interim assessment plan needs to be addressed. Special Education department will focus on MTSS/RTI model.
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Original Goal from prior year LCAP:	Ensure a Safe, Healthy, and Respectful School Environment.		Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Identified Metric(s): - Suspension rates will reduce 0.5%. - Attendance rates will increase 0.5%. - Expulsion rates will decrease 0.5%. - 2016-17 California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%. - The student perception of "feeling safe or very safe at school" will improve by .5% as shown on the 2016-17 California Healthy Kids Survey. - The Facilities Inspection Tool (FIT) will remain at 100% "Good." - Percent of properly credentialed teachers will remain at 100%. COMMON METRICS ACROSS ALL GOALS - Graduation rates will increase by 0.25%. - Dropout rates: maintain or improve - UC/CSU eligible graduates will improve by 0.5% - The pass rate for the AP exams will improve by 1% - EAP test results will improve by 2%. - Percent of properly credentialed teachers will remain at 100%</p>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 2013-14 average daily attendance taken through P2 was 92.71%. The average daily attendance was 92.4% in 2014-15. The 2015-16 average daily attendance taken through P2 was 91.87%. • The percent of the student body on suspension/expulsion contracts 2013-14 was 4.9%, 2014-15 4.6%, reduction of 0.3% was met. The 2015-16 data will be available in the summer of 2016. • 11.8% of students who committed an offense resulted in an expulsion in 2013-14 , 5.1% in 2014-15, met decrease of 0.5%. The 2015-16 data will be available in the summer of 2016. • The results for 2015-16 Healthy Kids Survey will not be available until June 2016 when the rating for high to moderate school connectedness can be determined. This rating was 92.7% in 2013-14, with a goal of improvement by 0.5%. • The results for the 2015-16 Healthy Kids Survey will not be available until June 2016 when the rating for students' perception of "feeling safe or very safe" at school can be determined. This rating was 73.9% in 2013-14, with a goal for improvement by 0.5%.

- Facilities Inspection Tool (FIT) showed 100% "Good" at both MHS and AHS as of January 2016.
- The percent of properly credentialed teachers remains at 100%.

Common Metrics:

- 2014-15 graduation rate increased by 0.27% when comparing 2013-14 and 2014-15. 2015-16 data will be collected in the summer of 2016.
- 2014-15 dropout rate was 1.39% which increased when comparing 2013-14 and 2014-15. 2015-16 dropout rate will be collected in the summer of 2016. NOTE: Middle school dropout rates it no applicable as NHUHSD only serves 9-12 grades.
- 2014-15 UC/CSU eligible graduates did not change when comared to 2013-14. 2015-16 data will be collected in the summer of 2016.
- The percent of students who scored 3 or higher on the AP tests decreased by 0.88% to 68.84% when comparing 2013-14 and 2014-15. 2015-16 data will be collected in the summer of 2016. It is noteworthy that the decrease in participation in this exam was due to the increase in dual enrollment courses.
- Early Assessment Program (EAP) 2015 ELA and math average test results show 61.5% met or exceeded standards. This is a 40.3% increase from the last administration in 2013. It is notable that the test interface changed as 2015 EAP was part of the SBAC test. The average participants between ELA and math decreased by 233.5 students. 2015-16 scores will be collected in the summer of 2016.
- 100% of the teachers remain properly credentialed, which mets the goal that was set.
- API is not being calculated for 2015-16. When the baseline is available in future years. tarcaets will be added to this goal.

		<ul style="list-style-type: none"> • Access to standards-aligned instructional materials increased. Access to CCSS also included access to CCSS and ELA/ELD standards for ELs. A CCSS aligned AP European History social science textbook was adopted. • All students have access to standards-aligned materials as approved in the annual board resolution on August 11, 2015. 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>A. Develop and implement a comprehensive intervention process for students struggling academically, socially, and/or emotionally. - The District is in the second year of planning and implementing the Capturing Kids Hearts program. - Sites are pursuing Masonic Training to expand the Student Assistance Team model. - Sites will utilize local resources to help families develop healthy relationships and lifestyles and to assist when families are in crisis. - Faculty on all sites are participating in data analysis and action planning regarding academic performance for all students. In particular, faculty are focusing on students who are on the D/F lists and making connections with those students and their parents in an effort to promote student success.</p>	<p>- No Cost. Staff Dev. Performed in June 2015. - Parent Project Res 0001 Sal \$1,400 Ben \$205 - Data Coord. .20 fte Res 0000 Sal \$15,744 Ben \$5,624</p>	<ul style="list-style-type: none"> • The Capturing Kids Hearts training was offered to all teachers on January 26, 2016. Focus groups made up of teachers who were previously trained in Capturing Kids Hearts and were implementing it in their classrooms met on September 16, 2015 and September 29, 2015 at lunch to discuss successes and challenges. • Staff were trained on March 8, 2016 to use the Masonic Student Assistance Team (MMSAT) model. • A large variety of local resources have been used in 2015-16 to help families develop healthy relationships and lifestyles. These agencies and models include, but are not limited to, Department of Health and Human Services, Humboldt County Mental Health, Two Feathers, United Indian Health Services, Family Resource Center, McKinleyville Resource Center, Transitional Aged Youth (TAY), Parent Project, HCOE, HSU (Humboldt State University) and YSB (Youth Services Bureau). • The D/F list was distributed to all teachers in 2015-16. Department Chairs are sharing these lists with their departments and leading discussions on strategies to help students be more successful. The Title I Program continues to target students with the use of the D/F list. Counselors work with each student receiving multiple D/F grades each grading period. 	<ul style="list-style-type: none"> • No Cost. Staff Dev. Performed in June 2015. • Parent Project - no cost (offered by HCOE now) • Data Coord. .20 fte Res 5813 Sal \$17,851 Ben \$6,049 	
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service: All Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
B. Revise the school safety and positive climate plans including professional development for classified and certificated staff. - Annually the School Safety Plan will be reviewed and revised. - Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration. - CPI training will be offered to all faculty and staff on a semi-annual basis.		- Staff Dev. Res 3010 \$3,000	<ul style="list-style-type: none"> The School Safety Plans and Positive Climate plans have been reviewed. The expected board approval date is April 19, 2016. The Comprehensive School-Wide Safety Plan have been reviewed and necessary revisions will be made after the site Safety Plans approved at the April Board meeting. A CPI training was conducted on December 14 and 15, 2015. Two more trainings will be held in Spring 2016, at MHS and at AHS. CPI/Trauma training and certificate for all counselors and Special Ed teachers will be completed in April 2016. AP's and Deans attended RIMS trainings. 	<ul style="list-style-type: none"> Staff Dev. Res 3010 \$10,871
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>C. Sites will communicate in multiple formats the services available to students and parents for academic and social emotional success. - Sites are re-evaluating their practices regarding Report Card Night and parent conferences to ensure that more families of struggling students engage in meaningful partnerships to improve student success. - Sites are expanding their use of traditional means of communication to include websites and social media as well as auto-dialer messaging to reach out to families to let them know what services are available to their students. - Sites are working with associate schools to transition 8th grade students to the high school setting. - Sites will communicate with families regarding programming that is happening on campus so parents are aware of special events and educational opportunities that exist on campus.</p>	<p>- No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration.</p>	<ul style="list-style-type: none"> • Back to School Nights were adjusted to accommodate educating parents about the CCSS standards. McKinleyville High School piloted the addition of parent/teacher conferences for students struggling academically and/or behaviorally on March 23, 2016. • Sites have expanded their use of traditional means of communication to include regularly updated websites, social media and FamilyLink as well as auto-dialer messaging to reach out to families to let them know what services are available to their students. Services often include college and career information for students and families. • Sites increased working with associate schools to transition 8th grade students to the high school setting. The feeder schools visit the high school, touring the campus and learning about programs available. There has been increased articulation between math and ELA departments both within the scope of the Cowell Foundation (a.k.a. E=MC2 or Excellence = McKinleyville Community Collaboration) work and outside of this work. In addition, the math and science departments have improved articulation through participation in the HISI grant. • Sites use the auto-dialer messaging system and the websites to communicate to families the events of the campus. 	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to communication will be done during the regular hours of staff and administration. 		
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>D. Ensure that students that qualify for services from high needs programs will be identified and served (Title 1, NSLP, Indian Ed, ELL, IEP, 504, Foster Youth). These programs will be evaluated annually for effectiveness. - Sites are implementing new procedures for gathering demographic data to ensure that all students who qualify are identified for high needs programs. - District Special Education Committee has developed a protocol for identification of Special Education students that includes a set of instructions for all faculty and support staff. - Student Services staff are working to better coordinate services to ensure that all students receive appropriate counseling and academic intervention. - Sites ensure that the master schedule is developed with the needs of our most vulnerable students in mind.</p>	<p>- No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration .</p>	<ul style="list-style-type: none"> • An checklist for IEP and 504 students transitioning into the district has been developed and implemented. The list identifies services that students currently have in place. In addition, two 504 Coordinators have been designated that identify students who should be getting 504 services. The coordinators are also responsible for getting the 504s in place within NHUHS district. Sites have included additional means of identifying students for NSLP through capturing Medi-Cal students. We have also increased our Foster Youth count by checking additional databases and our continued input from HCOE. With the development of a district English Learner Committee, the district has gotten better at identifying EL students and classifying them appropriately. • The district Special Education Committee is in the process of developing a MTSS (Multi-Tiered System of Support) to address the needs of all students. • Student Services staff continues to develop new strategies to improve the coordination of services to ensure that all students receive appropriate counseling and academic intervention. Staff has been trained in the Masonic Model. <ul style="list-style-type: none"> ◦ The district has employed a system for any staff member to identify homeless students. The sites are providing 	<ul style="list-style-type: none"> • No Cost. Evaluations and changes to identifying student needs will be done during the regular hours of staff and administration.

		<p>necessities such as clothes, hygienic items, school supplies, food, bus passes, etc.</p> <ul style="list-style-type: none"> ◦ HSU interns have been utilized in 2015-16 to assist with the homeless population as well as helping students fill out the FASFA. • Sites did ensure that the master schedule was developed with the needs of our most vulnerable students in mind. This is evidenced by the increase of Independent Study classes to give students additional options prior to enrollment in alternative education sites. The district also implemented five co-teaching periods so students in the courses can get additional assistance. 		
Scope of service:	All Grades: All		<p>Scope of service:</p> <ul style="list-style-type: none"> • All Grades: All 	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>E. Administration will review discipline policies and practices annually with an emphasis on restorative justice.</p> <ul style="list-style-type: none"> - The District is continuing work researching and developing Restorative Practices to more positively respond to school discipline. The District has provided initial training to all administrative staff and has retained an outside consultant to assist in the analysis of our current programs including a self study at each comprehensive high school. District administration is also visiting schools where Restorative Practices have demonstrated success. - Site administrators are developing a tiered discipline model that allows for more levels of disciplinary intervention before students face suspension and possible expulsion. - District and site administrators are evaluating discipline data to examine whether students from high needs groups, and/or ethnic groups are being dis-proportionately compared to the general population. 		<ul style="list-style-type: none"> - No Cost. Outside Consultant will be performing the work in June 2015. - No Cost. Site Administrators will perform the work as part of their routine work schedule. 	<ul style="list-style-type: none"> • Restorative practices has been a topic of conversation in the district Special Education Committee meetings as well as with Instructional Coaches in discussions to help all teachers improve their practice. Training for district administrators occurred June 23-25, 2015. The district is working with HCOE and their Restorative Practices incentive, which will include training with Peter Stoll during the spring of 2016. Administrators have been trained in Restorative Justice in November 2015. District administration have not visited a high school where restorative practices have been successful, due to the work with HCOE. • Site administrators are using restorative practices to build relationships with students as part of proactively improving school culture. This has resulted in a reduction in suspensions (in certain areas - figure out suspensions broken down by ed codes). Though a tier discipline model is in place through the series of letters that families receive regarding repeat behavior, there is nothing officially in writing regarding such a model. • Discipline data has been disaggregated by significant subgroups such as socio-economically disadvantaged, students with disabilities, and ethnic groups that include Native American, Hispanic and White. The district continues to analyze data and is cognizant of disproportionate subgroups that shows all the high risk areas per student. 	<ul style="list-style-type: none"> • No Cost. Outside Consultant will be performing the work in June 2015. • No Cost. Site Administrators will perform the work as part of their routine work schedule.
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>The district will incorporate the reduction in specific suspensions by Ed Code as well as address models of intervention that have developed in 2015-16. Expulsion data will be disaggregated by suspension, expulsions, and stipulated agreements. Introduce and implement a MTSS model that includes Restorative Practices and Academic Supports.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>NHUHSD will diversify and improve methods of communication for all stakeholders.</p>		<p>Related State and/or Local Priorities: _1 _2 X3 X4 _5 _6 _7 _8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All Grades: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	<p>Actual Annual Measurable Outcomes:</p> <p><u>Identified Metrics</u></p> <ul style="list-style-type: none"> The district used our new automated messaging system, SchoolMessenger, to contact parents regarding the stakeholder meetings. The LCAP Parent Survey was advertised through a voice message followed by an email through the SchoolMessenger automated system. A link was also placed on the district website. As of March 21, 2016 approximately 50 students have been out on job shadows. The chronic absenteeism (10% days absent for any reason) increased from 19.08% to 24.80% when comparing 2013-14 and 2014-15. Using the P2 date, the 2015-16 chronic

absenteeism shows 25.33%. This did not meet the goal of improvement by 0.08%.

Common Metrics:

- 2014-15 graduation rate increased by 0.27% when comparing 2013-14 and 2014-15. 2015-16 data will be collected in the summer of 2016.
- 2014-15 dropout rate was 1.39% which increased when comparing 2013-14 and 2014-15. 2015-16 dropout rate will be collected in the summer of 2016. NOTE: Middle school dropout rates it no applicable as NHUHSD only serves 9-12 grades.
- 2014-15 UC/CSU eligible graduates did not change when comared to 2013-14. 2015-16 data will be collected in the summer of 2016.
- The percent of students who scored 3 or higher on the AP tests decreased by 0.88% to 68.84% when comparing 2013-14 and 2014-15. 2015-16 data will be collected in the summer of 2016. It is noteworthy that the decrease in participation in this exam was due to the increase in dual enrollment courses.
- Early Assessment Program (EAP) 2015 ELA and math average test results show 61.5% met or exceeded standards. This is a 40.3% increase from the last administration in 2013I. It is notable that the test interface changed as 2015 EAP was part of the SBAC test. The average participants between ELA and math decreased by 233.5 students. 2015-16 scores will be collected in the summer of 2016.
- 100% of the teachers remain properly credentialed, which mets the goal that was set.
- API is not being calculated for 2015-16. When the baseline is available in future years, targets will be added to this goal.
- Access to standards-aligned instructional materials increased. Access to CCSS also included access to CCSS and ELA/ELD

			standards for ELs. A CCSS aligned social science book, AP European History was adopted.
			<ul style="list-style-type: none"> All students have access to standards-aligned materials as approved in the annual board resolution on August 11, 2015.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Alternative mediums will be explored for communication with parents and students. - School Reach App 1. Training for staff, faculty, and community 2. Advertise and market availability of app - PASS 1. Evaluate for more useful content, such as pushing alerts to parents 2. Update more often with live feedback on grades and upcoming events. - Increase use of social media (Twitter, Facebook, YouTube, Mad River Newspaper) - District and school websites updated regularly.	- School Reach Res 0000 ,0025,0028 Goal 1500 \$1,649.25	<ul style="list-style-type: none"> SchoolReach was replaced with SchoolMessenger which also includes an app. The staff has been trained and has implemented this new automated messaging system. Communication with parents has improved with the change from PASS to FamilyLink which is a grading parent portal. Family Link was implemented March 7, 2016 district-wide, providing families with more immediate feedback on grades. Teachers are being encouraged to update FamilyLink more regularly. Social media, specifically FaceBook, Twitter and the Mad River Newspaper was more widely used. District and school sites are updating their web sites regularly with current events and information. 	<ul style="list-style-type: none"> School Reach Res 0000, 0025, 0028 Goal 1500 \$4,000
Scope of service:	All Grades: All	Scope of service:	All Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
B. Communication with business partners will be enhanced with the purpose of assisting students to be placed in local businesses for work experience. - Student mentorships and work experience will be tracked and evaluated for baseline data to set goals for future improvements. - The district will increase involvement in local organizations, such as rotary clubs, to build connections for student work experience opportunities.		- WIA grant Res 5610 \$90,338 - TPP program Res 3410 \$181,393	<ul style="list-style-type: none"> The Career and College Center hosted nine career panels, four job readiness workshops and five field trips through the course of the school year. Approximately 50 job shadows/internships were conducted as well (as of March 21, 2016). District administration, staff, and students attend and present information to local service clubs. 	<ul style="list-style-type: none"> WIOA grant Res 5610 \$76,162 TPP program Res 3410 \$181,393
Scope of service:	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, services, and expenditures		<ul style="list-style-type: none"> The sites would prefer to have absences broken out by absent codes rather than looking chronic absenteeism. A Twitter feed link will be added to the comprehensive school websites. Improvements can be made to the use of FamilyLink for communicating grades. 		

Original Goal from prior year LCAP:	NHUHSD will improve academic performance for high needs populations.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:												
Goal Applies to:	Schools:	All Grades: All													
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	Foster Youth, Redesignated fluent English proficient, Other (Migrant, Socio-economically disadvantaged), English Learners, Students with Disabilities, Homeless	<p data-bbox="1058 448 1255 540">Actual Annual Measurable Outcomes:</p> <p data-bbox="1058 540 1255 1438">Identified Metrics:</p> <ul data-bbox="1297 540 1887 1255" style="list-style-type: none"> • SBAC and CAA test results have been reviewed. The CAASPP Committee has discussed the success of the 2014-15 SBAC results. 70% of the 11th graders met or exceeded standards in English Language Arts, while 37% of the 11th graders met or exceeded standards in Math. A focus group of teachers, instructional coaches and administrators have evaluated the interim tests as the first step in the process of looking for way to improve test scores in 2015-16. • The high needs population on the Spring 2016 D/F list will be determined in the Summer of 2016. The percent of socio-economically disadvantaged students on the D/F list decreased from Spring 2014 (54.3%) to Spring 2015 (48.4%). The percent of students with disabilities increased from Spring 2014 (21.1%) to Spring 2015 (22.5%). When comparing the Fall of 2014 to Fall of 2015, the percent of the students on the D/F list that are high needs increased despite the overall reduction of students on the D/F list. See the table belo <table data-bbox="1262 1285 1753 1438"> <thead> <tr> <th></th> <th>Total D/F</th> <th>SEDs</th> <th>SWDs</th> </tr> <tr> <th></th> <th>Stud.</th> <th>on D/F</th> <th>on D/F</th> </tr> </thead> <tbody> <tr> <td>Sp 2014</td> <td>30.9%</td> <td>54.3%</td> <td>21.1%</td> </tr> </tbody> </table>		Total D/F	SEDs	SWDs		Stud.	on D/F	on D/F	Sp 2014	30.9%	54.3%	21.1%
	Total D/F	SEDs	SWDs												
	Stud.	on D/F	on D/F												
Sp 2014	30.9%	54.3%	21.1%												
	<p data-bbox="422 448 1058 1438">Identified Metric(s): - Gather baseline data for SBAC and CAA. - D/F list for high needs population will decrease by 1%. - CAHSEE scores for high needs will improve by 0.5%. - Graduation rates for high needs will increase by 0.25%. - Dropout rates for high needs will decrease by 0.25%. - Number of high needs students who take the AP exam will increase by 2. - Percent of high needs students who score 3 or higher on the exam will improve by 2%. - Early Assessment Program (EAP) 2013 test results will improve by 0.25% - Students reclassified fluent English proficient will increase by 0.01%. - All EL students will be tested on the CELDT with an increase in the overall average improvement of 0.25%. - EL students will have access to CCSS materials in the EL Study Skills and EL Development classes. - Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students. - Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education. - Percent of properly credentialed teachers will remain at 100%. COMMON METRICS ACROSS ALL GOALS FOR ALL STUDENTS - Graduation rates will increase by 0.25%. - Dropout rates: maintain or improve. - UC/CSU eligible graduates will improve by 0.5% - The pass rate for the AP exams will improve by 1%. - EAP test results will improve by 2%. - Percent of properly credentialed teachers will remain at 100%</p>														

Sp 2015	33.3%	48.4%	22.5%
<i>Fa 2014</i>	<i>34.4%</i>	<i>52.8%</i>	<i>23.5%</i>
<i>Fa 2015</i>	<i>22.9%</i>	<i>57.5%</i>	<i>28.1%</i>

- The CAHSEE was not administered due to the state discontinuing the assessment, thus the district cannot determine if there was an increase in results.
- Graduation rates for high needs students will be determined in the summer of 2016.
- Dropout rates for high needs students will be determined in the summer of 2016.?
- AP exam participation will be determined in June 2016.
- Number of high needs students who scored 3 or higher on the AP exam will be determined in the summer of 2016.
- Early Assessment Program (EAP) 2016 results will be determined in the summer of 2016.
- No students were reclassified Fluent English Proficient in 2015-16 as of March 25, 2016.
- All EL students were CELDT tested in 2015-16. EL students improved their average overall CELDT score by 1.95% from 2014-15, as of March 25, 2016. A few more scores are still expected to be received.
- EL students have access to CCSS materials in the EL Study Skills and EL Development classes.
- ELL and SWD students continue to have a broad array of course selections in 2015-16.
- Services for unduplicated students have improved through the co-teaching of World History and Algebra, providing more support to high need students, which include Native American students, in these courses.
- 100% of the teachers are properly credentialed in 2015-16.

Common Metrics:

- 2014-15 graduation rate increased by 0.27% when comparing 2013-14 and 2014-15. 2015-16 data will be collected in the summer of 2016.
- 2014-15 dropout rate was 1.39% which increased when comparing 2013-14 and 2014-15. 2015-16 dropout rate will be collected in the summer of 2016. NOTE: Middle school dropout rates it no applicable as NHUHSD only serves 9-12 grades.
- 2014-15 UC/CSU eligible graduates did not change when comared to 2013-14. 2015-16 data will be collected in the summer of 2016.
- The percent of students who scored 3 or higher on the AP tests decreased by 0.88% to 68.84% when comparing 2013-14 and 2014-15. 2015-16 data will be collected in the summer of 2016. It is noteworthy that the decrease in participation in this exam was due to the increase in dual enrollment courses.
- Early Assessment Program (EAP) 2015 ELA and math average test results show 61.5% met or exceeded standards. This is a 40.3% increase from the last administration in 2013l. It is notable that the test interface changed as 2015 EAP was part of the SBAC test. The average participants between ELA and math decreased by 233.5 students. 2015-16 scores will be collected in the summer of 2016.
- 100% of the teachers remain properly credentialed, which mets the goal that was set.
- API is not being calculated for 2015-16. When the baseline is available in future years, targets will be added to this goal.
- Access to standards-aligned instructional materials increased. Access to CCSS also included access to CCSS and ELA/ELD standards for ELs. A CCSS aligned social science book, AP European History

			<ul style="list-style-type: none"> was adopted. All students have access to standards-aligned materials as approved in the annual board resolution on August 11, 2015.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Current services for the high needs populations will be evaluated annually. Additional services will be added if needed. - Counseling staff and administration will review D/F list and recommend individualized services for academic improvement. - Counseling team will provide teachers with potential strategies for student success. - On an ongoing basis the Title I Coordinator will identify and provide tutoring and academic counseling to students in need. - Student achievement data including local assessments and state testing results will be communicated more effectively to parents, students, and faculty.	- Data Coord. .20 fte Res 5813 Sal \$15,744 Ben \$5,624 - Title I Coord. Res 0001 Sal \$7,000 Ben \$1,282	<ul style="list-style-type: none"> Counseling staff reviewed the D/F list for their caseloads and made recommendations for individualized services for academic improvements. The Instructional Coaches, counselors, administration and special education staff are developing teachers with potential strategies for student success. The district Special Education Committee are developing a plan to help teachers with classroom strategies for all students with the idea that those who have specific individualized needs will be reached. The Title I Coordinator continues to provide ongoing tutoring and academic counseling to students they target through the D/F lists. The 2015 SBAC results were mailed to parents/guardians September 2015 along with a score report guide. The district has upgraded the grade book parent communication portal from PASS to FamilyLink, so grades are available immediately to families and support staff. 	<ul style="list-style-type: none"> Data Coord. .20 fte Res 5813 Sal \$17,851 Ben \$6,049 Title I Coord. Res 0001 Sal \$7,000 Ben \$1,282
Scope of service:	All Grades: All	Scope of service:	<ul style="list-style-type: none"> Low income pupils English Learners Foster Youth RFEP Migrant Students with Disabilities Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless X Other (Migrant, Socio-economically disadvantaged)</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>B. Academic achievement will be improved through articulation with associate feeder schools ensuring appropriate placement in academic subjects. - Annual articulation meetings will be held with associate feeder schools to identify low performing programs and services will be reviewed for students with needs. - Articulation with feeder schools for students with Individualized Education Plans (IEPs) will occur on an annual basis to design individualized services for every student. - English and Math departments will assist with the counseling team with appropriate academic placement for all students.</p>		<p>- No Cost. Coordination will happen via existing faculty and admin meetings.</p>	<ul style="list-style-type: none"> • Articulation meetings were held with feeder schools which included identifying low performing students and the needs they will have as they transition into high school. • Articulation with feeder schools continues, specifically via transition IEPs. A checklist was developed to use during transitional IEP meetings. An area of improvement that the district Special Education Committee identified is the transition of students with a speech impairment. Efforts are being made to improve this process. • English and Math departments reviewed placement and made recommendations on the appropriate academic placement of students in the English and math courses. 	<ul style="list-style-type: none"> • No Cost. Coordination will happen via existing faculty and admin meetings.
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>ALL</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>C. Master schedule will be evaluated at each site to maximize program offerings. This can include dual enrollment/concurrent enrollment, zero period/7th period, improve availability for parent conferences, and improve coordination across the district. - Master schedule will be evaluated and reviewed by the site principals to promote increased enrollment opportunities for all district students. - Dual and concurrent opportunities will be articulated with College of the Redwoods. - Online learning course offerings will be reviewed/increased to provide flexibility in students scheduling.</p>		<p>- No Cost. Administration will facilitate the master schedule and communication with College of the Redwoods.</p>	<ul style="list-style-type: none"> The district began dual enrollment courses with College of the Redwoods as well as adding independent study courses that were made available to students 2015-16. The three dual enrollment courses added to the master schedule were Computer Programming, Digital Media and Welding. These three courses serve more than 60 students. Four academic support courses were made available to students and were funded through College of the Redwoods. Two Math Skills classes with 10 to 15 predominately freshmen students were added. Also, two credit recovery classes for students who need to make up missing credits for graduation were added. The total enrollment for these four courses is approximately 40. 	<ul style="list-style-type: none"> No Cost. Administration will facilitate the master schedule and communication with College of the Redwoods. 	
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>D. College and Career readiness will be supported at each site across the district. - College and Career readiness surveys will be completed by every 9th grade student. - On an annual basis the counseling team will complete and review four-year goals with every student. - Juniors and seniors will have an opportunity to shadow/intern a career field of choice. Juniors and seniors will have an opportunity to review career choices such as a career fair. - TPP program will be implemented providing qualifying students with career education experiences, support and curriculum.</p>	<p>- TPP Coord. .40 fte Res 3410 Sal \$39,460 Ben \$12,526 - TPP support 1.0 fte Res 3410 Sal \$54,412 Ben \$24,559</p>	<ul style="list-style-type: none"> • Ninth grade students completed career interest surveys in their Technology Essentials as part of the career unit. • The counselors have completed and reviewed four year plans with all freshmen through the Tech Essentials classes and following up with students. • The Career and College Center hosted nine career panels, four job readiness workshops and five field trips through the course of the school year. Approximately 50 job shadows/internships were conducted as well (as of March 21, 2016). • The TPP program was implemented. A total of 44 students district-wide are participating in the program. 	<ul style="list-style-type: none"> • TPP Coord. .40 fte Res 3410 Sal \$40,644 Ben \$12,365 • TPP support 1.0 Res 3410 Serv 5819 \$70,203
<p>Scope of service:</p>	<p>All Grades: All</p>	<p>Scope of service:</p>	<p>All Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>E. Professional development for staff will continue with an emphasis on developing a student-centered classroom. - Instructional Coaches will continue implementing a student centered learning strategies within the district. - Every staff member in the district will be offered training in Capturing Kids Hearts program.</p>	<p>- Inst. Coach .80 fte Res 9012 Sal \$55,504 Ben \$21402 .40 fte Res 0026 Sal \$28,705 Ben \$10,840 .60 fte Res 5813 Sal \$43633 Ben</p>	<ul style="list-style-type: none"> • Instructional Coaches used the August 26, 2015 professional development day along with two half days (February 22, 2016 and April 25, 2016) to deliver the CCSS strategies around two shifts. The two shifts we are focusing on in 2015-16 are "Reading and writing grounded in evidence from text" and "Coherence: Think across grades, and link to major topics within grades." The is a continuance of the two shifts we focused on in 2014-15, which were "Building knowledge through content-rich nonfiction and 	<ul style="list-style-type: none"> • Inst. Coach: .80 fte Res 9012 Sal \$58,047 Ben \$21,774, .40 fte Res 0026 Sal \$29,563

		<p>\$15,840 - Cost of Training one day of the current school calendar at \$40,000</p>	<p>informational texts" and "Focus: Focus strongly where the standards focus." In 2016-17 the district will focus on the remaining shifts which are "Regular practice with complex text and vocabulary" and "Rigor: Require fluency, application, and deep understanding." Workshops from the 2015-16 professional development days included Reading Strategies, Write On!, Starting Out Right, Formative Assessment, Technology Showcase, "I Can, I Want to, I Belong" - Student Centered Learning & Engagement, Making the Connection Between Questioning and Writing with the CCSS in Mind, Reading Strategies for Math, Science and Career Tech. Staff also received one-on-one coaching including classroom observations, modeling of instructional practices, student work analysis and collaborative planning. ELA and Math departments have received small group professional development on research-proven instructional strategies including the workshop model and student engagement.</p> <ul style="list-style-type: none"> The Capturing Kids Hearts trainings were offered to all teachers. Focus groups made up of teachers who were previously trained in Capturing Kids Hearts and were implementing it in their classrooms met on September 16, 2015 and September 29, 2015 at lunch to discuss successes and challenges. 	<p>Ben \$10,969, .60 fte Res 5813 Sal \$41,911 Ben \$15,356</p> <ul style="list-style-type: none"> Cost of Training one day of the current school calendar at \$41,200
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service: Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>F. Strategies for reducing truancy and providing additional support services for students who are at risk for dropping out will be implemented. - Coordination to ensure students who qualify for alternative education will be placed appropriately and supported for dropout prevention. - Regular district and site articulation meetings with administrators will be held to improve communication and support for students in need of services. - Training in a research based restorative justice program will be provided for all district administration. - Through the implementation of the restorative justice program the district goal will be to reduce dropouts; reduce student removals from school due to disciplinary action; reduce campus violence; and referrals to law enforcement.</p>		<p>- Staff Dev. Res 3010 \$5,000</p>	<ul style="list-style-type: none"> The Assistant Principals worked closely with the Principals of the alternative sites to ensure students were appropriately placed and supported for dropout prevention. Students are counseled to enter adult education if they appear to be at risk for dropping out by the alternative education sites. Dean of Students work with truant students. The district also picked up the facilitation of SARB for the north county since the SARB officer position at the Arcata Police Department was eliminated. The district Special Education Committee has met regularly. This committee includes the Director of Student Services, administrators, psychologists, teachers and an Instructional Coach. Specific student needs are discussed as well as development of a plan to train all staff in a variety of interventions and strategies that can help all students, including those with special needs in all classrooms in the district. District administration were trained in restorative practices between June 23-25, 2015 and do ongoing research to determine which restorative practices benefit our district most. Site administration will meet with Peter Stoll from the Humboldt County Office of Education for additional training. In June, the administration will meet for a final year-end review of our restorative practices. The district applied for Measure Z funding which would include two Student Resource Officers (SROs) and two social workers if granted. 	<ul style="list-style-type: none"> Staff Dev. \$0.00 - Restorative Justice training did not occur
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

Areas that need to be added to the 2016-17 LCAP are dual enrollment, co-teaching, and feeder articulation. Metrics that are actions regarding the School Messenger system will be moved to the Actions section.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	887325
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The Supplemental/Concentration funding for 2016-2017 is estimated at \$887,325. The District is budgeting to spend \$920,439 to serve students qualified as supplemental/concentration. As negotiations are unsettled, the cost over the the health insurance has yet to be determined. The District is using these funds for a variety of purposes. We allocate 17 sections to reduce the ratio of students to teachers.

\$176,881 of the cost is paid for out of Supplemental/Concentration funds. In addition, the District provides 0.4 FTE EL Coordinators, a .20 FTE EL Director, and 2.4688 FTE for aide support (\$109,836). The District provides remedial education support in the form of summer school, independent study, and alternative education programs. The summer school is paid for with Supplemental/Concentration funds (\$53,603). The District provides a variety of support services, including nurses, guidance and crisis counselors, and psychologists at a cost of \$395,902. The district also contributes \$10,151 to support the Indian Education students. The District employs .8 FTE of math coaches to improve delivery of curriculum (\$78,862). The District is using these funds in a schoolwide manner. This is the best use of these funds, because the District has made it a priority to have consistent and equitable programs across the sites. Unduplicated pupils are served with the reduction of students to teacher ratio.

According to the NEA Policy and Practice Department's article "Class Size Reduction: A Proven Reform Strategy,"

The high school transcripts of former STAR (Student/Teacher Achievement Ratio) students showed that those who had been in smaller classes for at least three years—particularly students from low-income backgrounds—were significantly more likely to graduate from high school.

EL staff and dedicated courses for ELL students which have smaller class sizes. The staff will be ensuring that students a properly identified and provide services to help the student be successful in all their classes. I uniform reclassification procedure will be implemented including monitoring system.

According to the U.S. Office of Special Education Programs' article "RTI for English Language Learners: Appropriately Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes"

Finally, at stage five or Advanced Fluency/Bridging, students are considered to be fully proficient. While students typically exit from ELD programs at this stage or earlier, they generally continue to need language support and close monitoring for a period of time as they continue to develop the academic language already known to their same-aged, English-only peers. ?

Based upon input we received during our stakeholder outreach, we feel the above services are the best use of the Supplemental/Concentration funds.

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

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

7.24	%
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Based on the Proportionality calculator, the District is required to show increased or improved services valued at 7.24% in 2016-2017. As the district's English Language Learner population increases, there is more emphasis on properly identifying and reclassifying EL students. The District EL Committee will be implementing an English Learners Reclassification form that includes a tracking method for students who have been reclassified as well as a monitoring system so that the students are ensured a proper education. The EL Director position was increased from 0.1 FTE to 0.2 FTE. This increase of 10% in the time allocated to serve EL students exceeds the required 7.24% MMP.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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