

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Humboldt Charter School

CDS Code: 12101240137364

School Year: 2021-22

LEA contact information:

Shari Lovett

Director

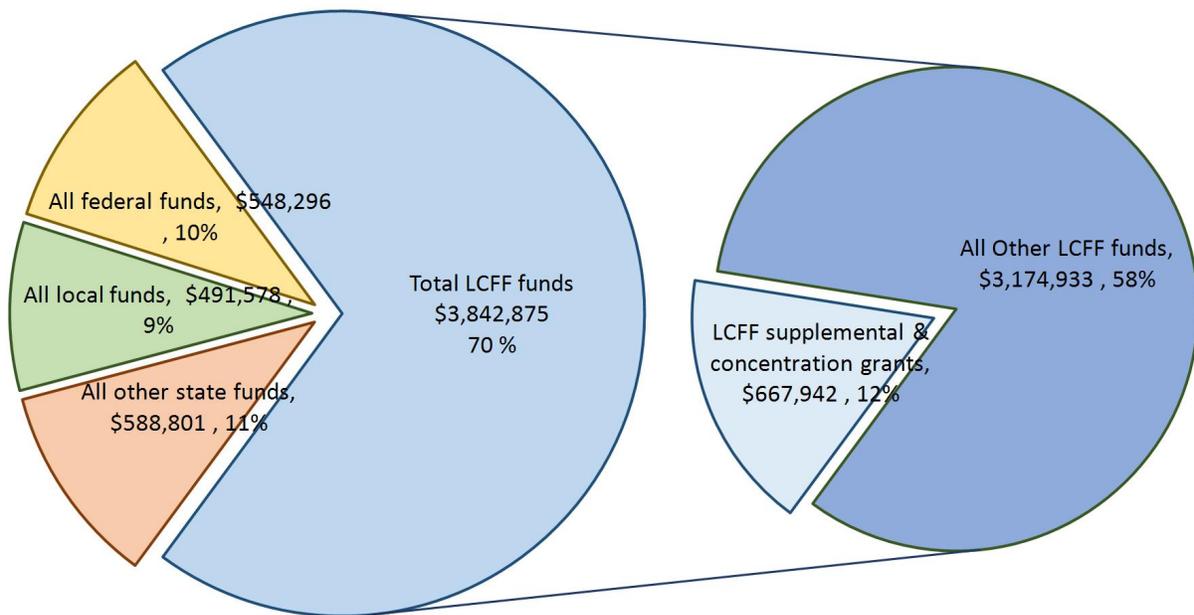
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2021-22 School Year

Projected Revenue by Fund Source



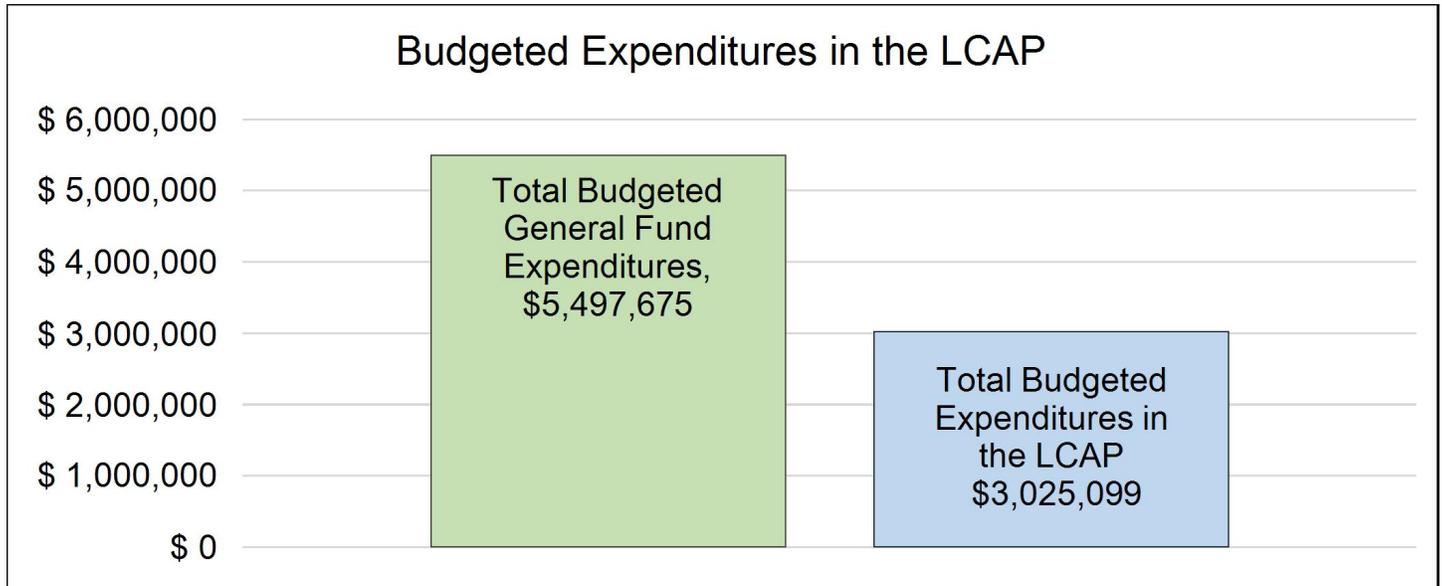
This chart shows the total general purpose revenue Northern United - Humboldt Charter School expects to receive in the coming year from all sources.

The total revenue projected for Northern United - Humboldt Charter School is \$5,471,550, of which \$3,842,875 is Local Control Funding Formula (LCFF), \$588,801 is other state funds, \$491,578 is local

funds, and \$548,296 is federal funds. Of the \$3,842,875 in LCFF Funds, \$667,942 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Northern United - Humboldt Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Northern United - Humboldt Charter School plans to spend \$5,497,675 for the 2021-22 school year. Of that amount, \$3,025,099 is tied to actions/services in the LCAP and \$2,472,576 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

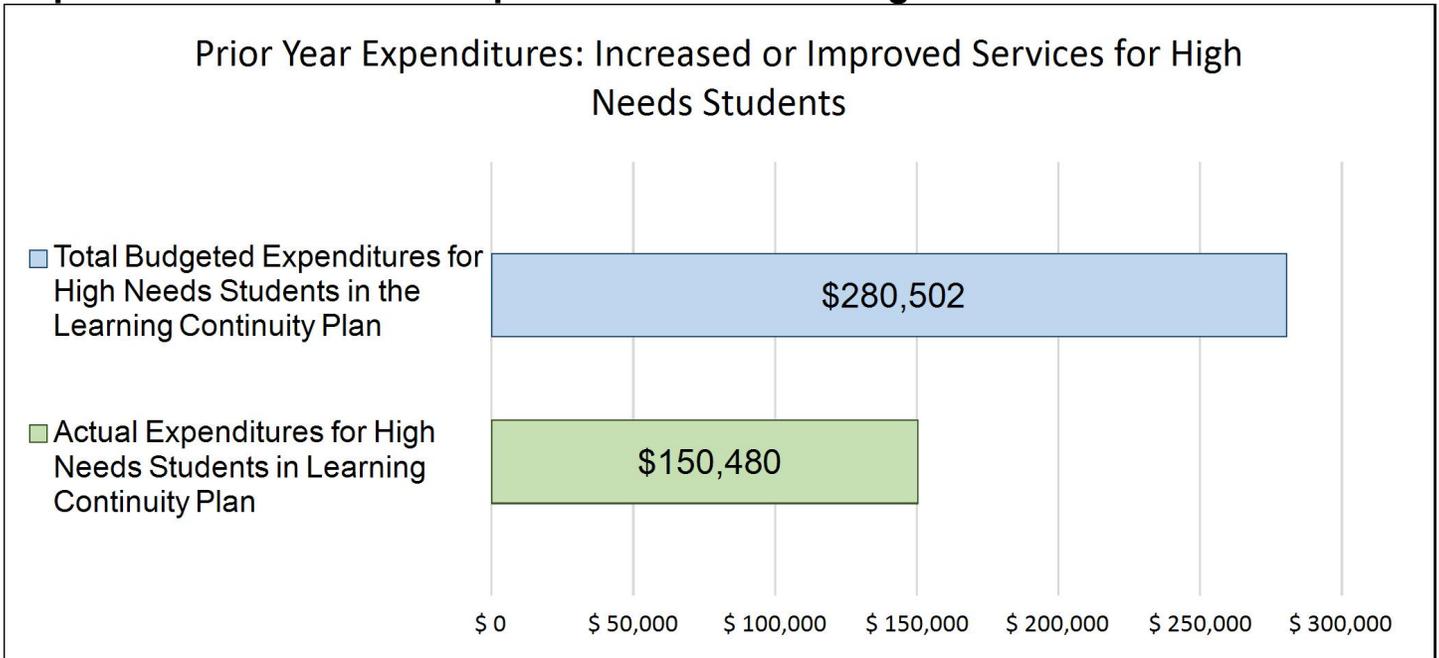
liability insurance, telephone services, electricity services, water services, waste disposal, audit fees, legal fees, fingerprinting fees, authorizing fee, and equipment rental

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Northern United - Humboldt Charter School is projecting it will receive \$667,942 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Humboldt Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Humboldt Charter School plans to spend \$890,423 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Northern United - Humboldt Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Northern United - Humboldt Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Northern United - Humboldt Charter School's Learning Continuity Plan budgeted \$280,502 for planned actions to increase or improve services for high needs students. Northern United - Humboldt Charter School actually spent \$150,480 for actions to increase or improve services for high needs students in 2020-21.

The difference between what was budgeted and what was actually spent for high needs students did not impact the overall increased or improved services for the high needs students in 2020-21. This is due to the large amount of PPE and Chromebooks that were donated. We did not need to purchase as much PPE as we originally budgeted because we received so much free of charge. Also, though we did not spend as much as budgeted on food, our high needs students were able to still receive meals through their EBT funds and by accessing meals at other schools who were offering an open Seamless Summer Option meal program.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Northern United - Humboldt Charter School	Shari Lovett Director	slovett@nuarters.org (707) 445-2660 Ext. 110

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Northern United - Humboldt Charter School will improve student performance outcomes in the core academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP – ELA – All students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – ELA – All students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds standards - 15% - Met Standards - 27% - Nearly Met Standards - 22% Not Met Standards - 35%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – Math – All students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – Math – All students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 11% - Met Standards - 19% - Nearly Met Standards - 27% Not Met Standards - 43%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>

Expected	Actual
<p>Metric/Indicator CAASPP – ELA – Native American students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – ELA – Native American students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 14% - Met Standards - 14% - Nearly Met Standards - 0% - Not Met Standards - 71%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – ELA – Hispanic students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2</p> <p>Baseline Baseline will be established in the 18/19 school year</p>	<p>Unable to complete this metric</p> <p>CAASPP – ELA – Hispanic students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 10% - Met Standards - 17% - Nearly Met Standards - 23% - Not Met Standards 50%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – ELA Students with disabilities</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – ELA Students with disabilities - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 13% - Met Standards - 15% - Nearly Met Standards 25% - Not Met Standards 48%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>

Expected	Actual
<p>Metric/Indicator UC/CSU (a-g) course completion</p> <p>19-20 Northern United - Humboldt Charter School plans to increase UC/CSU (a-g) course completion by 2 students.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 12 out of 26 seniors who are on track for course completion of UC/CSU requirements (ag).</p>	<p>Goal Met</p> <p>UC/CSU (a-g) course completion - Baseline was established in 18/19 with 6 graduates having UC/CSU course completion.</p> <p>In 19-20, Northern United Humboldt Charter School had 11 graduates with UC/CSU (a-g) course completion</p>
<p>Metric/Indicator EL classified as FEP per the ELPAC</p> <p>19-20 Northern United - Humboldt Charter School plans to increase EL classified as FEP per the ELPAC by 2%.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 5 students who are EL classified FEP per the ELPAC.</p>	<p>Goal Not Met</p> <p>EL classified as FEP per the ELPAC -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School has 3 students who are EL classified FEP per the ELPAC</p>
<p>Metric/Indicator EL redesignated as FEP per ELPAC</p> <p>19-20 Northern United - Humboldt Charter School plans to increase EL redesignated as FEP per ELPAC by 5%</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 0 EL student who were redesignated FEP per the ELPAC.</p>	<p>Goal Met</p> <p>EL redesignated as FEP per ELPAC -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School has 5 EL students who were redesignated FEP per the ELPAC</p>
<p>Metric/Indicator AP score of 3 or greater</p> <p>19-20</p>	<p>Unable to complete this metric</p> <p>AP score of 3 or greater - 1 student</p> <p>Baseline was established in the 18/19 academics year.</p>

Expected	Actual
<p>Northern United - Humboldt Charter School plans to increase AP score of 3 or greater by 1 student.</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>2019/2020 - 0 Students took the AP exam due to COVID 19</p>
<p>Metric/Indicator EAP conditionally college ready and college ready in ELA</p> <p>19-20 Northern United - Humboldt Charter School plans to increase EAP conditionally college ready and college ready in ELA by 2%.</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>EAP conditionally college ready and college ready in ELA -</p> <p>Baseline was established in the 18/19 academics year.</p> <p>Northern United - Humboldt Charter School had 27% of students who were EAP conditionally college-ready and 15% college-ready in ELA.</p> <p>2019/2020 - EAP didn't occur because the CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator EAP conditionally college ready and college ready in Math</p> <p>19-20 Northern United - Humboldt Charter School plans to increase EAP conditionally college ready and college ready in Math by 2%.</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>EAP conditionally college ready and college ready in Mathematics -</p> <p>Baseline was established in the 18/19 academics year.</p> <p>Northern United - Humboldt Charter School had 19% of students who were EAP conditionally college-ready and 11% college-ready in Mathematics.</p> <p>2019/2020 - EAP didn't occur because the CAASPP administration was waived due to COVID 19</p>

Expected	Actual
<p>Metric/Indicator PSAT participation rate</p> <p>19-20 Northern United - Humboldt Charter School plans to increase PSAT participation rate by 2%</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 43 students total who participated in the PSAT throughout the year. Of these 43 total, there were: 14 - 11th grade students, 11 - 10th grade students, 5 - 9th grade students, 13 - 8th grade students.</p>	<p>Goal Not Met</p> <p>PSAT participation rate -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School had 30 students total who participated in the PSAT throughout the year. Of these 20 students, there were 8- 10th-grade students 12- 11th-grade students 10- 8th-grade students</p>
<p>Metric/Indicator SAT participation rate</p> <p>19-20 Northern United - Humboldt Charter School plans to increase SAT participation rate by 1%.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School had 9 students who participated in the SAT exam.</p>	<p>Unable to complete this metric</p> <p>SAT participation rate -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School 18 students were scheduled to take the SAT prior to it being postponed due to COVID-19.</p>
<p>Metric/Indicator Number of students receiving the Seal of Biliteracy</p> <p>19-20 Northern United - Humboldt Charter School plans to increase number of students receiving the Seal of Biliteracy by 1 student</p> <p>Baseline Northern United Humboldt Charter School had 1 student awarded the Seal of Biliteracy.</p>	<p>Not Met</p> <p>Number of students receiving the Seal of Biliteracy -</p> <p>Baseline was established in the 18/19 academics year.</p> <p>Northern United- Humboldt Charter School had 0 students awarded the Seal of Biliteracy</p>

Expected	Actual
<p>Metric/Indicator Number of students concurrently enrolled</p> <p>19-20 Nothern United - Humboldt Charter School plans to increase the number of students concurrently enrolled by 5 students</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 10 students who are concurrently enrolled.</p>	<p>Goal Not Met</p> <p>Number of students concurrently enrolled -</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School 2 students were concurrently enrolled</p>
<p>Metric/Indicator CAASPP – Math – Native American students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – Math – Native American students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 14% - Met Standards - 0% - Nearly Met Standards - 14% - Not Met Standards - 71%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator CAASPP – Math – Hispanic students</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>Unable to complete this metric</p> <p>CAASPP – Math – Hispanic students - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 13% - Met Standards - 7% - Nearly Met Standards - 30% - Not Met Standards - 50%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>
<p>Metric/Indicator</p>	<p>Unable to complete this metric</p>

Expected	Actual
<p>CAASPP – Math – Students with disabilities</p> <p>19-20 Exceeds Standards - Increase by 2% Met Standards – Increase by 2% Nearly Met Standards – Decrease by 2% No Met Standards – Decrease by 2%</p> <p>Baseline Baseline will be established in the 18/19 school year.</p>	<p>CAASPP – Math – Students with disabilities - Baseline was established in the 18/19 academics year.</p> <p>Baseline: Exceeds Standards - 2% - Met Standards - 12% -Nearly Met Standards - 31% - Not Met Standards - 55%</p> <p>2019/2020 - CAASPP administration was waived due to COVID 19</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Employ highly qualified teachers, including special education teachers, to target direct instruction in all areas including math.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$1,395,024</p> <p>1000-1999: Certificated Personnel Salaries EPA \$78,562</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$184,968</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$278,760</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$73,164</p>	<p>Salaries and Benefits 0000: Unrestricted LCFF Base \$1,496,336.53</p> <p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries EPA \$74,974.00</p> <p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF Base \$769,334.42</p> <p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries Special Education \$173,542.02</p> <p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries Special Education \$132,871.13</p>
<p>Employ highly qualified content area specialists to provided resources to staff and students, primarily directed to unduplicated youth in order for them to make progress in content area standards.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$388,692</p>	<p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$206,424.25</p>
<p>Purchase common core state standard aligned curriculum and materials and supplies as it becomes available.</p>	<p>4000-4999: Books And Supplies LCFF Base \$3,000</p>	<p>Curriculum 4000-4999: Books And Supplies LCFF Base \$8,055.40</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Materials and Supplies 4000-4999: Books And Supplies LCFF Base \$95,031.25
Provide professional learning opportunities for staff.	5000-5999: Services And Other Operating Expenditures LCFF Base \$26,000	Mileage 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,662.98 Registration 5000-5999: Services And Other Operating Expenditures LCFF Base \$9,373.21 Accommodations 5000-5999: Services And Other Operating Expenditures LCFF Base \$5,057.76 Car Rental 5000-5999: Services And Other Operating Expenditures LCFF Base \$0
Administer CAASPP, SAT, PSAT, Renaissance assessments and AP exams	See Goal 1 Action 1 & 3	See Goal 1 Action 1 & 3
Employ EL coordinator to administer ELPAC test and support EL students.	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,752 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,600	Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,408.94 Tests 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$360 Mileage 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,193.49 Registration Fees 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$674.23

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Lodging 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$525.70
Offer academic, college/career and social/emotional counseling primarily directed to unduplicated youth.	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$87,006</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$51,742</p>	<p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$64,226.81</p> <p>Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$78,714.40</p>
Employ instructional aides to work with students in core academic areas, primarily focusing on unduplicated youth not excelling in Common Core State Standards.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$110,729	Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$61,120.53
Implement academic RTI Tier 2 targeted instruction program, including in the area of mathematics.	<p>3000-3999: Employee Benefits LCFF Base \$205,327</p> <p>See Goal 1 Action 1</p> <p>3000-3999: Employee Benefits Special Education \$27,223</p>	<p>Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF Base \$399,687.81</p> <p>See Goal 1 Action 1</p> <p>Salaries and Benefits 2000-2999: Classified Personnel Salaries Special Education \$42,406.41</p>
Provide curriculum, home and school supplies for unduplicated students.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,439	<p>Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$18,108.08</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$285.15</p> <p>Food 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$275.15</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Bus Tickets for Students 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,000
Provide internet and laptops to unduplicated students.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,350	Computers 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0.00 Internet 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0.00
Purchase media resources and student information system for student and staff use.	5000-5999: Services And Other Operating Expenditures \$26,400	Library Center Contract 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,250.00 Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$29,767.50 Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$142,796.28 Computerized Books 4000-4999: Books And Supplies LCFF Base \$0.00 Network Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,528.00
Implement AVID schoolwide for college and career readiness opportunities for all students, primarily directed to unduplicated youth.	See Goal 1 Action 2 5000-5999: Services And Other Operating Expenditures LCFF	See Goal 1 Action 2 Mileage 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$1,500	LCFF Supplemental and Concentration \$0.00 Registration Fees 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$182 Lodging 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$182
Employ tutors and contract vendors for one-on-one and small group instruction	See Goal 1 Action 10	See Goal 1 Action 10
Federal funding used to employ 1 FTE PPS credentialed employee for academic intervention.	See Goal 1 Action 7	See Goal 1 Action 7

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Some funds budgeted for specific actions/services this goal were not expended or they were expended on other services that supported students, including those who fall within unduplicated categories.

Slightly less base and supplemental/concentration funds for certificated salaries and benefits were expended than originally estimated. While less supplemental/concentration funds were spent on books and supplies, more base funds were expended in this area. Additionally, less supplemental/concentration funds were expended on computers. This is due to technology being donated, as well as Cares Act funds being used to support at-home learning. Additionally, Public Charter School Grant Program (PCSGP) funds were used.

Due to COVID-19, most professional development opportunities were cancelled and our staff was unable to attend. This meant that less funds were expended on professional learning opportunities for staff. This also resulted in less funds being expended on AVID. Also, as a result of the facilities closing due to COVID-19, less money was expended for tutors and aides. In order to address social/emotional needs during COVID-19, additional funds were expended on counseling services. Additional funds were also expended to support at-home learning for students who are English learners.

Media resources and student information system for student and staff use were less than originally budgeted because we were able to use PCSGP grant funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite COVID 19 Northern United - Humboldt Charter School had many successes in meeting this goal. For example, our number of students meeting UC/CSU eligibility increased significantly. Also, we increased the number EL students who were redesignated as FEP. Because we are nonclassroom-based charter school our transition to home-based learning was relatively smooth. Many of our students already had Chrome Books assigned to them and our teachers were well-prepared in distant learning and digital platforms. However, due to COVID 19 there were some challenges. For example, due to COVID 19 and the state waiving the CAASPP administration, we were unable to complete the CAASPP and EAP metrics. Moreover, this is also true for the SAT and the AP exams. Our concurrent enrollment also dropped due to COVID 19 and school closures.

Goal 2

Northern United - Humboldt Charter School will ensure that all students have access to appropriate education and are provided ample opportunity to learn in environments that reflect 21st-century learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of teachers misassigned</p> <p>19-20 Northern United - Humboldt Charter School will have 0 number of teachers misassigned</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has 0 teachers misassigned.</p>	<p>Goal Not Met</p> <p>Number of teachers misassigned</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School had 1 teacher misassigned.</p>
<p>Metric/Indicator Condition of facility</p> <p>19-20 Northern United - Humboldt Charter School will have all "Good" condition of facilities.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School used the Facilities Inspection Tool and determined all facilities to be in good condition.</p>	<p>Goal Met</p> <p>Condition of facility</p> <p>P2 (3/20/20), Northern United Humboldt Charter School used the Facilities Inspection Tool (FIT) and determined all facilities were in good condition.</p>
<p>Metric/Indicator Access to standards -aligned instructional materials</p>	<p>Goal Met.</p> <p>Access to standards -aligned instructional materials</p>

Expected	Actual
<p>19-20 Northern United - Humboldt Charter School will have 100% access to standards aligned instructional materials.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has given access to standards -aligned instructional materials in all core academic areas to 100% of enrolled students.</p>	<p>100% of students had access to standards aligned instructional materials based on 0 complaints with the Williams Complaint Process.</p>
<p>Metric/Indicator Implementation of academic content and performance standards</p> <p>19-20 Northern United - Humboldt Charter School plans to have 100% of students had access to programs and services to gain academic content knowledge.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has implementation of content and performance standards to 100% of enrolled students.</p>	<p>Goal Met</p> <p>Implementation of academic content and performance standards</p> <p>100% of content and performance standards were implemented</p>
<p>Metric/Indicator A broad course of study in all subject areas</p> <p>19-20 Northern United -- Humboldt Charter School will have 100% broad course of study in all subject areas.</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School offers a broad course of study in all subject areas.</p>	<p>Goal Met</p> <p>A broad course of study in all subject areas</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School offers a broad course of study in all core subject areas to 100% of enrolled students</p>
<p>Metric/Indicator Programs and services developed and provided to exceptional needs students (one-onone tutoring, small group instruction, AVID).</p>	<p>Goal Met</p>

Expected	Actual
<p>19-20 Northern United - Humboldt Charter School plans to have programs and services developed and provided to 100% of exceptional needs students (one-on-one tutoring, small group instruction, AVID).</p> <p>Baseline As of P2 (3/22/19), Northern United Humboldt Charter School has programs and services developed and provided to 100% of exceptional needs students. This includes one-on-one tutoring, small group instruction, AVID and RTI. More than 50% of staff have been trained in AVID, this includes general education and special education staff. In addition, 10 small group instructors, 9 instructional aides and 3 certificated staff provide tutoring services for students with exceptional needs.</p>	<p>Programs and services developed and provided to exceptional needs students (one--on-one tutoring, small group instruction, AVID).</p> <p>As of P2 (3/20/20), Northern United Humboldt Charter School has programs and services developed and provided to 100% of exceptional needs students. This includes one on one tutoring, small group instruction, AVID, and RTI, specifically using IXL. More than 55% of staff have been trained in AVID, this includes general education and special education staff.</p>
<p>Metric/Indicator EL access to programs and services to gain academic content knowledge/proficiency</p> <p>19-20 Northern United - Humboldt Charter School plans to have 100% EL access to programs and services to gain academic content knowledge/proficiency</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has provided access to programs and services to gain academic content knowledge/proficiency to 100% of EL students.</p>	<p>Goal Met</p> <p>100% of EL students had access to programs and services to gain academic content knowledge/proficiency.</p>
<p>Metric/Indicator Programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, AVI , RTI).</p> <p>19-20 Northern United - Humboldt Charter School will have 100% programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, AVID, RTI).</p>	<p>Goal Met</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School has programs and services developed and provided to unduplicated pupils, one-on-one tutoring, small group instruction, AVID and RTI. More than 55% of staff have been trained in AVID. In addition, 13 small group instructors, 12 instructional aides and 3 certificated staff provide tutoring services.</p>

Expected	Actual
<p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has programs and services developed and provided to unduplicated pupils, one-on-one tutoring, small group instruction, AVID and RTI. More than 50% of staff have been trained in AVID. In addition, 10 small group instructors, 9 instructional aides and 3 certificated staff provide tutoring services.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development in 21st century skills, CTE, technology and STEM/STEAM	See Goal 1 Action 4 See Goal 1 Action 4	See Goal 1 Action 4 See Goal 1 Action 4
Integrate technology into instructional program in all grade levels and subject areas.	5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$20,000 4000-4999: Books And Supplies LCFF Base \$1,000 3000-3999: Employee Benefits LCFF Base \$92,043 5000-5999: Services And Other Operating Expenditures LCFF Base \$29,200	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$4,413.65 Computers 4000-4999: Books And Supplies LCFF Base \$3,956.44 Salaries And Benefits 2000-2999: Classified Personnel Salaries LCFF Base \$90,655.20 Maintenance Agreements 5000-5999: Services And Other Operating Expenditures LCFF Base \$8,521.00
Offer a broad range of studies and a wide range of courses including field trips, a CTE Principles of Health Science Pathway, AP courses, dual enrollment course Get Focused, Stay Focused, Swiss model apprenticeship program, honors, and college preparatory courses.	See Goal 1 Action 1 See Goal 1 Action 1 See Goal 1 Action 1	See Goal 1 Action 1 See Goal 1 Action 1 See Goal 1 Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF Base \$4,000	Student Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,439.37
Offer facilities for independent study students to meet with their teachers for small group instruction.	5000-5999: Services And Other Operating Expenditures LCFF Base \$234,436 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$15,000	Rentals and Leases 5000-5999: Services And Other Operating Expenditures LCFF Base \$223,556.00 Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$89,241.23

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID 19, we were unable to participate in professional learning, including the AVID summer institute. This meant that we expended less funds than we originally budgeted. For the most part the actual expenses were in line with our budgeted estimates. Though we did not expend all budgeted funds, we were able to meet the needs of students, families, teachers and staff. We reached out to all families to notify them of locations in which they could receive meals at area schools at no charge to them. We also delivered needed curriculum, supplies and materials to any family that was unable to come to one of our locations. We communicated with families and staff regarding mental health services and health services throughout the community. We continued to offer all of our course via Zoom and online platforms. Each Friday, staff had an optional Zoom meeting to support one another through sharing best practices, analyzing student performance and mental health resources. We created a Covid-19 resource page on our website in which resources to support our learning community were posted. Professional development continued via the Zoom platform.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall Northern United - Humboldt Charter School was successful in implementing this goal. Because many of our students do distance learning as part of their instructional program, the staff and students were able to transition quickly when our facilities closed. Our organization and its staff are very familiar with online platforms and instructional strategies that were needed for COVID 19 closures. We continued to offer all of our courses through Zoom, including our dual enrollment course, our CTC course, our AVID elective, and our AP courses. Instead of having our students meet with tutors and small group instructors at a facility, we were able to use the Zoom platform to support our students' needs. The challenges we faced involved internet access for some of our students.

We provided 30 hotspots to students without internet access, however, for students who lived in areas without cell phone coverage, hotspots were not sufficient.

Goal 3

Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent volunteer rate includes parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase parent volunteer rate for all parents, including parents of unduplicated students and students with exceptional needs by 5%.</p> <p>Baseline rate includes parents of unduplicated students and students with exceptional needs As of P2 (3/22/19), Northern United - Humboldt Charter School had 207 parent volunteers.</p>	<p>Goal Met</p> <p>Parent volunteer rate includes parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 256 parent volunteers, including parents of unduplicated students and students with exceptional needs.</p>
<p>Metric/Indicator Parent attendance at conferences including parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase parent attendance at conferences, including</p>	<p>Goal Met</p> <p>Parent attendance at conferences including parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 127 parents attend formal conferences. However, our home-</p>

Expected	Actual
<p>parents of unduplicated students and students with exceptional needs, by 5%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had 97 parents attend formal conferences. However, our home-based independent study teachers meet with every parent a minimum of once every 20 days.</p>	<p>based independent teachers meet with every parent a minimum of once every 20 days.</p>
<p>Metric/Indicator Parent attendance at school events, includes parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase parent attendance at school events includes parents of unduplicated students and students with exceptional needs by 5%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School 133 parents attended school events. This includes parents of unduplicated students and students with exceptional needs.</p>	<p>Goal Met</p> <p>Parent attendance at school events includes parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 188 parents attend school events. This included parents of unduplicated students and students with exceptional needs.</p>
<p>Metric/Indicator Parent satisfaction survey results including parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to maintain parent satisfaction survey results.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School distributed a parent satisfaction survey. This included unduplicated students and students with exceptional needs. There were 98 parent participants. Of these, 100% of the parents selected that they were satisfied.</p>	<p>Goal Met</p> <p>Parent satisfaction survey results including parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20) Northern United - Humboldt Charter School distributed a parent satisfaction survey. This included unduplicated students and students with exceptional needs. There were 74 participants. Of these, 100% of the parents selected that they were satisfied with our school's academic program.</p>

Expected	Actual
<p>Metric/Indicator Number of parents participating in LCAP meetings, including parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase the number of parents participating in LCAP meetings, including parents of unduplicated students and students with exceptional needs, by 10 parents.</p> <p>Baseline During the 2018-2019 school year, Northern United - Humboldt Charter School has held 13 LCAP meetings. At these meetings, we had 162 parents attending.</p>	<p>Goal Not Met</p> <p>Number of parents participating in LCAP meetings, including parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20) Northern United - Humboldt Charter School held 9 LCAP meetings. At these meetings, we had 100 parents attending. Many of the planned LCAP meetings in spring were postponed due to COVID-19</p>
<p>Metric/Indicator Number of parents participating in the LCAP survey, including parents of unduplicated students and students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase the number of parents participating in the LCAP, including parents of unduplicated students and students with exceptional needs by 10 parents.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had 43 parents participated in the LCAP survey.</p>	<p>Goal Not Met</p> <p>The number of parents participating in the LCAP survey, including parents of unduplicated students and students with exceptional needs</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 47 parents participate in the LCAP survey.</p>
<p>Metric/Indicator Middle school dropout rate</p> <p>19-20 Northern United -- Humboldt Charter School plans to maintain the middle school dropout rate.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has a middle school dropout rate of 0.</p>	<p>Goal Met</p> <p>Middle school dropout rate</p> <p>In the 19/20 school year, Northern United - Humboldt Charter School maintained its middle school dropout rate with 0 students dropping out of middle school based on CalPads report 8.1b.</p>

Expected	Actual
<p>Metric/Indicator High school dropout rate for all</p> <p>19-20 Northern United -- Humboldt Charter School plans to decrease high school dropout rate for all by 1%</p> <p>Baseline Baseline to be determine in the 2018- 2019 school year</p>	<p>Goal Met</p> <p>High school dropout rate for all</p> <p>Baseline determined in the 2018--2019 school year with 17 students dropping out of high school</p> <p>In the 19/20 school year, based on CalPads report 8.1b, Northern United - Humboldt Charter School had 1 student drop out of high school.</p>
<p>Metric/Indicator High school dropout rate for Native American students</p> <p>19-20 Northern United -- Humboldt Charter School plans to decrease high school dropout rate for Native American students by 1%</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal met</p> <p>High school dropout rate for Native American students</p> <p>Baseline determined in 18/19 school year with 0 Native American students dropping out of high school.</p> <p>Based on our CalPads report 8.1b, in 19/20, Northern United - Humboldt Charter School had 0 Native American students drop out of high school.</p>
<p>Metric/Indicator High school dropout rate for Hispanic students</p> <p>19-20 Northern United -- Humboldt Charter School plans to decrease high school dropout rate for Hispanic students by 1%.</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal Met</p> <p>High school dropout rate for Hispanic students</p> <p>Baseline determined in 18/19 school year with 0 Hispanic students dropping out of high school.</p> <p>Based on our CalPads report 8.1b, in 19/20, Northern United - Humboldt Charter School had 0 Hispanic students drop out of high school.</p>

Expected	Actual
<p>Metric/Indicator High school dropout rate for students with exceptional needs</p> <p>19-20 Northern United -- Humboldt Charter School plans to decrease high school dropout rate for students with exceptional needs students by 1%.</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal Met</p> <p>High school dropout rate for students with exceptional needs</p> <p>Baseline determined in 18/19</p> <p>In the 19/20 school year, based on CalPads report 8.1b, Northern United - Humboldt Charter School had 0 students with exceptional needs drop out of high school.</p>
<p>Metric/Indicator High school graduation rate for all</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase the high school graduation rate for all students by 3%</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal Met</p> <p>High school graduation rate for all</p> <p>Baseline determined in 18/19</p> <p>Based on the California School Dashboard, the 2018-2019 graduation rate was 61.4%.</p> <p>Based on Dataquest, the 2019-2020 graduation rate was 94.1%.</p>
<p>Metric/Indicator High school graduation rate for Hispanic students</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase the high school graduation rate for Hispanic students by 3%.</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal Met</p> <p>High school graduation rate for Hispanic students</p> <p>Baseline determined in 18/19 with 3 Hispanic students graduating</p> <p>Based on our SIS, during the 19/20 school year, 1 Hispanic student graduated</p> <p>100% of our Hispanic students within this cohort graduated.</p>
<p>Metric/Indicator</p>	<p>Goal Not Met</p>

Expected	Actual
<p>Student satisfaction survey results</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase student satisfaction survey results by 2% for students in grades K-5, by 10% for students in grades 6-8 and by 5% for students in grades 9-12.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had 44 students total participate in a student satisfaction survey. Of these participants, 12 students were in grade K5, 12 students were in grades 6-8 and 25 students were in grades 9-12. The survey showed the following results: K-5 - 92.6% were satisfied 6-8 - 75% were satisfied 9-12 - 85.7% were satisfied</p>	<p>Student satisfaction survey results</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 35 students participate in a student satisfaction survey. Unfortunately, this survey was given soon before the school closed due to COVID-19. Of these participants, all of them were 9-12 graders. 82.9% of the students stated that they were satisfied with the academic program being provided to them at Northern-United Humboldt Charter School. The high school students' satisfaction level increased by 5%, however, the other grade levels were not able to complete the survey.</p>
<p>Metric/Indicator Student safety survey results</p> <p>19-20 Northern United -- Humboldt Charter School plans to increase student safety survey results by 4% for students in grades K-5, 5% for students in grades 6-8 and 1% for students in grades 9-12.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had 44 students participate in a student safety survey. Of these participants, 12 students were in grade K-5, 12 students were in grades 6-8 and 25 students were in grades 9-12. The survey showed the following results: K-5 - 91.7% feel safe at their school 6-8 - 90.9% feel safe at their school 9-12 - 95.2% feel safe at their school</p>	<p>Goal Partially Met</p> <p>Student safety survey results</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 35 students participate in a student safety survey. Unfortunately this survey was given soon before the school closed due to COVID-19. Of these participants, all of them were 9-12 graders. Of these participants, 100% of students felt safe at their school and felt that Northern United-Humboldt Charter School places a high priority on safety. The high schools students' safety level increased by 5%, however the other grade levels were not able to complete the survey.</p>
<p>Metric/Indicator Suspension rate</p> <p>19-20</p>	<p>Goal Not Met</p> <p>Suspension rate</p>

Expected	Actual
<p>Northern United -- Humboldt Charter School will decrease the suspension rate by 1%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had a suspension rate of 2.1%.</p>	<p>As of P2 (3/20/20), Northern United - Humboldt Charter School had 6 students out of 401 students who were suspended. As of P2 (3/20/20), Northern United - Humboldt Charter School had a suspension rate of 1.5%</p>
<p>Metric/Indicator Expulsion rate</p> <p>19-20 Northern United -- Humboldt Charter School plans to maintain the expulsion rate.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has an expulsion rate of 0.</p>	<p>Goal Met</p> <p>Expulsion rate</p> <p>As of P2 (3/20/20), Northern United - Humboldt Charter School had maintained its expulsion rate with an expulsion rate of 0 students.</p>
<p>Metric/Indicator School attendance rate</p> <p>19-20 Northern United - Humboldt Charter School plans to increase school attendance rate by 1%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School had a school attendance rate of 95.56%.</p>	<p>Goal Met</p> <p>Based on our SIS, as of 19/20, Northern United - Humboldt Charter School had a school attendance rate of 97.26%</p>
<p>Metric/Indicator Chronic absenteeism rate</p> <p>19-20 Northern United - Humboldt Charter School plans to decrease the chronic absenteeism rate by 5%.</p> <p>Baseline As of P2 (3/22/19), Northern United - Humboldt Charter School has a chronic absentee rate of 11.4%.</p>	<p>Goal Met</p> <p>Based on our SIS, as of 19/20, Northern United - Humboldt Charter School had a chronic absentee rate of 8.88%</p>
<p>Metric/Indicator</p>	<p>Goal Met</p>

Expected	Actual
<p>High school graduation rate for students with exceptional needs</p> <p>19-20 Northern United - Humboldt Charter School plans to increase the high school graduation rate for students with exceptional needs by 3%</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Baseline determined in 18/19 with 60% of students with exceptional needs graduated</p> <p>Based on our SIS, during the 19/20 school year, 75% of students with exceptional needs within this cohort graduated.</p>
<p>Metric/Indicator High school graduation rate for Native American students</p> <p>19-20 Northern United - Humboldt Charter School plans to increase the high school graduation rate for Native American students by 3%</p> <p>Baseline Baseline to be determined in 18/19 school year</p>	<p>Goal Met</p> <p>Baseline determined in 18/19 with 1 Native American student graduating</p> <p>Based on our SIS, during the 19/20 school year, 1 Native American student graduated</p> <p>100% of our Native American students within this cohort graduated.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Northern United- Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.</p>	<p>See Goal 1 Action 1</p>	<p>See Goal 1 Action 1</p>
<p>Advertise school events to keep students, parents and staff informed.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1,500</p> <p>See Goal 1 Action 1</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Base \$9,688.82</p> <p>See Goal Action 1</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Contracted Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$10,562.50
Maintain school website to keep students, parents and staff informed.	See Goal 1 Action 1	See Goal 1 Action 1
Maintain and distribute Northern United Humboldt Charter School parent/student handbook, including information regarding independent study.	4000-4999: Books And Supplies LCFF Base \$500	Materials and Supplies 4000- 4999: Books And Supplies LCFF Base \$341.68
Adopt the use of schoolwide parent communication platform to communicate with students, parents and staff.	See Goal 3 Action 2	See Goal 3 Action 2
Implement PBIS to support all students, primarily unduplicated.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,626 See Goal 1 Action 13	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0.00 See Goal 1 Action 13
Implement behavioral RTI Tier 2 targeted program for all students.	See Goal 1 Action 8	See Goal 1 Action 8
Northern United - Humboldt Charter School will employ a 1 FTE PPS credentialed employee in order to support students at risk for chronic absenteeism and who need behavioral supports.	See Goal 1, Action 15 Title I	See Goal 1, Action 15 Title I
Northern United - Humboldt Charter School will hire food service employees in order to provide meals for unduplicated students.	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$26,191	Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall Northern United - Humboldt Charter School expended funds on actions and services within this goal to support students, families, teachers and staff. There were two areas in which our expenditures were less than budgeted. We spent less than budgeted on food service employees due to closing our facilities in March due to COVID 19. We also spent less than budgeted on PBIS due to professional development not being offered as a result of COVID 19. There were no material differences for what we had planned to do in the actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Northern United - Humboldt Charter School experienced many successes during the 2019-2020 school year. Our parent volunteer numbers increased to 256 parent volunteers and our parent attendance numbers also increased for both conferences and school events. Of the parents who responded to our satisfaction survey, 100% of them were satisfied with our academic program.

We were able to decrease our suspension rate and maintain our low expulsion rate. We are most proud of our increase to our graduation rate. In 2018-2019 our graduation rate was 61.4% and we increased this to 94.1% in the 2019-2020 school year. In so doing, we also reduced our drop out rate. Our attendance rate and chronic absenteeism rates both also improved significantly.

We did have some challenges in having parents engage in our LCAP process. Due to COVID-19, we were unable to have all of our scheduled LCAP stakeholder meetings.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase Custodian Hours	\$13,986	\$15,844.85	No
Purchase face masks and face shields and other PPE for staff and students	\$13,321	\$13,321.19	No
Purchase hand sanitizer	\$2,618	\$80.00	No
Extra counselor and psychologist office hours with an emphasis on unduplicated and other high risk students	\$132,400	\$86,520.93	Yes
Training all stakeholders on our learning center Covid-19 safety protocols	\$0	\$0	No
Training all stakeholders about the signs and symptoms of Covid-19	\$0	\$0	No
Training all stakeholders in proper hygiene and use of PPE	\$0	\$0	No
Provide bus passes to students as needed	\$400.00	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Overall, there were no substantive difference between the planned actions for in-person instruction. We were able to increase custodial hours, purchase PPE. A large amount of hand sanitizer was donated so we did not need to purchase as much as we originally budgeted. We trained all staff and stakeholders in COVID-19 protocols, including the signs and symptoms and proper hygiene and use of PPE. Our school counselor and school psychologist continued to serve students throughout the school year. We

did not provide bus passes to students because our facilities were closed and therefore, the students did not need transportation to meet with teachers or tutors. Instead they were provided services through Zoom. Expenditures for counselor and school psychologist services were less than expected because we did not have any students or families utilize contracted counseling resources. Instead, our staff counselor and school psychologist were able to support our students via Zoom or in-person, as needed.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Northern United - Humboldt Charter School experienced great successes with the goal of In-person Instructional Offerings. While Covid-19 did not allow us to open our programs fully, we were able to provide training to all staff, parents and other stakeholders concerning Covid-19 symptoms and safety protocols. Through Keenan training, teachers and all staff were instructed on how to handle any and all Covid related issues. Equally important, individual centers provided training to all staff, using the state, county, and HCOE guidelines to instruct staff, parents, and students. Northern United - Humboldt Charter School invested in all PPE materials required for staff, students, and parents to be safe. All facilities have masks, face shields, thermometers, sanitizing wipes, sanitization stations, plexiglass desk guards, gloves, and air filters.

Given that the state, county and our school board has limited our In-Person Instructional offerings, we have had to limit the amount of students who are on campus. From the beginning of the school year through March, students who have special needs have been given the opportunity to come to our facilities for extra support. All protocol has been followed with allowing only one student at a time meeting with staff. We also supported students in need of intervention due to connectivity issues, credit deficiencies, low grades, social/emotional needs, etc. with in-person instruction. On March 29th, we are able to open our facilities in a hybrid approach to all students wishing to receive in-person instruction.

We have had some challenges in offering in-person instruction. Some of our facilities do not have enough square footage to allow very many students per classroom. Additionally, we've had to purchase air purifiers and upgrade filtration systems. This is reflected in the action description related to the purchase of PPE for staff and students. Because much of our hand sanitizer, face masks, antibacterial wipes, gloves and thermometers were donated, we were able to purchase air purifiers and MERV 13 filters. Other challenges have resulted due to our county entering the purple tier prior to us offering a hybrid approach. This delayed our in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Chromebooks to students	\$10,000	\$13,241.11	Yes
Provide hotspots to students as needed	\$5,000	\$5,996.78	Yes
IT Support	\$60,900	\$82,067.50	No
Deliver curriculum, materials and supplies to families	\$13,500	\$1,662.92	Yes
Provide professional development to staff regarding effective integration of curriculum in an online learning environment	\$0	\$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The most substantive difference between the planned actions and actual actions was that our staff did not need to deliver curriculum, materials and supplies to families as much as anticipated. Most of our staff was able to email information and families were able to pick up materials as needed. This resulted in less expenditures for this action. Also, though some Chromebooks were donated, we expended more than budgeted on Chromebooks due to excessive need. We distributed 108 Chromebooks in the 2019-2020 school year and 203 Chromebooks during the 2020-2021 school year. Because we had such an increase in Chromebook and hotspot usage by our students, we required additional technology support than originally budgeted.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Because Northern United - Humboldt Charter School is a nonclassroom based charter school, our transition to distance learning was fairly smooth. For many of our students, there was continuity of instruction because much of their education takes place within the home. Those students who previously attended one of our facilities on a regular basis were able to transition to strictly home-based learning. All students who needed access to devices or hotspots received them. However, there are still students who have connectivity issues. Hotspots are not sufficient for our most remote students and those who do not have adequate cell reception in their homes. Overall, our pupil participation and engagement has remained very high this year. In some areas, we've actually seen

improvement because of our Zoom capability and increased one-on-one time with students. We continue to offer the same professional development that we would have, just in a virtual format, through Zoom. We had our preservice professional development prior to school opening and our mandatory professional development during the school year. Additionally, we've used Keenan SafeSchools training system for professional development, in addition to attending trainings from outside organizations. Staff had to transition to carrying out their positions virtually, but their roles and responsibilities remained the same. Students receiving special education services met with their support providers in-person if desired or needed. Others received support virtually. Students who are English learners or who required tier 2 interventions were also given the opportunity to meet in-person or virtually.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administer STAR Renaissance diagnostic and formative assessments	\$8,720	\$8,418.71	Yes
Administer CAASPP Interim assessments	\$0	\$0	Yes
Initiate SST for students as indicated by assessment results and teacher/parent observations	\$9,700.00	\$9,700.00	Yes
Provide Zoom tutoring sessions and in-person tutoring sessions as needed	\$89,000	\$18,606.50	Yes
Provide IXL as an intervention tool	\$5,170	\$6,083.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We administered the STAR Renaissance three times during the school year. We administered the CAASPP interim assessments. Our SST process continued for students in need and for those who were referred based on assessment data or by teachers. Intervention and progress monitoring were provided with our intervention tools, including IXL and tutoring. Expenditures for tutoring was substantially less than was originally budgeted due to the fact that teachers were able to work with students one-on-one, therefore, less tutors were needed.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our primary means of addressing learning loss was by using the STAR Renaissance and CAASPP Interim assessments given at regular intervals throughout the year. The Core Growth assessment system's screening tool was also utilized. The initial administration of the STAR and the Core Growth was used to determine a baseline of our students' current levels, specifically unduplicated students. This data showed any gaps in learning that students possessed. Students who did have learning loss were referred to our SST process. Overall, we held more academic SSTs during the 2020-2021 school year than we held during the 2019-2020 school year. At the SST, an intervention plan was created in order to address all student's needs, including unduplicated

students. The intervention plans included intervention strategies and a timeline to reach goals. Progress monitoring occurred to track the student's progress and growth. After an analysis of the STAR data after each administration window, we see that our efforts were effective, however we realize that these metrics are not overly reliable due to home-based administration of the assessments and the potential affects of the unprecedented pandemic and resulting facility closures. We will continue this action in order to analyze the effectiveness of this effort once school resumes in a more normal state.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Teachers have played an important role in monitoring the mental health and social and emotional well being of students through regular online interactions with students. If needed, teachers referred students to our SST process. At the SST meeting, social/emotional interventions were instituted, if determined by the SST. There was a total of four SSTs specifically for behavioral concerns and six SSTs for students exhibiting both academic and behavioral needs. Of these SSTs, six made progress and the progress of the other three are unknown as they disenrolled from our school prior to follow assessments by the SST.

The school counselor and school psychologist met regularly via Zoom and in-person with those students who needed support. Additionally, a list of resources for mental health support were provided to all students and families through email and they were posted on our website. We also used our internet filter company, Securly, to monitor student emails and internet searches for words or statements that suggest a risk for self-harm. At our staff meetings and professional development, including Keenan Safe Schools, staff discussed the need to carefully monitor students' mental health. There have been some challenges in meeting the mental health and social and emotional well being of our students. There are some communication challenges in having families respond to outreach by staff. Also, some students and families are reticent to utilize resource opportunities.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We were successful in our pupil and family engagement and outreach. In all, during the 2020-2021 school year, we issued 147 calls to our school community through our messaging platform, Dial My Call. Our daily Zoom courses and documentation of school work completed, which is how our independent study model tracks attendance, showed that we maintained a high level of student engagement. Through regular phone messaging to parents using the Dial My Call platform, home visits when a family couldn't be reached, texts when necessary and weekly emails from our centers, Northern United - Humboldt Charter School was able to track our pupil and family engagement during COVID-19. If for some reason a family was unable to be contacted after several attempts, law enforcement was called and asked to provide a wellness check.

Our outreach to families continued throughout COVID-19. With staff, our school counselor, and school psychologist playing an important role in our outreach efforts, we were able to provide families with a comprehensive list of community resources as needed. We also listed all community resources on our website for easy access for our families.

As a two-tiered process, if we noted that our daily outreach efforts were ineffective, we started our missed assignment process. This process was put in place in order to track students who were not attending their scheduled meetings or not completing their assigned work. The process begins with verbal communications with families and then moves into creating an Academic Improvement Plan in

order to support students who are facing barriers in completing assignments or attending meetings. Appropriate actions are discussed at these meetings in order to find potential solutions for students and families. This has been a very effective method in continuing our pupil and family engagement outreach throughout COVID-19. In total, during the 20-21 school year, we had thirty-five students who began the missed assignment process. A parent meeting was held for each of these students. Of these thirty-five meetings, thirty were successful, meaning the students became reengaged as evidenced by completion of assignments and Zoom class attendance. This means that 98.8% of our student body remained engaged by completing their assignments, meeting with their teachers and attending their Zoom courses.

The greatest challenges we experienced with pupil and family engagement surrounded our most rural families. By providing Chromebooks and hotspots to all families in need, we were able to connect with some of these families on a regular basis. However, this did continue to be a challenge and one that we will continue to address in our 2021-2024 LCAP. This was due in part to hotspots not being effective for students who live in areas without cell phone coverage and due to spotty internet coverage for rural families. When this did occur, we did offer in-person one-on-one meetings, if applicable. Teachers did become very creative in their communication techniques when this was problematic. Teachers had families send photographs of their students' work in order to count toward attendance. Often text messages and emails were the only manner for communication that were regularly exchanged with staff and our rural families. This challenge of communication is less of an issue when our independent study teachers are traveling to serve these families in-person. Nevertheless, this challenge of communication with our most rural families during COVID-19 was one in which we had to work diligently to close the gaps for both pupils and their families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In the previous school year, Northern United - Humboldt Charter School offered either breakfast, lunch or both depending on the facility the student attended. At the beginning of the school year, it was decided to only offer breakfast for this school year, with the exception of one facility that did continue to offer both breakfast and lunch. This decision was based on the difficulties access a meal vendor during the pandemic. It was determined that we would be able to provide a breakfast program ourselves, without having to vend with another School Food Authority. All families were contacted and asked if they would like to participate in our school breakfast program. Those who wished to participate were given a weeks worth of food at a time. These meals were picked up by families on a specific day of the week. If a family was unable to pick up the food, it was delivered to them by staff. Very few students participated in the program. During the 2019-2020 school year, approximately 3,978 meals were served, while in the 2020-2021 school year to date, 1,497 meals have been served. This may be due to the fact that the federal government provided EBT cards to families with qualifying children allowing them to purchase food as needed.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Provide counseling with Changing Tides Family Services	\$4,000.00	\$0.00	Yes
School Nutrition	Deliver food to families as needed	\$2,612	\$250.00	Yes
Pupil Engagement and Outreach	Train staff on the process for pupil engagement	\$0	\$0.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were substantive differences between the budgeted expenditures and actual expenditures for these additional actions. Through our in-house staff, we were able to provide counseling to our students without the use of an outside agency. Also, most of our families were able to come to our facilities to pick up their weekly breakfast foods so staff did not need to deliver the meals. We were able to train our staff as planned.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Because Northern United - Humboldt Charter School is a non-classroom-based charter school transitioning to both in-person and distance learning was fairly seamless. Staff transitioned to virtually fulfilling their roles and responsibilities. Students with exceptional needs met one-on-one with staff on an as-needed basis. Our SST process which included either academic or social/emotional supports were carried out both in-person or via Zoom. What we were able to learn from our implementation of both in-person and distance learning is that much of what we do on a regular basis was also successful during the pandemic.

In creating our goals and actions for our LCAP, we have put a great deal of focus on the continued improvement of students' growth in the core academic areas. Seeing the success in using the STAR Renaissance and the CAASPP interim assessments along with Core Growth Assessments for the younger children, we will continue to focus on monitoring student's progress, growth, and learning loss

while providing interventions as needed. Our SST process in which an individualized intervention plan is created to aid in student's learning loss has been highly successful. We will continue to focus our efforts on this action in the 2021-24 LCAP.

While we did an excellent job providing students with access to devices and hotspots, we did face challenges for those students who are extremely remote. Due to geography, some students did experience connectivity issues. Using this experience, we will place emphasis on improving school climate and parent/community involvement to promote and cultivate a positive, safe environment for all. We do a very good job at this overall, but in creating our goals and actions for the 2021-2024 LCAP, we see a need to continue reaching out and building strong relationships with our rural families. Having experienced the difficulty with some of our students and access, it has encouraged us to look more reflectively at our relationships and connections with our most rural families.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Northern United - Humboldt Charter School will continue to assess and take actions concerning pupil learning loss, especially students with unique needs. By providing three testing windows of STAR Renaissance, we will find students' baseline scores, provide individualized interventions via IXL, tutoring, or other interventions that encourage growth in specific areas where learning loss is recognized. With progress monitoring through intermittent testing, teachers will document growth and continue to check students' understanding. If students show little or no growth, the SST process will be implemented in which the school psychologist along with general education teachers will implement new strategies individualized for the student. CAASPP interim assessments will be given in order to assess students' understanding of the subject matter. When learning loss or knowledge of the topics being introduced is noticed, teachers will employ various interventions to provide students with the information needed to gain success in areas that are lacking. As stated, a variety of intervention tools will be implemented, including IXL, tutoring, small-group instruction and other tools to aid in students' understanding and close the gap of identified learning loss.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In looking at the substantive differences between our description of the actions and services identified as contributing, we noted very few. However, the areas in which we did note these differences are as follows:

Distance Learning - In providing Chromebooks there was a substantive difference and the reason for this is that we had many Chromebooks donated to us and we did not have to purchase as many. Also, delivery of curriculum, materials, and supplies showed a substantive difference due to the fact that we found that our families were more than willing to come and pick up their materials instead of having our staff drop them off.

Pupil Learning Loss - In the area of providing Zoom tutoring sessions and in-person sessions, we noted a substantive difference in our description of actions and services identified as contributing. This was because we found that instead of providing tutors for students,

we were able to use our staff to meet this need of our pupils. Because teachers were no longer teaching whole groups of students throughout the day, they were able to work one-on-one and in small groups with students to provide targeted interventions and instruction.

Additional Actions - The substantive differences in School Nutrition stemmed from the fact that the families who participated in our school nutrition program picked their bagged breakfasts up from their local learning centers or the Cutten Resource Center. Because of this, staff did not have to deliver meals to our families as was originally predicted.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After analysis and reflection on student outcomes of the Annual Updates for our 2019-20 LCAP and our 2020-21 Learning Continuity and Attendance Plan and along with stakeholder feedback, Northern United - Humboldt Charter School developed the 2021-24 LCAP.

One of the first steps we took in our development was to cut our goals down from three to two. Stakeholder feedback informed us that our LCAP was not easy to understand. We believe that streamlining our LCAP will make it easier for all stakeholders to understand. Because many of the actions and services in goal 2 of our 19-20 LCAP could be easily moved to the other two goals, we decided to eliminate goal two and encompass the actions into the remaining two goals. Our new goals are now: Goal #1 - Northern United - Humboldt Charter School will improve student performance outcomes in the core academic areas and Goal #2 - Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Through analysis and reflection of how COVID-19 has impacted our student engagement and possible learning loss, Northern United - Humboldt Charter School will place great emphasis on transitioning our students back to an in-person learning environment and concentrating on helping our students in core academic areas. Due to COVID-19, standardized assessments were put on hold, in particular the CAASPP, PSAT, SAT, and AP exams. Our concurrent enrollment also suffered during this time. Some students were able to take online college courses during the pandemic, but our overall percentage of students who were concurrently enrolled did decline. It will be an area of concentration for the upcoming plan years, as will be increasing our CTE pathway opportunities.

Placing emphasis and focus on supporting and improving our students' performance outcomes in the core academic areas will be important in the upcoming years. Seeing the success in using the STAR Renaissance and the CAASPP interim assessments along with Core Growth Assessments for the younger children during this time has encouraged us to continue to focus on monitoring student progress, growth, and learning loss while providing interventions as needed. We will continue to focus our efforts on this action in the 2021-24 LCAP.

Analyzing metrics related to student engagement and stakeholder feedback also informs us of the need to focus on supporting our students' mental health. This includes adding actions related to resiliency building curriculum, counseling and parent outreach. As our families transition back to a more normal life, it is important that as a school we find ways to involve all of our families in our learning community. During this past year, we have seen the importance of continuous communication with all of our families, especially those who live in the most rural locations. We will be concentrating on more involvement from our parents and guardians, specifically regarding the LCAP process, volunteering, and working together on school events. Reaching out and building strong relationships with our most rural families will work toward supporting our students' needs.



Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,807,244.00	4,308,731.32
	26,400.00	0.00
EPA	0.00	74,974.00
LCFF Base	1,971,830.00	3,428,257.03
LCFF Supplemental and Concentration	708,627.00	456,680.73
Special Education	100,387.00	348,819.56

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,807,244.00	4,308,731.32
0000: Unrestricted	0.00	1,496,336.53
1000-1999: Certificated Personnel Salaries	1,967,609.00	1,442,781.57
2000-2999: Classified Personnel Salaries	0.00	672,584.35
3000-3999: Employee Benefits	511,284.00	0.00
4000-4999: Books And Supplies	23,889.00	126,413.15
5000-5999: Services And Other Operating Expenditures	267,836.00	555,639.57
5800: Professional/Consulting Services And Operating Expenditures	36,626.00	14,976.15
	3,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,807,244.00	4,308,731.32
0000: Unrestricted	LCFF Base	0.00	1,496,336.53
1000-1999: Certificated Personnel Salaries	EPA	0.00	74,974.00
1000-1999: Certificated Personnel Salaries	LCFF Base	1,395,024.00	769,334.42
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	499,421.00	292,060.00
1000-1999: Certificated Personnel Salaries	Special Education	73,164.00	306,413.15
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	490,343.01
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	139,834.93
2000-2999: Classified Personnel Salaries	Special Education	0.00	42,406.41
3000-3999: Employee Benefits	LCFF Base	297,370.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	186,691.00	0.00
3000-3999: Employee Benefits	Special Education	27,223.00	0.00
4000-4999: Books And Supplies	LCFF Base	4,500.00	107,384.77
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	19,389.00	19,028.38
5000-5999: Services And Other Operating Expenditures		26,400.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	239,936.00	549,882.15
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	1,500.00	5,757.42
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	35,000.00	14,976.15
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	1,626.00	0.00
		1,626.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,410,948.00	3,860,355.43
Goal 2	366,479.00	427,782.89
Goal 3	29,817.00	20,593.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$162,725.00	\$115,766.97
Distance Learning Program	\$89,400.00	\$102,968.31
Pupil Learning Loss	\$112,590.00	\$42,808.21
Additional Actions and Plan Requirements	\$6,612.00	\$250.00
All Expenditures in Learning Continuity and Attendance Plan	\$371,327.00	\$261,793.49

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$29,925.00	\$29,246.04
Distance Learning Program	\$60,900.00	\$82,067.50
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$90,825.00	\$111,313.54

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$132,800.00	\$86,520.93
Distance Learning Program	\$28,500.00	\$20,900.81
Pupil Learning Loss	\$112,590.00	\$42,808.21
Additional Actions and Plan Requirements	\$6,612.00	\$250.00
All Expenditures in Learning Continuity and Attendance Plan	\$280,502.00	\$150,479.95

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern United - Humboldt Charter School	Shari Lovett Director	slovett@nuarters.org (707) 445-2660 Ext. 110

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Northern United - Humboldt Charter School petitioned Humboldt County Office Education to become the first countywide benefit charter in Humboldt County. Northern United - Humboldt Charter School's petition was approved on February 14, 2018. Northern United - Humboldt Charter School serves students in grades TK-12, with six facilities throughout Humboldt County. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including concurrent and dual enrollment, CTE pathways, and TRIO.

Northern United – Humboldt Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning or through attendance at a learning center. Students who select home-based learning meet with their teacher on a schedule that accommodates their educational needs. They may also participate in classes with other students at one of our facilities. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis.

Because all of our students are independent study, parents play a vital role in their student's education. The program parents select determines the degree to which the parent is involved. The parents can become the primary facilitators of their child's learning program if they choose. Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning.

Northern United - Humboldt Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALICE-certified school with staff who are trained in active shooter response. To help support the social/emotional needs of our students, we offer an Outdoor Resiliency Building Education program, as well as counselors and school psychologists.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

After a review of the California School Dashboard and our local data, Northern United - Humboldt Charter School has had several important successes. We increased our number of students who met the UC/CSU eligibility requirements from 6 to 11 students. Additionally, we increased the number of parents who participated in either school events, conferences, and general volunteers. Our high school dropout decreased significantly, while our high school graduation rate increased from 61.4% to 94.1%. Our attendance rate increased from 95.56% to 97.26% and our chronic absenteeism decreased from 11.4% to 8.88%.

In order to build on or maintain the successes experienced, we will continue to add a-g courses to the UCOP Portal. We will also increase our counseling staff in order to increase contact with students for academic counseling, with the purpose of setting students up for college and career readiness. To continue encouraging our parents and guardians to participate in our school's community, we will pursue our efforts to advertise and inform all stakeholders of the events our school offers. Through frequent email, monthly newsletters, our school website, and our teacher's regular communication with families, we will maintain and offer clear information about all opportunities to our stakeholders. With a significant decrease in our dropout rate and an increased graduation rate, our goal is to continue offering high-interest courses, especially our CTE courses which allow students to experience education outside of the classroom. With these courses, student's buy-in and interest in completing and attending school are heightened; thereby, encouraging our students to attend and complete their education.

Many of our metrics were inconclusive due to COVID-19. For example, we were unable to administer the SAT, AP exams, and CASSPP was waived.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though we have no data for the CAASPP in 19/20, we know based on prior student performance that this will be an area of identified need. In particular, our math scores fall well below the standard met line, especially for our Hispanic students and students with disabilities. Our 2018 - 2019 CAASPP data showed that 50% of our Hispanic students and 50% of our students with disabilities fell within the "not met" category. Additionally, our AP assessment participation and those scoring a 3 or better need to increase. Our data shows that we did not have any students score a 3 or better on an AP exam in the 2019-2020 school year. We need to increase the number of students who score College Ready on the EAP. Based on the 2019 California School Dashboard CCI, only 2 of 38 students were considered College Prepared. We also want to increase the number of students who are participating in both the PSAT and SAT. In the 2019-2020 school year, we had 0 students take the SAT. We also need to emphasize increasing the number of students who are dual or concurrently enrolled in a college

course. We would like to see all grade levels participate in our student satisfaction and safety surveys, as well as an increase in participation by parents in our LCAP surveys and meetings.

Many of our metrics were inconclusive due to COVID-19. For example, we were unable to administer the SAT, AP exams, and CAASPP was waived.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In creating our LCAP, we have gone from three goals to two goals. We believe that this change has made our LCAP more user-friendly and more concise in nature. This will be a great benefit as we move forward. Not only will sharing LCAP information with our stakeholders be easier to understand, but it will promote greater communication, input, and involvement in the process in the upcoming years.

Based on feedback received from our various stakeholder groups, we are placing greater emphasis on the social/emotional needs of our students. We are increasing our counseling staff and expanding our Outdoor Resiliency Building Education program. We will be filing a new position, Intervention Coordinator, and this person will oversee SST interventions that address both behavior and academics, supporting students in a very direct manner at the first signs of student struggle.

Other important features of our LCAP surround continuing some of our past actions with a more targeted emphasis. Our tutoring and intervention curriculum is a continued action but we have found that when used with our Renaissance assessments, we are able to provide immediate, targeted support to our students. Additionally, the Intervention Coordinator will be overseeing the academic interventions, including providing professional learning and support to our tutors. By using internal, local data that we receive from our Renaissance STAR testing, we are able to monitor our student's growth in both ELA and Mathematics. By having three testing windows in the fall, winter, and spring, our teachers are able to provide tutoring and intervention to address specific gaps that are seen in student's understanding. Additionally, offering additional CTE pathways to our school's course catalogue will enable more students to be prepared for both college and career.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Northern United - Humboldt Charter School understands that community input is important because parents, students, and staff can use the LCAP process to advocate for funds to meet their specific school needs, such as additional counselors, programs, and tutors. Due to Covid-19 and the facility closures, during the development of this LCAP, we focused on the use of surveys. To gather stakeholder feedback, we distributed four different surveys. The surveys focused on school climate, family engagement, California state standards curriculum and implementation, learning loss and areas of strength and growth for our school. The surveys were distributed to parents, students, and staff. The Implementation of State Standards Survey was distributed on February 3, 2021. The Family Engagement Survey was distributed on February 8, 2021. The Climate Survey was distributed on March 18, 2021. The LCAP Survey was distributed on March 30, 2021. In total we received feedback from 325 stakeholders.

Stakeholder input was also solicited through three LCAP meetings held at our learning centers. These meetings occurred on October 26, 2020, January 20, 2021 and March 16, 2021. During the 2020-2021 school year, our facilities were closed, therefore, LCAP meetings were held virtually with less participation than expected. Only nine stakeholders attended these meetings. Additionally, stakeholders had the opportunity to give feedback at staff meetings and Northern United Charter Schools' Board meetings. The topic was on the agenda for comment at four public meetings, including February 11, March 11, April 8, and May 13, 2021. While our in-person interactions were less than normal due to Covid-19, we were able to elicit a great deal of helpful feedback from each of our stakeholder groups.

Northern United - Humboldt Charter School does not have an ELAC group due to the low number of EL students. Also, NU-HCS does not have a bargaining unit.

A summary of the feedback provided by specific stakeholder groups.

Based upon the information we received, our stakeholders responded that our communication with parents/guardians, specifically during Covid-19, has been excellent. Many respondents stated that they felt well-informed and were given up-to-date information on a regular basis in regards to the State and county health guidelines, as well as, communication regarding their student's educational needs.

Another area that stakeholders addressed was how well our school individualizes learning and provides flexibility for each student and their specific needs. Our small class sizes, teacher-to-student ratio, community building, and positive, safe learning environments were all mentioned as strengths. In analyzing the feedback from our stakeholder groups, it is clearly evident that our learning community feels connected to our school, supported, and believes that our program offers every possibility for success for our student body, therefore these are all areas we will include and build upon in the next three years.

Our stakeholders also responded with areas in which they saw a need for our school to improve. There was a theme by stakeholders' responses regarding the social-emotional needs of our students. Parents and staff felt we needed to offer more services to support the mental well-being of our students.

Stakeholders also responded with a need to increase tutoring services in order to target learning loss due to Covid-19 or gaps in learning that existed prior to the pandemic.

Specific Feedback from Staff:

- *Individualize and personalize education, get to know students and families, reflect on our practices and make changes when needed.
- *Individualized learning, community building, student/parent to teacher relationships, whole-child learning
- *Our school does professional development very well. PBIS, AVID, and ALICE training have really changed the culture and standards in our school for the better overall.
- *I think we listen to what students and parents are looking for and needing and try to provide it. I also think we pay close attention to what the state requirements are so that our students are well prepared to have the most options. Finding *the best way to merge these two goals for each individual is the key.
- *I also think we have good teamwork between staff, as well as families with teachers and learning centers, to achieve the best for the students.
- *Empathy, flexibility. Strong adopted curriculum and secondary curriculum like AVID, PBIS, etc. I think we are great at recognizing what students need, meeting them where they are at. We focus a lot on interventions and other supports students need, like tutoring and mental health support. I believe we cater to the whole student to prepare them for college and career readiness.
- *We need to continue to work together so we are the same page having clear expectations and explicitly making them known to all staff.

Specific Feedback from Parents:

- *The teachers have done a good job keeping students engaged during their at-home lessons. The at-home learning model was very challenging for us.
- *I am very happy with the school
- *I believe the school does a great job of working with my son's needs and the teachers are all willing to help him succeed.
- *The staff is amazing and cares about every student and their education.
- *I would like to see more tailored curriculums.
- *We really could have used more guidance with the elementary and junior high programs.
- *There should be more oversight of the children's use of the computers.

Specific Feedback from Students:

- *I love how open the teachers are to working around tight schedules and forgiving as long as grades are good
- *I believe that this school always does what's best for its students. I have learned a lot, and I am still learning more. This is was one of the only schools that fit my academic requirements and needs. It's really a great school.
- *The teachers always take time to repeat things and give a little extra help.
- *The school is very helpful when it comes to getting students caught up with assignments.
- *Being involved with other schools for activities and events, including sports
- *As we move forward, I would appreciate if assignments were graded and entered when they are finished

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of stakeholder feedback, we included maintaining our communication strategies within the actions of our LCAP. However, we did reduce the number of our LCAP goals from three to two with the anticipation that we will receive more stakeholder feedback as a result of a more streamlined and succinct plan. Additionally, the feedback precipitated LCAP actions for increased staffing and professional development opportunities to increase the academic opportunities for our students.

As a result of the feedback regarding the social/emotional needs of our students, we will be hiring additional counseling staff to address the social/emotional aspects of students in need. We will also be expanding our Outdoor Resiliency Building Education program. This will be the first year in which high school students will participate in this program. We will also be hiring an Intervention Coordinator to help oversee our SST process for both behavior and academic needs. We also have an action for professional learning for staff to help address the social/emotional needs of students.

The feedback regarding increased tutoring services resulted in an action to increase tutoring staff, as well as the creation of the Intervention Coordinator position. We will also continue to administer the Renaissance assessment to establish targeted academic intervention strategies for students in need.

Goals and Actions

Goal

Goal #	Description
1	Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.

An explanation of why the LEA has developed this goal.

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data, and feedback from stakeholders, we determined that we need to focus on the academic progress of our students. Additionally, due to the COVID-19 pandemic and related facility closures, some of our students may have experienced gaps in their learning. Focusing on student performance must be a central focus for our school.

The actions and metrics chosen will help us achieve this goal by placing emphasis on academic rigor, state standards, a broad course study, and college readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA – All Students	2019/2020 - CAASPP administration was waived due to COVID 19 2018/2019 - E/LA - All Students Exceeded 15% Met 27% Nearly Met 22% Not Met 35%				Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
CAASPP – ELA – Students with Exceptional Needs	2019/2020 - CAASPP administration was				Increase Exceeded by 5% Increase Met by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>waived due to COVID 19</p> <p>2018/2019- Exceeded 13% Met 15% Nearly 25% Not Met 48%</p>				<p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP – Math - All Students	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - Exceeded 11% Met 19% Nearly Met 27% Not Met 43%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP - Math - Students with Exceptional Needs	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - Exceeded 11% Met 12% Nearly Met 28% Not Met 43%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP - ELA - Hispanic Students	<p>2019/2020 - CAASPP administration was</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>waived due to COVID 19</p> <p>2018/2019 - Exceeded 10% Met 17% Nearly Met 23% Not Met 50%</p>				<p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
CAASPP - Math - Hispanic Students	<p>2019/2020 - CAASPP administration was waived due to COVID 19</p> <p>2018/2019 - Exceeded 13% Met 7% Nearly Met 30% Not Met 50%</p>				<p>Increase Exceeded by 5%</p> <p>Increase Met by 5%</p> <p>Decrease Nearly Met by 5%</p> <p>Decrease Not Met by 5%</p>
% UC/CSU A-G course completion with a C or better	<p>2019/2020 - 68.75% - 11 of 16 graduates with UC/CSU (A-G) course completion</p>				<p>Increase UC/CSU A-G course completion to 75%</p>
% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	<p>2019/2020 - 0%</p>				<p>Increase graduates meeting A-G requirements and completing a CTE pathway to 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of ELs who progress in English proficiency (ELPAC)	2019/2020 - 0%				Increase ELs who progress in English Proficiency to 95%
EL reclassification rate to FEP	2019/2020 - 0%				Increase ELs who are reclassified to FEP to 30%
% of students that pass AP exams with a score of 3 or higher	2019/2020 - 0%				Increase students score of 3 or higher to 30%
EAP college ready	2019/2020 - EAP did not occur because the CAASPP administration was waived due to COVID 19 2018/2019 - 2/38 students (5.3%)				Increase college ready on EAP to 5%
CAST Science Assessment - All	2019/2020 - CAST did not occur because the CAASPP was waived due to COVID-19 2018/2019 - Exceeded 7% Met 23% Nearly Met 44% Not Met 26%				Increase Exceeded by 5% Increase Met by 5% Decrease Nearly Met by 5% Decrease Not Met by 5%
Access for English learners to CCSS and ELD standards for	2020/2021 - 100% of EL students have CCSS aligned				Maintain 100% of EL students with CCSS aligned curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
purposes of gaining academic content knowledge and English language proficiency	curriculum with ELD standards embedded				with ELD standards embedded
% of students who have successfully completed a CTE pathways	2019/2020 - CTE pathway completion rate of 0%				Increase CTE pathway completion rate to 15%
Number of teachers without full credentials or misassigned	2019/2020 - 1 teacher misassigned and 100% with full credentials				Decrease number of teachers without credentials or misassigned to 0
Access to standards-aligned instructional materials	Access to standards-aligned instructional materials 100% of students had access to standards aligned instructional materials based on 0 complaints with the Williams Complaint Process and the board resolution for the Sufficiency of Instructional Materials				Maintain 100% of student's with access to standards aligned instructional materials
Implementation of academic content and performance standards	2020/2021 - 100% of teachers included academic content and performance standards for all				Maintain 100% of teachers including academic content and performance standards for all courses for every

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	courses for every student in each learning record				student in each learning record
Students have access and are enrolled in a broad course of study	2020/2021 - 100% of students have access and are enrolled in a broad course of study				Maintain 100% of students with access to a broad course of study
Programs and services developed and provided to students with exceptional needs	2020/2021 - 100% of special education case carriers had a student caseload of 20 or below				Maintain 100% of special education case carriers having a student caseload of 20 or below
Other Student Outcomes - K-8 Growth on Renaissance STAR Assessments - Reading and Math	<p>2020/2021 - Reading 73.6% average student growth in reading from Fall window to the Spring window test administrations</p> <p>Math 68.3% average student growth in math from the Fall window to the Spring window test administrations</p>				<p>Increase Reading growth to 80%</p> <p>Increase Math growth to 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Student Outcomes - 9-12 College Career Indicator	2019 California School Dashboard - 10.5% Prepared				Increase number of Prepared students by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Employ highly qualified teachers, including special education teachers	Target direct instruction in all subject areas	\$1,566,164.00	No
2	Employ highly qualified content area specialists	Provide resources to staff and students, primarily directed to unduplicated youth and students with disabilities, in order to support them in making progress in content area standards	\$314,110.00	Yes
3	Purchase common core state standard aligned curriculum for all students, including unduplicated students and students with disabilities	Provide and purchase high quality common core standard aligned curriculum for all students, including unduplicated students and students with disabilities.	\$40,000.00	No
4	Provide professional learning opportunities	Provide professional development for all staff in core subject areas, differentiation, and universal design	\$12,000.00	No
5	Implement academic RTI	Employ intervention coordinator, employ tutors, administer Renaissance, and provide intervention curriculum for unduplicated students, students with disabilities and at-risk students	\$174,736.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Employ academic counselor	Employ an academic counselor to offer academic, college/career and transition plans to graduates primarily directed to unduplicated youth and students with disabilities	\$107,015.00	Yes
7	Employ instructional aides	Employ instructional aides to work with students in core academic areas, primarily focusing on unduplicated youth and students with disabilities who are not excelling in Common Core State Standards	\$83,237.00	Yes
8	Provide materials and supplies	Provide curriculum, home and school supplies for unduplicated youth. Provide backpacks, gas mileage reimbursements and bus tickets.	\$34,500.00	Yes
9	Provide educational technology	Provide laptops and internet through hot spots, or other means, to unduplicated youth	\$23,000.00	Yes
10	Purchase educational contracted services	Provide HERC library services, Destiny library, School Pathways (SIS), Apex, eDynamics, Education Network Services, CoOp Agreement, etc.	\$60,451.00	No
11	Contract vendors	Provide community vendors for specialized educational opportunities, including special education services	\$76,500.00	No
12	Provide additional CTE pathways	Provide additional CTE pathways to all students, primarily focusing on unduplicated youth who are preparing for college/career readiness	\$52,250.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

An explanation of why the LEA has developed this goal.

Because of the pandemic and the impact that it has had on all students and staff, we are aware that we will need to support our stakeholders. Promoting school climate and student/parent engagement can only occur when the mental health needs of our community are met. This is a very important goal for our school to concentrate on given the unprecedented times we have lived through. Based on the California School Dashboard and our local data from metrics related to school climate and engagement, stakeholder responses indicated that additional support and interventions are needed.

The actions and metrics chosen will help us achieve this goal by placing emphasis on stakeholder engagement, school connectedness, parent communication, and school satisfaction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent satisfaction survey results	2020/2021 - 100% of the parents stated that they were satisfied with our school's academic program				Maintain 100% parent satisfaction with school's academic program
School connectedness	2020/2021 - 83.3% of teachers feel connected to all staff and regularly collaborate with other teachers and 100% of our staff feel				Increase teachers feel connected to all staff to 95% and maintain 100% of staff feeling connected to their students and our school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	connected to their students and our school.				
Parent participation in programs for individual with exceptional needs	2020/2021 - 100% of parents participated in IEP meetings held for their students with exceptional needs				Maintain 100% participation at IEP meetings
School facilities in "good repair" using the Facilities Inspection Tool (FIT)	2020/2021 - 100% of our facilities were in "good repair" per FIT				Maintain 100% facilities in "good repair" using FIT
Student safety survey results	2020/2021 - 100% of students felt safe at their school				Maintain 100% of students who feel safe at school
Student satisfaction survey results	2020/2021 - 82.9% of the students stated that they were satisfied with the school's academic program				Increase student satisfaction with the school's academic program to 95%
Attendance rate	2019/2020 - 97.26% school attendance rate				Increase school attendance rate to 98%
Chronic Absenteeism	2019/2020 - 8.88% Chronic absentee rate				Decrease chronic absentee rate to 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2019/2020 - 1.5% suspension rate				Decrease suspension rate to 1%
Expulsion rate	2019/2020 - 0% expulsion rate				Maintain 0% expulsion rate
High School graduation rate	2019/2020 - 94.1% graduation rate				Increase graduation rate to 98%
Middle School drop out rate	2019/2020 - 0% middle school drop out rate				Maintain 0% middle school drop out rate
High School drop out rate	2019/2020 - 5.82% student drop out rate				Decrease student drop out rate to 3%
Parent participation in programs for all students, including unduplicated students	2019/2020 - 76.54% parents participated in programs for all students, including unduplicated students				Increase parent participation in programs for all students, including unduplicated students to 85%
Parent input in decision making	2020/2021 - 19.7% of parents provided input in decision making process				Increase parent input in decision making process to 50%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase parent communication	Provide Dial My Calls; maintain newsletter; advertise school events; mail flyers; distribute school handbook	\$5,500.00	No
2	Employ social/emotional counselor	Employ a half-time counselor to support unduplicated students and students with disabilities	\$44,760.00	Yes
3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	Provide professional learning in PBIS, Second Step, etc.		Yes
4	Implement behavioral RTI	Employ intervention coordinator; employ ORBE coordinator; purchase social/emotional curriculum; purchase gas, materials and supplies for ORBE program, etc.	\$36,815.00	Yes
5	Employ school psychologist	Employ school psychologist to support students with disabilities and unduplicated youth	\$10,241.00	No
6	Offer food program	Provide meals for unduplicated students	\$20,000.00	Yes
7	Maintain instructional facilities	Provide facilities for unduplicated students and students with disabilities to receive services	\$363,820.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.04%	\$667,942

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal #1

Action 2 - Employ highly qualified content area specialists

By providing additional resources in specific content areas to unduplicated youth, the students will have more direct instruction and support toward making progress in academic content standards.

(1) A review of our previous CAASPP data, as well as our local assessment data, showed that our unduplicated students were underperforming in academic areas.

(2) By providing highly qualified teachers, unduplicated students will receive the academic support through direct instruction necessary to achieve academic expectations.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 5 - Implement academic RTI

By employing an Intervention Coordinator, additional tutors, administering the Renaissance assessment, and providing an intervention curriculum, we will be able to provide targeted intervention for specific gaps in learning or learning loss for unduplicated students. The intervention coordinator will be responsible for progress monitoring for students who fall within the unduplicated categories.

(1) The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas.

(2) By providing a common core state standard aligned curriculum, unduplicated students will have access to the appropriate curriculum in order to achieve academic expectations.

Action 6 - Employ an academic counselor

By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on post-secondary transitional planning in order to ensure the success of unduplicated students after high school.

(1) Because our unduplicated students are not meeting their expected academic progress, we considered how increasing our academic counseling staff could enhance a student's access to a broad course of study and increase the rate of unduplicated students success.

(2) By providing additional academic counseling, all students will benefit, but the strategies will be principally directed to unduplicated students.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 7 - Employ instructional aides

By employing additional instructional aides there will be a lower adult/student ratio which provides more direct instruction and support for unduplicated students.

(1) After an analysis of data reflecting student success, we determined that unduplicated students were disproportionately scoring lower on both standardized testing and our internal STAR Renaissance assessments. This prompted the creation of an action to address additional academic support for students.

(2) We expect our student success metrics will increase for all students, however, unduplicated students will receive the largest benefit by having instructional aides.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 8 - Provide materials and supplies

By providing materials and supplies, including backpacks, gas mileage reimbursements, and bus tickets for all students, including unduplicated youth, we will remove barriers from learning that might otherwise stand in the way of their academic success.

(1) Unduplicated students, low-income students in particular, often lack the supplies they need to be successful.

(2) By providing materials and supplies, all of our students receive the educational materials they need to be successful, but our unduplicated students principally benefit.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 9 - Provide educational technology

By providing educational technology to unduplicated youth, we will ensure that unduplicated youth receive access to educational opportunities

(1) Unduplicated students often face barriers regarding internet access and educational technology. This leads to less academic engagement.

(2) By providing hot spots and Chromebooks to students, all of our students receive access to the internet, but our unduplicated students principally benefit because the barrier of access is removed.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

Action 12 - Provide CTE pathways

By providing additional CTE pathways to all students, unduplicated youth will receive instructional programs to ensure college and career readiness.

(1) Because our unduplicated students, especially socioeconomically disadvantaged students, are less likely to be "prepared" for College/Career Readiness than all students, providing engaging, hands-on opportunities to experience a-g courses and CTE pathways, will ensure that unduplicated students will gain the necessary skills to be prepared to enter college or the workforce.

(2) Additional CTE pathways will allow more students to benefit, however our unduplicated students, will receive the greatest benefit from greater student engagement; therefore, those meeting the "prepared" level for the College/Career Readiness indicator should increase.

Goal #2

Action 2 - Employ a social/emotional counselor

By employing an additional counselor who will be addressing the social/emotional needs of students, unduplicated youth will receive additional support in addressing their mental health.

(1) Because our unduplicated students are overrepresented in many of our school metrics, including dropout rate, suspension rate, and chronic absenteeism, employing an additional school counselor will benefit and add to the unduplicated students' success.

(2) Increased counseling services will increase student engagement for all students, but will principally benefit the unduplicated students.

Action 3 - Provide professional learning opportunities in social/emotional, climate and engagement strategies.

By providing additional learning opportunities in PBIS, Second Step, etc. staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs.

(1) Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success.

(2) Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease.

Action 4 - Implement behavioral RTI

By employing an Intervention Coordinator to target the behavioral and social/emotional needs of unduplicated students, they will gain targeted additional support in this area. By expanding our ORBE program, additional unduplicated students will participate in resiliency building education

(1) Implementing behavioral RTI is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth, and low-income students may need additional interventions to help eliminate barriers to success.

(2) By implementing behavioral RTI, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth.

Action 6 - Offer food program

By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success.

(1) Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first.

(2) All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success.

(3) This action was present in our 2017-2020 LCAP. However, because our school was not in operation until 2018-2019 and because we closed our facilities in March of the 2019-2020 school year through March of the 2020-2021 school year due to the pandemic, we have very limited data to determine whether this action was effective.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The actions and services in Northern United - Humboldt Charter School's LCAP are targets toward supporting students with the greatest need and/or the lowest performance. An examination of students who are failing to meet expected outcomes revealed that students who are English learners, foster youth, homeless, and/or low income are continually overrepresented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled throughout Humboldt County.

Each student who is not meeting expected outcomes has a need for tiered services, more skilled teachers, and access to a strong Common Core-based instructional program. By distributing focused actions and services through schoolwide or targeted services as appropriate, we intend to increase the rate of student success and reduce those in any demographic group who require services through special education services in order to be successful.

This year's LCAP includes actions and services intended to support both academic and social-emotional growth and success for students. Programs or services targeted to specific groups are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of where they are served. These actions/services are principally directed to the unduplicated students and are effective in meeting the needs of the unduplicated count.

In order to meet the needs of our unduplicated student population we are increasing and improving services directed toward placing greater emphasis on the social/emotional needs of our students. We are increasing our counseling staff and expanding our Outdoor Resiliency Building Education program. We will be filling a new position, Intervention Coordinator, and this person will oversee SST interventions that address both behavior and academics, supporting students in a very direct manner at the first signs of student struggle.

Other important features of our LCAP surround continuing some of our past actions with a more targeted emphasis. Our tutoring and intervention curriculum is a continued action but we will be increasing our tutoring staff and purchasing additional intervention curriculum because we have found that when used with our Renaissance assessments, we are able to provide immediate, targeted support to our students. Additionally, the Intervention Coordinator will be overseeing the academic interventions, including providing professional learning and support to our tutors. We will be holding intervention classes in order to be more intentional and targeted for students needing additional support, principally targeted toward unduplicated students. We will also continue providing CTE programs to all students, specifically targeting our unduplicated students to ensure college/career readiness.

Services provided for unduplicated pupils are increased or improved in the following actions:

Goal #1

Action 2 - Employ highly qualified content area specialists

By providing additional resources in specific content areas to unduplicated youth, the students will have more direct instruction and support toward making progress in academic content standards.

Action 5 - Implement academic RTI

By employing an Intervention Coordinator, additional tutors, administering the Renaissance assessment, and providing an intervention curriculum, we will be able to provide targeted intervention for specific gaps in learning or learning loss for unduplicated students. The intervention coordinator will be responsible for progress monitoring for students who fall within the unduplicated categories.

Action 6 - Employ an academic counselor

By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. Focus will be placed on post-secondary transitional planning in order to ensure the success of unduplicated students after high school.

Action 7 - Employ instructional aides

By employing additional instructional aides there will be a lower adult/student ratio which provides more direct instruction and support for unduplicated students.

Action 8 - Provide materials and supplies

By providing materials and supplies, including backpacks, gas mileage reimbursements, and bus tickets for unduplicated youth, we will remove barriers from learning that might otherwise stand in the way of their academic success.

Action 9 - Provide educational technology

By providing internet, laptops, and hot spots to unduplicated youth, we will ensure that unduplicated youth receive access to educational opportunities

Action 12 - Provide CTE Programs

By providing CTE programs to students, unduplicated youth will receive instructional programs to ensure career readiness

Goal #2

Action 2 - Employ a social/emotional counselor

By employing an additional counselor who will be addressing the social/emotional needs of students, unduplicated youth will receive additional support in addressing their mental health.

Action 3 - Provide professional learning opportunities in social/emotional, climate and engagement strategies.

By providing additional learning opportunities in PBIS, Second Step, etc. staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs.

Action 4 - Implement behavioral RTI

By employing an Intervention Coordinator to target the behavioral and social/emotional needs of unduplicated students, they will gain targeted additional support in this area. By expanding our ORBE program, additional unduplicated students will participate in resiliency building education

Action 6 - Offer food program

By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,231,496.00	\$676,825.00		\$116,778.00	\$3,025,099.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,348,383.00	\$676,716.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Employ highly qualified teachers, including special education teachers	\$1,175,369.00	\$326,914.00		\$63,881.00	\$1,566,164.00
1	2	English Learners Foster Youth Low Income	Employ highly qualified content area specialists	\$314,110.00				\$314,110.00
1	3	All	Purchase common core state standard aligned curriculum for all students, including unduplicated students and students with disabilities		\$40,000.00			\$40,000.00
1	4	All	Provide professional learning opportunities	\$6,000.00			\$6,000.00	\$12,000.00
1	5	English Learners Foster Youth Low Income	Implement academic RTI	\$15,500.00	\$159,236.00			\$174,736.00
1	6	English Learners Foster Youth Low Income	Employ academic counselor	\$107,015.00				\$107,015.00
1	7	English Learners Foster Youth Low Income	Employ instructional aides	\$83,237.00				\$83,237.00
1	8	English Learners Foster Youth Low Income	Provide materials and supplies	\$34,500.00				\$34,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Provide educational technology	\$23,000.00				\$23,000.00
1	10	All	Purchase educational contracted services	\$27,195.00	\$16,600.00		\$16,656.00	\$60,451.00
1	11	All	Contract vendors	\$35,000.00	\$41,500.00			\$76,500.00
1	12	English Learners Foster Youth Low Income	Provide additional CTE pathways	\$41,250.00	\$11,000.00			\$52,250.00
2	1	All	Increase parent communication	\$5,500.00				\$5,500.00
2	2	English Learners Foster Youth Low Income	Employ social/emotional counselor		\$44,760.00			\$44,760.00
2	3	English Learners Foster Youth Low Income	Provide professional learning opportunities in social/emotional, climate and engagement strategies					
2	4	English Learners Foster Youth Low Income	Implement behavioral RTI		\$36,815.00			\$36,815.00
2	5	All	Employ school psychologist				\$10,241.00	\$10,241.00
2	6	English Learners Foster Youth Low Income	Offer food program				\$20,000.00	\$20,000.00
2	7	All	Maintain instructional facilities	\$363,820.00				\$363,820.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$618,612.00	\$890,423.00
LEA-wide Total:	\$618,612.00	\$890,423.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Employ highly qualified content area specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,110.00	\$314,110.00
1	5	Implement academic RTI	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,500.00	\$174,736.00
1	6	Employ academic counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,015.00	\$107,015.00
1	7	Employ instructional aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,237.00	\$83,237.00
1	8	Provide materials and supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,500.00	\$34,500.00
1	9	Provide educational technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	\$23,000.00
1	12	Provide additional CTE pathways	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,250.00	\$52,250.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Employ social/emotional counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$44,760.00
2	3	Provide professional learning opportunities in social/emotional, climate and engagement strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	4	Implement behavioral RTI	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$36,815.00
2	6	Offer food program	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.