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 Humboldt Union High School District (CDS: 12626870000000)	Roger Macdonald Superintendent	rmacdonald@nohum.k12.ca.us (707) 839-6481

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).

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Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Interim assessments

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rates **19-20** Maintain or improve **Baseline** 2016-17: 98.8%	2018-19: increased from 95.2% to 93.6% 2019-20: increased from 93.6% to 95.2% Not Met
Metric/Indicator Drop Out Rates **19-20** Maintain or improve from prior year **Baseline** 2016-17: 1.20%	2018-19: increased from 0.84% to 1.33% 2019-20: decrease from 1.33% to 1.31% Not Met
Metric/Indicator Interim assessments participants, as of March 30th **19-20** Maintain or improve from prior year **Baseline** For 2016-17, as of March 30, 2017: 50 participants	March 13, 2020: 66 (school moved to an online environment on March 16th) March 30, 2019: 101 April 30, 2019: increased from 475 to 1274 June 11, 2020: 75 Not Met
Metric/Indicator	March 13, 2020: 68.18% (school moved to an online environment on March 16th)

Expected	Actual
Interim assessments\ students near or above standard, as of March 30th	March 30, 2019: 83.16%
	April 30, 2019: 60.20%
19-20	June 11, 2020: 24%
Maintain or improve from prior year	Not Met
Baseline	
2016-17, as of March 30, 2017: 92.0%	
Metric/Indicator	2019-20: SBAC and CAST tests were not administered due to the COVID-19 Crisis
A. The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores	
B. Students will meet or exceed standards in the ELA SBAC test and the Math SBAC test.	2018-19:
	ELA increased from +13.9 pts to +31.1 pts
	Math decreased from 48.4 to -63.0
	Met in ELA
19-20	Not Met in Math
Maintain or improve from prior year	
Baseline	2018-19:
A. 2015-16: ELA = +23.6 points 2015-16: Math = -34.5 points	ELA increased from 58% to 65%
2016-17: ELA = +28.9 points	Math decreased from 36% to 33%
2016-17: Math = -41.8 points	Science baseline established at 41%
	Met in ELA
B. 2015-16: ELA = 56%	Not Met in Math
2015-16: Math = 37%	
2016-17: ELA = 60%	
2016-17: Math = 35%	
Metric/Indicator	2019-20: EAP tests, which are embedded in the SBAC tests, were not administered due to the COVID-19 Crisis
Students will meet or exceed standards EAP Scores	
19-20	2018-19: ELA increased from 58% to 65%
Maintain or improve from prior year	2018-19: Math decreased from 36% to 33%
Baseline	Met in ELA
2015-16: ELA = 57%	Not Met in Math
2015-16: Math = 37%	

Expected	Actual
2016-17: ELA = 60% 2016-17: Math = 35%	
Metric/Indicator UC/CSU eligible graduates **19-20** Maintain or improve from prior year **Baseline** 2016-17: 46.05%	2018-19: Decreased from 46.24% to 38.83% 2019-20: Increased from 38.83% to 45.49% Not Met
Metric/Indicator D/F List Semester 2 grades **19-20** Maintain or decrease from prior year **Baseline** Spring 2017: 35.63%	2018-19: Increased from 26.32% to 30.91% 2019-20: Increased from 30.91% to 46.70% Not Met
Metric/Indicator AP test participants **19-20** Maintain or improve from prior year **Baseline** 2016-17: 255 or 15%	2018-19: Participants increased from 316 students (or 24.29% of the 10th - 12th grade population) to 319 students (or 24.96% of the 10-12 graders) 2019-20: Participants increased from 319 students (or 24.96% of the 10-12 graders) to 203 students (or 18.35% of the 10-12 graders) Met
Metric/Indicator IB test participants **19-20** Maintain or improve from prior year **Baseline** 2016-17: 25 participants	2018-19: Increased from 31 (or 8.24% of the 11th-12th grade MHS students) to 59 (or 23.98% of the 11th-12th grade MHS students) 2019-20: IB program has been retired Met
Metric/Indicator Dual Enrollment pass rate	2018-19: Stayed the same at 0% due to no students enrolled in dual enrollment courses 2019-20: Increased from 0% to 54.85%

Expected	Actual
19-20 Maintain or improve from prior year **Baseline** 97.01%	Met
Metric/Indicator Reclassification rate of English Language Learners **19-20** Maintain or improve from prior year **Baseline** 2016-17: 31.25% (5 students)	2018-19: Decreased from 5 to 3 students (18.75%) 2019-20: Decreased from 3 to 0 students (0.0%) Not met
Metric/Indicator Overall average percent of students improving on the CELDT **19-20** NA - CELDT is being retired. ELPAC will replace the CELDT test **Baseline** 2016-17: 2.46%	This test is retired
Metric/Indicator Overall average percent of students improving on the ELPAC **19-20** Maintain or improve from prior year **Baseline** NA - first ELPAC administration was Spring 2018	2018-19: Baseline is set at 45.5% 2019-20: Summative ELPAC tests were not administered due to the COVID-19 Crisis
Metric/Indicator Number of students participating in College & Career Center Activities, as of March 14th **19-20** Maintain or improve from prior year **Baseline** As of March 14, 2017: 698 students	2018-19: 1892 students 2019-20: 0 students were recorded Not Met

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Expected	Actual
Metric/Indicator Properly credentialed teachers **19-20** 100% **Baseline** 100%	2019-20: Stayed the same at 100% Met
Metric/Indicator CCSS Implementation Survey **19-20** 2017-18 Professional Development Survey Results for CCSS: ELA - Full Implementation and Sustainability Math - Full Implementation and Sustainability Science - Initial Implementation Instruction Materials for CCSS Survey Results: ELA - Full Implementation and Sustainability Math - Full Implementation and Sustainability Science - Initial Implementation **Baseline** 2017-18: baseline obtained	Fall 2019-20 Professional Development Survey Results for CCSS: ELA - Full Implementation Math - Full Implementation and Sustainability Science - Full Implementation Instructional Materials for CCSS Survey Results: ELA - Full Implementation Math - Full Implementation Science - Full Implementation
Metric/Indicator Provide a broad course of study that includes all the state required subject areas for all students, including unduplicated and exceptional needs students. **19-20** Maintain or improve from prior year **Baseline** Yes	2019-20: Yes the district provides a broad course of study
Metric/Indicator Local level Annual Performance Report (APR)	Unavailable for 2019-20 due to COVID-19 Crisis

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Expected	Actual
Indicator 12: Post- School Outcomes - A. Higher Education **19-20** 53.3% (PIR Target) **Baseline** 207-18: 40.91%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Evidence of CCSS to be reflected in lesson plans and courses of study (see 1b). Identify and implement effective instructional strategies and practices to be utilized by teachers to ensure CCSS are being adhered. Provide tutoring and academic counseling to students in need.	1000-1999: Certificated Personnel Salaries LCFF 5,089,850.00 2000-2999: Classified Personnel Salaries MAA/LEA 811,417.00 3000-3999: Employee Benefits Block Site 2,453,019.00 4000-4999: Books And Supplies Site Grants 166,314.00 5000-5999: Services And Other Operating Expenditures Alt Ed Block Grant 128,177.00 6000-6999: Capital Outlay MHS Block Grant 0.00 7000-7439: Other Outgo IB 624,197.00	1000-1999: Certificated Personnel Salaries LCFF 4,966,316.56 2000-2999: Classified Personnel Salaries MAA/LEA 683,769.28 3000-3999: Employee Benefits Block Site 2,662,910.27 4000-4999: Books And Supplies Site Grants 96,334.52 5000-5999: Services And Other Operating Expenditures Alt Ed Block Grant 87,001.86 6000-6999: Capital Outlay MHS Block Grant 0.00 7000-7439: Other Outgo IB 472,453.66
This action is folded into Goal 1, Action 1.	NA	NA
This action has been folded into Goal 1, Action 6.	NA	NA
This action is folded into Goal 1, Action 6 and Action 7	NA	NA
Continue to provide PD and support for teaching staff in regards to DI/UDL:	See Action 1	See Action 1

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Expand common language and deepen understanding around DI to include UDL for all teaching staff. 2. Share best practices regarding DI, UDL & inclusion with colleagues to develop strategies that work most effectively within their content area. 3. Instructional Coaches & Administrators develop a protocol based on improvement science for departments to collaboratively examine collective data to determine content patterns with respect to DI/UDL.		
In Semester 1, continue to integrate DI/UDL into lesson plans: 1. Analyze an existing lesson plan for use of DI/UDL. (Using DI Rubric) 2. Departments collaboratively examine collective data to determine content patterns with respect to DI/UDL. (Using DI Protocol) 3. By the end of the first semester departments will identify four strategies that reflect best practices in DI/UDL for their content area. In Semester 2, 4. Each department (per site) will produce or revise one course of study, which emphasizes the four strategies that reflect the best practices in their content area.	See Action 1	See Action 1
Provide professional development with respect to the components of formative and summative assessment (related to Goal 1, Action 6) to be evidenced in Lesson Plans and/or Courses of Study.	See Action 1	See Action 1
When applicable, support special education students in the general education classroom by implementing a co-teaching model. Provide training for all co-teaching staff. Analyze data to determine the effectiveness of the co-teaching support system. Develop and implement a tracking system to determine why low income, foster youth and English Learnering students are falling off the A--G track.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 380,946.00 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 114,466.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 181,136.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 294,736.63 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 97,285.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 153,722.49

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF Supplemental and Concentration 14,775.00	4000-4999: Books And Supplies LCFF Supplemental and Concentration 139.00
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration (16,168.00)	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 146,019.00
	6000-6999: Capital Outlay LCFF Supplemental and Concentration 0	6000-6999: Capital Outlay LCFF Supplemental and Concentration 0
	7000-7439: Other Outgo LCFF Supplemental and Concentration 0	7000-7439: Other Outgo LCFF Supplemental and Concentration 0
Implement test taking strategies including the use of interim assessments. Provide training for staff in regards to interim assessment data analysis & utilization. Students' current teachers of the test subject they are taking will proctor the exam. Special Education teachers will collaborate with General Education teachers of students on their caseloads regarding information gained from administering interim assessments. Special Education teachers will teach test taking strategies in the Core Support classes. Provide professional development for all staff regarding the importance of statewide assessment in order to support ELA and Math teachers and students.	1000-1999: Certificated Personnel Salaries LCFF 44,410.00 2000-2999: Classified Personnel Salaries LCFF 0 3000-3999: Employee Benefits LCFF 16,500.00 4000-4999: Books And Supplies LCFF 2,450.00 5000-5999: Services And Other Operating Expenditures LCFF 0 6000-6999: Capital Outlay LCFF 0 7000-7439: Other Outgo LCFF 0	1000-1999: Certificated Personnel Salaries LCFF 16,377.56 2000-2999: Classified Personnel Salaries LCFF 0 3000-3999: Employee Benefits LCFF 7,995.54 4000-4999: Books And Supplies LCFF 0 5000-5999: Services And Other Operating Expenditures LCFF 0 6000-6999: Capital Outlay LCFF 0 7000-7439: Other Outgo LCFF 0
Improve participation rates	See Action 9	See Action 9

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Maintain flexibility in testing practices & determining testing schedules. 2. Continue to follow up with the parents of students opting out of testing.		
Increase the number of career technical education pathway options for students. - Teachers explore how their curriculum can help students increase CTE pathway options - Students and staff check in monthly regarding student direction/plan	1000-1999: Certificated Personnel Salaries LCFF 836,424.00 2000-2999: Classified Personnel Salaries Tobacco-Use Prevention Education 224,410.00 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education 459,625,00 4000-4999: Books And Supplies California Career Pathways Trust 65,825.00 5000-5999: Services And Other Operating Expenditures Other (74,363) 6000-6999: Capital Outlay California Career Pathways Trust 0.00 7000-7439: Other Outgo Other 15,727.00	1000-1999: Certificated Personnel Salaries LCFF 836,776.40 2000-2999: Classified Personnel Salaries Tobacco-Use Prevention Education 173,814.04 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education 507,481.62 4000-4999: Books And Supplies California Career Pathways Trust 56,077.09 5000-5999: Services And Other Operating Expenditures Other (115,240.66) 6000-6999: Capital Outlay California Career Pathways Trust 0 7000-7439: Other Outgo Other 12,898.56
Training will be provided for Special Education teachers and Academic Counselors in order to align students transition plans with four year plans.	See Action 5	See Action 5

Goal Analysis

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

Projected transportation costs were much less than the budgeted costs due the the pandemic. The budgeted expenses that were not incurred from Goal 1 were transferred into the Independent Study program.

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

The successes of Goal 1 include professional development supports for staff on DI/UDL, which included data analysis to determine content patterns. UDL/DI strategies that reflect bests practices were a focus of the training provided by Dr. Martha Merchant throughout the year with an introduction to implicit biases. The CTE departments across the district reviewed their standards to identify proper CTE pathways which were then appropriately identified in Synergy and CALPADS. Instructional Coaches provided professional development with respect to the components of formative and summative assessment in anticipation of departments updating courses of study. Tutoring and academic counseling continues to be provided through the Title 1 program, Indian Education, Talent Search, and peer tutoring. Key staff members were trained and began planning for successful administration of the CAASPP testing which included the academic teacher proctoring tests in their subject areas for their students. Interim assessments were given more value as the participants in the California Assessment Conference conducted more robust proctor trainings for all ELA, Math, and Special Education teachers in the district. The Special Education department spent time learning and implementing test taking strategies including using interim assessments to properly identify appropriate accommodations and supports for testing.

The challenges of Goal 1 included expanding co-teaching. A workshop was offered in August prior to the start of school, but was cancelled due to lack of sign-ups. The number of courses that are co-taught has not declined, but also not expanded. No analysis of the effectiveness of co-teaching occurred either. The training for counselors and Special Education teacher to align transition IEPs to 4 year plans did no occur. Teachers continued to implement effective instructional strategies and practices to ensure Common Core State Standards are being adhered, but the district was not able to measure the results of this action due to state tests being canceled during the pandemic. Thus improving the CAASPP participation rates did not occur. There was not much work completed on integrating UDL/DI into lesson plans as the sites focused more on courses of study. The actual writing of the courses of study was planned to occur in the Spring, but was delayed due to the pandemic. Beginning plans for the tracking system to determine why students are falling off the A-G track occurred in the Spring, but then did not develop further due to the pandemic.

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Goal 2

Inclusive social, emotional, and behavior instruction for all students

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension rate for unduplicated students **19-20** Maintain or improve from prior year **Baseline** 2016-17: 8.9%	2018-19: Increased from 5.9% to 6.1% 2019-20: Decrease from 6.1% to 5.79% Met
Metric/Indicator Expulsion Rates **19-20** Maintain at 0% **Baseline** 0%	2018-19: Decreased from 0.22% to 0% 2019-20: Continued at 0% Met
Metric/Indicator Attendance rates for excused, unexcused, cut and uncleared **19-20** Maintain or improve from prior year **Baseline** 2016-17: 90.42%	2018-19: Increased from 92.43% to 92.78% 2019-20: Decreased from 92.78% to 90.31% Not Met
Metric/Indicator Chronic Absenteeism	2018-19: Decreased from 21.3% to 20.3% 2019-20: Decreased from 20.3% to 10.02%

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Expected	Actual
19-20 Maintain or improve from prior year **Baseline** 2016-17: 24.10%	Met
Metric/Indicator Student perception of "feeling safe or very safe at school" **19-20** Maintain or improve from prior year **Baseline** 2016-17: 62.35%	2018-19: Decreased from 59.24% to 30.02% Note that this survey was completed shortly after a suicide on campus. 2019-20: The survey was not administered Not Met
Metric/Indicator Overall school connectedness rating **19-20** Maintain or improve from prior year **Baseline** 2016-17: 92.71%	2018-19: Decreased from 91.78% to 90.56% Note that this survey was completed shortly after a suicide on campus. 2019-20: The survey was not administered Not Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been folded into Goal 2, Action 6 Goal 2, Action 9 Goal 3, Action 4	NA	NA
This action has folded into Goal 3, Action 7.	NA	NA
This action was folded into Goal 2, Action 6, Goal 2, Action 9, and Goal 3, Action 6.	NA	NA
NA	NA	NA

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action was folded into Goal 3, Action 4.	NA	NA
Teachers and administrators will continue to engage in professional development regarding trauma informed strategies and Tier 1 supports. 1. Staff will demonstrate understanding via a survey tool to be implemented pre and post school year. A. Use of student surveys (pre and post) will be analyzed to determine progress	1000-1999: Certificated Personnel Salaries LCFF 532,712.00 2000-2999: Classified Personnel Salaries MAA/LEA 179,451.00 3000-3999: Employee Benefits Site Budget 247,186.00 4000-4999: Books And Supplies Site Grants 34,235.00 5000-5999: Services And Other Operating Expenditures Title I 217,402.00 6000-6999: Capital Outlay Special Education 0 7000-7439: Other Outgo Indian Education 252.00	1000-1999: Certificated Personnel Salaries LCFF 509,550.26 2000-2999: Classified Personnel Salaries MAA/LEA 179,148.26 3000-3999: Employee Benefits Site Budget 275,379.97 4000-4999: Books And Supplies Site Grants 8,536.51 5000-5999: Services And Other Operating Expenditures Title I 76,922.15 6000-6999: Capital Outlay Special Education 0 7000-7439: Other Outgo Indian Education 0
Evaluate attendance techniques.	See Action 6	See Action 6
Implement lesson plans for teaching the school wide norms in the classroom. 1. Faculties will continue to develop, teach and implement.	See Action 6	See Action 6
Build staff capacity in teachers and administrators as they engage in professional development regarding "Restorative Mindset" providing staff with classroom management strategies that will be used to implement Tier 1 social, emotional, behavioral discipline practices. 1. Demonstrate understanding via a survey tool to be implemented pre and post school year. A. Use of student surveys (pre and post) will be analyzed to determine progress	See Action 6	See Action 6

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
RETIRED: Reduntant with Action 7	NA	NA
Continue to build and implement staff capacity for universal social/emotional supports and interventions including professional development opportunities 1. Explore up to date research on best practices for interacting with students who have experienced trauma. 2. Providing staff with professional development that will be used to implement Tier 1 social, emotional, behavioral practices.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 332,134.00 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 118,485.00 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00 6000-6999: Capital Outlay LCFF Supplemental and Concentration 0.00 7000-7439: Other Outgo LCFF Supplemental and Concentration 0.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 334,552.60 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 140,345.18 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00 6000-6999: Capital Outlay LCFF Supplemental and Concentration 0.00 7000-7439: Other Outgo 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.

Late Spring is the time of year that field trips are taken historically. These did not occur due to the pandemic which decreased Goal 2 expenses. Counseling expenses increased as staff supported students, families and staff navigating through the school closures and the move to distance learning.

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

There were many successes in Goal 2! The Attendance Committee reviewed, revised and implemented techniques to improve student attendance based on data and staff collaboration to minimize truancy. Staff participated in the Attendance Conference and gained some resources through the Attendance Works program. Both Arcata High and McKinleyville High faculties worked to build relational capacity. They participated in an activity to identify students who did not have a strong adult relationship on campus. This resulted in specific faculty members reaching out to these students to build individual relationships. Dr. Martha Merchant guided focus groups to help understand implicit bias and how that effects the campus culture. Instructional Coaches and Administration completed journey maps with students from a variety of backgrounds to get a stronger understanding their educational experience since they entered the school system. Staff attended a Positive Behavior Intervention Support (PBIS) conference in October, participated in Crisis Prevention Intervention (CPI) and Suicide Prevention trainings. Faculty meetings were used to screen staff on their understanding of Tier 1 supports.   Administration agreed to a set of norms for communication early in the school year including the use of SchoolMessenger, the software used to broadcast phone and emails. The ability to text was added to the SchoolMessenger system, which the district implemented.

The major challenge of Goal 2 is the lack of reliable data to measure all the successes. Since the students left campus starting March 16, 2020 due to COVID-19 all the metrics are skewed and are not comparable to other years. School wide norms were developed and communicated, but not yet taught in the classroom. The intent is that teaching of the norms will become part of the courses of study.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities: SWIFT-FIA Assessment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards. **19-20** 100% **Baseline** 100%	2018-19: Remained the same at 100% 2019-20: Remained the same at 100% Met
Metric/Indicator SWIFT -FIA Assessment (Fidelity Integrated Assessment) **19-20** Maintain or improve from prior year **Baseline** NA	2018-19: Increased from 42% to 63% 2019-20: Remained at 63% Met
Metric/Indicator LEA Assessment **19-20** Maintain or improve from prior year **Baseline** NA	2018-19: Increased from 33.33% to 45.33% 2019-20: Decreased from 45.33% to 29.33% Not Met

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Expected	Actual
Metric/Indicator The Facilities Inspection Tool (FIT) will have a "Good" rating **19-20** Maintain or improve **Baseline** 2016-17: 94% at Arcata High School. No FIT was completed from the McKinleyville High School Campus	2018-19: Increases from 94.1% to 95.35% 2019-20: Increased from 95.35% to 96.5% Met
Metric/Indicator Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) **19-20** 3 **Baseline** 2016-17: 2 presentations	2018-19: Increased from 2 to 4 2019-20: Decreased from 4 to 3 Met
Metric/Indicator SWIFT- FIT Assessment (Fidelity of Impelmentation Tool) **19-20** Establish a baseline **Baseline** NA	2019-20: Not participating due to COVID-19 school closure.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop and implement an effective system 1. Staff will use data-based decision making including using PDSA cycles to improve instructional strategies, student learning outcomes, improve attendance and decrease suspension. 2. Sites will complete FIA at the beginning and the end of the school year 3. LEA Assessment will be used for administrative self reflection. 4. Review and discuss student data in department meetings.	1000-1999: Certificated Personnel Salaries LCFF 683,419.00 2000-2999: Classified Personnel Salaries Site Budget 532,435.00 3000-3999: Employee Benefits Classified Staff Dev 570,330.00	1000-1999: Certificated Personnel Salaries LCFF 677,600.66 2000-2999: Classified Personnel Salaries Site Budget 514,086.25 3000-3999: Employee Benefits Classified Staff Dev 606,957.55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Share results of data analysis with school community	4000-4999: Books And Supplies Other 75,950.00 5000-5999: Services And Other Operating Expenditures Title I 259,749.00 6000-6999: Capital Outlay Special Education 6,000.00 7000-7439: Other Outgo (266,116.00)	4000-4999: Books And Supplies Other 61,647.02 5000-5999: Services And Other Operating Expenditures Title I 320,263.49 6000-6999: Capital Outlay Special Education 0.00 7000-7439: Other Outgo (218,716.28)
Complete development and implementation of district level staff recognition systems.	See Action 1	See Action 1
Evaluate and refine recognition/reward systems at the site for students and staff.	See Action 1	See Action 1
Protocols to access interventions and supports: 1. Pursue intervention and support for at-risk 9th and 10th grade students 2. Explore and expand formalized steps necessary for referral for students in need of Tier 2 and Tier 3 social/emotional/ behavioral supports	See Action 1	See Action 1
Share professional reading and best practices and provide individualized and/or small group instruction regarding grade norming.	See Action 1	See Action 1
Family and community engagement: 1. Build staff capacity for usage of website features and communication with families and community. 2. Explore other options for social media communications; preferred methods by students, parents and staff. 3. Establish guidelines for internal and external communications; including updating ParentVUE, responding to emails and phone calls.	See Action 1	See Action 1

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Evaluate the revise the school safety and positive climate plans.	1000-1999: Certificated Personnel Salaries LCFF 0.00 2000-2999: Classified Personnel Salaries Site Budget 966,544.00 3000-3999: Employee Benefits Other 530,038.00 4000-4999: Books And Supplies Site Budget 371,767.00 5000-5999: Services And Other Operating Expenditures 879,505.00 6000-6999: Capital Outlay 25,000.00 7000-7439: Other Outgo 0.00	1000-1999: Certificated Personnel Salaries LCFF 0.00 2000-2999: Classified Personnel Salaries Site Budget 937,576.81 3000-3999: Employee Benefits Other 605,213.63 4000-4999: Books And Supplies Site Budget 234,198.74 5000-5999: Services And Other Operating Expenditures 598,308.06 6000-6999: Capital Outlay 697.02 7000-7439: Other Outgo 0.00
Board Policies and district practices and procedures that are inclusive for all stakeholders, with a racial equity, gender and LGBTQ+ lens: 1. Review Board Policy for incomplete and/or missing policy. 2. Review language utilized in current policies and procedures.	See Action 1 See Action 1 See Action 1	

Goal Analysis

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

Computer technology support exceeded the adopted budget projection in Goal 3. Yet, travel and conference dollars that were allocated were not spent. Updating the campus with the required safety requirements for the time was implemented to support students, families and staff.

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

Success of Goal 3 include the uses of data based decision making in the Attendance Committee, faculty identifying students lacking adult relationships on campus, and departments tracking student progress disaggregated by subgroup at each grading period to identify struggling students. The Safety Plan was revised to include the COVID procedures at the time of adoption in May 2020.

Emergency Response Teams met regularly throughout the year. Communications to families, students and staff were improved including phone calls, emails, texting, and websites. Administration implemented following all broadcasted phone calls with an email for those who may not have heard all of the message. "Tech Time With Tim" was established to assist staff with all technology needs including use of the website features. It was determined that social media such as FaceBook and Instagram are methods of communication desired by families. Surveys were given frequently as the schools and district were trying to stay current with the needs of the students through the pandemic. All sites completed both of the Fidelity Integrity Assessments (FIA). The LEA Assessment was completed as well. Both of these assessments are planned to be integrated more with the Multi-Tiered System of Support (MTSS)/LCAP. The Governing Team responded to recent hate crime with a letter to the community stating six actions the district will take to raise awareness of implicit bias and improve racial equity across the district including making racial equity a standing board agenda item. Dr. Martha Merchant and Administration trained staff on interventions and supports for 9th and 10th grade students.

Challenges included not sharing results of data analysis with the school community from Plan Do Study Act (PDSA) cycles due to the pandemic. Staff recognition systems was not addressed, but there are plans moving forward with a coordinator assigned to this task. Site recognition systems remain the same, but were challenging to implement for the students with the same level of excitement due to the pandemic. Some professional reading around grade norming occurred, but in a small group of faculty and not district wide. A referral process for students in need of Tier 2 and Tier 3 social/emotional behavior supports was not expanded.

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
COVID Funding	$1,049,173	$1,049,173	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.

There are no differences.

Analysis of In-Person Instructional Offerings

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

In-person instructional offerings had some successes. Administration used term disaggregated data to determine students with learning loss. They were able to identify some of the students' barriers, such as technology needs, through this analysis. Students were brought to campus in small groups that needed specialized services and a study hall environment. The Acorn program targeted as struggling 9th grade students was developed and implemented in the Spring of 2021. Students come to campus five days a week in the same cohort to receive face-to-face instruction. This program successfully engaged students to help them pass their classes. As per a Distance Learning student survey administered in September of 2020, 58.7% of the 623 respondents said that synchronous learning was working for them. 50.9% responded that asynchronous learning was working. The survey also showed 81.9% of the students who participated were using Wednesdays to check in with teachers.

Challenges for in-person instructional offerings. The biggest challenge has been waiting for the pandemic to become safe enough for students and staff to be on campus. There have been times that it has been challenging to find highly qualified teachers willing to work in a face-to-face environment. Communicating the tracking systems so that all the entities on campus are aware of which students and staff are present has been challenging. During the Distance Learning student survey in September 2020, 39.8% of the 623 respondents stated that their biggest challenge was not having time to interact with their peers.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID Funding - same as In-Person Instructional Offerings section	-----	-----	Yes

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.

There are no differences.

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.

Distance Learning has been a program that has had much improvement as the year progressed. There was much anxiety at the start of the year as students and staff learned new ways to deliver and receive instruction. Three days of professional development at the start of the school year allowed teachers to learn new protocols and procedures around distance learning as well as instructional strategies. The Instructional Coaches provide a menu of weekly coaching supports for faculty and staff to support distance learning. The Technology Department has been busy providing regular open office hours for students, staff or parents to drop in and get assistance. Wednesdays have been asynchronous days allowing students to meet with their teachers during office hours to get assistance with their assignments. This also allows students to meet with clubs and teachers to collaborate with colleagues. Administration reviewed the D/F Lists at the end of each term to find patterns in the data around students that were failing. In addition, 9th - 11th grade students who are behind in three or more classes at the semester to identified for additional supports such as moving them to packet work or bringing them to campus if possible. Small pods of students were targeted to come back to campus via the data analysis. The number of 9th graders who were failing was concerning, so the district developed and implemented the Acorn program to bring failing 9th graders back to campus for in-person instruction.

Distance Learning started with many challenges as the staff and students learned a new system. The first challenge was getting devices and hot spots out to all the students in need. There were ever changing protocols and procedures such as safety protocols, attendance, Weekly Engagement Reports, etc. As teachers were settled into delivering curriculum online with a reduced amount of time to teach the content, they also had to manage online behavior. Mid-year we changed policies regarding students having their cameras on for example. If students were not successful working on a computer for whatever reason, they were moved to packet

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work where they would pickup a new packet at the school site each week and drop off their completed packet. This required a schedule change with a new teacher. In addition, the Independent Study program grew from about 100 at the start of the school year to approximately 250 students at the end of March 2021. There have been many schedule changes throughout the year with students moving to new programs and a break in their curriculum.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID Funding - same as In-Person Instructional Offerings section	-----	-----	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.

There are no differences.

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.

Successes around pupil learning loss include the amount of monitoring the D/F list with disaggregated data to target supports for students. Administration reviewed the D/F Lists at the end of each term to find patterns in the data around students that were failing. In addition, 9th - 11th grade students who are behind in three or more classes at the semester to identified for supports such as moving them to packet work or bringing them to campus if possible. Small pods of students were targeted to come back to campus via the data analysis. The number of 9th graders who were failing was concerning, so the district developed and implemented the Acorn program to bring failing 9th graders back to campus for in-person instruction. Administration is planning for a much more robust summer school program to assist students in making up their credits lost due to the pandemic.

The biggest challenge was the ever changing requirements and routines. These included safety protocols, taking attendance, weekly engagement reports, CA Safe Schools reporting and all the additional compliance reporting that occurred. State and federal agencies were communicating expectations for reporting which would change throughout the year. Students were changing educational programs within the district often throughout the year. This break in curriculum was challenging for students as well as the change in their routine.

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.

The district had a successful "soft opening" where students were grouped by grade level at each site to receive various instruction and activities for assist with the transition to online learning and an online social environment. A 15 minute check in period at the beginning of each day was built into the bell schedule four days a week to help teachers determine what is working and what is not for their students. This was also time for the teachers to intentionally build relationships with students. The bell schedule also allows time on Wednesdays for students to meet with the counseling staff without missing class time or they can schedule an appointment throughout the week. Humboldt Bridges to Success and Humboldt Open Door Clinic have been offering off-site clinician services for students and staff. Protocols were created in the Fall for Crisis Counselors to be able to meet with students in person. The sites created Google Forms that students could use to schedule appointments with student support staff. Student Assistance Teams continued to meet at the site level to case manage and discuss interventions for students of concern. Students and staff were offered free suicide prevention training through LivingWorks/HCOE. Site admininstration and the Director of Student Services continue to monitor concerning Google searches through Securly and connecting students in need to the crisis counselor or school psych. The District Safety Committee tightened the Securly protocols to ensure all searches of concern are addressed in a timely manner. The Therapeutic Learning Classroom for students with the highest mental health needs came back to campus to work with students in person shortly after school started in the Fall.

The challenge is lack of motivation and engagement during distance learning. Students are missing their social opportunities and struggling because of the lack of personal contact and structure. Screen fatigue has been a challenge for many students and staff as well.

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.

The district has found success in improving communication to students and families. The robo calling system, social media, websites and improved use of StudentVUE and ParentVUE has become instrumental throughout the year. Administration and the Student Services Department has been reaching out to individual students and families to learn specific barriers to engagement. Once sports teams were allowed to practice and play, the schools have opened all teams simultaneously. Sites conducted listening sessions for students, alumni and community members to share their stories.

Engaging families who do not speak English has been challenging as well as those families who do not check their email or have a working phone number. Providing a physical location for students and families to socialize has been challenging.

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Analysis of School Nutrition

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

Successes in the Food Service Program include the ability to adapt to the ever changing requirements. Serving the community in a drive-thru model has been going well with the grab and go meals.

The change in staffing has been challenging for the Food Service Program. Receiving food in a timely manner due to the pandemic has also been challenging. With the grab and go meals, the quantities of food having to be stored at particular times during the week has been challenging, especially with milk.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	COVID Funding - same as In-Person Instructional Offerings section	-----	------	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 are no differences.

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.

The district has learned the importance of social/emotional side of the MTSS model. Collecting data about the mental health of students to inform supports needed will take place in 2021-22 through universal screening. In addition, the implementation of the SWIS database will help inform administration as they find patterns of need and target supports to address those needs. School wide norms is another area that will be enhanced as the school climate is rebuilt during the reopening.

The equity gap was made very apparent during the pandemic. The district is working to close this gap by providing implicit bias training for staff, holding listening sessions, and updating policies and systems with an equity lens.

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

The revision of courses of study to include student learning outcomes, school norms, Universal Design for Learning, social emotional learning standards, vertical and horizontal alignment, common assessments, CCSS and grading policies will address the pupil learning loss. In addition, increasing the number of students enrolled in A-G courses and CTE pathway options will improve student learning loss. For students with unique needs, the process of aligning the four year plans with Individual Transition Plans and Individualized Education Plans will address pupil learning loss. These plans will be revisited and refined annually.

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.

The district implemented a program to provide a single classroom setting for at-risk 9th grade students called the Acorn Program. This was not written in the actions or services, but was put into place as of the Spring of 2021. In addition, staff were all trained this school year on who to identify students who qualify as McKinney Vento.

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.

Reflecting back on 2019-20 and 2020-21 the 2021-22 LCAP includes much more emphasis on Universal Design for Learning and Courses of Study to determine and address learning loss. Tier 1 supports are emphasized through implementation of school wide norms. Tier 2 and 3 levels of support will be identified via SWIS data, Universal Screening, attendance and grades. Enhancing student and family participation and involvement in decision making will be emphasized along with building health and wellness supports for all staff.

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:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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.

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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	63,695,137.00	17,353,093.24
	904,505.00	599,005.08
Alt Ed Block Grant	128,177.00	87,001.86
Block Site	2,453,019.00	2,662,910.27
California Career Pathways Trust	65,825.00	56,077.09
Carl D. Perkins Career and Technical Education	45,962,500.00	507,481.62
Classified Staff Dev	570,330.00	606,957.55
IB	624,197.00	472,453.66
Indian Education	252.00	0.00
LCFF	7,205,765.00	7,014,616.98
LCFF Supplemental and Concentration	1,141,942.00	1,166,799.90
MAA/LEA	990,868.00	862,917.54
MHS Block Grant	0.00	0.00
Other	621,715.00	679,759.21
Site Budget	2,117,932.00	1,961,241.77
Site Grants	200,549.00	104,871.03
Special Education	6,000.00	0.00
Title I	477,151.00	397,185.64
Tobacco-Use Prevention Education	224,410.00	173,814.04
		6,000.00
		477,151.00
		224,410.00

* 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	63,695,137.00	17,353,093.24
1000-1999: Certificated Personnel Salaries	7,899,895.00	7,635,910.67
2000-2999: Classified Personnel Salaries	2,828,723.00	2,585,679.64
3000-3999: Employee Benefits	50,079,194.00	4,960,006.25
4000-4999: Books And Supplies	731,316.00	456,932.88
5000-5999: Services And Other Operating Expenditures	1,484,833.00	1,228,514.56
6000-6999: Capital Outlay	31,000.00	697.02
7000-7439: Other Outgo	640,176.00	485,352.22
	640,176.00	627,450.00

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

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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	63,695,137.00	17,353,093.24
1000-1999: Certificated Personnel Salaries	LCFF	7,186,815.00	7,006,621.44
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	713,080.00	629,289.23
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	114,466.00	97,285.00
2000-2999: Classified Personnel Salaries	MAA/LEA	990,868.00	862,917.54
2000-2999: Classified Personnel Salaries	Site Budget	1,498,979.00	1,451,663.06
2000-2999: Classified Personnel Salaries	Tobacco-Use Prevention Education	224,410.00	173,814.04
3000-3999: Employee Benefits	Block Site	2,453,019.00	2,662,910.27
3000-3999: Employee Benefits	Carl D. Perkins Career and Technical Education	45,962,500.00	507,481.62
3000-3999: Employee Benefits	Classified Staff Dev	570,330.00	606,957.55
3000-3999: Employee Benefits	LCFF	16,500.00	7,995.54
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	299,621.00	294,067.67
3000-3999: Employee Benefits	Other	530,038.00	605,213.63
3000-3999: Employee Benefits	Site Budget	247,186.00	275,379.97
4000-4999: Books And Supplies	California Career Pathways Trust	65,825.00	56,077.09
4000-4999: Books And Supplies	LCFF	2,450.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	14,775.00	139.00
4000-4999: Books And Supplies	Other	75,950.00	61,647.02
4000-4999: Books And Supplies	Site Budget	371,767.00	234,198.74
4000-4999: Books And Supplies	Site Grants	200,549.00	104,871.03
5000-5999: Services And Other Operating Expenditures		879,505.00	598,308.06
5000-5999: Services And Other Operating Expenditures	Alt Ed Block Grant	128,177.00	87,001.86
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	146,019.00
5000-5999: Services And Other Operating Expenditures	Title I	477,151.00	397,185.64
6000-6999: Capital Outlay		25,000.00	697.02
6000-6999: Capital Outlay	California Career Pathways Trust	0.00	0.00

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
6000-6999: Capital Outlay	LCFF	0.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	0.00
6000-6999: Capital Outlay	MHS Block Grant	0.00	0.00
6000-6999: Capital Outlay	Special Education	6,000.00	0.00
7000-7439: Other Outgo		0.00	0.00
7000-7439: Other Outgo	IB	624,197.00	472,453.66
7000-7439: Other Outgo	Indian Education	252.00	0.00
7000-7439: Other Outgo	LCFF	0.00	0.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	0.00	0.00
7000-7439: Other Outgo	Other	15,727.00	12,898.56
		15,727.00	12,898.56
		15,727.00	15,727.00

* 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	57,132,543.00	11,272,109.08
Goal 2	1,661,857.00	1,524,434.93
Goal 3	4,900,737.00	4,556,549.23

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

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Northern Humboldt Union High School District (CDS: 12626870000000)

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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	$1,049,173.00	$1,049,173.00
Distance Learning Program	---	---
Pupil Learning Loss	---	---
Additional Actions and Plan Requirements	---	---
All Expenditures in Learning Continuity and Attendance Plan	$1,049,173.00	$1,049,173.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	---	---
Pupil Learning Loss	---	---
Additional Actions and Plan Requirements	---	---
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,049,173.00	$1,049,173.00
Distance Learning Program	---	---
Pupil Learning Loss	---	---
Additional Actions and Plan Requirements	---	---
All Expenditures in Learning Continuity and Attendance Plan	$1,049,173.00	$1,049,173.00

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Northern Humboldt Union High School District (CDS: 12626870000000)

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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 Humboldt Union High School District (CDS: 12626870000000)	Roger Macdonald Superintendent	rmacdonald@nohum.k12.ca.us (707) 839-6481

Plan Summary [2021-22]

General Information

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

The Northern Humboldt Union High School District is comprised of two four year high schools, Arcata High and McKinleyville High; two small continuation high schools, Pacific Coast High and Mad River High; one charter school, Six Rivers Charter High; and a Theraputic Learning Classroom, Eagle Point Education Program. The District has an enrollment of 1,619 in grades 9-12. The ethnic break down and the subgroups of interest are listed as follows.

Ethnic Breakdown:

- African American 0.86%
- Asian 1.54%
- Hispanic 13.53%
- Native American 5.25%
- Nat Hawaiin/Pac Islander 0.49%
- White 66.77%
- Missing 2.22%

- Multiple 9.33%

Other Subgroups:

- English Language Learners 1.23%
- Foster 0.92%
- Homeless 3.07%
- Socio-economically Disadvantaged 41.60%

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

Reflections: Successes

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

2019-20 and 2020-21 were a unique years in that much of the usual data used for accountability was not available due to the COVID pandemic. The graduating class of 2020 had an improved graduation rate over prior years, but it should be noted that the grading system was adjusted so that students could opt into a credit/no credit scale. Chronic absenteeism was down when comparing 2018-19 and 2019-20 despite the pandemic. Suspension was also down, but students were not on campus to be suspended for a third of the year. Communication was improved with additional surveys, social media posts and added mass emails, phone calls and texts due to keeping in contact with students and families during distance learning. Now that staff, students and families are used to the various means of communication, the district will continue to use all these varieties to reach as many people as possible. In addition, the school site offices and district office are keeping paper copies on hand of notifications and surveys should families struggle with digital communication.

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.

The Dashboard for 2019-20 is not a useful tool to determine low performance and significant performance gaps because so much data is missing. Looking back to 2018-19 the areas that need improvement include SBAC scores, chronic absenteeism rates and family involvement in decision making. The district was in the orange on the CA School Dashboard for SBAC scores in Mathematics. The Federal Program Monitoring review showed improvement that should be made in parent and family engagement. The Attendance Committee continues to track chronic absenteeism, though the focus was more on engagement in distance learning for 2020-21 and will shift back to chronic absenteeism as the sites move from hybrid learning to in person learning. The district has been awarded a School Climate grant

which has been providing planning time and professional development in Tier 1 supports and the implementation of school wide norms. Tier 2 and 3 supports will be identified while working on attendance and grades moving forward.

LCAP Highlights

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

Reflecting back on 2019-20 and 2020-21 made this LCAP include much more emphasis on Universal Design for Learning and Course Curriculum and Instruction Plan (a.k.a. Courses of Study) to determine and address learning loss. Tier 1 supports are emphasized through implementation of school wide norms. Tier 2 and 3 levels of support will be identified via SWIS data, Universal Screening, attendance and grades. Enhancing student and family participation and involvement in decision making will be emphasized along with building health and wellness supports for all staff.

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.

This is not applicable.

Support for Identified Schools

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

This is not applicable.

Monitoring and Evaluating Effectiveness

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

This is not applicable.

Stakeholder Engagement

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

August 12, 2020: Summer 2020 Survey (958 responses)

August 17, 2020: Learning Continuity and Attendance Plan Stakeholder Meeting

September 18, 2020: NHUHSD Certificated Staff - Distance Learning Survey (56 responses)

September 2020: Parent - Distance Learning Survey (513 responses) and Student - Distance Learning Survey (623 responses)

November 5, 2020: Reopening Meeting

January 15, 2021: AHS Student Focus Group

January 19. 2021: AHS Site Council

January 26, 2021: MHS Site Council

February 2021: Return to Face to Face Instruction Survey (932 participants)

February 3, 2021: Site Stakeholder Meetings at AHS, MHS and SRCHS

February 8-9, 2021: LCAP Writing Day with MTSS District Leadership Team

March 2021: Learning Model Options Survey for students, families and staff (1515 participants)

March 3, 2021: MHS Racial Equity Team

April 15, 2021: District Stakeholder Meeting (35 attended, 3 students, 8 parents, 2 board members, 5 teachers, 4 non-certificated staff, 9 administrators (including the Director of Student Services), 2 sign language interpreters, 2 unidentified with CSEA and CTA represented

May 2021: Expanded Learning Opportunities Survey (166 participants)

May 5, 2021: Two Expanded Learning Opportunities Stakeholder Meetings (19 attendees total)

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups primary concern is for the learning loss due to the pandemic. There were concerns expressed regarding academics for low achieving students and not challenging high achieving students. The mental health of our students, families and staff was also an area of focus. Groups wanted to see more instructional time provided. They expressed interest in identifying students with social/emotional needs and making sure those were addressed effectively. Many conversations were around providing students extra opportunities to reengage with school.

The district and the sites have done a significant amount of work with raising equity awareness. In this process feedback was received of how to improve practices in the classroom and the school, including systemic changes to improve policies.

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

Universal Design for Learning (UDL) continues to be an important focus of the academic portion (Goal 1) of the LCAP with staff training on providing multiple means of engagement. Using Course Curriculum and Instruction Plans as a tool to infuse school norms and culture relevance.

To address the social/emotional concerns, Community Circles were written into the LCAP (Goal 2) to help students have facilitated genuine constructive conversations with peers. Universal screenings of students was embedded in the plan to help identify students with social/emotional needs.

Reviewing policies for equity bias was written into the systemic goal (Goal 3). District-wide staff community building is an action in Goal 3 as well to help support health and wellness for the staff.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Inclusive, effective, engaging and rigorous academic instruction and support for all students

An explanation of why the LEA has developed this goal.

The district has married the LCAP to the Multi-Tiered System of Support (MTSS) plan. Academics is one of the three major areas of MTSS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates (Priority 5)	Spring 2020: 95.2% (4 year adjusted cohort)				maintain or improve
Drop Out Rates (Priority 5)	Spring 2020: 1.31%				maintain or improve
The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores (Priority 4)	Spring 2019: +31.1 pts - ELA • 63.0 pts - Math				maintain or improve
Students will meet or exceed standards on SBAC Tests, which include EAP tests. (Priority 4)	Spring 2019: 65.10% - ELA 32.64% - Math 40.77% - CAST				maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of 9th - 11th grade students who are down 3 classes cumulative or more at Fall Semester	Fall 2020: 10.3%				maintain or improve
AP test participants (Priority 8)	Spring 2020: 204 or 17.17% of the 10-12 graders				maintain or improve
% of AP test participants who pass with a 3 or better	Spring 2020: 69%				maintain or improve
College and Career Indicator (Priority 8)	Spring 2019: 47.4%				maintain or improve
UC/CSU eligible graduates (Priority 8)	Spring 2020: 52.71%				maintain or improve
UC/CSU graduates who also completed a CTE pathway	2019-20: incorrect due to a reporting error				improve
Dual Enrollment pass rate (Priority 8)	Spring 2020: 54.85%				maintain or improve
Reclassification rate of English Language Learners (Priority 4)	2019-20: 0 students (0%)				maintain or improve
Overall average percent of students improving on the ELPAC (Priority 4)	2018-19: 3 students (18.75%)				maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly credentialed teachers (Priority 1)	2019-20: 100%				maintain or improve
CCSS Implementation Survey (Priority 2 & Local Indicator)	2018-19: Professional Development Survey Results for CCSS: ELA - Full Implementation Math - Full Implementation and Sustainability Science - Full Implementation Instructional Materials for CCSS Survey Results: ELA - Full Implementation Math - Full Implementation Science - Full Implementation				maintain or improve
Provide a broad course of study that includes all the state required subject areas for all students, including unduplicated	2020-21: Yes				maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and exceptional needs students. (Priority 7)					
Universal Design for Learning Checklist	Baseline to be established in 2021-22				maintain or improve
School Climate Transformation Grant Observation Data	Baseline to be established in 2021-22				maintain or improve
Chronic Absenteeism (Priority 5)	2019-20: 10.02%				maintain or improve

Actions

Action #	Title	Description	Total Funds	Contributing
1	A. Universal Design for Learning -Train Staff on Providing Multiple Means of Engagement - The "why" of learning. Helps students become purposeful & motivated expert learners.	2022-23: Universal Design For Learning - Representation - Train staff on providing multiple means of presenting information and content in different ways. The "what" of learning. Helps students become resourceful & knowledgeable expert learners. 2023-24: Universal Design for Learning - Action and Expression - Train staff on providing multiple means of differentiating the ways that students can express what they know. The "how" of learning. Helps students become strategic and goal-oriented expert learners.	$688,658.00	Yes
2	B. Develop Course Curriculum and Instruction Plans: Every teacher will	1. School Norms & Student Learning Outcomes 2. Cultural Relevance 3. Common Core State Standards: (or appropriate standards)	$9,338,569.00	No

Action #	Title	Description	Total Funds	Contributing
	develop, analyze & refine one Course Curriculum and Instruction Plan to provide evidence that NHUHSD courses are infused with all of the following:	4. Summative & Formative Assessment (common) 5. UDL (all components) 6. Grading Policies 7. SEL Standards/Trauma Informed 8. Vertical and Horizontal Alignment Certificated Non-Teaching staff will develop Implementation Plans that bridge the work being done at the district and site levels and support their staff in implementation processes.		

3	C. Improve Pathways to Post-Secondary Student Success	Increase the number of students enrolled in A-G courses
		
		  • Utilize UDL to promote academic equity
		
		Increase the number of CTE pathway options for students
		
		  • Make CTE classes A-G compliant wherever possible
		
		Align 4 year plans for ALL students (ITP* for IEPs)
		
		  • Revisit & refine 4 year plans at least once every year.
		
		*ITP = Individual Transition Plan
			$1,637,302.00	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.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Inclusive social, emotional, and behavior instruction for all students

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate of unduplicated students (Priority 6)	2019-20: 5.79%				maintain or improve
Expulsion Rates (Priority 6)	2019-20: 0%				maintain 0%
Chronic Absenteeism (Priority 5)	2019-20: 10.02%				maintain or improve
Student perception of "feeling safe or very safe at school" (Priority 6)	2018-19: 30.02%				maintain or improve
Overall school connectedness rating of high or moderate (Priority 6)	2018-19: 90.56%				maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Risk Screening Scale (SRSS)	Establish baseline in 2021-22				maintain or improve

Actions

Action #	Title	Description	Total Funds	Contributing
1	A. Tier 1 Systems	Build systems at all levels of the district that create a safe, equitable and supportive community for every student and staff member utilizing Tier 1 supports.	$2,430,085.00	No
2	B. School Wide Norms and Expectations	Teachers/Staff will teach, implement and reinforce School Wide Norms and Expectations	$306,331.00	No
3	C. Universal Screening Tool	Freshman and Sophomores in the district will be screened using a Universal Screen tool in the Fall, Winter and Spring	$581,469.00	No
4	D. Community Circles	District Teachers/Staff will all be trained in Community Circles; MTSS DLT will work with the trainer on how to create a sustainable system of using Circles moving forward (including use for restorative practices and alternatives to traditional discipline)	$198,474.00	No

Action #	Title	Description	Total Funds	Contributing
5	E. Data-based decision making for social-emotional learning	SWIS Data, Grades, Attendance and the Universal Screening tool will be gathered, analyzed, and shared with district and site staff to measure and determine: • Effectiveness of our Systems • Measure of our School/District Community • Identifying students who need Tier 2 and 3 levels of support	$566,106.00	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.

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Integrated educational framework that features inclusive policy and practice and fosters family and community engagement.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards. (Priority 1)	2019-20: 100%				maintain or improve
SWIFT-FIA Assessment (Fidelity Integrated Assessment)	2019-20: 62.67%				maintain or improve
LEA Assessment	2019-20: 29.33%				maintain or improve
The Facilities Inspection Tool (FIT)	2020-21: 97.55%				maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
will have a "Good" rating (Priority 1)					
Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) (Priority 3)	2020-21: 2				maintain or improve

Actions

Action #	Title	Description	Total Funds	Contributing
1	A. Community building	District-wide staff community building including health and wellness support for the staff	$355,988.00	No
2	B. Protocols to access interventions and supports	Develop and communicate protocols to access interventions and supports for all students and staff.	$504,909.00	Yes
3	C. Enhance participation in school decisions among and between students and families	Consistent and regular communication and community building to enhance participation in school decisions among and between students and families including targeted outreach to under represented groups.	$398,680.00	No
4	D. School Safety and Positive Climate Plans	Administration will work with staff to revise, implement and publish in multiple languages the school safety and positive climate plans including professional development for classified and certificated staff.	$2,598,581.00	No

Action #	Title	Description	Total Funds	Contributing
5	E. Inclusion of all stakeholders	Formalize systems of change to include all stakeholders with a lens of racial equity, gender, LGBTQ+ and communicate progress.	$4,500.00	No
6	F. Advisory Committees	Advisory Committees consisting of parents, students, business community members and staff will meet regularly to help direct CTE programs including enhancing student work-based learning opportunities.	$74,150.00	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
8.35%	$1,201,316

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.

After the pandemic and reviewing the D/F list at Fall Semester 2020 compared to prior years, it is clear that the English Learners, Foster Youth and low-income students are at a more significant disadvantage than the remainder of the population. Action A of the first goal provides additional resources to Universal Design for Learning which will train teachers to further meet students where they are in their learning. This will provide multiple means of student engagement into the curriculum to assist with mastery. This action is expected to reduce the learning loss for the English Learners, Foster Youth and low-income students as shown by a reduction in the number of students in these populations that are behind 15 or more credits, which equates to 3 or more semesters of a course.

In addition, the third goal, Action B will address access to interventions and supports. The district does not have consistent protocols to access the ever increasing support services and means of intervention. This gap for access is even larger for English Learners, Foster Youth and low-income students. Improving communication of the protocols to include access points in Spanish as well as options for those who do not have easy access to technology will be put into place. This will have a direct impact on the students accessing the supports they need to close the learning gap.

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

The two main themes in the LCAP are refining the Course Curriculum and Instruction Plans to include all the academic components and the social emotional learning behavior to re-engage students. Universal Design for Learning will target foster youth, English learners and low-income students to meet them where they are and provide equitable academic support. The Course Curriculum and Instruction Plans will embed cultural relevance, school wide norms while aligning curriculum vertically and horizontally. These steps will make the curriculum more accessible for foster youth, English learners and low-income students.

Systemic changes will be made to specifically target foster youth, English learners, and low-income students as the district looks improving the protocols to access interventions and supports. This will not only include improving communication by providing more documents in Spanish but using multiple means of identifying students who need interventions. Engaging parents and families of under represented youth in district and school site decision making is an action in Goal 3. This action will include community building and increasing cultural awareness while bringing families into the school system.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$12,068,786.00	$1,027,888.00	$4,824,331.00	$1,762,797.00	$19,683,802.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$16,530,589.00	$3,153,213.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	A. Universal Design for Learning - Train Staff on Providing Multiple Means of Engagement - The "why" of learning. Helps students become purposeful & motivated expert learners.	$688,658.00				$688,658.00
1	2	All	B. Develop Course Curriculum and Instruction Plans: Every teacher will develop, analyze & refine one Course Curriculum and Instruction Plan to provide evidence that NHUHSD courses are infused with all of the following:	$5,129,846.00	$359,672.00	$2,994,562.00	$854,489.00	$9,338,569.00
1	3	All	C. Improve Pathways to Post-Secondary Student Success	$1,022,649.00	$302,596.00	$151,860.00	$160,197.00	$1,637,302.00
2	1	All	A. Tier 1 Systems	$1,962,445.00		$288,764.00	$178,876.00	$2,430,085.00
2	2	All	B. School Wide Norms and Expectations		$306,331.00			$306,331.00
2	3	All	C. Universal Screening Tool	$522,180.00	$59,289.00			$581,469.00
2	4	All	D. Community Circles	$47,019.00		$148,326.00	$3,129.00	$198,474.00
2	5	All	E. Data-based decision making for social-emotional learning				$566,106.00	$566,106.00
3	1	All	A. Community building	$318,988.00		$37,000.00		$355,988.00
3	2	English Learners Foster Youth Low Income	B. Protocols to access interventions and supports	$504,909.00				$504,909.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	C. Enhance participation in school decisions among and between students and families	$398,680.00				$398,680.00
3	4	All	D. School Safety and Positive Climate Plans	$1,394,762.00		$1,203,819.00		$2,598,581.00
3	5	All	E. Inclusion of all stakeholders	$4,500.00				$4,500.00
3	6	All	F. Advisory Committees	$74,150.00				$74,150.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,193,567.00	$1,193,567.00
LEA-wide Total:	$1,193,567.00	$1,193,567.00
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	1	A. Universal Design for Learning -Train Staff on Providing Multiple Means of Engagement - The "why" of learning. Helps students become purposeful & motivated expert learners.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$688,658.00	$688,658.00
3	2	B. Protocols to access interventions and supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$504,909.00	$504,909.00

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

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)).

o   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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.