

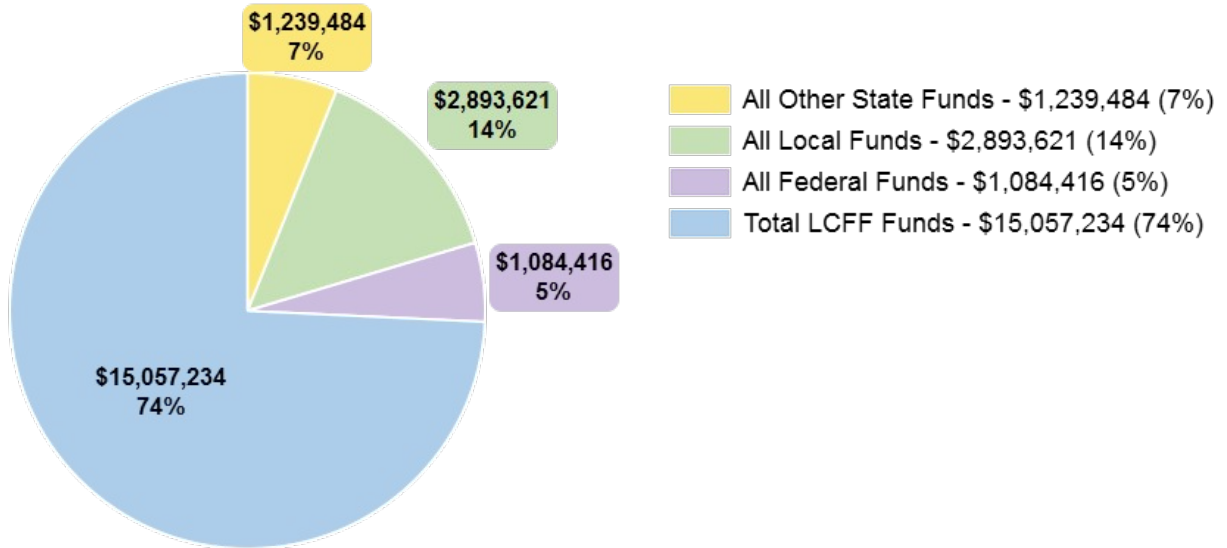
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern Humboldt Union High
 CDS Code: 12626870000000
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Roger Macdonald | rmacdonald@nohum.k12.ca.us | 707-839-6481

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

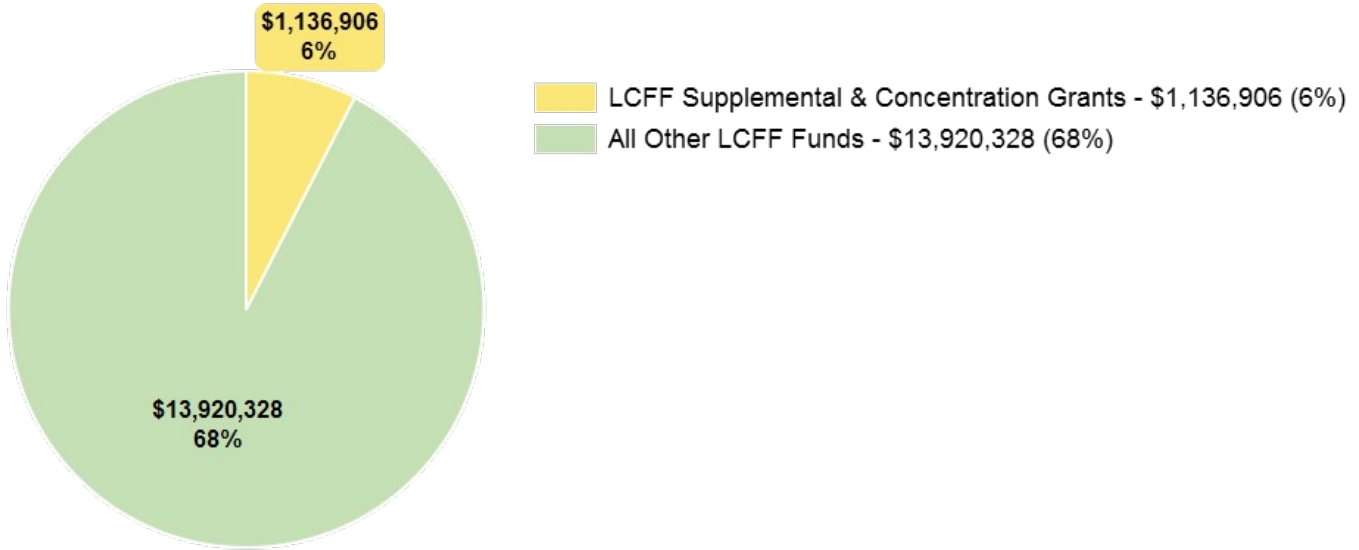
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,239,484	7%
All Local Funds	\$2,893,621	14%
All Federal Funds	\$1,084,416	5%
Total LCFF Funds	\$15,057,234	74%

Breakdown of Total LCFF Funds



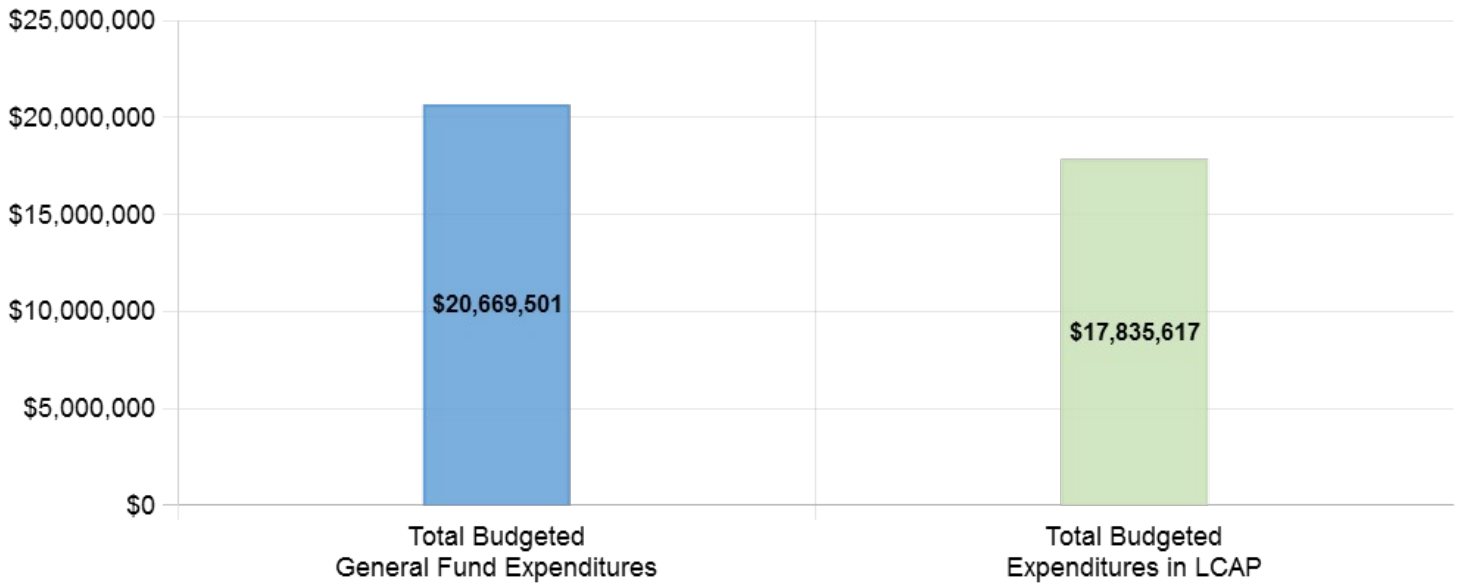
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$1,136,906	6%
All Other LCFF Funds	\$13,920,328	68%

These charts show the total general purpose revenue Northern Humboldt Union High expects to receive in the coming year from all sources.

The total revenue projected for Northern Humboldt Union High is \$20,274,755, of which \$15,057,234 is Local Control Funding Formula (LCFF), \$1,239,484 is other state funds, \$2,893,621 is local funds, and \$1,084,416 is federal funds. Of the \$15,057,234 in LCFF Funds, \$1,136,906 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$20,669,501
Total Budgeted Expenditures in LCAP	\$17,835,617

This chart provides a quick summary of how much Northern Humboldt Union High plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Northern Humboldt Union High plans to spend \$20,669,501 for the 2019-20 school year. Of that amount, \$17,835,617 is tied to actions/services in the LCAP and \$2,833,884 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total expenses not captured in the body of the LCAP are \$2,833,884. These represent fiscal services, the state contribution to pension liability, grant evaluator services provided to other agencies and the Student Support and Academic Enrichment (SSAE) grant funding which expires on September 30, 2019.

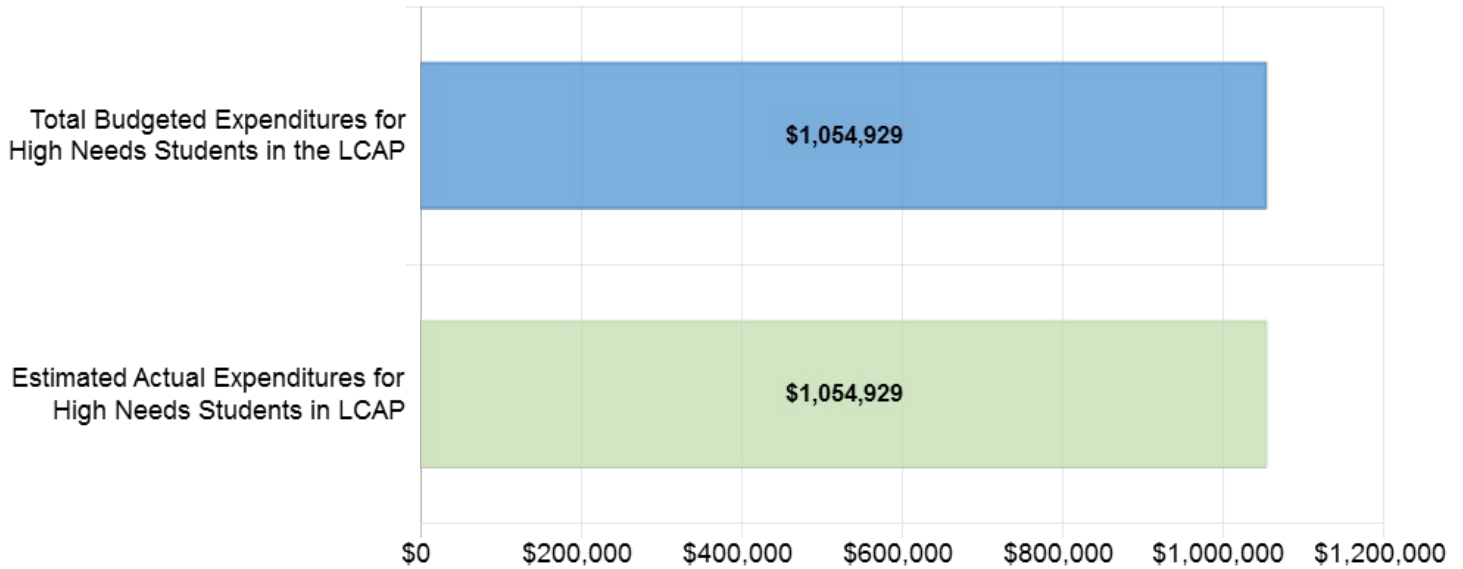
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Northern Humboldt Union High is projecting it will receive \$1,136,906 based on the enrollment of foster youth, English learner, and low-income students. Northern Humboldt Union High must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Northern Humboldt Union High plans to spend \$1,136,906 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,054,929
Estimated Actual Expenditures for High Needs Students in LCAP	\$1,054,929

This chart compares what Northern Humboldt Union High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northern Humboldt Union High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Northern Humboldt Union High's LCAP budgeted \$1,054,929 for planned actions to increase or improve services for high needs students. Northern Humboldt Union High estimates that it will actually spend \$1,054,929 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Northern Humboldt Union High	Roger Macdonald	rmacdonald@nohum.k12.ca.us
	Superintendent	707-839-6481

2017-20 Plan Summary

The Story

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

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

The District has an enrollment of 1,640 in grades 9-12, continuation and charter schools. The ethnic breakdown of the District is 4.68% Native American, 0.94% African American, 13.16% Hispanic, and 81.22% White or other.

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

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

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

LCAP Highlights

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

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

This LCAP will be used to direct the staff in meeting the district goals of student achievement, student behavior, social and emotional needs in a supportive organizational setting. Each goal is focused on meeting the needs of ALL students in every program such as the Advanced Placement, Career Technical Education, credit recovery, etc.

Review of Performance

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

Greatest Progress

As shown on the California School Dashboard, the graduation rate continues to be in the blue with 95.3% of the students graduated. This is an increase of 16.8% more than 2017 graduates. Considering the fact that the district has such a high population of Life Skills students who stay in school until age 22, this rate is even more impressive. The district makes a concerted effort to place students the most appropriate program in the district, students with a large variety of needs are able to receive a diploma. Goal 3 states that the district will pursue intervention and supports for at risk 9th and 10th grade students to provide more opportunities for students to succeed and graduate. Studies show that students start on the path for dropping out of high school by the end of their 9th grade year.

Another area of progress is the Mathematic scores which are showing green on the Dashboard with a 12.1 point increase. The district is still below standard by 48.4 points, but the improvement over last year is notable.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The California School Dashboard website shows the ELA scores are in the yellow with 13.9 points above standard and a maintenance of -0.1 point change over prior year. Specifically, the homeless, two or more races and students with disabilities populations are the subgroups who are showing red and orange for ELA scores. Goal 1, Action 5 is working toward making Differentiated Instructions the norm rather than the exception. The district has participated in training and implementing Improvement Science to practice data informed decision making (Goal 3, Action 1). Infusing the CCSS into lesson plans and courses of study will also help to improve the ELA scores (Goal 1, Action 1).

In addition the College and Career Indicator is showing yellow with 41.4% of all students prepared and a maintenance of 1% over prior year. The homeless subgroup is in the red. The hispanic, two or more races, socioeconomically disadvantaged and students with disabilities populations are all in the orange. Goal 1, Action 11 will address improving career pathway opportunities for students. Combined with the goals mentioned above regarding improve ELA scores and Goal 3, Action 4 which will address pursuing interventions and supports for at-risk 9th and 10th grade students, there will be much focus to improve the CCI indicator.

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

Performance Gaps

NHUHSD has a few performance gaps where student subgroups are two or more performance levels below the entire population for the metric. In the Conditions and Climate category of indicators, the suspension rate for all students is green on the CA School Dashboard, yet the Foster Youth subgroup is red. The Asian and Homeless subgroups are orange.

Under the Academic Performance indicators, English Language Arts for all students is yellow. The Homeless subgroup is red. Goal 1, Action 5 addresses Differentiated Instruction (DI) with Action 6 infusing DI into lesson plans and courses of study. In addition, Action 9 focuses on test taking strategies specifically for the CAASPP test.

Math for all students is green. The Homeless, Two or More Races and Students with Disabilities subgroups are orange. As with the ELA indicator, Differentiated Instruction and test taking strategies should improve these scores.

The last Academic Performance Indicator where there is a performance gap is the College and Career Indicator (CCI) which is showing yellow on the CA School Dashboard. The Homeless population is red. Goal 1, Action 11 directly address the CCI. Teachers will explore how their curriculum can help students increase Career Technical Education pathways. Students will meet with staff regularly to discuss their goals after high school to ensure they are staying on the path to meet their goals.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

NA

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Interim assessments D/F Lists Participation in College & Career Center Activities CCSS Implementation Survey

Annual Measurable Outcomes

Expected

Maintain or improve

Actual

2017-18: Graduation Rates increased by 16.8% to 95.3%.
Met

Expected

Maintain or improve from prior year

Maintain or improve from prior year

Maintain or improve from prior year

Maintain or improve from prior year

Actual

2017-18: Drop Out Rates decreased from 1.20% to 0.84%. Data source: CALPADS Report 1.9
Met

2018-19: Interim assessment participants, as of March 30th decreased from 230 to 101.
Not Met

2018-19: Interim assessment students near or above standard, as of March 30th increased from 66.09% to 83.16%.
Met

2017-18: The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores
ELA decreased from +14 pts to +13.9 pts
Math increased from -60.5 pts to -48.4 pts
Met in Math
Not Met in ELA

2017-18: Students will meet or exceed standards on SBAC Tests
ELA decreased from 60% to 58%
Math increased from 35% to 36%
Met Math, not ELA

Expected

Maintain or improve from prior year

Maintain or improve from prior year

Maintain or decrease from prior year

Maintain or improve from prior year

Maintain or improve from prior year

Actual

2017-18: Students will meet or exceed standards EAP Scores
ELA decreased from 60% to 58%
Math increased from 35% to 36%
Met Math, not ELA

2017-18: UC/CSU eligible students increased from 46.05% to 46.24%
Met

2017-18: D/F List Semester 2 grades decreased from 35.63% to 26.32%.
Met

2017-18: AP test participates increased from 255 students (or 19.75% of the 10-12 grade population) to 316 students (24.29% of the 10th-12th grader population).
Met

2017-18: IB test participants increased from 25 students (or 8.99% of the 11th-12th grade MHS student population) to 31 (or 8.42% of the 11th-12th grade MHS student population).
Met

Expected

Maintain or improve from prior year

Maintain or improve from prior year

NA - CELDT is being retired. ELPAC will replace the CELDT test

Maintain or improve from prior year

Maintain or improve from prior year

Maintain or improve from prior year

Actual

2017-18: Dual enrollment pass rate decreased from 97.01% to not available since no dual enrollment classes were offered.
Not met

2017-18: Reclassification rate of English Language Learners increased from 2 students to 5 students.
Met

2017-18: Overall average percent of students improving on the CELDT was not applicable due to the annual assessment being discontinued.

2017-18: Overall average percent of students improving on the ELPAC does not have summative results available until the summer of 2019.
Neither met nor not met

2018-19: Number of students participating in College & Career Center Activities, as of March 14th increased from 698 to 1892.
Met

2018-19: Properly credentialed teachers remained the same from 100% to 100%.
Met

Expected

Maintain or improve from prior year

Actual

Teachers were surveyed at the beginning of the year regarding their implementation of the state standards. Full implementation was indicated for all academic areas except Next Generation Science Standards where new instructional materials were recently approved by the State.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Revisit and refine implementation of Common Core State Standards.

The school sites continue to infuse the Common Core State Standards into their curriculum as evidenced by the lesson plans that were developed to demonstrate the incorporation of Differentiated Instruction into daily lesson planning. Additional work with CCSS has occurred through the English Freshmen College Prep Initiative and participation in the World Languages State Conference.

See Action 8

See Action 8

Action 2

Planned Actions/Services

Implement inclusion and co-teaching.

Actual Actions/Services

The McKinleyville campus utilized personnel to create four co-teaching classes in 2018-19 as a pilot program for the district. The Special Education teacher at Six Rivers has been co-teaching as well. The intent is to expand co-teaching opportunities district-wide whenever it is appropriate when the master schedule can be built

Budgeted Expenditures

- a) \$321,282
- b) \$72,404
- c) \$143,966
- d) \$1,000
- e) \$2,028
- f) \$0
- g) \$0

SOURCE:
Supp. Concent. (0001)

Estimated Actual Expenditures

- a) \$315,822
- b) \$72,192
- c) \$154,914
- d) \$1,000
- e) \$4,958
- f) \$0
- g) \$0

SOURCE:
Supp. Concent. (0001)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

to accommodate it.

August training with McKinleyville co-teachers was provided by the Director of Student Services and the McKinleyville High School Principal. The invitation to attend the training was extended to any teacher interested in the topic. Additional training was conducted on September 20, 2018. Training will continue in 2019-20 with presenters from HCOE. The district has also requested that the SELPA provide training for co-teachers.

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

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

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The English and Math teachers are all doing at least one interim assessment prior to the end of the school year. The state has yet to make the science interim assessment available. As of March 22, 2019, 2 of the 25 teachers have completed interim assessments.

Testing students with the teachers of the subject area improves test scores, which is a district expectation. School sites are all planning on having students test with subject area teachers.

An inservice that includes test taking strategies will be addressed in 2019-20.

- a) \$27,951
- b) \$0
- c) \$10,072
- d) \$2,550
- e) \$500
- f) \$0
- g) \$0

SOURCES:
LCFF (0000)
Staff Dev. (0218)

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

- a) \$23,564
- b) \$0
- c) \$9,373
- d) \$2,450
- e) \$0
- f) \$0
- g) \$0

SOURCES:
LCFF (0000)
Staff Dev. (0218)

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

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The 2018-19 testing window opened as early as possible with 66% of the school year passing completed. Site Testing Coordinators continue to follow up on all students and parents who choose to opt out of testing. As of March 22, 2019, no students have opted out.

See Action 3

See Action 3

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

This action is folded into Goal 1, Action 1.

NA

NA

NA

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Due to some template issues, this is now Goal 1, Action 8.

NA

NA

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Due to some template issues, this is now Goal 1, Action 8 and Action 9.

NA

NA

Action 8

Planned Actions/Services

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

Actual Actions/Services

During the District Staff Development day, August 22, 2018, professional development for Differentiated Instruction was provided in mandatory breakout sessions. The McKinleyville campus has spent significant time researching and providing professional development for staff during Monday afternoon staff meeting times to further develop staff understanding of DI practices. The Arcata campus's approach is to utilize their Instructional Coach to work with individual teachers to strengthen their knowledge regarding DI. In addition, the department chairs work on DI in their meetings.

Universal Design for Learning

Budgeted Expenditures

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

SOURCES:

- LCFF (0000, 1400)
- Independent Study (0002)
- Block Site (0025)
- Site Grant (0026)
- Alt Ed Block Grant (0027)
- MHS Block Grant (0028)
- IB (0214)
- Staff Development (0218)
- AAI (0223)
- Lottery (1100, 6300)
- Title I (3010)
- Carl Perkins (3550)

Estimated Actual Expenditures

- a) \$5,976,542
- b) \$705,586
- c) \$2,880,159
- d) \$255,852
- e) \$125,194
- f) \$0
- g) \$330,821

SOURCES:

- LCFF (0000, 1400)
- Independent Study (0002)
- Block Site (0025)
- Site Grant (0026)
- Alt Ed Block Grant (0027)
- MHS Block Grant (0028)
- IB (0214)
- Staff Development (0218)
- AAI (0223)
- Lottery (1100, 6300)
- Title I (3010)
- Carl Perkins (3550)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

has been addressed through the breakdown of the components of DI which include content, process, product and environment. The underlying principles of UDL fall into these components which have been thoroughly taught at the McKinleyville campus.

Once there is school-wide understanding of DI, departments at each school will develop a list of strategies (in 2019-20).

Title II (4035)
 Career Pathways (6382)
 Career Incentive (6387)
 Ag Incentive (7010)
 College Readiness (7338)
 Cowell (9012)
 Sp. Ed. (3310, 6500, 6512)
 Driver's Ed. (0231)
 Indian Ed. (4510)
 WOIA (6510)
 TPP (3410)
 Microsoft Settlement (9010)
 Career Center (9045)

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

Title II (4035)
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 Microsoft Settlement (9010)
 Career Center (9045)

BUDGET REFERENCES:
 a) Certificated salaries
 b) Classified salaries
 c) Employer benefits
 d) Materials and supplies
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 f) Capital equipment
 g) Other Outgo

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Focus on, produce and

A common lesson plan template

See Action 8

See Action 8

Planned Actions/Services

incorporate lesson plans and courses of study in the lesson planning process.

Actual Actions/Services

and an online lesson plan bank were developed. The lesson bank may be accessed via a shared folder in Google Drive.

The sites are working on developing and/or improving their lesson plans to include DI. While most Arcata campus teachers have submitted lesson plans via the lesson plan bank, McKinleyville campus is in the final stages of educating their staff with respect to utilizing strategies that incorporate DI. McKinleyville campus teachers will complete their plans by the end of the school year. A rubric for the analysis of lesson plans that include DI was discussed and adopted by the MTSS Leadership Committee. Sites are using these rubrics to utilize self or peer analysis to either revise their current lesson plans or to create effective initial lesson plans.

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The Arcata campus will complete the courses of study by June of 2019. As the McKinleyville campus strengthened their knowledge regarding DI, they determined it would be most effective to perfect their lesson plans prior to infusing them into the courses of study. The McKinleyville campus will work on their courses of study in 2019-20.

Our language around Differentiated Instruction has developed to the point where we are using common language district-wide; thus the word bank is not necessary at this time.

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Form a common understanding of robust formative and summative assessments.

During Differentiated Instruction trainings, one of the components discussed is the product of student work which includes formative and summative assessments. The district plans to continue to address this action in 2019-20.

See Action 8

See Action 8

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

Analysis

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

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

The main focus for professional development during the 2018-19 school year was in Goal 1, with an emphasis on Differentiated Instruction. Lesson plans and courses of studies were used to determine how teachers were implementing Differentiated Instruction in the classroom. The collegial sharing of these documents were intended for staff to learn from one another. The development of the lesson plan rubric that includes differentiated instruction was key for this collaborative work.

Targeted professional development focused on co-teaching kicked off the school year, setting the stage for staff to work as a team in the classroom. There have been some challenges with the model that are getting worked out with the pilot groups prior to further implementation. Finding the proper metric to analyze the model and use improvement science to move this project forward is planned.

Interim and summative assessments continue to be emphasized, specifically to make the participation target of 95% for all subgroups. The struggle is implementing the interim assessments in the curriculum. It is a balance of performing well on the standardized test, but not teaching to the test.

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

Academic metrics such as UC/CSU eligible graduates, drop out rate, D/F list for semester 2 grades, and AP test scores were met. The English Learner assessment results have improved as well.

The system metrics supporting academics such as 100% of properly credentialed teacher and a broad course of study were met. The loss of dual enrollment courses is an area that the district is working to make the necessary connections.

The SBAC results in the academic area was partially not met. ELA was not met and Math was met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the budgetary expenses were a result of salary negotiations.

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

It was determined that our time would be better spent to review the lesson plans with the guidance of an internal rubric to perfect the original lesson plan submitted rather than teachers creating a second lesson plan that may be missing some components or are otherwise not up to par.

Rewording Action 2 was due to making it broader to include co-teaching as well as other methods of providing A-G courses to all students.

The addition of Actions 11 and 12 to the 2019-20 LCAP were to address the Career and College Indication (CCI) indicator. The district is receiving support from the Humboldt County Office of Education for Differentiated Assistance (DA) due to the CCI indicator. Action 11 gives the details of the DA plan to increase pathway opportunities for students and make their 4-year plans that they do with the academic counselors more relevant. Action 12 will address aligning transition plans for students with IEPs to students' four year plans.

Goal 2

Inclusive social, emotional, and behavior instruction for all students

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

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

Annual Measurable Outcomes

Expected

Maintain or improve from prior year

Maintain at 0%

Maintain or improve from prior year

Actual

2017-18: The suspension rate for unduplicated students decreased from 9.33% to 5.9%.

Met

2017-18: Expulsion rates increased from 0% to 0.22%.

Not met

2017-18: The attendance rates for excused, unexcused, cut and uncleared absences increased from 90.42% to 92.43%.

Met

Expected

Maintain or improve from prior year

Maintain or improve from prior year

Maintain or improve from prior year

Actual

2017-18: Chronic absenteeism decreased from 24.10% to 21.27%.
Met

2017-18: The overall school connectedness rating decreased from 92.71% to 91.78%.
Not met

2017-18: Student perception of "feel safe or very safe at school" decreased from 62.35% to 59.24%.
Not met

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

This action has been folded into
Goal 2, Action 6
Goal 2, Action 9
Goal 3, Action 4

NA

NA

NA

Action 2

Planned Actions/Services

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

Actual Actions/Services

The McKinleyville campus has done considerable work on developing school wide norms. They plan to finish their Student Learning Outcomes for WASC first, then focus integrating the SLOs and norms with the expectation that the norms will be completed by the end of the year. Lesson Plans for teaching the norms at McKinleyville High School will also be developed by the end of the year so that they are in place at the beginning of 2019-2020.

Arcata High has had multiple discussions around norms, developing a norms through their WASC process and the development of Student Learning Outcomes, which are also their norms. The acronym for the norms is RISE. During 2019-2020 they will develop and implement lesson plans for teaching the norms.

Budgeted Expenditures

See Action 9

Estimated Actual Expenditures

See Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Six Rivers Charter High has developed the “Pirate Code” which are three norms for behavior. This code is taught in the classroom. Students are recognized as “Pirates of the Term” each six week grading period.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Build staff capacity to utilize discipline practices that reflect a restorative mi

See Action 9

See Action 9

See Action 9

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Review, revise and implement techniques to improve attendance.

The Deans, Superintendent, Data Coordinator began a data cycle around attendance. Additional staff have been included in the work such as Attendance Clerks, Diversion Counselors, and the Director of Student Services. The group will

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

- a) \$341,877
- b) \$24,114
- c) \$140,052
- d) \$300
- e) \$0
- f) \$0
- g) \$0

Planned Actions/Services

Actual Actions/Services

be hosting a fishbone activity on May 1, 2019 to pinpoint the reasons students do not come to school. Ultimately, those factors which are in the scope of control will be determined and narrowed down to a few drivers for the sites to focus on with the intent of improving attendance. The data cycle utilizes improvement science which is a disciplined approach to educational innovation that supports teachers, leaders, and researchers in collaborating to solve specific problems of practice and affect change.

The Behavior Intervention form has Tier 1 strategies for attendance or behavior. Staff is using Synergy to communication which teachers are not taking roll.

Budgeted Expenditures

SOURCE:
Supp. Concent. (0001)

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

Estimated Actual Expenditures

SOURCE:
Supp. Concent. (0001)

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

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

This action has folded into Goal 3, Action 7.

NA

NA

NA

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

NA

NA

NA

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

NA

NA

NA

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

This action was folded into Goal 3, Action 4.

NA

NA

NA

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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

Actual Actions/Services

The August Staff Development Day included mandatory attendance at two breakout sessions that addressed relational capacity; Journey Mapping and Restorative Mindset. The McKinleyville campus continues professional development in this area via providing training with respect to the learning environment component of DI during their Monday early release days. Arcata’s instructional coach and administration assists teachers one-on-one when requested by the teacher to do so.

District and site administration attended a Positive Behavior Intervention System (PBIS) conference in September 2018. In addition, administration attended an MTSS conference through the Association for Positive Behavioral Supports.

The district created a short

Budgeted Expenditures

- a) \$576,200
- b) \$202,101
- c) \$280,832
- d) \$35,971
- e) \$108,554
- f) \$0
- g) \$0

SOURCES:
 LCFF (0000)
 MAA/LEA (0005)
 Site Budget (0025, 0028)
 Site Grants (0026)
 Title I (3010)
 Sp. Ed. (3310, 6500)
 Lottery (1100)

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

Estimated Actual Expenditures

- a) \$601,222
- b) \$207,930
- c) \$332,840
- d) \$37,287
- e) \$106,230
- f) \$0
- g) \$0

SOURCES:
 LCFF (0000)
 MAA/LEA (0005)
 Site Budget (0025, 0028)
 Site Grants (0026)
 Title I (3010)
 Sp. Ed. (3310, 6500)
 Lottery (1100)

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

common survey for students, one for staff and one for the community. The sites added questions to the survey to address their specific needs. McKinleyville High administered this survey in October as part of their WASC information gathering process. All sites will administer the survey again in April. The survey will be administered twice per year due to WASC.

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

Analysis

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

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

In addition to Differentiated Instruction (DI) being a main focus of professional development in th 2018-19 school year, building relational capacity was the other focus. All staff were trained in Journey Mapping and Restorative Mindset. Some staff have conducted Journey Maps with their students this year. Staff also received further training in Positive Behavior Intervention System (PBIS) and Multi-Tiered System of Support (MTSS). The development of a common survey across all campuses that was administered twice a year has been helping to determine social/emotional perceptions of students, parents and staff.

Despite a development of a common understanding of Tier 1 supports not being a main emphasis, it has been embedded in faculty trainings on DI. Each site has been developing and implementing school wide norms in organic, unique ways, but each is showing progress.

Work on improving attendance has been becoming an increased area of emphasis as the 2018-19 year progressed. A large number of administrators and coaches were trained in April on improvement science which as help to propel this work forward.

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

Attendance and suspension rates have improved. The one expulsion in 2017-18 caused the district to move from zero expulsions.

Student perception of feeling safe and connected at school has decreased, so more work on relational capacity is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in the budgetary expenditures were due to salary negotiations.

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

The action items in this goal are continuing to move forward mostly as planned. There will be more of a focus on Action 6 and 9 during the opening professional development days with follow up throughout the school year. Continued work on attendance through the Improvement Science process will take place in 2019-20.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 7

Local Priorities: SWIFT-FIA Assessment LEA Assessment

Annual Measurable Outcomes

Expected

100%

Establish a baseline

Actual

2017-18: The metric that all students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards has remained the same at 100%

Met

2017-18: The SWIFT-FIA (Fidelity Integrated Assessment) results showed a baseline of 42%

Met

Expected

Establish baseline

Maintain or improve from prior year

Maintain or improve from prior year

Maintain or improve from prior year

Actual

2017-18: The LEA Assessment results showed a baseline of 33.33%
Met

2017-18: The Facilities Inspection Tool (FIT) results were an increase from 94.0% to 94.1% for a "Good" rating.
Met

2018-19: The number of presentations to parent groups (LCAP stakeholder meetings) increased from 2 to 4. Three of the four were WASC focus group meetings.
Met

2018-19: The SWIFT-FIT Assessment (Fidelity of Implementation Tool) was not administered due to the district not being selected for administration.
NA

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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

Actual Actions/Services

The Attendance Cycle referenced in Goal 2, Action 7 is a formal Plan, Do, Study, Act (PDSA) data cycle that is using the improvement science methodology.

McKinleyville High is working with McKinleyville Middle School on an improvement science data cycle for short term independent study. This group is made up of Principals, the Data Coordinator, and Attendance Secretaries. The fishbone activity has been completed and the group is ready to determine the drivers that are the most likely to target change.

A group of administrators and instructional coaches are attending the Carnegie Summit on Improvement in Education in April 2019 to learn more about improvement science.

FIAs were completed in the fall

Budgeted Expenditures

- a) \$708,284
- b) \$553,128
- c) \$644,427
- d) \$84,484
- e) \$239,906
- f) \$7,204
- g) \$0

SOURCES:

- LCFF (0000)
- Site Budget (0025, 0027, 0028)
- Staff Dev. (0218)
- Technology (0228)
- Driver's Ed (0231)
- Title 1 (3010)
- TPP (3410)
- Indian Ed. (4510)
- Career Pathways (6382)
- Sp. Ed. (6500)

BUDGET REFERENCES:

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

Estimated Actual Expenditures

- a) \$765,345
- b) \$615,967
- c) \$678,492
- d) \$111,685
- e) \$320,732
- f) \$7,204
- g) \$0

SOURCES:

- LCFF (0000)
- Site Budget (0025, 0027, 0028)
- Staff Dev. (0218)
- Technology (0228)
- Driver's Ed (0231)
- Title 1 (3010)
- TPP (3410)
- Indian Ed. (4510)
- Career Pathways (6382)
- Sp. Ed. (6500)

BUDGET REFERENCES:

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

on both campuses. Six Rivers Charter High and McKinleyville High has completed their Spring FIA. Arcata High has it scheduled for May 14, 2019.

Administration plans to complete the LEA Self-Assessment in June 2019.

Department Chairs continue to review student assessment data as well as D/F lists.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Develop and implement district level staff recognition systems.

Three employees were awarded the Excellence in Teaching county award and two employees were awarded the county's Classified Employee of the Year.

Staff are recognized at beginning of every faculty meetings, teacher newsletters, HCOE Teacher of the Year, birthday celebrations with classified staff, birthday cards for certificated staff, Classified Staff Day, and Day of the Teacher, Administrative Assistant Day.

Local staff recognition systems is a topic that continues to be discussed and re-considered in weekly administrator meetings. The district is in the midst of analyzing existing recognition systems and will determine additional options if necessary.

See Action 1

See Action 1

Action 3

Planned Actions/Services

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

Actual Actions/Services

Arcata High has created a video of teachers showcasing inspirational students. Six Rivers Charter High' student recognition is based on PBIS with a weekly public drawing. McKinleyville High chooses a student of the month by department to recognize regularly.

Students are recognized for Perfect Attendance, Honor Roll, Principal's List, Pirate of the Term, Panther Cards, HCOE Rising Star, National Merit (Honorees, semi-finalist, finalist), Academic Awards (Supt/Prin/Honor), FFA Award Ceremonies, College Book Awards, Golden State Seal, Seal Biliteracy, Senior Awards Scholarships, Circle "A" Award, History Day, Science Fair, Super Student of the Month--Times Standard, and Spring, Winter, Fall Athletic Awards.

Budgeted Expenditures

See Action 1

Estimated Actual Expenditures

See Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Suicide prevention protocols were adjusted and implemented.

See Action 1

See Action 1

There are some formal steps in place which are necessary for referral to Tiers 2 and 3, such as: the Pre-Referral Process, the Student Assistance Team (SAT), well defined Special Education protocols, well defined Behavior and Rehabilitation Plan protocols. The well defined links mostly address Social/Emotional/Behavior issues. In addition, with the incorporation of Co-Teaching into the master schedule at McKinleyville High School, there are classes in place that allow for the give and play of Tier 1 and Tier 2 academic interventions in classroom as they are necessary. The district

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

will focus on formalizing the steps necessary for academic intervention in the general education classroom as we move into the Data Analysis phase of the LCAP during 2019-2020 where data will drive instruction.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

NA

NA

NA

NA

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Consistent social media and website presence

The district has updated all websites to a new platform which satisfies compliance issues regarding IDEA and civil rights. Achieving compliance has been a larger project than was anticipated. Social media venues will be explored in 2019-20 after the websites are live and transferred over to the new platform.

See Action 1

See Action 1

Action 7

Planned Actions/Services

Implement and revise the school safety and positive climate plans.

Actual Actions/Services

The district established a Safety Committee that meets monthly and addresses safety issues district-wide. All sites are represented on the Safety Committee including representatives from the schools, the business office, the technology department, and the bus garage. In addition, the Student Resource Officer and a representative from the Arcata Fire Department are members

Budgeted Expenditures

- a) \$0
- b) \$876,817
- c) \$557,815
- d) \$378,295
- e) \$863,625
- f) \$13,073
- g) \$0

SOURCES:
 LCFF (0000)
 Transportation (0210)
 Routine Maint. (8150)
 Site Budget (0027)

Estimated Actual Expenditures

- a) \$0
- b) \$969,313
- c) \$606,735
- d) \$376,383
- e) \$1,215,476
- f) \$31,006
- g) \$0

SOURCES:
 LCFF (0000)
 Transportation (0210)
 Routine Maint. (8150)
 Site Budget (0027)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

of the committee.

The Safe Schools Plans and Comprehensive Safety Plans are currently being updated and will be adopted during the May 2019 Board Meeting.

The Incident Command System is in place and the Safety Committee is looking at ways to guide practicing use of the system district-wide.

Communication via SchoolMessenger to access the students, faculty, parents, and supporting agencies has been and continues to be a focus of the committee.

Implemented new safety protocols after working collaboratively with Arcata Police Department.

District wide staff training occurred around safety. Updated

DROPS Grant (9031)

BUDGET REFERENCES:

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

DROPS Grant (9031)

BUDGET REFERENCES:

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

training for all students and made available to parents which included active shooter simulations.

All employees in the district will wear staff identification badges by the end of April.

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

Analysis

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

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

The district as a whole is valuing the use of data in decision making. Conversations include data when discussion options. Many administrators and coaches were trained in improvement science this Spring.

Much time was spent discussing and identifying all the ways we recognize students and staff. A bit more work is planned with staff recognition.

Determining the proper protocols is the first step to publishing protocols for interventions and supports. This was occurring more organically, as it was embedded in the work that was being done as an additional step to document the protocols. There are many protocols that still need to be documented and published, especially because requirements are often changing.

Much energy was spent around changing the website platform. More work needs to occur before all the sites go public. The new platform provides social media features that the district will be able to utilize as improvements in communication are emphasized.

The district continues to have partnerships with local emergency agencies to develop a common understanding of current practices and find areas of improvement. Staff training throughout the district occurred which included the Bus Garage, District Office and Technology Department as it was recognized that the district is larger than the school sites.

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

The metrics for this goal were all met. Some metrics, such as the SWIFT-FIA and LEA Assessment are establishing a baseline. Improvement can be reported in future years.

The number of presentations to stakeholders doubled due to weaving WASC activities and LCAP stakeholder meetings. These meetings were very well attended compared to the meetings that are solely for LCAP purposes. The community is more willing to participate when it affects their school rather than the entire district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in the Action 1 budgetary expenditures are due to negotiated raises, carry over from the SUMS grant and technology purchase of Chromebooks.

The material differences in the Action 7 budgetary expenditures are due to construction projects such as the Prop 39 lighting project and the Drops Grant.

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

Work will begin with grade norming during 2019-20, which is Action 5. Continued work with communication through Action 6 on Family and Community Engagement will occur with the rollout of the new websites and exploring other options for social media. A new action (8) was written to address updating policies to be more LGBTQ+ sensitive as some of our current policies were written many years ago.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

*Fall 2018 Survey - 478 responses

October 26, 2018: MTSS Leadership Meeting

**November 1, 2018: MHS LCAP/MTSS/WASC Focus Group included 15 students, 35 teachers, 11 staff, 1 board member, and 11 parents

November 29, 2018: MTSS Leadership Meeting

**December 3, 2018: AHS LCAP/MTSS/WASC Focus Group included 3 site administration, 49 faculty, 13 staff, 14 parents, 29 students, 5 district office personnel, 2 other community members

January 30, 2019: MTSS Leadership Meeting

**February 11, 2019: MHS LCAP/MTSS/WASC Focus Group included 1 board member, 1 community member, 4 staff members, 1 teacher, and 4 parents for a total of 11 attendees

February 26, 2019: MTSS Leadership Meeting

**March 17-20, 2019: SRCHS WASC Visitation

**March 24-27, 2019: AHS WASC Visitation

**March 7-10, 2019: MHS WASC Visitation

March 29, 2019: MTSS Leadership Meeting

April 2, 2019: LCAP Writing Meeting with MTSS Leadership

April 11, 2019: Performance Indicator Review (PIR) Meeting

**April 30, 2019: LCAP Stakeholder meeting included 13 parents, 1 teacher, 2 board members, 2 students and 10 staff

May 3, 2019: MTSS Leadership Meeting

*Spring 2019 Survey - 212 responses, surveys went out the last two weeks of school.

** June 18, 2019: Public Hearing before the board
** June 20, 2019: Board approval
**NOTE: LCAP Update was a standing agenda item in the 2018-19 board meetings

* and ** BARGAINING UNITS participated the event or survey
** COMMUNITY MEMBERS participated in the event

Impact on LCAP and Annual Update

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

Combining the WASC process with the LCAP was very successful. The amount of participation was greatly increased with this model. It was validated the actions in the LCAP as stakeholders became much more educated on the on the goals and actions.

There was some critical feedback received from the stakeholder input which included more emphasis on communication between all the stakeholder groups, a distinct mention of equitable treatment of all, more time for staff collaboration, policies that include data driven decision making, alternative placement for 9th and 10th graders who are deficient in credits, additional staff training in restorative mindset, and additional career exploration.

Many of these areas of feedback are occurring, but the details were not explicit in the LCAP. The stakeholders helped with the communication of these important aspects of a school community. All areas of feedback were discussed with the writing team and infused in the 2019-20 LCAP where applicable.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Interim assessments

D/F Lists

Participation in College & Career Center Activities

CCSS Implementation Survey

Identified Need:

The percent of students who met or exceeded the 2018 SBAC ELA assessment was 58% which needs to remain the same or improve.

The percent of students who met or exceeded the 2018 SBAC Math assessment was 36% which needs to remain the same or improve.

Expected Annual Measureable Outcomes

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

Graduation Rates	2016-17: 98.8%	Maintain or improve	Maintain or improve	Maintain or improve
Drop Out Rates	2016-17: 1.20%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
Interim assessments participants, as of March 30th	For 2016-17, as of March 30, 2017: 50 participants	2017-18, as of March 30, 2018: 230 participants	Maintain or improve from prior year	Maintain or improve from prior year
Interim assessments students near or above standard, as of March 30th	2016-17, as of March 30, 2017: 92.0%	2017-18, as of March 30, 2018: 66.09%	Maintain or improve from prior year	Maintain or improve from prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>A. The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores B. Students will meet or exceed standards in the ELA SBAC test and the Math SBAC test.</p>	<p>A. 2015-16: ELA = +23.6 points 2015-16: Math = -34.5 points 2016-17: ELA = +28.9 points 2016-17: Math = -41.8 points B. 2015-16: ELA = 56% 2015-16: Math = 37% 2016-17: ELA = 60% 2016-17: Math = 35%</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve from prior year</p>
<p>Students will meet or exceed standards EAP Scores</p>	<p>2015-16: ELA = 57% 2015-16: Math = 37% 2016-17: ELA = 60% 2016-17: Math = 35%</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve from prior year</p>
<p>UC/CSU eligible graduates</p>	<p>2016-17: 46.05%</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve from prior year</p>
<p>D/F List Semester 2 grades</p>	<p>Spring 2017: 35.63%</p>	<p>Maintain or decrease from prior year</p>	<p>Maintain or decrease from prior year</p>	<p>Maintain or decrease from prior year</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP test participants	2016-17: 255 or 15%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
IB test participants	2016-17: 25 participants	2017-18: 31 participants	Maintain or improve from prior year	Maintain or improve from prior year
Dual Enrollment pass rate	97.01%	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
Reclassification rate of English Language Learners	2016-17: 31.25% (5 students)	Maintain or improve from prior year	Maintain or improve from prior year	Maintain or improve from prior year
Overall average percent of students improving on the CELDT	2016-17: 2.46%	Fall 2017 - Due to the large turnover of students, the metric was changed to the average overall scaled score. 2016-17 was 566.48 2017-18 was 635.41 with a difference of 68.94 points	NA - CELDT is being retired. ELPAC will replace the CELDT test	NA - CELDT is being retired. ELPAC will replace the CELDT test

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall average percent of students improving on the ELPAC	NA - first ELPAC administration was Spring 2018	Determine baseline	Maintain or improve from prior year	Maintain or improve from prior year
Number of students participating in College & Career Center Activities, as of March 14th	As of March 14, 2017: 698 students	As of March 14, 2018: 874 students	Maintain or improve from prior year	Maintain or improve from prior year
Properly credentialed teachers	100%	Maintain or improve from prior year	Maintain or improve from prior year	100%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

CCSS
Implementation
Survey

2017-18: baseline
obtained

Baseline obtained

Maintain or improve from
prior year

Professional
Development Survey
Results for CCSS:
ELA - Full Implementation
and Sustainability
Math - Full Implementation
and Sustainability
Science - Initial
Implementation

Instruction Manuals for
CCSS Survey Results:
ELA - Full Implementation
and Sustainability
Math - Full Implementation
and Sustainability
Science - Initial
Implementation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide a broad course of student that includes all the state required subject areas for all students, including unduplicated and exceptional needs students.	Yes	Yes	Maintain or improve from prior year	Maintain or improve from prior year
Local level Annual Performance Report (APR) Indicator 12: Post-School Outcomes - A. Higher Education	207-18: 40.91%	N/A	N/A	53.3% (PIR Target)

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Revisit and refine implementation of Common Core State Standards.

Evidence of CCSS to be reflected in lesson plans and courses of study (see 1b).

Identify and implement effective instructional strategies and practices to be utilized by teachers to ensure CCSS

1. Continue professional development that highlights best practices in each department.

2. Identify and implement CCSS instructional strategies and practices that will be used throughout departments.

3. Provide training for 100% of ELA and Math faculty in the implementation of interim assessments.

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

are being adhered.

Provide tutoring and academic counseling to students in need.

Budgeted Expenditures

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

Amount

- a) \$4,533,056
- b) \$292,469
- c) \$2,027,665
- d) \$2

See Action 5

- a) \$5,089,850.00
- b) \$811,417.00
- c) \$2,453,019.00
- d) \$166,314.00
- e) \$128,177.00
- f) \$0.00
- g) \$624,197.00

Source

LCFF (0000, 1400)
 Independent Study (0002)
 Block Site (0025) Site Grant (0026)
 Alt Ed Block Grant (0027)
 MHS Block Grant (0028) IB (0214)
 Staff Development (0218)
 AAI (0223)
 Lottery (1100, 6300)
 Title I (3010)
 Carl Perkins (3550)
 Title II (4035)
 Educator Effectiveness (6264)
 Career Pathways (6382)
 Career Incentive (6387)
 Ag Incentive (7010)
 College Readiness (7338)
 Cowell (9012)

See Action 5

LCFF (0000, 1400)
 MAA/LEA (0005)
 Block Site (0025)
 Site Grant (0026)
 Alt Ed Block Grant (0027)
 MHS Block Grant (0028)
 IB (0214)
 Staff Development (0218)
 AAI (0223)
 Driver's Ed. (0231)
 Lottery (1100, 6300)
 Title I (3010)
 Sp. Ed. (3310, 6500, 6512)
 TPP (3410)
 Indian Ed. (4510)
 Cowell (9012)

Year	2017-18	2018-19	2019-20
Budget Reference	<ul style="list-style-type: none"> a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment 	See Action 5	<ul style="list-style-type: none"> a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Modified

2017-18 Actions/Services

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

1. Services will be determined based upon student performance, teacher feedback, and relevant professional development.

2. Vertical alignment with feeder schools, articulation of curriculum, and appropriate course sign-up for students will be the focus.

for 2018-19

New

2018-19 Actions/Services

This action is folded into Goal 1, Action 1.

for 2019-20

Unchanged

2019-20 Actions/Services

This action is folded into Goal 1, Action 1.

Budgeted Expenditures

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

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

Administration and instructional staff will work with technology support staff and Library Media teachers to identify 21st century technological skills for graduates. Will continue developing a plan on how

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

Modified

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

student will acquire these skills across disciplines and with a specific focus on the Technology Essentials curriculum.

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

Budgeted Expenditures

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

Year

2017-18

2018-19

2019-20

Budget Reference

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

NA

NA

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

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

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

Budgeted Expenditures

New

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

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

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

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

NA

New

2018-19 Actions/Services

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

New

2019-20 Actions/Services

Continue to provide PD and support for teaching staff in regards to DI/UDL:

1. Expand common language and deepen understanding around DI to include UDL for all teaching staff.
2. Share best practices regarding DI, UDL & inclusion with colleagues to develop strategies that work most effectively within their content area.
3. Instructional Coaches & Administrators develop a protocol based on improvement science for departments to collaboratively examine collective data to determine content patterns with respect to DI/UDL.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year

2017-18

2018-19

2019-20

Amount

NA

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

See Action 1

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

NA

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

See Action 1

Year	2017-18	2018-19	2019-20
Budget Reference	NA	<ul style="list-style-type: none"> a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo 	See Action 1

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

New

2017-18 Actions/Services

NA

for 2018-19

New

2018-19 Actions/Services

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

for 2019-20

Modified

2019-20 Actions/Services

In Semester 1, continue to integrate DI/UDL into lesson plans:

1. Analyze an existing lesson plan for use of DI/UDL. (Using DI Rubric)
2. Departments collaboratively examine collective data to determine content patterns with respect to DI/UDL. (Using DI Protocol)
3. By the end of the first semester departments will identify four strategies that reflect best practices in DI/UDL for their content area.

In Semester 2,

4. Each department (per site) will produce or revise one course of study, which emphasizes the four strategies that reflect the best practices in their content area.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	NA	See Action 5	See Action 1
Source	NA	See Action 5	See Action 1
Budget Reference	NA	See Action 5	See Action 1

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

NA

New

2018-19 Actions/Services

Form a common understanding of robust formative and summative assessments.

Modified

2019-20 Actions/Services

Provide professional development with respect to the components of formative and summative assessment (related to Goal 1, Action 6) to be evidenced in Lesson Plans and/or Courses of Study.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Action 5	See Action 1
Source	NA	See Action 5	See Action 1
Budget Reference	NA	See Action 5	See Action 1

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Implement inclusion and co-teaching.

When applicable, support students in the general education classroom by implementing a co-teaching model. Provide training for all co-teaching staff.

Analyze data to determine the effectiveness of the co-teaching support system.

Develop and implement a tracking system to determine why low income, foster youth and English Learning students are

falling off the A-G track.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	a) \$321,282 b) \$72,404 c) \$143,966 d) \$1,000 e) \$2,028 f) \$0 g) \$0	a) \$380,946.00 b) \$114,466.00 c) \$181,136.00 d) \$14,775.00 e) (\$16,168.00) f) \$0 g) \$0 h) \$11,132
Source	NA	Supp. Concent. (0001)	Supp. Concent. (0001) Independent Study (0002)
Budget Reference	NA	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo h) Transfer of supplemental concentration funds to Title I

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

NA

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

Modified

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

Implement test taking strategies including the use of interim assessments. Provide training for staff in regards to interim assessment data analysis & utilization.

Students' current teachers of the test subject they are taking will proctor the exam.

Special Education teachers will collaborate with General Education teachers of students on their caseloads regarding information gained from administering interim assessments.

Special Education teachers will teach test taking strategies in the Core Support classes.

Provide professional development for all staff regarding the importance of statewide assessment in order to support ELA and Math teachers and students.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	NA	<ul style="list-style-type: none"> a) \$27,951 b) \$0 c) \$10,072 d) \$2,550 e) \$500 f) \$0 g) \$0 	<ul style="list-style-type: none"> a) \$44,410.00 b) \$0 c) \$16,500.00 d) \$2,450.00 e) \$0 f) \$0 g) \$0
Source	NA	LCFF (0000) Staff Dev. (0218)	LCFF (0000)
Budget Reference	NA	<ul style="list-style-type: none"> a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo 	<ul style="list-style-type: none"> a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo

Action #10

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

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

Improve participation rates
 1. Maintain flexibility in testing practices & determining testing schedules.
 2. Continue to follow up with the parents of students opting out of testing.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

NA

See Action 9

See Action 9

Source	NA	See Action 9	See Action 9
Budget Reference	NA	See Action 9	See Action 9

Action #11

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Increase the number of career technical education pathway options for students.
 - Teachers explore how their curriculum can help students increase CTE pathway options
 - Students and staff check in monthly regarding student direction/plan

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

- a) \$836,424.00
- b) \$224,410.00
- c) \$459,625,00
- d) \$65,825.00
- e) -\$74,363
- f) \$0.00
- e) \$15,727.00

Source	N/A	N/A	LCFF (0000, 1400) TPP (3410) Carl Perkins (3550) Career Incentive (6387) Ag Incentive (7010) Career Center (9045) Blue Lake Pathmakers (9056) Yurok Wild Rivers (9058)
Budget Reference	N/A	N/A	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo

Action #12

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Training will be provided for Special Education teachers and Academic Counselors in order to align students transition plans with four year plans.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

See Action 5

Source

N/A

N/A

See Action 5

Budget Reference

N/A

N/A

See Action 5

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

Modified

Goal 2

Inclusive social, emotional, and behavior instruction for all students

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

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

Identified Need:

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

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

Expected Annual Measureable Outcomes

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Site administration, crisis counselors,

This action has been folded into

This action has been folded into

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

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

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

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

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

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

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

Budgeted Expenditures

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

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

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

This action has folded into Goal 3, Action 7.

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

Unchanged

2019-20 Actions/Services

This action has folded into Goal 3, Action 7.

and certificated staff.

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

Budgeted Expenditures

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

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

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

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

Budgeted Expenditures

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

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

New

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

NA

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

Budgeted Expenditures

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

Budget Reference

NA

NA

NA

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Administration will review discipline policies and procedures annually.

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

This action was folded into Goal 3, Action 4.

This action was folded into Goal 3, Action 4.

Budgeted Expenditures

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

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

NA

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

New

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

Teachers and administrators will continue to engage in professional development regarding trauma informed strategies and Tier 1 supports.
1. Staff will demonstrate understanding via a survey tool to be implemented pre and

post school year.
 A. Use of student surveys (pre and post) will be analyzed to determine progress

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	a) \$576,200 b) \$202,101 c) \$280,832 d) \$35,971 e) \$108,554 f) \$0 g) \$0	a) \$532,712 b) \$179,451 c) \$247,186 d) \$34,235 e) \$217,402 f) \$0 g) \$252
Source	NA	LCFF (0000) MAA/LEA (0005) Site Budget (0025, 0028) Site Grants (0026) Title I (3010) Sp. Ed. (3310, 6500) Lottery (1100)	LCFF (0000) MAA/LEA (0005) Site Budget (0025, 0028) Site Grants (0026) Title I (3010) Sp. Ed. (3310, 6500) Indian Ed (4510) Lottery (1100) Classified Staff Dev (7311)

Budget Reference

NA

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

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

Action #7

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

Students to be Served

All Students, English Learners, Foster Youth, Low Income

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

New

2017-18 Actions/Services

NA

for 2018-19

New

2018-19 Actions/Services

Review, revise and implement techniques to improve attendance.

for 2019-20

Modified

2019-20 Actions/Services

Evaluate attendance techniques.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

NA

See Action 6

See Action 6

Source

NA

See Action 6

See Action 6

Budget Reference

NA

See Action 6

See Action 6

Action #8

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

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

Implement lesson plans for teaching the school wide norms in the classroom.
1. Faculties will continue to develop, teach and implement.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

NA

See Action 6

See Action 6

Source

NA

See Action 6

See Action 6

Budget Reference

NA

See Action 6

See Action 6

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

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

Build staff capacity in teachers and administrators as they engage in professional development regarding “Restorative Mindset” providing staff with classroom management strategies that will be used to implement Tier 1 social, emotional, behavioral discipline practices.
 1. Demonstrate understanding via a survey tool to be implemented pre and post school year.
 A. Use of student surveys (pre and post) will be analyzed to determine progress

Budgeted Expenditures

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

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

NA

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

Modified

2018-19 Actions/Services

Review, revise and implement techniques to improve attendance.

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

Modified

2019-20 Actions/Services

RETIRED: Reduntant with Action 7

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	NA	<ul style="list-style-type: none"> a) \$343,694 b) \$22,718 c) \$147,837 d) \$0 e) \$0 f) \$0 g) \$0 	NA
Source	NA	Supp. Concent. (0001)	NA
Budget Reference	NA	<ul style="list-style-type: none"> a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo 	NA

Action #11

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Continue to build and implement staff capacity for universal social/emotional supports and interventions including professional development opportunities

1. Explore up to date research on best practices for interacting with students who have experienced trauma.
2. Providing staff with professional development that will be used to implement Tier 1 social, emotional, behavioral practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a) \$332,134.00 b) \$0.00 c) \$118,485.00 d) \$0.00 e) \$0.00 f) \$0.00 g) \$0.00
Source	N/A	N/A	Supp. Conc (0001)
Budget Reference	N/A	N/A	a) Certificated salaries b) Classified salaries c) Employer benefits d) Materials and supplies e) Services f) Capital equipment g) Other Outgo

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

Modified

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 7

Local Priorities: SWIFT-FIA Assessment
LEA Assessment

Identified Need:

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

Expected Annual Measureable Outcomes

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

<p>All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards.</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>SWIFT-FIA Assessment (Fidelity Integrated Assessment)</p>	<p>NA</p>	<p>Establish baseline</p>	<p>Maintain or improve from prior year</p>	<p>Maintain or improve from prior year</p>
<p>LEA Assessment</p>	<p>NA</p>	<p>NA</p>	<p>Establish baseline</p>	<p>Maintain or improve from prior year</p>

The Facilities Inspection Tool (FIT) will have a “Good” rating	2016-17: 94% at Arcata High School. No FIT was completed from the McKinleyville High School Campus	2017-18: 94.41% combined average for the two campuses	Maintain or improve from prior year	Maintain or improve
Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings)	2016-17: 2 presentations	2017-18: 2 presentations	Maintain or improve from prior year	3
SWIFT-FIT Assessment	NA	Establish baseline	Maintain or improve from prior year	Maintain or improve from prior year

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

NA

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

New

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

Develop and implement an effective system
 1. Staff will use data based decision making including using PDSA cycles to improve instructional strategies, student learning outcomes, improve attendance and decrease suspension.
 2. Sites will complete FIA at the beginning and the end of the school year

3. LEA Assessment will be used for administrative self reflection.
4. Review and discuss student data in department meetings.
5. Share results of data analysis with school community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	a) \$708,284 b) \$553,128 c) \$644,427 d) \$84,484 e) \$239,906 f) \$,7204 g) \$0	a) \$683,419.00 b) \$532,435.00 c) \$570,330.00 d) \$75,950.00 e) \$259,749.00 f) \$6,000.00 g) -\$266,116.00

Source

NA

LCFF (0000)
 Site Budget (0025, 0027, 0028)
 Staff Dev. (0218)
 Technology (0228)
 Driver's Ed (0231)
 Title 1 (3010)
 TPP (3410)
 Indian Ed. (4510)
 Career Pathways (6382)
 Sp. Ed. (6500)

LCFF (0000)
 Site Budget (0025, 0027, 0028)
 Staff Dev. (0218)
 Technology (0228)
 Title 1 (3010)
 Sp. Ed. (6500)

Budget Reference

NA

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

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

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

Develop and implement district level staff recognition systems.

Complete development and implementation of district level staff recognition systems.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

NA

See Action 1

See Action 1

Source

NA

See Action 1

See Action 1

Budget Reference

NA

See Action 1

See Action 1

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

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

Evaluate and refine recognition/reward systems at the site for students and staff.

Budgeted Expenditures

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

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

New

2017-18 Actions/Services

NA

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

New

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

Protocols to access interventions and supports:
 1. Pursue intervention and support for at-risk 9th and 10th grade students
 2. Explore and expand formalized steps necessary for referral for students in need of Tier 2 and Tier 3 social/emotional/behavioral supports

Budgeted Expenditures

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

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

NA

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

Unchanged

2018-19 Actions/Services

NA

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

Modified

2019-20 Actions/Services

Share professional reading and best practices and provide individualized and/or small group instruction regarding grade norming.

Budgeted Expenditures

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

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

NA

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

Modified

2018-19 Actions/Services

Consistent social media and website presence

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

Modified

2019-20 Actions/Services

Family and community engagement:

1. Build staff capacity for usage of website features and communication with families and community.
2. Explore other options for social media communications; preferred methods by students, parents and staff.
3. Establish guidelines for internal and external communications; including updating ParentVUE, responding to emails and phone calls.

Budgeted Expenditures

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

Budget Reference

NA

See Action 1

See Action 1

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Implement and revise the school safety and positive climate plans.

Evaluate the revise the school safety and positive climate plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	a) \$0 b) \$876,817 c) \$557,815 d) \$378,295 e) \$863,625 f) \$13,073 g) \$0	a) \$0.00 b) \$966,544.00 c) \$530,038.00 d) \$371,767.00 e) \$879,505.00 f) \$25,000.00 g) \$0.00
Source	NA	LCFF (0000) Transportation (0210) Routine Maint. (8150) Site Budget (0027) DROPS Grant (9031)	LCFF (0000) Site Budget (0027) Transportation (0210) Routine Maint. (8150) DROPS Grant (9031)

Budget Reference

NA

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

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

Action #8

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Board Policies and district practices and procedures that are inclusive for all stakeholders, with a racial equity, gender and LGBTQ+ lens:
 1. Review Board Policy for incomplete and/or missing policy.
 2. Review language utilized in current policies and procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	See Action 1
Source	N/A	N/A	See Action 1
Budget Reference	N/A	N/A	See Action 1

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

Modified

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: NA

Identified Need:

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

Expected Annual Measureable Outcomes

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

Planned Actions/Services

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$878,319

Percentage to Increase or Improve Services

7.25%

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

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

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

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

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,054,929

Percentage to Increase or Improve Services

8.12%

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

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

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

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

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

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

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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$1,136,906

Percentage to Increase or Improve Services

8.32%

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

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

The Supplemental/Concentration funding for 2019-2020 is estimated at \$1,136,906 which the District is budgeting to spend to serve students the English Learner, Foster Youth and Low Income subgroups. The District is using these funds for a variety of purposes.

In Goal 1, Action 8, the District will provide for co-teaching and aide support in an effort to increase the number of students enrolled in A-G courses. The District will provide remedial education support in the form of summer school, and alternative education programs such as Independent Study. The district will support the Indian Education Program by providing Native American instruction. Unduplicated pupils will be served with the reduction of students to teacher ratio.

In Goal 2, Action 11, the district will build staff capacity for social/emotional supports and interventions. The focus is to raise awareness regarding researched based best practices (see links below) for interacting with students who have experienced trauma. Staff will be provided strategies that will be used to implement Tier 1 social, emotional and behavioral practices laying the foundation of a common understanding of Tier 1 supports.

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

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