LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Southern Humboldt Joint Unified School District

CDS Code: 12 63040 0000000

School Year: 2021-22

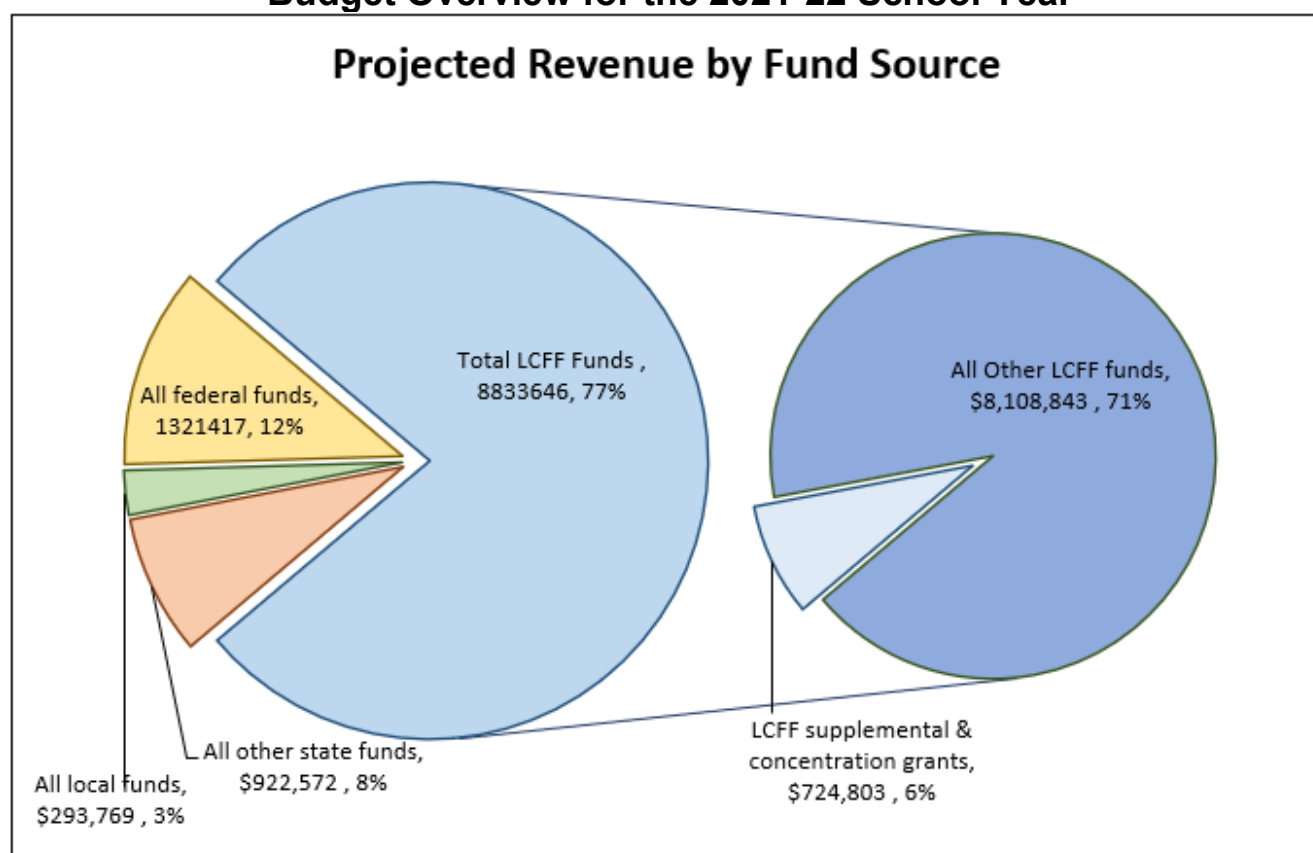LEA contact information:

Stephanie Steffano-Davis

Superintendent

Supt@sohumusd.com

(707) 943-1789

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

Total LCFF Funds , 8833646, 77%

All federal funds, 1321417, 12%

All local funds, $293,769 , 3%

All other state funds, $922,572 , 8%

All Other LCFF funds, $8,108,843 , 71%

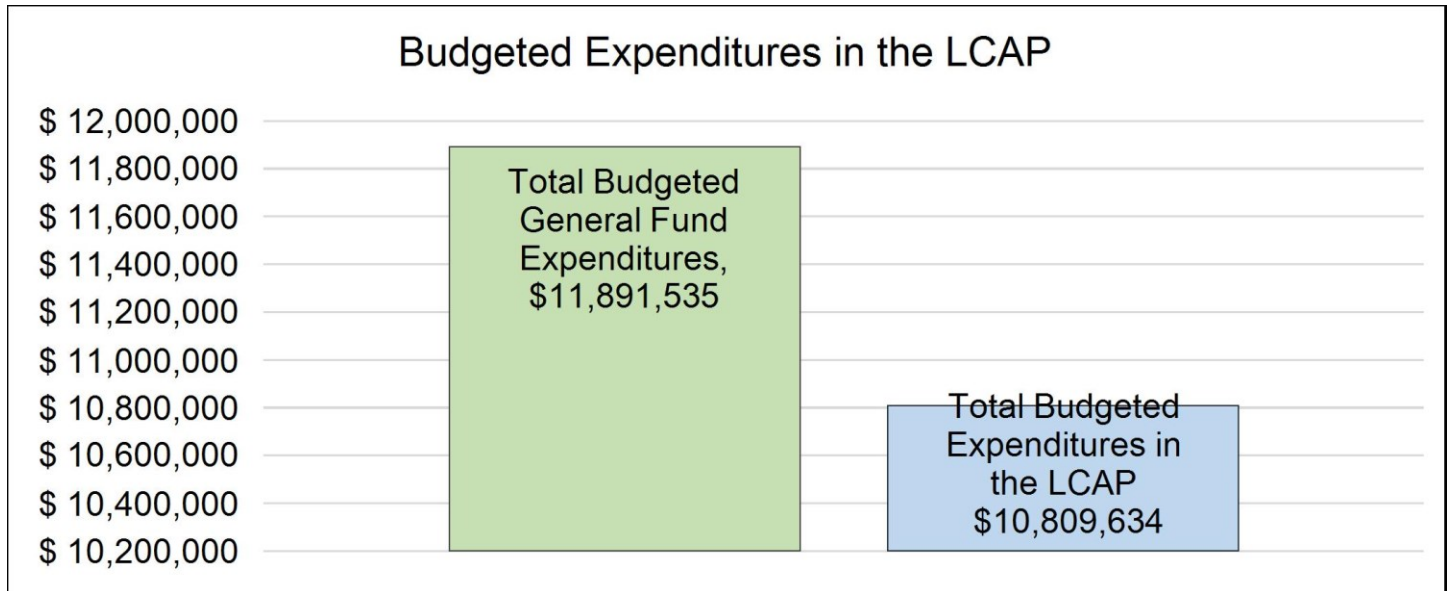LCFF supplemental & concentration grants, $724,803 , 6%

This chart shows the total general purpose revenue Southern Humboldt Joint Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Southern Humboldt Joint Unified School District is $11,371,404, of which $8,833,646 is Local Control Funding Formula (LCFF), $922,572 is other state funds, $293,769 is local funds, and $1,321,417 is federal funds. Of the $8,833,646 in LCFF Funds, $724,803 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 12,000,000	
$ 11,800,000	
$ 11,600,000	Total Budgeted General Fund Expenditures, $11,891,535
$ 11,400,000	
$ 11,200,000	
$ 11,000,000	
$ 10,800,000	Total Budgeted Expenditures in the LCAP $10,809,634
$ 10,600,000	
$ 10,400,000	
$ 10,200,000	

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

Southern Humboldt Joint Unified School District plans to spend $11,891,535 for the 2021-22 school year. Of that amount, $10,809,634 is tied to actions/services in the LCAP and $1,081,901 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
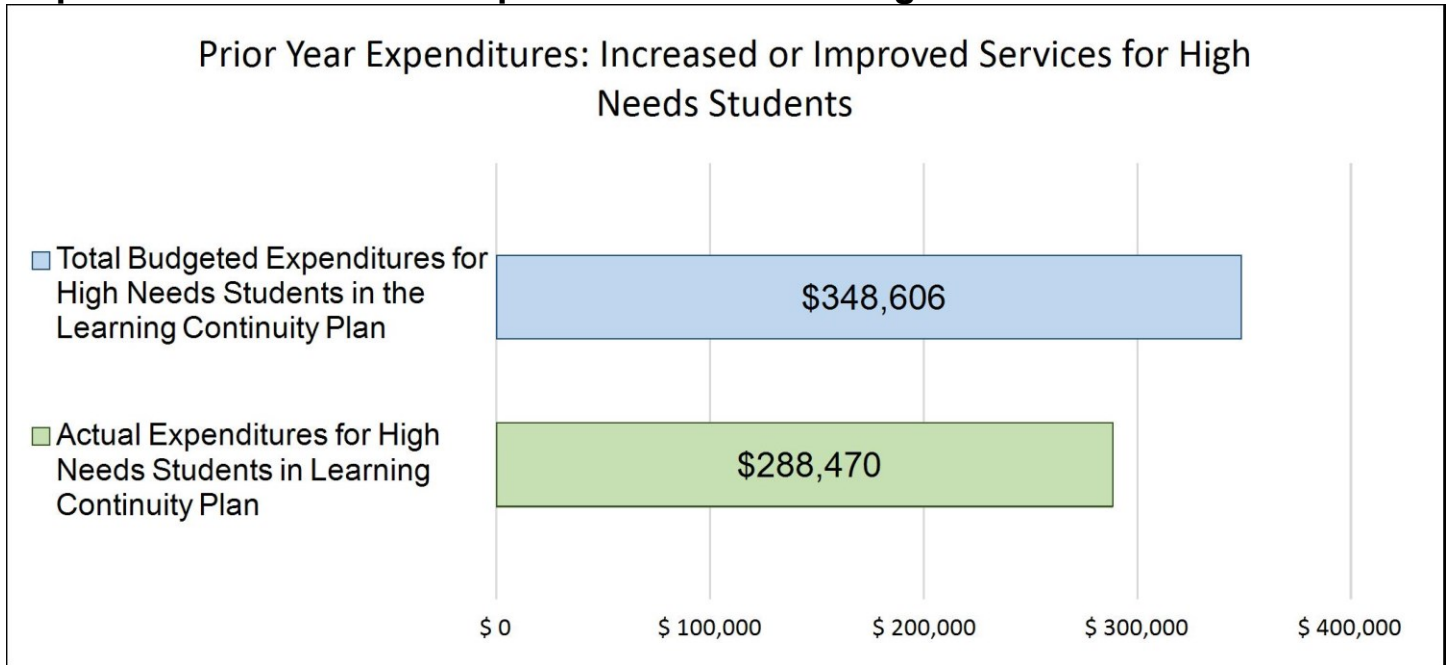
$1,100,861 Child Nutrition and Snack program, Administrative support services,

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

In 2021-22, Southern Humboldt Joint Unified School District is projecting it will receive $724,803 based on the enrollment of foster youth, English learner, and low-income students. Southern Humboldt Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Southern Humboldt Joint Unified School District plans to spend $1,825,664 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$348,606
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$288,470

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

In 2020-21, Southern Humboldt Joint Unified School District's Learning Continuity Plan budgeted $348,606 for planned actions to increase or improve services for high needs students. Southern Humboldt Joint Unified School District actually spent $288,470 for actions to increase or improve services for high needs students in 2020-21.

This impact on the actions and services for high needs student was minimal due to the increase to all students during the time of of the pandemic.

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
Southern Humboldt Joint Unified School District	Stephanie Steffano-Davis Superintendent	supt@sohumusd.com (707) 943-1789

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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Southern Humboldt Joint Unified School District

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Goal 1

Continue to refine our two-way communication plan for the district, staff, parents and community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Metric: Participation of parents, including parents of students with disabilities, in LCAP planning meetings. Expected: The number of parents attending LCAP and other decision making committee meetings will increase until there are 10 parents at the Casterlin Meeting, 20 parents at the Redway Meeting and 20 parents at the Miranda Meeting. Parents of SWD will be included in attendance counts and will increase in numbers by the same percent as others. **19-20** Expected: The number of parents attending LCAP and other decision making committee meetings willincrease until there are 20 parents at the Casterlin Meeting, 30 parents at the Redway Meeting and 30 parents at the Miranda Meeting. Parents of SWD will be included in attendance counts and will increase in numbers by the same percent as others.	The data for this indicator is not available for 2019-2020. The method for measuring outcomes for parent engagement will be changed in the next LCAP

Expected	Actual
Baseline Actual: During the 2015--16 LCAP Town Hall Meetings, a total of 11 parents and staff attended the three different meetings. During the 2016--17 LCAP Town Hall meetings, a total of 21 parents and staff attended the three different meetings. Parent Advisory Committee had 2 parents serving on the committee.	
Metric/Indicator 2. Metric: Back to School Night Attendance **19-20** Expected: Parent attendance at Back to School Night will increase by 5%. **Baseline** Metric 2: Back to School Night Attendance Expected: Set Baseline for all parents participation Actual 2016-17: Agnes J. Johnson: 35 parents/guardians Casterlin: 17 parents/guardians Miranda Junior High: 110 parents/guardians Redway: 120 parents/guardians South Fork High School: 157 parents/guardians Whitethorn: 24 parents/guardians	The data for this indicator is not available for 2019-2020. The method for measuring the outcomes for parent engagement will be changed in the next LCAP
Metric/Indicator 3. Number of parents utilizing School Wise student information system **19-20** Expected: Number of parents utilizing School Wise information will increase by 10% **Baseline**	Met: In the 19-20 school year, there were 138 parents logging in to the student information system.

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Expected	Actual
Actual: Baseline set for 2016--2017 with 36 families using School Wise.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Increase the number of parents including parents of SWD and EL attending Back to School Nights at all sites.	2 hr of Superintendent salary and benefits LCFF $168	2 hr of Superintendent salary and benefits 0000: Unrestricted LCFF 177
2. Increase the number of parents including parents of SWD and EL students attending Back To School Nights at all sites	2 hrs of Superintendent and Principal salaries and benefits LCFF $407	2 hrs of Superintendent and Principal salaries and benefits 0000: Unrestricted LCFF 503.34
3. Use existing Facebook pages, create events, share information so parents and community are better informed of events and happenings at school. Keep websites updated	3 hours of school site secretaries salaries and benefites LCFF 399.13	3 hours of school site secretaries salaries and benefites 0000: Unrestricted LCFF 271.56
4. Continue to provide and encourage use by parents of the School Wise portal to view student attendance and grades at Miranda Junior High and South Fork High School	5 hrs of District Technology Technician salary and benefits LCFF $208	5 hrs of District Technology Technician salary and benefits 0000: Unrestricted LCFF 202
5. Translate district and site communications home in Spanish	2hrs of District Office staff salaries and benefits LCFF Supplemental and Concentration $164	2hrs of District Office staff salaries and benefits 0000: Unrestricted LCFF Supplemental and Concentration 75.66
6. Conduct annual staff survey to assess district climate and needs	Admin contracted services LCFF 0	Admin contracted services 0
7. Develop a communication plan at district, site, department levels with support from a communication consultant.	Administration Contracted service LCFF 0	Administration Contracted service 0

Goal Analysis

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

All funds budgeted were expended, with the exception of the $164 for translation services. Most translations were done at the County Office with no charge. Many documents were not translated; consistent translation of documents is an area of growth for the District.

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

Successes:
This year the use of Facebook pages, texts home from the SchoolWise system, and personal phone calls and emails increased especially due to the need to communicate with families and gather information for planning and providing services in the Distance Learning environment.
SchoolWise has been made available to parents and 138 parents logged in. It has been used by many as evidenced by parents discussing what they have seen on SchoolWise with school staff. With collaboration from staff at HCOE, more of our documents and communications home are being translated into Spanish.
Challenges:
The Parent Engagement metric will be changed in the upcoming LCAP since it is challenging to obtain reliable data on the number of parents attending events such as Back to School Nights due to the turnover in staff at the administrative offices, and the fact that not everyone signs in when they attend events.
Our present website's platform is challenging to for users and for staff; the district's web pages are still clunky, which makes them hard for families to navigate to find information, and hard for school staff to update with current information. The District is researching other options since in today's digital world websites are a primary means of communication between school and families.
The annual staff survey and communication consultant were not engaged in previous years, so the effectiveness of that strategy cannot be measured.

Goal 2

All students will have a safe, clean learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Metric: Suspension data as reported in SchoolWise Expected: Suspension rates will decrease an additional .05 **19-20** Expected: Suspension rates will decrease an additional .05	Comparison of 2018-19 and 2019-20 data show... Actual: The District's Suspension rate decreased from 10.1% to 9.5% Agnes J Johnson's suspension rate decreased from 11.4% to 1.4% Casterlin's suspension rate remained at 0.0% Miranda Jr. High's suspension rate increased from 16.7% to 23.4% Redway's suspension rate increased from 3.1% to 3.6% South Fork's suspension rate decreased from 15.8% to 15.3% Whitethorn's suspension rate 0% Osprey LC's suspension rate decreased from 30.0% to 5.9%

Expected	Actual
Baseline Actual: The District's Suspension rate decreased 0.1 from 0.2 to 0.093 Agnes J Johnson's suspension rate decreased from 0.41 to 0.11 Casterlin's suspension rate remained at 0.0 Miranda Jr. High's suspension rate decreased from 0.64 to 0.24 Redway's suspension rate decreased from 0.06 to 0.007 South Fork's suspension rate increased from 0.12 to 0.14 Whitethorn's suspension rate decreased from 0.14 to 0.05 Osprey LC's suspension rate was 0.14	
Metric/Indicator 2. Metric: Expulsion Data as Reported in SchoolWise Expected: Maintain 0% or decrease by .05 **19-20** Expected: Maintain 0% or decrease by .05	Both 2018-19 and 2019-20 data show: There were no students expelled from the school district.
Baseline Actual: The District maintained an Expulsion rate of 0 from 0.003 Agnes J. Johnson's expulsion rate maintained at 0 Casterlin's expulsion rate maintained at 0 Miranda Jr. High decreased from 0.001 to 0 Redway's expulsion rate maintained at 0 South Fork's expulsion rate decreased from 0.002 to 0 Whitethorn's expulsion rate maintained at 0 Osprey LC maintained at 0	
Metric/Indicator 3. Attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance **19-20**	As of March 13, 2020: Not Met: District: From 2018-19 to 2019-20, the District's ADA decreased from 93.57% to 91.84%

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Expected	Actual
Expected: Current attendance rates for each school will increase 1% from the previous year until all schools reach 96% attendance. **Baseline** Actual: The District's ADA decreased from 91.57% to 90.97% Agnes J. Johnson's ADA decreased from 91.45% to 91.44% Casterlin's ADA increased from 90.84% to 91.79% Miranda Jr. High's ADA increased from 90.99% to 93.84% Redway's ADA decreased from 92.49% to 90.97% South Fork's ADA increased from 89.76% to 90.97% Whitethorn's ADA decreased from 92.06% to 88.16% Osprey LC's ADA was 89.59% **Metric/Indicator** 4. Metric: Connected Reported by 7th Graders as Reported in the CHKS. Expected: Rate will increase 45% **19-20** Expected: Rate will increase 5% **Baseline** Actual: As reported in CHKS 7th Graders have a 58% Connectedness for 2015-2016.	Not Met: From 2018-19 to 2019-20, Agnes J. Johnson's ADA decreased from 92.70% to 91.65% Not Met: From 2018-19 to 2019-20, Casterlin's ADA decreased from 92.06% to 91.40% Not Met: From 2018-19 to 2019-20, Redway's ADA decreased from 92.49% to 90.97% Not Met: From 2018-19 to 2019-20, South Fork's ADA decreased from 97.47% to 91.50% Not Met: From 2018-19 to 2019-20, Whitethorn's ADA decreased from 89.95% to 86.16% Met: From 2018-19 to 2019-20, Osprey LC's ADA increased from 56.39% to 88.92% Met: From 2018-19 to 2019-20, Miranda Jr. High's ADA increased from 91.83% to 96.21% Met: In the District's 2020-21 California Healthy Kids Survey (CHKS) 7th graders report a 74% connectedness rate. This is an increase of 57% from the last CHKS in 2017-18, when 7th graders reported a 17% school connectedness rate.
Metric/Indicator 5. Metric: Facilities in Good Repair as Documented in the Williams Inspection Tool Expected: All areas will receive a rating of fair or better. **19-20**	As of October 2020 Met or Not Met: Agnes J Johnson Met:Casterlin 100% Exemplary Met:Miranda Jr. High 99.38% Exemplary Met: Redway 96.25% Good Met: South Fork High School 99.38% Exemplary Met: Whitethorn 95.31% Good Not Met: Old OLC: 39.5% Poor

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Expected	Actual
Expected: All areas will receive a rating of Good. **Baseline** Actual: Agnes Johnson - Average FITRating of 88.02% - Fair Casterlin - Average FITrating of 91.19% - Good Miranda Jr. High - Average FITRating of 79..82 % - Fair Redway - Average FITRating of 91.19% - Good South Fork - Average FITRating of 79.82% - Fair Whitethorn - Average FITRating of 95.09% - Good OLC - Average FITRating of 50% - Poor	
Metric/Indicator 6. Metric: Parent Participation in Parent Organizations Expected: Increase additional 5% **19-20** Expected: Increase additional 5% **Baseline** Each Site has their own Parent Run Organization - Agnes J. Johnson has 12 Active Parent Volunteers Casterlin has 47 Active Parent Volunteers Miranda Jr. High & South Fork have 80 Active Parent Volunteers Redway has 8 - 10 Active Parent Volunteers Whitethorn has 16 Active Parent Volunteers	The data for this indicator is not available for 2019-2020. The method for measuring this metric will be changed in the next LCAP
Metric/Indicator 7. Metric: Chronic Absenteeism as Reported SchoolWise Expected: Decrease by additional 1%	As of March 13, 2020, data from SchoolWise show: Met: from 18-19 to 19-20 Whitethorn's Chronic Absenteeism decreased from 53.19% to 39.48%

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Expected	Actual
19-20 Expected: Decrease by additional 1% **Baseline** Actual: District's Chronic Absenteeism increased from, 0.27 to 0.3 Agnes J. Johnson's Chronic Absenteeism decreased from 0.35 to 0.34 Casterlin's Chronic Absenteeism decreased from 0.24 to 0.17 Miranda Jr. High's Chronic Absenteeism increased from 0.30 to 0.32 Redway's Chronic Absenteeism increased from 0.23 to 0.31 South Fork's Chronic Absenteeism decreased from 0.35 to 0.28 Whitethorn's Chronic Absenteeism increased from 0.17 to 0.29 Osprey LC was 0.54	Met: from 18-19 to 19-20, Osprey Learning Center's Chronic Absenteeism decreased from 90% to 41.18% Met: from 18-19 to 19-20, Casterlin's Chronic Absenteeism decreased from 21.21% to 20% Met: from 18-19 to 19-20Miranda Jr. High's Chronic Absenteeism decreased from34.31% to 20.77% Not Met: from 18-19 to 19-20, Redway's Chronic Absenteeism increased from 24.67% to 25.89% Not Met: from 18-19 to 19-20, South Fork's Chronic Absenteeism increased from 32.03% to 34.55% Not Met: from 18-19 to 19-20, Agnes J. Johnson's Chronic Absenteeism increased from 22.09% to 18.84%
Metric/Indicator 8. Metric: Middle School Dropout Rate Expected: First junior high dropout rate will be available 2017-2018 **19-20** Expected: Junior High will maintain a dropout rate of 0 or decrease by 1%. **Baseline** Actual: Miranda Jr. High - Dropout rate of 0%	***Met or Not Met:
Metric/Indicator 9. Metric: High School Dropout Rates as Documented in SchoolWise Expected: reduce .05%	***Met or Not Met:

Expected	Actual
19-20 Expected: reduce .05% **Baseline** Actual: South Fork Dropout rate 2014-2015 - 8.9% South Fork Dropout rate 2015-2016 - 5.6% **Metric/Indicator** 10. Metric: High School Graduation Rates as Documented in SchoolWise Expected: Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95% **19-20** Expected: Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95% **Baseline** Actual: South Fork Graduation Rate 2014- 2015-91.1% South Fork Graduation Rate 2015-2016-88.9%I n SchoolWise Expected: Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95%	Met: from 18-19 to 19-20, District graduation rates increased from 88.2% to 89.6%
Metric/Indicator 11. Metric: We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule Expected: Maintain class offerings	All a-g courses are offered. In 2018-19, the data on student completion of a-g requirements is not available. In 2019-20, 35% of high school students (17 students) completed a-g requirements.

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Expected	Actual
19-20 Expected: Maintain class offerings **Baseline** Actual: Maintained class offerings added seat based AP US History course	
Metric/Indicator 12. Metric: Enrollment in Advanced Placement Classes as Evidenced in SchoolWise and participate in the AP exam Expected: 8 students enrolled **19-20** Expected: 25 students enrolled **Baseline** Actual: 16 students enrolled in seat-based AP US History Class. All students enrolled took the AP exam. This was the first administration of the AP exam at SFHS.	Met: In 2018-19, 5.5% of students (8 students) passed the AP exam with a score of 3 or higher. In 2019-2020, less than 15 students took the AP test so the data on passing the test is not disclosed. Enrollment in AP courses: although 25 students were expected, 14 students were enrolled in AP courses. In AP Environmental Science, 8 were enrolled; in AP Literature and Composition, 3 were enrolled; in AP Spanish 1 was enrolled; in AP US History 2 were enrolled.
Metric/Indicator 13. Metric: Results on President Fitness Test Expected: Increase 7th grade results by additional 5% **19-20** Expected: Increase 7th grade results by additional 5% **Baseline** Actual: Students meeting four of the six requirements increased from 10% in the 201-2015 School Year to 22% in the the 2015-2016 School Year Students meeting five of the six requirements decreased from, 32.5% in the 2014- 2015 to 23.7% in the 2015-2016 School Year.	President's Fitness Test was suspended in the spring of 2020 due to Covid-19 pandemic.

Expected	Actual
Students meeting six of the six requirements decreased from 40% in the 2014--2015 School Year to 28.8% in the 2015- 2016 School Year. **Metric/Indicator** 14. Metric: Free & Reduced Meal Program Participation Expected: Increase by 2% **19-20** Expected: Increase by 2% **Baseline** Actual: Program participation increased from 49% participation in 2015-2016 to 68% participation in 2016 -2017.	Met: from 18-19 to 19-20, the participation in FRPM increased from 53.9% to 55.9% district wide.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide adequate maintenance/custodial staffing levels.	0000, 8150 Custodial Salaries and benefits and contracted services in maintenance (8100) $457,730	0000, 8150 Custodial Salaries and benefits and contracted services in maintenance LCFF 506,132.76
Professional development for custodians to be held organized by the Assistant Director of Maintenance and Operations.	1 hr. of custodial salaries and benefits LCFF $256	1 hr. of custodial salaries and benefits LCFF 243.33
Continue to support 1 FTE of the counselor position at MJH and SFHS - to increase services to the SED/EI population to determine what college services are available for them as well as early detection for needed	Salaries & Benefits LCFF Supplemental and Concentration 95,730.12	Salaries & Benefits LCFF Supplemental and Concentration 96,353.03

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
academic intervention. Also to support an on site Homeless Liaison to support our Homeless population		
Continue to implement PBIS and Restorative Practices to create positive school climates.	0000 (sup/conc) mgmt 4030 (sup/conc) A: 4XXX-Materials and supplies LCFF Supplemental and Concentration $3,597	0000 (sup/conc) mgmt 6512 (sup/conc) A: 4XXX-Materials and supplies Other 13,551.91
Continue to support EL Aide positions as needed at all sites to support ELL in making progress on CELDT	EL Classified Instructional Aide Salaries & Benefits LCFF Supplemental and Concentration $86,914	EL Classified Instructional Aide Salaries & Benefits LCFF 83,999.27
Continue to support full time vice principal for the Miranda campuses to create a safe learning environment.	Salary and Benefits LCFF $90,556	Salary and Benefits LCFF 115,088.06
Continue to support MJH Secretary/Attendance Clerk position. It has become increasing apparent that a full time classified clerical support staff is needed at this school to address student and parent needs around attendance, behavior and suspension- primarily students that are LI, FY, ELL	Salary and Benefits LCFF Supplemental and Concentration $65,194	Salary and Benefits LCFF Supplemental and Concentration 68,047.50
Enhance school meal program to better support students with healthy meals that they might not otherwise have access to at home.	Contribution to Cafeteria LCFF Supplemental and Concentration $75,000	Contribution to Cafeteria LCFF Supplemental and Concentration 132,381.17
Provide equipment, supplies and services necessary to adequately maintain and repair school sites and for classroom use (other than curricular materials).	A: custodial and maintenance supplies (4xxx), 0000,8150 75,529 B: Services, and other operating expenses (5xxx) 0000,8150 405,938	A: custodial and maintenance supplies (4xxx), 0000,8150 LCFF 124,560.03 B: Services, and other operating expenses (5xxx) 0000,8150 LCFF 370,273.07

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Internet infrastructure and security measures.	0000 Supplies (4xxx) $2,189	0000 Supplies (4xxx) LCFF 7,704.58
Provide devices and software for all students to support classroom learning.	0000, 6500 Supplies (4xxx) $15,000	0000, 6500 Supplies (4xxx) LCFF 37,177.70
Provide safe and reliable transportation to and from school	a) Salaries & Benefits LCFF $691,464 b) Materials & Supplies LCFF $126,715 c) Other Operating Expenditures LCFF $83,626 d) Equipment Replacement LCFF $0 e) Indirect Costs LCFF $51,878	a) Salaries & Benefits 0210 LCFF 679,178.15 b) Materials & Supplies 0210 LCFF 174,962.25 c) Other Operating Expenditures 0210 LCFF 72,061.91 d) Equipment Replacement 0210 LCFF 0 e) Indirect Costs LCFF 51,497
Osprey FIT Tool resulted in a rating of Poor. Therefore the District is researching option of relocation.	no cost	no cost
Osprey Learning Center will be moved to another site on an existing campus with a fair or good rating on the FIT.	No Cost	no cost

Goal Analysis

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

Action # 4 - has a material increase of $9,954.91 due to MTSS grant funds to support this action.
Action #6 - has a material increase do to the Vice Principal taking on more duties in the absense of a school Principal which made a stipend necessary.
Action #8 - has a material increase do the added support necessary for the food services to serve our community during the Covid Pandemic.
Action #10 - has a material increase do to the added security needs for conducting distance learning during the Covid Pandemic.
Action #11 - has a material increase do to the added technology needs for conducting distance learning during the Covid Pandemic.

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

Suspension:
Successes: The District overall decreased suspensions by .6%. Most schools decreased suspension rates. Two of our small elementary schools had no suspensions at all in either of the years compared.
Challenges: Some schools increased suspension rates by a great deal, and even some who decreased still have rates that are too high, especially Miranda Junior High and South Fork High School. Consistent discipline policies, practices, and   procedures, using inclusive discipline such as Restorative Practices (RP), and aligned with Positive Behavior Interventions and Supports (PBIS), need to be fully integrated into the District.
Expulsion
Successes: There have been no expulsions in the District in either of the two years compared.
Challenges: Recognizing the rate of suspensions above, avoiding expulsions in the future will require the District to provide a positive school climate at every site and an intervention culture that is inclusive and restorative for students with behavioral challenges.
Attendance
Successes: All schools, except Continuation High and Whitethorn School, have attendance rates above 90% at the March 13, 2020 date when the District went to Distance Learning due to the pandemic.
Challenges: Attendance rates are too low and showed a trend of decreasing from 18-19 to 19-20. Increasing attendance rates at all schools is an area of growth for the District.
Connectedness
Successes: At 74% connectedness rate, the District's 7th graders show that they agree or strongly agree with statements in the CHKS survey that relate to a feeling that they belong. This is a very good rate for an important measure.
Challenges: The 2017-18 reported rate of 17% of 7th graders feeling a sense of connectedness shows how variable this measure can be from group to group. The challenge is clear to continue to engage our students in a positive way as each new cohort enters the junior high school.
Facilities Report (FIT):
Successes: The Bond monies voted in by our community provided sufficient funding for modernization and upgrades throughout the district. Facilities at every school site open to students are rated at levels ranging from Good to Exemplary. Osprey Learning Center was relocated to Redway Elementary School campus near the Family Resource Center. Osprey students are now educated in a more well-maintained facility in a modular classroom with its own restroom. The services of the Family Resource Center are readily accessed by students now that the buildings are situated closely together.
Challenges: The unused school site for the old junior high school is in poor condition. This is a challenge for the district to research and make decisions on next steps with those facilities. There are specific areas on each site that will need maintenance and facilities attention as well, including the school library at South Fork High School and new facilities for the high school at Casterlin.
Parent Participation in Parent-Run Organizations
Successes: Every school has a parent group with enthusiasm and drive to support the school programs and students. The groups activities include fundraising and school spirit support.
Challenges: This metric is difficult to obtain and probably inaccurate from year to year. Next LCAP will use different methods to measure parent participation.

Chronic Absenteeism
Successes: Data comparing 18-19 to 19-20 showed improvements in Chronic Absenteeism rates at Whitethorn, Casterlin, and Osprey.
Challenges: Chronic Absenteeism rates are too high at all of our schools. Chronic Absenteeism is defined as a student missing 10% or more of school days; evidence shows that Chronic Absenteeism can be a root cause for other unfavorable student outcomes including discipline rates and academic achievement. Improving Attendance and reducing Chronic Absenteeism is an area of growth for the District.
Middle School Dropout Rate
Successes
Challenges
High School Dropout Rate
Successes
Challenges
High School Graduation Rate
Successes
Challenges
a-g completion rate
Successes: In 19-20, 35% of students at South Fork High School had completed a-g requirements which makes those students eligible for acceptance into the UC and CSU college systems.
Challenges: Previous data was collected on the a-g classes that were offered; a more meaningful measure is the percentage of students who have completed those a-g requirements. At small high schools like South Fork, it iis always a challenge to offer all a-g classes in a master schedule that allows all students the opportunity to complete all of them without course conflicts. Attracting and retaining qualified teachers for all a-g courses and creating a master schedule that encourages completion of a-g classes will support this goal.
Advanced Placement (AP)
Successes: Offering AP classes in Environmental Science, Literature and Composition, Spanish and US History at a small high school is a major success!
Challenges: The previous goal measured enrollment in AP classes; a more meaningful measure is the percentage of students who pass the AP exam for each class. Continuing to offer as many AP classes as possible, encouraging students to enroll in AP classes, and supporting our teachers in pursuing qualifications to teach AP classes will support the goal of increasing the number of students passing the AP exam.
President's Fitness Test
Challenges: Due to the pandemic, the Presidents Fitness Test was suspended.
Free and Reduced Meal Program (FRPM)
Successes: Our District's FRPM rates have been increasing in recent years. This percentage qualifies the District for increased state funding and qualifies the District for more grants.
Challenges: In order to address issues of food insecurity and economic disruption due to the pandemic, the state allowed the District to offer meals to all youth 18 years and under whether they qualify for FRPM or not. Along with the other disruptions in paperwork

during the 20-21 school year, this has led to a decrease in applications from many families which may pose a problem in state funding in coming years if the process is not amended at the state level. Even before the pandemic, there were many families who would qualify for FRPM who did not apply for various reasons. Engaging parents in the process of applying for FRPM will support a continued increase in this important measure for the District.

Goal 3

Support academic achievement for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Metric: Measure Student Achievement by CAASPP Expected: Increase the number of students scoring proficient or equivalent by 5% **19-20** Expected: Increase the number of students scoring proficient or equivalent by 5%	In 19-20, CAASPP was not given due to the pandemic. As of spring 2019: In ELA, four grade levels met the 5% per year expected increase in academic achievement, and three grade levels did not: Not Met: 3rd Grade Students meeting or exceeding standards increased from 35% in 2016 to 38.6% in 2019, a 3.6% increase. Met: 4th Grade students meeting or exceeding standards increased from 36% in 2016 to 43.75% in 2019, a 7.75% increase. Not Met: 5th Grade Students meeting or exceeding standards increased from 26% in 2016 tp 30.36% in 2019, a 4.36% increase. Met: 6th Grade Students meeting or exceeding standards increased from 31% in 2016 to 42.85%. in 2019, a 12.85% increase. Met: 7th Grade Students meeting or exceeding standards increased from 40% in 2016 to 48.48% in 2019, an 8.48% increase.

Expected	Actual
Baseline In ELA, 3rd Grade Students meeting or exceeding standards increased from 28% in 2015 to 35% in 2016. 4th Grade students meeting or exceeding standards increased from 18% in 2015 to 36% in 2016. 5th Grade Students meeting or exceeding standards decreased from 40% in 2015 to 26% in 2016. 6th Grade Students meeting or exceeding standards increased from 26% in 2015 to 31% in 2016. 7th Grade Students meeting or exceeding standards decreased from 44% in 2015 to 40% in 2016. 8th Grade Students meeting or exceeding standards increased from 44% in 2015 to 50% in 2016. 11th Grade Students meeting or exceeding standards decreased from 33% in 2015 to 28% in 2016. In Mathematics, 3rd Grade Students meeting or exceeding standards increased from 32% in 2015 to 38% in 2016. 4th Grade Students meeting or exceeding standards increased from 14% in 2015 to 33% in 2016. 5th Grade Students meeting or exceeding standards decreased from 25% in 2015 to 10% in 2016. 6th Grade Students meeting or exceeding standards decreased from 39% in 2015 to 26% in 2016. 7th Grade Students meeting or exceeding standards increased from 34% in 2015 to 38% in 2016. 8th Grade Students meeting or exceeding standards increased from 26% in 2015 to 38% in 2016. 11th Grade Students meeting or exceeding standards decreased from 13% in 2015 to 12% in 2016.	Not Met: 8th Grade Students meeting or exceeding standards decreased from 50% in 2016 to 45.61% in 2019, a 4.39% decrease. Met: 11th Grade Students meeting or exceeding standards increased from 28% in 2016 tp 34.15% in 2019, a 6.15% increase. In Mathematics, two grade levels met the 5% expected increase and 5 grade levels did not: Not Met: 3rd Grade Students meeting or exceeding standards decreased from 38% in 2016 to 36.85% in 2019, a 1.15% decrease. Met: 4th Grade Students meeting or exceeding standards increased from 33% in 2016 to 38.30% in 2019, 5.3% increase. Not Met: 5th Grade Students meeting or exceeding standards increased from 10% in 2016 to 10.72% in 2019, a .72% increase Not Met: 6th Grade Students meeting or exceeding standards increased from 26% in 2016 to 30.35% in 2019, a 4.35% increase. Not Met: 7th Grade Students meeting or exceeding standards decreased from 38% in 2016 to 31.82% in 2019, a 6.18% decrease. Not Met: 8th Grade Students meeting or exceeding standards decreased from 38% in 2016 to 31.58% in 2019, a 6.42% decrease. Met: 11th Grade Students meeting or exceeding standards increased from 12% in 2016 to 28.23% in 2019, a 16.23% increase.
Metric/Indicator 2. Metric: Rate of Teacher MisAssignment	Due to the changes in the way the state is analyzing the credential data, 19-20 data cannot be compared to previous years. In 2020-

Expected	Actual
Expected: There will be no misassignment of teachers. **19-20** Expected: There will be no misassignment of teachers. **Baseline** Actual: The District employed two interns in 2016-2017.	21, the CalSAAS data shows 5 teachers with misassignments to be corrected due to lack of completion of emergency waivers or permits.
Metric/Indicator 3. Metric: Student Access to Standards-Aligned Instructional Materials Expected: Implement New State Standards based curriculum in ELA grades K-6 **19-20** Expected: Implement New State Standards based curriculum in ELA grades K-6 **Baseline** New State Standards Instructional Materials were implemented in grades K-6. National Geographic Reach ELA curriculum was purchased for K-6 program.	Met: Standards based National Geographic Reach curriculum is being implemented in K-6 district-wide. The District also has implemented K-8 EnVision Math curriculum which is standards-based. The District needs to update curriculum in science and social studies K-12, as well as English Language Arts 7-12.
Metric/Indicator 4. Metric: Implementation of CCSS Expected: 95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district. **19-20**	During 2019-2020: 50% of teachers participated in Professional Development related to standards Met In 2020-21: 100% of teachers participated in Professional Development to address standards when they work in these unprecedented circumstances.

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Expected	Actual
Expected: 95% of teachers participate in professional development within the district. 40% of teachers will participate in professional development outside the district. **Baseline** The New State Standards are being implemented in Math and ELA grades K-6 and in Math grades 7-12.	
Metric/Indicator 5. Metric: Annual Reports to Board as Part of the LCAP Review Process Expected: Preponderance of expected outcomes will be attained. **19-20** Expected: Preponderance of expected outcomes will be attained. **Baseline** LCAP update is a monthly agenda item and discussed at the annual board retreat.	LCAP annual review was suspended in 2020 due to the COVID-19 pandemic.
Metric/Indicator 6. Metric: Parent Participation in Parent Organizations Expected: Increase by 5% **19-20** Expected: Increase by 5% **Baseline** Each Site has their own Parent Run Organization - Agnes J. Johnson has 12 Active Parent Volunteers Casterlin has 47 Active Parent Volunteers Miranda Jr. High & South Fork have 80 Active Parent Volunteers Redway has 8 - 10 Active Parent Volunteers Whitethorn has 16 Active Parent Volunteers	Data not available; method of measuring this metric will be changed in the next LCAP

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Expected	Actual
Metric/Indicator 7. Metric: Chronic Absenteeism as Reported SchoolWise Expected: Decrease by additional 1% **19-20** Expected: Decrease by additional 1% **Baseline** Actual: District's Chronic Absenteeism increased from, 0.27 to 0.3 Agnes J. Johnson's Chronic Absenteeism decreased from 0.35 to 0.34 Casterlin's Chronic Absenteeism decreased from 0.24 to 0.17 Miranda Jr. High's Chronic Absenteeism increased from 0.30 to 0.32 Redway's Chronic Absenteeism increased from 0.23 to 0.31 South Fork's Chronic Absenteeism decreased from 0.35 to 0.28 Whitethorn's Chronic Absenteeism increased from 0.17 to 0.29 Osprey LC was 0.54	As of March 13, 2020: Not Met: from 18-19 to 19-20, Agnes J. Johnson's Chronic Absenteeism increased from 22.09% to 18.84% Met: from 18-19 to 19-20, Casterlin's Chronic Absenteeism decreased from 21.21% to 20% Met: from 18-19 to 19-20 Miranda Jr. High's Chronic Absenteeism decreased from 34.31% to 20.77% Not Met: from 18-19 to 19-20, Redway's Chronic Absenteeism increased from 24.67% to 25.89% Not Met: from 18-19 to 19-20, South Fork's Chronic Absenteeism increased from 32.03% to 34.55% Met: from 18-19 to 19-20 Whitethorn's Chronic Absenteeism decreased from 53.19% to 39.48% Met: from 18-19 to 19-20, Osprey Learning Center's Chronic Absenteeism decreased from 90% to 41.18%
Metric/Indicator 8. Metric: Middle School Dropout Rate Expected: First junior high dropout rate will be available 2017-2018 **19-20** Expected: Junior High will maintain a dropout rate of 0 or decrease by 1% **Baseline** Actual: Miranda Jr. High - Dropout rate of 0%	In 2018-19, MJH had 0 dropouts.

Expected	Actual
Metric/Indicator 9. Metric: High School Dropout Rates as Documented in SchoolWise Expected: Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95% **19-20** Expected: Current graduation rates for each school year will increase by 1% from the previous year until it reaches 95% **Baseline** Actual: South Fork Graduation Rate 2014- 2015 - 91.1% South Fork Graduation Rate 2015-2016 - 88.9%	In 2018-19 SFHS and Osprey had 2 dropouts.
Metric/Indicator 10. Metric: We currently offer all courses required for admittance to UC or CSU systems as school master schedule evidenced by high school master schedule Expected: Maintain class offerings **19-20** Expected: Maintain class offerings **Baseline** Actual: Maintained class offerings added seat based AP US History course	Met: All a-g courses required for admittance to UC or CSU are currently offered.
Metric/Indicator 11. Metric: Enrollment in Advanced Placement Classes as Evidenced in SchoolWise	

Expected	Actual
Expected: 8 students enrolled **19-20** Expected: 25 students enrolled **Baseline** Actual: 16 students enrolled in seat-based AP US History Class **Metric/Indicator** 12. Metric: Results on President's Fitness Test Expected: 7th grade results will increase by 5% until they reach 75% **19-20** Expected: 7th grade results will increase by 5% until they reach 75% **Baseline** Actual: Students meeting four of the six requirements increased from 10% in the 201-2015 School Year to 22% in the the 2015-2016 School Year Students meeting five of the six requirements decreased from, 32.5% in the 2014-2015 to 23.7% in the 2015-2016 School Year. Students meeting six of the six requirements decreased from 40% in the 2014-2015 School Year to 28.8% in the 2015-2016 School Year.	In 2020 the Presidents' Fitness Test was suspended due to the pandemic.
Metric/Indicator 13. Metric: EL progress as measured on CELDT Expected: Establish baseline of percentage of EL students making one level of growth annually. **19-20**	The California English Language Development Test, or CELDT, was administered from 2001-2017 as a formal assessment of a student's proficiency of English standards. The test was administered to any student from grades K-12 who have a home language other than English. EL progress is measured on the ELPAC test since 2018; In 2019 50% of EL students progressed at least one level when measured by the ELPAC summative assessment.

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Expected	Actual
Expected: Increase EL students making one level of growth annually by 5%. **Baseline** Metric 16: EL Progress as Measured in CELDT Expected: Set Baseline 2015-2016 Actual: Baseline set for EL Progress. 23 Students taking CELDT in the District with 2 at the Beginning Performance Level, 2 at Early Intermediate, 8 at Intermediate, 7 at Early Advanced, and 3 at Advanced.	
Metric/Indicator 14. Metric: EL RE-Classification Rate Expected: Establish baseline of percentage of EL students being reclassified as proficient. **19-20** Expected: Increase of percentage of EL students being reclassified as proficient by 5%. **Baseline** Expected: Set Baseline of percentage of students being re-classified as proficient. Actual: The percentage of students being reclassified as proficient for 2015-2016 was 20.5% (7 students proficient out of 34). The percentage of students being reclassified as proficient for 2016-2017 is 18.9% (7students proficient out of 37).	In Southern Humboldt in 2020-21, 1 student was redesignated Fluent English Proficient Students (FEP) in 2020-21 (3.2%) out of 45 English Learners, and the District has 38 Fluent English Proficient Students (5.7%)
Metric/Indicator 15. Metric: EAP Results	The Early Assessment Program (EAP) results: In 2018, 29.8% of students were prepared which was a 17% increase from the prior year.

Expected	Actual
Expected: Percentage of students meeting EAP requirement will increase 2% in both English Language Arts and Math. **19-20** Expected: Percentage of students meeting EAP requirement will increase 2% in both English Language Arts and Math. **Baseline** Metric 18: EAP Results Expected: Percentage of students meeting EAP requirement will increase 2% in both English Language Arts and Math Actual: Students meeting English Language standards in 2016 increased 3% from 33% meeting or exceeding ELA Standards in 2015 to 36% meeting or exceeding in 2016. Students meeting Mathematics standards increased 2% from 27% meeting or exceeding Math standards in 2015 to 29% meeting or exceeding Math standards in 2016.	In 2019, 19.6% of students were prepared which was a 10.2% decrease from the prior year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Students taught by highly qualified certificated teachers.
Provide BTSA support as needed.
Employ administrative staffing sufficient to support the school programs.
Provide schools with necessary materials, supplies, and services
	A: Certificated Salaries & benefits
	0000,0005,1100,1400,3010, 4035,7338
	  $3,681,786
	
	B: Supplies - 4xxx
	0000,0005,1100,1400,3010, 4035,7338
	  $59,853
		A: Certificated Salaries & benefits
		0000,0005,1100,1400,3010, 4035
		  LCFF 3,800,298.57
		
		B: Supplies - 4xxx
		0000,0005,1100,1400,3010, 4035
		  4000-4999: Books And Supplies
		LCFF 38,337.53

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	C: Services - 5xxx 0000,0005,1100,1400,3010, 4035,7338 $244,435	C: Services - 5xxx 0000,0005,1100,1400,3010, 4035 LCFF 468,752.03
Increase Spanish teacher to full time to support EL students in language acquisition and CELDT testing	Resource 0000 Salaries and Benefits (not included in Goal 3 action 1) LCFF Supplemental and Concentration $67,299	Resource 1400 Salaries and Benefits (not included in Goal 3 action 1) LCFF Supplemental and Concentration 62,521.55
Offer Online AP courses Offer seat-based AP course for US History	A:Salaries and Benefits, LCFF $19,482 B:Services and conferences LCFF $8,500	A:Salaries and Benefits, LCFF 16, 256 B:Services and conferences LCFF 2,715
Professional Development specifically for staff working with EL students	0000 travel and conference LCFF Supplemental and Concentration 1347	0001 travel and conference LCFF Supplemental and Concentration 610
Provide professional development for New State Standards based curriculum in Math and English Language Arts for Elementary Staff. Provide support for Professional Development Plan for 7-12 in alignment with WASC Self-Study.	5800 5210 Title I $3,505	5800 5210 Title I 0
Maintain the level of aides in classrooms to assist certificated staff	Salaries and Benefits LCFF $200,427	Salaries and Benefits LCFF 10,532.20
Maintain the level of aides in classrooms to provide direct support to unduplicated student groups	Salaries and Benefits LCFF Supplemental and Concentration $117,893	Salaries and Benefits LCFF Supplemental and Concentration 169,344.42
Continue to update textbooks to be in alignment with New State Standards for all core subjects at all grade levels.	0000, 1100, 1400, 6300 Textbooks (4110) $9,036	0000, 1100, 1400, 6300 Textbooks (4110) LCFF 2902.80

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the SARB monthly meetings Board reviewof attendance monthly	50 hr Supt.salary + benefits, 260 hr salary + benefits supt. Secty (sup/conc) LCFF Supplemental and Concentration $11, 667	50 hr Supt.salary + benefits, 260 hr salary + benefits supt. Secty (sup/conc) LCFF Supplemental and Concentration 11,693.20
No longer providing the behavioral support class for Miranda Junior High.	$0	0
To better support Students with Disabilities, the job of Behavior Support Aide will continue to be supported based on student need.	6500 Classified Salaries and Benefits $150,202	6500 Classified Salaries and Benefits LCFF 282,817.37
Provide adequate tech support primarily focused at the Low-Income and English Language Learner students with the goal of helping academic achievement.	Salaries and Benefits LCFF Supplemental and Concentration $83,200	Salaries and Benefits LCFF Supplemental and Concentration 83,846.07
District EL Coordinator will collect CELDT results and reclassification results for all EL students in district and report results to the administrative team. Administrative Team will establish baseline and target for 2018-2019.	Part of administrative salary and benefits. LCFF Supplemental and Concentration $4,878	4% of EL Coordinator LCFF Supplemental and Concentration 1,952.29
Staff libraries for increased access for unduplicated students, staff and families	Salaries and benefits LCFF Supplemental and Concentration $25,075	Salaries and benefits LCFF Supplemental and Concentration 28,096.38
Provide special education and speech and language services	$690,328 Spec.Ed.(6500) Salaries, benefits (1XXX - 288,300 / 2XXX - 225,361 / 3XXX - 176,667 $8088 - 6500 Supplies (4XXX) $223,944 - 6500 Services (5XXX) $153,051 - 6500 Other Tuition (7XXX) LCFF $1,075,411	$636,003 Spec.Ed.(6500) Salaries, benefits (1XXX - 285,782 / 2XXX - 139,243. / 3XXX -210,978) $309,661 - 6500 Services (5XXX) $163,900 - 6500 Other Tuition (7XXX) LCFF 1,109,564
Provide GATE services, grades 4th and up	Supplies and transportation LCFF 1,028	Supplies and transportation LCFF 0
The LEA is considering using the services of a Temporary Independent Study Teacher and Temporary Truancy Officer depending upon the results of the root cause analysis.	CSI Grant Resource 3182 Object 5800 $43,111	CSI Grant Resource 3182 15,859 - Salaries & Benefits for

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		coordinator, child welfare & attendance worker (CWAW) (1*** - $10,000, 2*** - $3,432, 3*** - $2,427) 26,207 computers and supplies to support the CWAW 788 - reimbursable mileage Other 42,854
The LEA will partner with Humboldt County Office of Education to review test data and identify the next steps to be identified in the LCAP as actions and services to develop evidence -based strategies to increase scores in Mathematics	Low performing Student Block Grant Resource 7510 5*** Other $55,329	Low performing Student Block Grant Resource 7510 5*** Other 114268
Helping support socially economically disadvantaged students by quickly and correctly processing all student lunch applications and also the CALPADS Direct Certification data. Making sure all school sites have the most up to date information.	01 - 0000 .5 FTE of District purchasing department salary and benefits LCFF Supplemental and Concentration $29,765	01 - 0000 .5 FTE of District purchasing department salary and benefits LCFF Supplemental and Concentration 29,489
Supporting unduplicated students through access to music and instruments which might not otherwise be available.	0000 Music teacher salary and benefits. LCFF Supplemental and Concentration $68,034	0000 Music teacher salary and benefits. LCFF Supplemental and Concentration $35,006

Goal Analysis

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

Action #3 - Deficit due to less training being offered due to the Covid Pandemic
Action #4 - Deficit due to less training being offered due to the Covid Pandemic.
Action #5 - Deficit due to new training not being held this year.
Action #6 - There was a deficit because more aide time was need to support the unduplicated students.
Action #7 - There was an increase because more aide time was need to support the unduplicated students.
Action #8 - There was a decrease due to no new curriculum purchased this year.
Action #11 - There is a material increase due to the need for more BSA's to support the students with contracted staff.

Action #13 - There is a material decrease due to having a EL Coordinator instead of the Superintendent.
Action #16 - There was a material decrease due to not participating in the Gate academy due to the Covid pandemic.
Action #18 - there was a material increase due to purchasing a program in one year that was budgeted for two different years.
Action #20 - there was a material decrease due to not being able to hire until after the start of the school year and also a new hire whose salary was less than previously budgeted.

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

English Language Arts (ELA)/Math Results on CAASPP
Successes: Many District students are succeeding academically in both ELA and Math. All student groups except 8th grade increased in ELA, and 4 out of 7 grade levels increased in Math scores.
Challenges: Due to the small enrollment at each grade level in the District, large swings in percentage of students achieving academic success at certain grade levels do not present an accurate assessment of student growth in the academic program. This is also true in larger districts, and even considering CAASPP results statewide to some extent. In the coming years, the state is changing the manner of comparison by measuring cohort improvement year to year to more closely assess student growth in achievement.
California, like most states, compares students in this year's grade to the same grade the previous year.In 2019, 48.5 percent of 3rd-grade students met ELA standards, up a meager 0.3 percent from the previous year.Instead, if schools follow the same groups of students over time the results are very different: 48.2 percent of 3rd-graders were reading at or above state standards in 2017-18. As they moved into 4th grade, 54 percent of them were reading at standards, a gain of nearly 6 percent. For this reason, at their meeting on May 12, members of the State Board of Education are expected to finally adopt what other states have adopted and what's been under study for years in California: a way to track a cohort of students' progress on state standardized tests as part of the state's school accountability system.
Rate of Teacher Misassignment:
Successes: A new system of accountability is being implemented at this time, and this measure will be easier to track.California has a new annual process for monitoring certificated teacher misassignments called California Statewide Assignment Accountability System (CalSAAS).
Challenges:Due to the small size of the high school, many teachers with single subject credentials are also teaching other subjects; these teachers are teaching on a Local Assignment Option which needs to approved by the school board for teachers to be measured as appropriately assigned.
Student Access to Standards-Aligned Instructional Materials:
Successes: The District has implemented K-6 ELA standards-aligned materials, K-8 Math standards-aligned materials. New standards-aligned materials are being implemented this year in World History and science classes at the 9-12 grade level. Curriculum committees and adoption committees are working to seek the best possible
Challenges: Most of the Social Studies and Science instructional materials at all grade levels need to be updated; the ELA instructional materials from 7-12 need to be updated. This is a happy challenge for our Curriculum and Adoption Committees.
Annual Reports to the Board as part of the LCAP process
Challenges: Due to the pandemic, the LCAP process has been modified this year to include a LCP update and an annual review of LCAP along with the adoption of a new three-year LCAP.

EL Progress on CELDT
Successes: ELPAC has replaced the CELDT, and 50% students are advancing one level in a year on this measure.
Challenges: Attracting and retaining qualified EL paraprofessionals is a challenge in this small community which is experiencing a shortage of skilled labor.
EL Reclassification Rate;
Successes: SHUSD has 38 Fluent English Proficient students, and of the 45 English Learners another 1 tested Fluent English Profiencient this year.
Challenges: During the pandemic, it is harder to immerse English Learners in academic English because our students were Distance Learning since March 13, 2020 until their pods or hybrid returned to in-person. In the coming years, accelerating learning will be the focus.
EAP Results:
Successes:California Assessment of Student Performance and Progress (CAASPP) The Early Assessment program (EAP) is designed to provide students with an early signal of college academic preparation through California Assessments of Student Performance and Progress. (CAASPP/EAP) results. The percentage of prepared students rose from 2017 to 2018
Challenges:The percentage of prepared students fell from 2018-2019. It's a seesaw effect due to the small sample size of the graduating classes of a Necessary Small High School. Given those parameters, it is too low a percentage in any case to have only 20-30% of our seniors meeting the level of "prepared" according to the standards of the EAP. This is an area of growth for the school district.

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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
Materials and Supplies for COVID-19 sanitation and safety (e.g. plexiglass dividers in offices and teachers' desks, PPE, soap, hydration stations to replace drinking fountains, no-touch thermometers, handwashing stations, disinfecting wipes, hand sanitizer)	$25,000	28,631	No
Materials and supplies to support in person learning and blended learning models (e.g. 1:1 devices, individual headphones, flash drives, monitoring software, texts and instructional materials)	$50,000	52702	No
Improvements to HVAC systems as needed, Air filters, air purifiers, extra filters	$25,000	15,123	No
Increased classified staffing hours (e.g. custodial, trained health aides, supervision for increased lunch sections and hallways, computer technician, food services workers, intervention aides)	$160,500	173,970	No
Professional Development and Training of all staff as needed	$10,000	0	No
Social Emotional curricula and training	$5,000	0	No
Signage, posters, floor decals: visual cues throughout school sites to maximize physical distancing. Cues will help direct traffic flow, minimize interactions between families, identify specific entry/exit points. Visuals will reinforce face covering and handwashing/sanitizing protocols.	$4,200	3757	No

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.

Our budget for HVAC systems was overestimated so we spent less than anticipated; the adjustments to the Student Services Building system were less costly than anticipated, and thanks to the bond funded improvements to our campuses the HVAC systems at our recently modernized sites were generally in compliance with the standards for ventilation. Classified staffing costs were greater than anticipated due to health and welfare, PERS, and statutory benefit increases. Professional Development costs that were included in our original budget were provided at no additional cost by the Humboldt County Office of Education, Humboldt-Del Norte SELPA, Keenan, Redwoods Rural Health Center and other partners. Our Social Emotional Curricula for in-person learning and staff training were funded through other sources than LLMF.

Analysis of In-Person Instructional Offerings

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

Adapting to the COVID safety protocols required careful analysis of the needs at each site, and appropriate purchasing. There were shortages of some supplies at times. Shortened days and physical distancing went into the planning to reduce the potential for spreading virus if a COVID- positive individual should be in one of the cohorts. Each school in our school district has different characteristics, including enrollment numbers, class sizes, facility factors, special populations, internet infrastructure barriers, and geographical isolation. Transportation limitations due to a bus driver shortage and social distancing on the buses created challenges for scheduling. At the larger schools, which draw from multiple directions (North, South, East, West, and Central) it was necessary to design the hybrid schedule taking into account the home address for each bus rider, and only one home address. For these reasons, our return to in-person instruction differed from site to site. A gradual return to full in-person instruction was planned and implemented. Initially, we returned with special populations in "learning pods," which expanded to include more groups such as students without internet due to lack of infrastructure in our county. We began with only students experiencing learning loss who were also in the unduplicated count or in Special Education in small cohorts to comply with health guidelines while the county was in purple tier.. At one of our small schools, this definition fit all students and due to small class sizes the cohort model was adhered to as well. Each school implemented this structure for in-person learning pods which was successful for mitigating the difficulties of distance learning for our students most at risk of learning loss. To return all students to school looked different at each site as well; elementary multiple subject classrooms with strict cohorts differ from departmentalized instruction at the secondary level where strict cohorting is not possible. Smaller schools differ from larger schools in regards to maintaining protocols in all areas and particularly in food services and recess. As vaccination rolled out in Southern Humboldt, educators were near the "top of the list" and when the opportunity for full vaccination had been offered to all staff, a return to hybrid was possible at the remaining sites.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks and additional technology made available for all students who need a device to access distance learning at home.	$150,000	124,108	Yes
Internet access	$50,000	18,369	Yes
Online subscriptions to Zoom Edu, Go Guardian, and other necessary online applications, software, and curricula	$20,000	27,949	No
Additional technology devices for staff (e.g. laptops, document cameras)	$15,000	48,905	No
Professional development for staff in Distance Learning model, applications, methods.	$67,257	67,242	No
Classroom supplies/curriculum funds for distance learning	$4,570	2600	No
Additional technology and devices for special education assessment	$8,000	4500	No
Special Education assessment protocols	$300	350	No

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

The substantive difference in the expense for additional technology devices for staff, is due to the need for improvements to the phone systems which were wholly inadequate to the additional needs due to distance learning and school to home communication as well as webcams for synchronous instruction.

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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.

Continuity of Instruction: Teachers maintained continuity of instruction in the face of extreme adverse conditions, including full distance learning due to the pandemic, PG&E electrical outages, and evacuations due to unprecedented wildfires and smoke. Lessons utilized a backbone of instructional packets, with teacher contact by telephone, text message, emails, Zoom meetings and Google classrooms; for the students identified for inclusion in small cohorts, in person contact with social distancing, plexiglass barriers, masking, and sanitation protocols

Access to Devices and Connectivity: A major challenge in Southern Humboldt is a Deep Digital Divide, with large portions of our community unable to access the internet due to lack of infrastructure in our remote, mountainous, forested region. Even cell phone service is limited in this region. Internet this year was also impacted by electrical outages. The District obtained and provided hot spots to those families who needed internet and were able to access cell data so that the hot spots would function. The District was very successful in procuring and distributing Chromebooks in sufficient quantity to be 1-1 with devices for all of our students.

Pupil Participation and Progress: Participation and progress of students was uneven, with some students making surprising gains in reading levels and others having trouble even "checking in" for school. The District was successful in implementing supportive School Attendance Review Board (SARB) meetings by Zoom with county level participation. Many parents came to SARB expecting a punitive approach, and were pleasantly surprised by the solutions-focused problem solving orientation of the team.

Distance Learning Professional Development: The majority of teachers felt supported with Distance Learning Professional Development (PD). The District postponed the start of school for students by 5 days to allow for Distance Learning and Social Emotional Learning PD as well as professional collaboration time to prepare for Distance Learning during the pandemic.

Staff Roles and Responsibilities: The challenge of meeting unpredictable needs in an ever-changing environment of shifting COVID tiers and new information was met successfully through teamwork. The District's classified and certificated bargaining units negotiated very collaborative Memoranda of Understanding (MOUs) which allowed for flexibility in staff roles as situations arose throughout the year.

Support for Pupils with Unique Needs: For many families, Distance Learning was very challenging and for many students with unique needs it was even more so. The District rolled out a successful model of small cohorts of identified groups and individuals who had special circumstances requiring in person learning even in the context of the pandemic. The incremental reopening plan allowed the District to steadily increase the groups served as needs and COVID tiers made necessary. Each school reopened at its own pace, as each school has unique characteristics in class size, total enrollment, configuration of the facilities, and particular student needs, including families' home internet infrastructure capacity.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Materials and supplies specific to the needs of McKinney-Vento, Foster Youth, Low-Income and Students with exceptional needs or experiencing homelessness.	$10,000	13790	Yes
Subscriptions to Online Assessment programs	$5,000	1592	No
Additional aide time for 1:1 or small group intensive tutoring and remediation for students with high learning loss.	$40,000	35,688	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.

The actual expenditures for materials and supplies specific to the needs of specific groups was higher due to a low estimate on the costs of the items; online assessment programs was substantially different due to funding them from a different source

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.

Technology purchases came in bursts as items were available. Administrators made prioritization spreadsheets to be sure that those most in need were given priority for technology items. Materials and supplies includes chrome books and hotspots for unduplicated students which were given first.

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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 nature of the pandemic and distance learning produced challenges in mental health and social and emotional well-being both for students and adults. The lack of in-person contact prevented spread of the virus, but also prevented the natural social interactions that bring joy to the school day for students, parents, and staff. In addition, during a normal school year subtle clues allow adults to informally monitor student social emotional and mental well-being. Facial expressions, body language, informal side conversations and observation of student to student interaction are all clues to noticing when "something is up" for a student. With the absence of those clues, it was challenging for staff to identify when a student needed interventions for social emotional or mental health reasons.At the secondary level, it was challenging to see students' faces in Zoom classes, since many times they turned off their video. For a number of students our success in providing interventions was initiated when parents contacted the school and/or the Family Resource Center to reach out for help for their child. More intervention was available this year with grants funding an additional K-12 counselor, a Humboldt Bridges to Success (HBTS) counselor and HBTS navigator (also K-12) and the SELPA's extension of behaviorist support to all students, whether the student had an IEP or not. The District also has a part time mental health clinician and two part time guidance counselors at the secondary level.

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.

Surveys to families and students sent in text messages and posted online had very good response rates at many of our sites. Phone surveys were also employed at a successful rate of response. Our Fall Reopening Committee meetings were well-attended and attendees participated in problem-solving and envisioning strategies. School board meetings have been very well attended this year and many parents have spoken in public comment or submitted letters to the board during this year. There have been some challenges as well, due to lack of in-person contact there have been times when the District has lost contact with a student or family. The District's bus drivers have been able to assist in outreach, delivering learning packets and meals to outlying areas for students and their families. Elementary school staff had Zoom parent teacher conferences and were available to families by phone, email, and open Zoom office hours. High school and junior high zoom classes had challenges with students being unwilling to turn on their cameras. High school staff showed continuous learning by initiating a second semester "Distance Learning Reboot" with an orientation meeting along with Zoom parent teacher conferences at the secondary level. Staff also made themselves available to families by phone, email, and open Zoom office hours.

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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.

Fires, smoke, PG&E Public Safety Power Shutoffs and storm-related PG&E power loss were all challenges to food distribution and food storage this year, in addition to the challenges presented by the pandemic and Distance Learning. When the power goes out, food spoils. Fires and evacuations made it difficult to prepare and distribute meals.

Changing from the normal school meal program to the Seamless Summer program was very helpful in that it allowed food services to be extended to all people under the age of 18 regardless of whether they had filled out the FRPM application. Food services staff prepared breakfast and lunch food for all the necessary meals, and transportation staff delivered to established bus stops so that families could easily access nutritious food. The Family Resource Center and CACFP staff provided other food at the same time for snacks and suppers. The information on how to access food was communicated to families online, on the radio, and along with the student learning packets. There was an excellent District and community response to the issues of food insecurity in our community for anyone under the age of 18.

The first challenge facing the food service department when COVID started was staffing.   A number of staff felt it was unsafe to come to work , food services department was short handed. Due to the willingness of employees outside of the Food Service Department to step in and help, we were able to serve students at all four school sites as well as remote sites in Weott, Alderpoint and Garberville, also a success.

Equally as challenging has been supply and demand. As literally every school in the state switched to sack lunches at the same time it became very difficult to purchase items that would be found in a sack lunch, Including the sacks! How did we overcome it? We were creative in what we were serving and utilized waivers offered by the USDA. The nine waivers our District used are an increase in paperwork, but have made it possible to overcome an even more onerous amount of rules and regulations involved in the school lunch program during COVID.

The Transportation department, excellent communication and the willingness of ALL staff district wide to "tweak" schedules and change standard plans of operation have made it possible to coordinate ZOOM Classroom, Packet pick up, and the School Lunch Program effectively.....talk about a challenge!

Our success has been the team effort of pulling this off.

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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	Materials and supplies needed to provide meals during school closures and upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, dividers, PPE, outdoor eating areas	$3825	2875	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	School counselor with a focus on improving social-emotional and behavioral outcomes. Additional EL coordinator time	$94,781	93,640	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 was a difference between budgeted amount and actual expenditures for materials and supplies due to cost estimates being slightly too high.

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.

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

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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.

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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.

Academic and social emotional development are highlighted, especially in this pandemic year with limited in person contact for most students with their teachers. Behavioral issues took a back seat this school year due to the lack of disciplinary concerns; nevertheless significant progress was made on revamping the discipline matrix and developing inclusive discipline plans. The high staff:student ratios in the small groups in hybrid model, very small learning pods, and the early part of the school year in distance learning all supported a calm, safe learning environment in all of our schools. We anticipate a return to full days of school with all of our students present in the coming years. Reflecting on the experience of this year has informed and validated the District's goals in the development of a robust Multi-Tiered System of Supports incorporating three tiers of support for each of the three aspects of learning in school: academic, social emotional, and behavioral.

Chronic absenteeism is at the root of academic achievement issues in many cases, since if a student is not at school they cannot be learning what the teacher is teaching at school! Stakeholders have also found that chronic absenteeism is a root cause influencing disciplinary issues for many students. This has made our work to correct chronic absenteeism a priority. Our stakeholders have found root causes for chronic absenteeism and our plans address those issues head on.

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Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- 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

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	8,278,258.25	8,830,041.69
	5,144,809.00	0.00
LCFF	2,350,525.13	7,939,951.51
LCFF Supplemental and Concentration	724,090.12	719,416.27
Other	55,329.00	170,673.91
Title I	3,505.00	0.00
		3,505.00

* 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	8,278,258.25	8,830,041.69
	8,278,258.25	8,790,474.60
0000: Unrestricted	0.00	1,229.56
4000-4999: Books And Supplies	0.00	38,337.53

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

		Total Expenditures by Object Type and Funding Source	
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	8,278,258.25	8,830,041.69
		5,144,809.00	0.00
	LCFF	2,350,525.13	7,900,460.08
	LCFF Supplemental and Concentration	724,090.12	719,340.61
	Other	55,329.00	170,673.91
	Title I	3,505.00	0.00
0000: Unrestricted	LCFF	0.00	1,153.90
0000: Unrestricted	LCFF Supplemental and Concentration	0.00	75.66
4000-4999: Books And Supplies	LCFF	0.00	38,337.53

* 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	1,346.13	1,229.56
Goal 2	2,327,316.12	2,533,211.72
Goal 3	5,949,596.00	6,295,600.41

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

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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	$279,700.00	$274,183.00
Distance Learning Program	$315,127.00	$294,023.00
Pupil Learning Loss	$55,000.00	$51,070.00
Additional Actions and Plan Requirements	$98,606.00	$96,515.00
All Expenditures in Learning Continuity and Attendance Plan	$748,433.00	$715,791.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$279,700.00	$274,183.00
Distance Learning Program	$115,127.00	$151,546.00
Pupil Learning Loss	$5,000.00	$1,592.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$399,827.00	$427,321.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$200,000.00	$142,477.00
Pupil Learning Loss	$50,000.00	$49,478.00
Additional Actions and Plan Requirements	$98,606.00	$96,515.00
All Expenditures in Learning Continuity and Attendance Plan	$348,606.00	$288,470.00

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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
Southern Humboldt Joint Unified School District	Stephanie Steffano-Davis Superintendent	supt@sohumusd.com (707) 943-1789

Plan Summary [2021-22]

General Information

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

The Southern Humboldt Joint Unified School District crosses two counties: Mendocino and Humboldt, in the heart of the redwoods. The school district boundaries extend from remote, mountain areas down to the Eel and Mattole River valleys and continues west to Kings Range and out to the Lost Coast of the Pacific Ocean. The school district encompasses an area of approximately 773 square miles. The economic base in Southern Humboldt and Northern Mendocino counties includes tourism, commercial fishing, timber, agriculture, ranching, the school district, the community hospital, and state agencies.

In 1948, nineteen separate school districts united to create the Southern Humboldt Joint Unified School District. The District is currently comprised of Redway Elementary School (K-6), Whitethorn Elementary School (K-6), Casterlin Elementary School (K-8), Miranda Junior High School (7-8), Casterlin High School (9-12) and South Fork High School (9-12). The District also provides an alternative educational program, Osprey Learning Center, which includes a K-12 Independent Study program and a Continuation High School. Current enrollment is 775 students. Southern Humboldt Joint Unified School District is committed to educational excellence through a comprehensive program that promotes the success of all students by empowering them with the skills and attitudes necessary to be confident and engaged citizens of a changing world.

Partnerships with our parents are foundational to our schools. Opportunities for Parent Involvement include holding seats on the School Site Councils, serving on the District Advisory Committee, joining the Career and Technical Education (CTE) Advisory Committee, attending stakeholder meetings and town halls, volunteering in classrooms, reading one-on-one with students, working with small groups of children, assisting at school events, chaperoning field trips, and coaching sports or leading a club. We have strong parent groups at each school that organize events and raise funds to enrich the educational environment in school.

The District has several programs to serve family needs and to support family engagement. After School Programs are open daily during the school year for Expanded Learning at two schools: Casterlin and Redway Schools. The school district partners with SoHum Health to host the Southern Humboldt Family Resource Center (FRC) on the Redway School campus. The FRC provides resources and referrals, classes

in parenting and cooking, assistance for Health and Wellness access, and sponsors family engagement events. Redwoods Rural Health Center (RRHC) also partners with the school district to provide services to students and families.

Emerging Bilingual students, also known as English Learners (EL), comprise 4% of our total population as indicated on the 2020 CA School Dashboard. The three schools with the highest proportions of EL students are: 3.2% of Miranda Junior High, 8.1% of Redway School and 1.4% of South Fork High School. All of our school sites share an EL Coordinator who serves EL students, and there are EL paraprofessionals to serve students with both pull-out and push-in services during the school day.   Translation is available upon request for our Spanish-speaking parents. Teachers use English Language Development (ELD) strategies in their classrooms throughout the school day. In addition, the District provides curricular support for greater inclusion of English Language Development (ELD) skills throughout the curriculum.

The District's free and reduced lunch rate, also known as Free and Reduced Price Meals (FRPM) is approximately 57.4% as reported by the 2020 CA School Dashboard; we have school wide Title 1 at Redway, Casterlin, and Whitethorn and targeted Title I at Miranda Junior High School. Efforts to better serve the needs of the students at SHUSD have centered on smaller class sizes and increased instructional aide support. District challenges include home to school transportation distances, rural internet infrastructure issues for many students at their homes (also known as the "Digital Divide"), and behavioral challenge experiences which can often be associated with Adverse Childhood Experiences (ACEs).

Approximately 11% of SHUSD students receive special education services. The district provides Resource Specialist Program (RSP) teachers at each school site for students with Individual Education Plans (IEPs). Paraprofessional support is available to provide special education support for students with both push in and pull out services - including individual and small group support. Additionally, the District staffs Special Day Classes (SDC) at both Redway School and South Fork High School, a School Psychologist, and contracts with Speech and Language Pathologists through Presence Learning as tele-therapy for students with speech and language needs. Further, the District collaborates with the Humboldt County Office of Education and Early Intervention programs to provide quality, meaningful, and relevant educational support services for students with disabilities. This collaborative model includes support services, professional development, and communities of practice. Additionally, in order to better meet the social emotional needs of students the district employs Behavior Support Aides and contracts with the SELPA for a Behaviorist and additional Behavior Support Aides.

Recent accomplishments include the roll out of 1:1 technology for the entire District and increased social emotional supports through a District-staffed K-12 counselor, a Humboldt Bridges to Success Clinician and Navigator, as well as a partnership with Redwoods Rural Health Center for Friendship Groups and one-on-one counseling. Voters supported a bond which has allowed the District to complete modernization of our school buildings recently, including a full remodel of the gym at South Fork High School. The District is very proud of the new solar photovoltaic project that is in progress for Miranda campuses and that every school has a school garden.

Reflections: Successes

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

Communication and Parent Engagement:

Schools and the District increased the use of communication strategies such as Facebook pages, SchoolWise all-calls and texts, personal phone calls, emails and zoom meetings to connect with families and gather information for planning and providing services in this past year which included Distance Learning and Hybrid/In-Person Learning. SchoolWise's parent portal has been used by 138 parents this year. More of our documents and communications home have been translated or interpreted into our English Learner's families' home language.

Our District has been active in seeking solutions to the Deep Digital Divide in Southern Humboldt and Northern Mendocino counties, with District staff participating in state level task force meetings, discussions with our elected state officials and staff in the Governor's office as well as collaborations with other districts, the county office of education, and internet providers. The Digital Divide is a long-standing infrastructure issue in our geographical region which has become glaringly clear at the state level due to the intensive need for internet connection during the COVID-19 pandemic. A large proportion of our students do not have access to the internet at their homes, often due to geographical barriers or the high cost of internet services in this rural community. In Shelter Cove, Salmon Creek, and Alderpoint, various community partners offered the use of their wifi to our students, our schools expanded the reach of their wifi, and hot spots were distributed to those students who had the capability to use those (if their location has capacity for cell phone data). An agreement between the District and a local internet provider was recently reached which promises to speed up the internet for many in our community while keeping the costs down for our low income families. Due to popular demand, our District's website will be updated to a more user-friendly format over the summer.

Parent groups in the District participate, support, and engage with the school to support their children's education and extra-curricular opportunities including South Fork Boosters Club (serving Miranda Junior High as well), Redway Parent Teacher Student Association (PTSA), Friends of Whitethorn Elementary School (FOWES), and Friends of Casterlin School (FOCS). These groups raise funds, organize plans, and make after school and community events happen to support their students' education.

The District's Free and Reduced Price Meal (FRPM) rate has increased in recent years reflecting the outreach the District has made to encourage applications by our low income families, many of whom have historically been hesitant to fill out the income verification forms required to apply. In addition to providing the individual student free and reduced prices for school breakfast and lunch, this rate is critical for increased school funding in California and is a commonly used criterion in all kinds of grant applications. This percentage qualifies the District for increased state funding in the Supplemental and Concentration Grant funding in the Local Control Funding Formula (LCFF) and also qualifies the District for other grants. Families who qualify for FRPM have been mailed P-EBT cards by the state to support food security. In this past school year food security has been well addressed in our attendance area by a collaboration of our Food Services department, our Transportation department, our Child Welfare and Attendance Worker, our So Hum Family Resource Center and other community members who all worked to make sure our families had enough food for their children through wildfire evacuations and the COVID-19 related isolation due to stay-at-home orders and the consequent economic displacement of many parents.

Student Achievement:

The District's English Language Arts (ELA) scores have improved at every level as evidenced by the 2019 California Assessment of Student Performance and Progress (CAASPP) scores. The District set a high bar for improvement of 5% per year, so that despite consistent increases across the grade levels in ELA performance there were some grade levels where that 5% was not reached, for example 5th graders significantly increased the number of students meeting or exceeding standards by 4.36% although that is less than the 5% threshold. On the Math portion of the 2019 CAASPP, a great improvement of 16.23% over the prior year's scores was achieved by the 11th grade. Increases were also measured at the 4th (5.3%), 5th (0.72%), and 6th grades (4.35%).

Curriculum:

Curriculum in K-6 ELA is updated to the California State Standards, as is the Math curriculum from K-12. Implementation of the new curriculum and teacher professional learning on the State Standards in ELA and Math support district-wide efforts in improving student achievement. In 2020-21 new standards-aligned curriculum was adopted for 7-12 science classes, 10th grade World History, and the curriculum committee has submitted adoption proposals for 11th & 12th grade social science classes.

Dashboard and Local Indicators:

In a small school or District, improvement for a small number students will make a large change in the percentages as indicated on the California School Dashboard. For example, at a small school, if no students were suspended in 2018 and one student was suspended in 2019, the difference by one student would cause the school's suspension data to go from blue to orange on the Dashboard (skipping green and yellow altogether). Each student makes a big difference in a small school and district; this is a good thing, since it means that big changes will result from improvement in a few students' school experience. Casterlin suspension rates are in the blue on the 2019 Dashboard due to 0 suspensions, which is typical for that school. Overall the District decreased suspensions by .6%, and most schools saw a decrease in suspension rates. There have been no expulsions in the District.

The California Healthy Kids Survey (CHKS) for 2020-21 includes questions that indicate feelings of belonging or connectedness for the District's 7th graders. Student responses show that 74% agree or strongly agree with statements that relate to a feeling that they belong. This is a remarkably high rate for connectedness.

In the 19-20 school year, before the school closures on March 13, 2020 due to the COVID-19 pandemic, attendance rates at all schools except 2 very small schools (Osprey and Whitethorn) were above 90%.

Facilities:

All school facilities housing students rate as "good" or "exemplary" on the 2020 Facilities Inspection Tool (FIT) for maintenance and condition; this success can be credited both to our community voting for a bond issue to pay for the recent school modernizations and the efforts of the District's skilled maintenance and custodial staff. Recently, the District has begun discussions with community partners about possibilities for the future with the facilities at the "Old Junior High." At Casterlin School's campus, a new Necessary Small High School has opened in 2020-21 school year, which serves students in the mountains to the east of the population centers of Redway and Garberville. This high school has kept students in the District who might otherwise have moved and is well-positioned to attract new students from small elementary schools in other nearby districts.

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.

Communication and Parent Engagement:

Communication with our parents is an area of growth. One major change is our new website which will come online in August 2021, since the District's present website is both challenging to update and challenging to use for our staff, students, and community. In today's digital world, websites are a primary means of communication between schools and families. Improving response rates on surveys to parents and increasing attendance at stakeholder meetings are two areas of focus for the coming years. New members on the District Advisory Committee are enthusiastic participants and eager to share their perspectives on educational, social, and community issues.

Curriculum and Student Achievement:

Student achievement on standards-aligned assessments is closely tied to standards-aligned curriculum. Updating curriculum has already begun in 7th-12th science and 9th-12th history-social sciences. Science and history-social science in K-6 and English Language Arts in 7th-12th grades are the next areas for the District's curriculum committees to address.

Dashboard:

The ideal color for all data points on the Dashboard is blue and until attendance reaches greater than 95% at each school, it is important to focus on improving attendance. It is clear that attendance patterns set in TK-8th grades often continue into high school, so improving the attendance of those younger students who are chronically absent has been a focus of attention for our change initiatives.The District's data analysis team has identified several primary drivers for change including support for basic needs such as sleep, routine, transportation, making school more engaging, improving social skills and connections, better relationships between students, staff, families, and community, and recruiting and retaining dedicated staff. Work on chronic absenteeism and attendance rates can create powerful change through consequent improvement on many other data points, since "students who miss school miss out" on lessons and social connections.

Facilities:

Most of the District's students attend newly modernized schools in Redway and Miranda. The District's new high school, Casterlin High, requires new modular buildings to support the different educational needs of the 9th-12th grade students there, for example for Career Technical Education classes and laboratory sciences. In Miranda, the school library and the "old junior high" are also identified as in need of facility improvement. Continuing regular maintenance, beautification, and upkeep of all of our school campuses is important to our stakeholders.

LCAP Highlights

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

For the next 3 years, the focus of the District as seen in Goal #2 is on improving attendance, developing healthy school climate throughout the district, and on developing our Multi Tiered System of Supports which covers Academic, Behavioral and Social Emotional Learning, using a three tiered approach. Tier 1 refers to the academic, behavioral, and social emotional learning that is provided to every student. Tier 2 refers to additional supports that a small proportion of students need when having difficulties in any of those aspects of school. The Tier 3 supports are individualized academic, behavioral or social emotional interventions tailored specifically to the particular needs of a student. Academic goals are specifically addressed in Goal #3. In addition to the focus on MTSS, attendance issues, including chronic absenteeism, is an important focus of the district improvement initiatives. Absenteeism negatively affects every aspect of a student's education, and developing a healthy school climate is foundational to all aspects of school life. The District is addressing the needs of students on all of these aspects using a continuous improvement model of organizational development.

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.

Casterlin School

South Fork High School

Whitethorn School

Support for Identified Schools

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

The LEA is linking initiatives using an initiative inventory. Initiatives include Differentiated Assistance (DA), Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS), and Comprehensive Support and Improvement (CSI). The LEA uses Action Research methods, including Root Cause Analysis using the Fishbone Tool, stakeholder meetings, focus interviews using the Wisconsin Protocol, and Driver Diagrams to inform Plan Do Study Act (PDSA) cycles as taught by the Carnegie Foundation Implementation Science. The "Plan" and "Study" aspects are accomplished with the establishment of meetings of Professional Learning Communities (PLCs) including teachers and administrators focused on Continuous Improvement through frequent data analysis. To examine the causes of Chronic Absenteeism, the LEA utilized support from Humboldt County Office of Education (HCOE) to assist with root cause analysis using the Fishbone Tool with students at South Fork High School, Miranda Junior High School, Whitethorn Elementary, Redway Elementary School and Casterlin School. At staff meetings, the LEA used the Fishbone Tool with staff, both classified and certificated. Parents were engaged in stakeholder meetings to gather input on root causes. The leadership team used the data collected to plan possible actions to

address the root causes. Additional stakeholder meetings were held to gather input on potential actions addressing root causes. Stakeholder groups included parents and community members from Friends of Whitethron Elementary School (FOWES), Friends of Casterlin School (FOCS), site councils, other interested community members, students, teachers and staff. Feedback from stakeholders informed the root cause analysis, the action plan, and the driver diagrams. The LEA gathered data from the student information system (School Wise) on absenteeism, chronic absenteeism, and reasons for absences as well as discipline, suspension and expulsion. The LEA also used the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, California Healthy Kids Survey (CHKS), qualitative results from focus interviews with parents, community members, teachers and staff, and CDE DataQuest. The LEA analyzed the data and examined the intersections between academic achievement, socio-economic status, behavioral needs, and absenteeism to inform the plan.

The LEA process in matching the selected interventions with the identified needs included the use of a driver diagram and repeated review and modification through the PSA cycles. Needs identified included:

*to make school more engaging. "In addition to learning achievement, school engagement has an effect on students' negative cognition, emotions, and behaviors" (Fredricks et al., 2004)

*school climate improvement through social emotional learning, social skills training

*improvement in communication and relationships between school and families, assistance in providing aid to families in need (e.g. transportation, food, clothing, referral to outside agencies and/or counseling)

*data management at the district and site levels

*improved management of the attendance support procedures, including the Site Attendance Review Teams (SART) and School Attendance Review Board (SARB) processes

*support for basic needs (transportation, food, clothing. referrals to outside agencies)

*connections between students, staff, and community

*retain school enrollment in remote, Frontier, rural areas as siblings mature

*support daily attendance at Frontier remote, rural schools by increasing grade level capacity thereby reducing travel hours for parents to attempt to meet buses at multiple locations by instead having one bus stop

*better relationships between staff, students, and community

*recruit and retain dedicated staff

Using resources such as the Attendance Playbook (Jordan, 2020), The Influence of Students' School Engagement on Learning Achievement: A Structural Equation Modeling Analysis (Wonglorsaichon, et al., 2014); Don't Suspend Me!: An Alternative Discipline Toolkit (Hannigan and Hannigan, 2017); Learning to Improve: How America's Schools Can Get Better at Getting Better (Bryk et al., 2016) to support our evidence-based strategies, the LEA identified the following interventions to match the identified needs:

*provision of high interest books, supplies and supplemental materials to improve student engagement.

*support for extra-curricular and co-curricular enrichment activities (sports, drama, art, music)

*technology to engage and add excitement (e.g. virtual field trips, online learning opportunities such as Prodigy or MobyMax, computer coding, distance connections to "sister schools")

*updating the exterior of the school, including playground, mural, and garden areas to improve student engagement and improve school pride and culture

*implementation of Multi Tiered System of Supports (MTSS) at all sites to improve social emotional, behavioral, and academic supports to improve school climate

*SARB coordinator to improve attendance support

*Child Welfare Attendance Worker (CWAW) to identify basic needs, improve communication and relationships between school and families, assist inproviing aid to families inneed (e.g. transportation, food, clothing, referral to outside agencies and/or counseling)

* Staff trained and dedicated to improvement of data management

*CSI Coordinator at the LEA level to support and integrate all strategies

*Teaching staff for extended grade levels at remote, frontier, rural school

*capacity building and professional learning for staff utilizing technology to mitigate the gap due to distances between sites

*problem-solving capacity building through contracting with professional learning partners (e.g. Escape the Bus)

*capacity building throughout the organization by continuation of partnership with organizational development consultants (i.e. Studer Education)

Monitoring and Evaluating Effectiveness

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

Evaluate improvement in student engagement and school climate through satisfaction surveys, CHKS, student focus groups which target each of the student engagement and school climate strategies

Evaluate the effectiveness of:

* student engagement, school climate improvement strategies through qualitative data collection at stakeholder meetings

* School Attendance Review Board (SARB) coordinator indicated by attendance at SARB meetings and improved school to home communication

* data clerk evidenced by improved data management at the site and district level and staff evaluation proocedures

*Child Welfare Attendance Worker (CWAW) through reviewing data showing activities of CWAW in identifying and providing support for basic needs and communication logs with families and community.

* data management improvement strategies by review of data in leadership team meetings

*Comprehensive School Improvement (CSI) Coordinator through staff evaluation procedures.

*extending grade levels by analyzing school enrollment and attendance data

*providing opportunities for capacity building and professional learning (PL) for rural staff by staff attendance sheets and post-surveys for PL and multi-site collaborative meetings.

Stakeholder Engagement

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

Input from stakeholders has been ongoing throughout the year, beginning in May of 2020 and continuing into June of 2021. Stakeholder input has informed this LCAP on all three goals. The Fall 2021 planning group, composed of certificated and classified bargaining unit representatives, members of the Board of Trustees, Information Technology technician, administrators from all sites, directors of transportation, fiscal services, and food services, met by Zoom biweekly from May to August throughout the summer. School staff also continued informational and problem-solving staff meetings by Zoom throughout the summer. Family and student input was gathered frequently informally and formally. In addition to individual communication via calls and conversations between students, families and Special Educators, Teachers and Administrators, family surveys have also been conducted online on our website and on our Facebook pages, by text, and by personal phone calls by teachers, aides, and

administrators. Interpretation and translation to gather stakeholder feedback were employed as necessary when surveying English Learner (EL) families.

Administrators were available every day by phone and email to listen to stakeholder concerns and feedback. Data was disaggregated by school site, by grade level, compiled and shared with the planning group and with the public at school board meetings. Administration met with the bargaining units to gather union leadership input and perspectives on safety plans for reopening schools, and on all matters affecting wages, health and safety, management rights, working conditions and benefits. Stakeholders from all populations within the school community are encouraged to participate in public meetings via Zoom. Families of English Learners communicate input through the district interpreter, the high school counselor, the EL paraprofessionals, and through translations of surveys.

School Board meetings in the 2020-21 school year were live streamed on the District's and each school's website and on each school and the District's Facebook page. Meetings were noticed in advance and multiple links and reminders were sent out via text and email and posted on the school's website. Paper flyers were posted at the schools. Stakeholders had the option to participate by telephone or by computer. In addition to the outreach to all families, the families of students with special needs have regular and frequent contact with school staff informally in person, by teleconference, or by telephone, and formally in meetings such as addendum meetings, behavior support meetings, and IEPs.

Throughout the school year 2020-21, stakeholder meetings and leadership meetings have continued to be held using teleconferencing technology for the Comprehensive Coordinated Early Intervening Services (CCEIS) plans. Leadership team meetings for the Comprehensive School Improvement (CSI) plan includes the principals of CSI schools, superintendent and county office staff who meet weekly. Parent groups have offered parent perspectives on all of our plans which help inform the LCAP. Some of the parent groups include Redway PTSA, Friends of Casterlin School (FOCS), Friends of Whitethorn Elementary School (FOWES), Miranda and South Fork Booster Club, meet

regularly and include parents, students, school employees and community members among their participants. The LCAP District Advisory Committee (DAC) includes parents, teachers, classified staff, community members, and the superintendent. Input from all of these groups influenced the development of the LCAP. School Site Councils meet and discuss school site data, analyze school site needs and improvement goals, and plan activities to address the needs. Information and inputfrom all of these groups has informed plans for the future of the District in the development of the LCAP. The biennial California Healthy Kids Survey (CHKS) was given this year to staff and students in specific grades this spring. The most recent stakeholder input used in the LCAP has been in June of 2021, including parent and staff surveys and District Advisory Committee.

It is critically important in public schools that the stakeholders' voices are included in decision-making. This has been a difficult year due to the inability to meet in person; at the same time, the community has teleconferencing experience now (e.g. Zoom meetings) that have brought in many participants who may not have participated in the past. This experience may make future stakeholder meetings easier to attend for our geographically wide-spread school district, so that there can be better inclusion for some who live far from the population centers of Garberville and Redway.

A summary of the feedback provided by specific stakeholder groups.

Feedback from families focused on options for returning to school in the fall and increased quality of communication. Parents who attended were glad to have a voice in stakeholder meetings, and wanted to see more parent opportunities and parent participation. Parents expressed that students need more opportunities for co-curricular and extra-curricular enrichment in school (e.g. Future Farmers of America, athletics, music, drama), Career and Technical Education(CTE), and project-based hands-on learning. They also indicated that addressing students' social-emotional health should be a priority as part of larger plans of learning recovery and accelerating of students' academic progress. Stakeholder meetings were a rich source of parent feedback compared to the Priority 3 survey. Increasing completion rate for these parent engagement surveys in the coming years is a priority. In contrast, completion rates of surveys for specific school plans (such as returning to hybrid, transportation needs, food services needs) were high leading the team to believe that there is a good potential to improve completion of Priority 3 parent surveys.

According to parents there is a need for more social emotional supports in schools including more mental health counseling. Parents also ask for increased career and college guidance counseling. Parents expressed the need for increased staffing for Independent Study programs. Parents expressed that summer school must be in person. Common themes were that students need in person help from their teachers, that students who need summer school did not do well with Distance Learning or Independent Study, and that driving 60-100 miles to the Independent Study credit recovery program would be a burden for the family. A substantial increase in parent requests for special education assessment is noted. Parents of English Learners (EL) expressed that they appreciate the translation and interpretation services offered. Parents of EL missed the in-person opportunities for community building due to the social distance of this year due to COVID-19

restrictions. Bargaining unit leadership contributed to health and safety plans with specific strategies to mitigate spread of any possible contagious diseases such as COVID-19.

Student feedback was primarily focused on increased opportunities for student voice, addressing students' social-emotional health, as well as the need for ways to make up credits to meet graduation and A-G requirements. Students at the high school level expressed a need for new textbooks that are more engaging. Student interest in attending summer school is high. In addition to students feeling the need to "catch up" on learning, students frequently report that they are looking forward to spending time learning with friends at summer school. Students expressed interest in school offering more options for Advanced Placement (AP) classes. A need for more counselor time was a common theme with students.

Feedback from staff, including teachers, classified support, and administrators, included the need for improved communication within the schools, the district, and between home and school. A strong and recurring theme expressed was a need for additional social-emotional support for staff and students as well as professional development for staff in culturally responsive and trauma-informed practices to support learning recovery programs and accelerate students' academic progress. The need for a robust after school program in the coming years to mitigate learning loss was echoed repeatedly in stakeholder groups. Summer school for engagement, enrichment, credit recovery and accelerated learning was also strongly supported by staff stakeholders. Staff expressed the need for an intervention curriculum committee to be formed to design evidence-based intervention program for K-6 students. General education, special education, and administrative staff strongly recommend more support for special educators in the clerical, scheduling, and assessment aspects of the department. Staff express that primary grade EL students were especially impacted by distance learning as reflected in English Language Arts assessments and benchmarks. Data management was identified by stakeholders, including staff and parents, as an area of growth for the district. Curriculum needs were highlighted many times by teachers, especially in science, history/social studies, and English Language Arts (ELA) at the 6th-12th grade levels.

The school library in Miranda needs to be restored according to community members who expressed that a school library allows books to be equally available for all socio-economic groups, and that the students who are socio-economically disadvantaged are particularly impacted by the lack of access to books since the closure of the Miranda school library. In addition, community members, Board, students, and parents support an increase in Career and Technical Education offerings to prepare students for working after high school, whether working their way through college, or beginning a career immediately after high school graduation.

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

Stakeholder input and experience from the pandemic year has influenced our 2021-22 Local Control and Accountability Plan. Parents, students, and staff in focus groups emphasized Social Emotional Learning and support needs. Social Emotional Learning activities promoting

connection between students and staff and among students, and also encourage students to get up and going for the day. Due to the high percentage of students unable to access the internet, packets were available and delivered to students near where they live utilizing our transportation department. Teachers and administration analyzed the data on student engagement, work completion, and assessments; some students thrived in the distance learning environment, and those who did not make the academic growth or credit achievement needed for the year were identified for summer school. In person summer school was overwhelmingly supported over the offer of Independent Study (IS) summer school by most parents in telephone surveys, with a common theme of "Packets didn't work for my child."

Specific areas where stakeholder input influenced the LCAP:

Goal 1:Students will receive basic services that are fundamental to academic success, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities. In this goal, Actions 1, 2, and 7 for Teacher Professional Learning and Professional Learning Communities Includes metrics using Renaissance STAR assessments based on teacher input on the actionability of the data obtained.

Actions 1, 2 and 7: Professional Learning and Collaboration: teachers, parents, board, and administration provided input on this action to target professional learning to increase teacher capacity actions were created in response to staff feedback on the need for targeted professional development.

Action 3: Curriculum: Input at formal and informal meetings indicate that parents, students, teachers, and administration all agree that it is a priority for the district to to purchase engaging, standards-aligned instructional materials and update curriculum in the identified areas.

Goal 2:Schools will be safe, inviting, engaging, and supportive places for students, parents and staff.

Action 1: Extra-curricular activities: school site council, parents, teachers, classified, community, Board, and Booster Club input informed this action for the District to support athletics, drama, and music to the extent possible, especially due to the inability of groups to raise funds during the COVID-19 pandemic.

Action 3: Updating of Board Policies as well as procedures and practices within the District as an action was informed by the root causes as analyzed by stakeholders including parents, teachers, administrators Board and community members for the District's Comprehensive Coordinating Early Intervention Support (CCEIS) plan.

Action 4: Improvements to Home to School and Community Communication as an action was due to parent, Board, student and community input

Action 5: Translation/Interpretation services was created in response to administration, parents of EL students, and teacher input.

Action 6: Career Technical Education: was informed by feedback by parents, Board, students, and community members

Action 9: Supports for Tiers 2 & 3 Social Emotional Needs is an action in response to feedback and input from all school stakeholders: Parents, Students, Teachers, Support Staff, Counselors, and Administration

Action 12: Independent Study Teachers: was created as an action in response to increased requests from parents and students for expanded opportunities for Independent Study in the school district.

Action 13: Student Services Support Provider was created in response to increased requests from parents for referral to academic, behavioral, and social emotional interventions, as well as to support pre-referral interventions such as Student Study Teams and Section 504 Plans, a need indicated in the stakeholder-driven root cause analysis for the District's CCEIS plan.

Goal 3:Students will make academic progress on the California State Standards so that they can be prepared for both college and careers upon high school graduation.

Action 1 and 5: Librarian and Library books for 7th-12th grade libraries: Input from stakeholders, including parents of low-income students, teachers, Board and students, influenced the creation of this action to reinvigorate the library at the Miranda school campuses to include books. Stakeholders expressed that not everyone can afford to buy books for a home library, or to travel to the county library in Eureka, so that access to age-appropriate and engaging reading material at the school library is important to promote literacy and a well-rounded student education.

Action 2: Support for CTE pathways: Parent, Board, and student input supports an investment in increased access to CTE pathways

Action 3: Support for English Learners: Parents of EL students, teachers and EL paraprofessionals expressed a need for increased funding to support materials, supplies, and professional learning for EL staff

Action 4: Special Education: Input from administration and Special Educators informed this action, expressing a need to increase access to updated testing protocols.

Action 6: Summer Programs: Parents, teachers, students' input informed the design of the summer program to be in person with an option for Independent Study packets.

Action 7: After School Education and Safety (ASES) and other Expanded Learning Opportunities (ELO): Input from parents, students, ASES staff, and teachers informed plans on ASES and ELO, including summer school and offering after school intervention with certificated staff in the 21-22 school year.

Goals and Actions

Goal

Goal #	Description
1	Students will receive basic services that are fundamental to academic success, including qualified teachers, standards-aligned instructional materials, a broad course of study, and appropriately maintained school facilities.

An explanation of why the LEA has developed this goal.

To ensure that students do well academically and become prepared for postsecondary opportunities, they must have teachers who are properly credentialed and appropriately assigned to their classes; instructional materials that are aligned to the Common Core State Standards; and school facilities that are maintained in good repair.

Specifically:

- Reducing misassignments of teachers
- Increasing compliance with the teacher credential requirements
- Provide Beginning Teacher Support and Assessment (BTSA) as needed
- Provide Professional Learning for staff Targeted to District Goals and Actions
- Aligning with the California State Standards for instructional materials in all classes
- Continuing to maintain schools in "good" or "exemplary" repair
- Maintaining facilities
- Home to School Transportation
- Teachers for specialized areas in a broad course of study

This LCAP section reflects Superintendent Goals Sections B & C which aim to:

B) Ensure that the support service departmens in Food Service, Transportation, and Maintenance are performing at the level expected by the Board.

C) Ensure that the educational program provided to the students continues to expand and improve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of compliance with the teacher credential and assignment requirements. (CalSAAS)	There are 5 teachers with misassignments 2020-21 that will be corrected by the end of the school year.				By the end of September 2023, there will be no misassigned teachers.
Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks	2020-21: 100% of students have textbooks that were board adopted.				By 2023-24, 100% of students will have board adopted textbooks.
Textbooks will be aligned with the California State Standards.	ELA (K-6) and Math (K-12) World History (9-12) Science (7-12) are aligned with California State Standards as of 2021				All textbooks at all grade levels (K-12) will be aligned with California State Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of schools in "good" or "exemplary" repair. (Facility Inspection Tool)	80% of schools are in "good" or "exemplary" repair using the Facilities Inspection Tool (FIT). The "old junior high" is in poor condition.				100% of schools in "good" or "exemplary" repair, with no exceptions.
Professional Learning for teachers	Baseline district-wide is in the "Beginning Development" (2.0-2.99) range using Teacher Priority 2 Survey				District-wide at the "Full Implementation and Sustainability" stage (5.0) using the Teacher Priority 2 Survey
Implementation of State Standards	Baseline district-wide is in the "Beginning Development" range (2.0-2.99) using Teacher Priority 2 survey				District-wide at the "Full Implementation and Sustainability" stage (5.0) using the Teacher Priority 2 Survey
Programs for EL to access core and ELD standards	Baseline district-wide is in the "Beginning Development Phase" range (2.0-2.99) using Priority 2 survey				District-wide at the "Full Implementation and Sustainability" stage (5.0) using the Priority 1 survey
Broad Course of Study (Student Information System and Data Quest)	2020-21 Baseline: 100% of students, including Low Income, Foster Youth, English Learners, and				100% of students, including Low Income, Foster Youth, English Learners, and Students With Disabilities, in grades

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students With Disabilities, in grades 1-6 have access to instruction in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students, including Low Income, Foster Youth, English Learners, and Students With Disabilities, in grades 7-12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.				1-6 have access to instruction in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students, including Low Income, Foster Youth, English Learners, and Students With Disabilities, in grades 7-12 have access to instruction in English, Social Science, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.
Renaissance ELA assessment average of spring scores district wide at 3rd, 5th, and 8th grades (Star Summary Report	Baseline 2020-21 Average of scores Grade Equivalent (GE): 3rd=3.64				Average of scores Grade Equivalent (GE): 3rd=3.9 5th=5.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
GE scores averaged across district)	5th=4.87 8th=7.53				8th=8.9
Renaissance Math assessment average spring scores district wide at 3rd, 5th, and 8th grades (Star Summary Report GE scores averaged across district)	Baseline 2020-21 Average of scores Grade Equivalent (GE): 3rd=3.75 5th=4.50 8th=6.76				Average of scores Grade Equivalent (GE): 3rd=3.9 5th=5.9 8th=8.9

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	Targeted professional learning to build capacity in our staff to accomplish the mission and vision of the district.	$32,712.00	No
3	Curriculum	Science and Social Studies for K-6th; ELA for 7th-12th	$189,613.00	No
4	Maintenance		$391,991.00	No

Action #	Title	Description	Total Funds	Contributing
5	Transportation		$953,683.00	Yes
6	Teacher Salaries and Benefits		$1,857,764.00	No
7	Student Centered Coaching Professional Learning		$48,100.00	No
8	Food Services		$129,000.00	Yes
9	Supplies and services to support above and beyond the base	Supplies and services to support above and beyond the base	$81,478.00	Yes
10	Administrative Staffing	Principals, and District Superintendant	$347,748.00	No
11	Office support staff	secretaries, attendance clerks, office assistants, District Office Management staff	$648,060.00	No
12	Custodial Staff	salaries, professional development	$382,885.00	No

Action #	Title	Description	Total Funds	Contributing
13	Maintain internet infrastructure		$34,624.00	
14	Devices and software		$53,341.00	No
15	Materials, supplies, services necessary for school operations		$2,453,294.00	No
16	Technology Support Staff	Information Technology (IT) Director, technology technician	$87,761.00	No
17	Music Teacher	***supplemental/concentration: music education at school especially targets unduplicated students who typically do not have access to private music classes	$51,178.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Schools will be safe, inviting, engaging, and supportive places for students, parents and staff

An explanation of why the LEA has developed this goal.

To promote student growth, SHUSD must create a student-centered school experience that guarantees academic achievement, student agency, advancement, and a sense of belonging for all. The culture and climate of schools must be conducive to learning, embrace diversity as an asset, and encourage social-emotional development. Schools seeking improved outcomes usually have one or more "champions for change" on the inside of the organization, and these leaders can often engage other staff to produce better results in the short term. But these instructional leaders often move to another school, climb the career ladder, or retire. When they do, gains that have been made often quickly fade away. If schools are going to build support for ongoing success, they also need advocates for improved program outcomes outside the immediate organization--constituents who understand the mission of the school, who share the champions' vision and passion for student success, and who have a personal stake int he performance of the school and its students. In this brief, we identify schools' external stakeholders and offer ways in which these constituents can be positive force for helping schools to achieve improved outcomes for all students and sustain them over time.
--Sustaining READING FIRST: #6 Engaging Stakeholders, https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf
Specifically:
 *Develop and Implement Multi-Tiered System of Supports
 *Provide supports for Tiers 2 & 3 academic needs
 *Provide supports for Tiers 2 & 3 behavioral needs
 *Provide supports for Tiers 2 & 3 social-emotional needs
 *Support Extra Curricular Activities
 *Support School Attendance and Review Board (SARB)
 *Update Policies, Procedures, and Practices
 *Encourage Parent Engagement
 *Improve Home to School communication infrastructure, strategies, and actions including Translation and Interpretation
 *Improve communication outreach to the greater community
 *All students will have access to the required areas of study
 *Support Career and Technical Education (CTE)
 *Expand Alternative School Opportunities through Osprey Learning Center Independent Study Program and South Fork Independent Study
 *Support for Unduplicated Students
 *Continued Partnership with Southern Humboldt Family Resource Center (FRC)

This LCAP section reflects Superintendent Goal Sections C, D, and F-- which aim to:
*Ensure that the educational program continues to expand and improve
*Provide a safe, welcoming, respectful, and rigorous learning environment for every member of the school community.
*Provide opportunities for employees to develop meaningful relationships that positively impact their ability to serve students and grow professionally
*Cultivate an atmosphere where every student feels physically safe, emotionally supported, and academically challenged.
*Promote positive and respectful relationships with students, parents, employees, and other members of the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent-Teacher Interviews	Conduct Parent-Teacher Interviews using the "Rounding" strategy at the Parent-Teacher conferences or within the first 20 days of the school year. Baseline will be established in Fall 2021				Parent-Teacher Interviews using "Rounding" as a strategy within the first 20 days of the school year with increased numbers of interviewees.
Mid-Year Stakeholder Survey completion	Conduct mid-year stakeholder survey by Feb. 1, 2022. Establish baseline of completion rate				Mid-year stakeholder survey conducted by Feb. 1, 2024. 60% or better completion rate
Exclusionary discipline practices as measured in School Wide Information System (SWIS)	Baseline to be established in October 2021				Decreased rate from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (California School Dashboard)	28.1% of district students in 2018-19 were chronically absent				Improved Chronic Absenteeism rate by 6% over baseline
Attendance rate (SchoolWise)	District-wide attendance rate in 2018-19 was 93.5%, and in 2019-20 up to March 13, 2020 was 91.8%				Improved district Attendance Rate to 95% using the rate for district for 2021-22 and 2022-23 up to March 13, 2024
Student Sense of School Connectedness (CHKS Student Survey)	7th grade rate: 74% agree or strongly agree that they feel connected to school on 2020-2021 CHKS				Increased rates of school connectedness in 7th graders
Discipline: suspension/expulsion rates (DataQuest)	In 2019-20, suspension rate was 9.5% In 2019-20, expulsion rate was 0%				suspension rate will decrease 3% per year, resulting in a .5% suspension rate in 23-24 expulsions will remain at 0
Parent Priority 3 Parent	2020-21; Parent participation in formal				Increase total parent participation in formal

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
involvement/Decision making	decision making bodies (i.e. CCEIS/CSI/LCAP Stakeholder meetings, LCAP District Advisory Committee, School Site Councils, ELAC): 33 parents				decision-making bodies by 5 parents/year resulting in 48 parents involved by 2023-24.
Enrollment in Osprey Independent Study program at P-2 Attendance Date	Baseline 2018-19: K-8 enrollment= 5 9-12 enrollment= 6				Enrollment K-8=24; enrollment 9-12= 24
Middle school dropout rate (CALPADS 8.1b for 7th/8th)	Baseline 2019-20= 0 dropouts				Continue to have no dropouts in middle school
High School dropout rate (CALPADS 8.1b for 9th-12th)	Baseline 2019-20= 2 dropouts which is a .01% dropout rate				High school dropout rate at 0
Parent participation in programs and services for individuals with exceptional needs	Baseline: 100% parent participation in IEPs				Continued 100% parent participation in IEPs
Parent participation in programs and services for unduplicated pupils	Baseline: 2018-19 "EL Party" Culture Night parent/family activity at Redway School:				Increase attendance by 5% per year at Culture Night parent/family activity at Redway School resulting in 95% participation in 23-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	80% of EL families participated				
Student Sense of Safety at school (CHKS Student Survey)	7th grade rate: 60% report feeling safe or very safe when at school.				Increase by 10% per year resulting in 90% of 7th graders reporting that they feel safe or very safe when at school.
Staff Sense of Safety at school (CHKS Staff Survey)	Elementary staff 83% strongly agree and 17% agree that their school is a safe place for staff.				Increase the percentage of elementary staff who strongly agree that their school is a safe place for staff by 5% per year resulting in 98% of elementary staff strongly agreeing in 2023-24
Parent sense of school safety	Baseline to be determined in 2021-22				improved rate of parent sense of safety
Parent sense of school connectedness	Baseline to be determined in 2021-22				improved rate of parent sense of school connectedness
Staff sense of connectedness with each other (CHKS staff survey)	76% of staff agree or strongly agree that adults who work at their school are				100% of staff agree or strongly agree that adults who work at their school are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	collaborating regularly.				collaborating regularly.
Staff sense of connectedness with students (CHKS staff survey)	94% of staff agree (38%) or strongly agree (56%) that staff at this school really care about every student.				94% of staff strongly agree that staff at this school really care about every student.
Priority 3. Parent Engagement: Building Relationships (survey)	Baseline to be determined 2021-22				
Priority 3Parent Engagement: Building Partnerships (survey)	Baseline to be determined 2021-22				
Priority 3 Parent Engagement: Seeking Input (Survey)	Baseline to be determined 2021-22				

Actions

Action #	Title	Description	Total Funds	Contributing
2	Extra-curricular activities	athletics, drama, music, field trips	$19,695.00	No
3	SARB/CSI Support Staff	Assistant Superintendent, SARB clerk,	$149,893.00	No

Action #	Title	Description	Total Funds	Contributing
4	Update Policies, Procedures, and Practices	Policy Manual updates	$23,533.00	No
5	Home to School and Community Communication improvements	website, marquee, newsletter, community outreach	$6,006.00	No
6	Translation/Interpretation Services		$1,956.00	Yes
7	Career Technical Education		$141,316.00	No
8	Academic supports for Tiers 2 & 3	Classroom Instructional Assistants	$161,495.00	No
9	Supports for Tiers 2 & 3 behavioral needs	Behavior Support Aides, Behaviorist,	$398,084.00	No
10	Supports for Tiers 2 & 3 Social-Emotional Needs	District K-12 counselor, HBTS Navigator, .2 K-12 counselor, K-6 social worker/counselor	$117,756.00	Yes
11	Student Services Director	District level support for primarily low income students, special education, Foster Youth and English Learners	$99,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Homeless/ Foster Services	Homeless/Foster Liaison, set aside funds for services (transportation, clothing, basic needs)	$600.00	Yes
13	Independent Study Teachers	2 teachers @ .5 FTE and 1 teacher @ 1.0 FTE	$162,727.00	Yes
14	Student Services Support Provider	Support for unduplicated and special education preferral and referral Tier 3 academic, social-emotional, and behavioral services (e.g. IEPs, SSTs, BSPs, 504s, E, Homeless and FY).	$92,243.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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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	Students will make academic progress on the California State Standards so that they can be prepared for both college and careers upon high school graduation.

An explanation of why the LEA has developed this goal.

To access as many postsecondary options as possible, students must grow academically and demonstrate proficiency in key areas on a regular basis.

To support this goal, the District will specifically:

* Provide school libraries to support academic learning, including vocabulary acquisition.

*Accelerate learning or provide academic intervention to increase the number of students who meet or exceed standards in English Language Arts (ELA) and Mathematics

*Improve science curriculum and instruction to increase the number of students who meet or exceed standards in Science

*Provide English Language (EL) services for students who are emerging multilinguals

*Career and Technology Education (CTE) pathways to give students what's needed to succeed for life: technical skills, academic skills and employability skills.

*Focus on accelerating learning, particularly for unduplicated pupils, since inequities have been exacerbated during the pandemic.

*Support summer programs for academic acceleration, mitigating learning gaps, and credit recovery

* Continue Expanded Learning Programs after school for academic acceleration, enrichment, and mitigating learning gaps

This goal reflects Superintendent Goal Section C which aims to:

ensure that the educational program provided to the students continues to expand and improve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Education (CTE) increase number of pathways offered	There are 3 CTE pathways 2020-21				6 CTE pathways in 2023-24
CTE pathway completion	1 student completed a CTE pathway in 2020-21				9 students completing CTE pathways in 2023-24
Graduation Rates	88.2% graduated in 2019-20				
English Learners reclassified	29 EL students were reclassified (61.7%) in 2019-20, and 0 were reclassified in 2018-19, demonstrating the variability of data from year to year in a small population.				Mirror the state reclassification rate of approximately 14%
Distance from level 3 in (CA School Dashboard for ELA)	25.5 points below standard (level 3) in 2018-19				10.5 points below standard (level 3)
Distance from level 3 in (CA School Dashboard in Math)	59.2 points below standard (level 3) in 2018-19				39.2 points below standard (level 3)
Percentage of students meeting or exceeding standards in Science	In the state, 29.93% met or exceeded standards on the CAST test in 2018-19.				Increase 2% per year, resulting in 34.04% met or exceeded on the CAST in 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In SHUSD, 28.04% met or exceeded standards.				
English Learner progress toward English proficiency	In 2018-19, 52.8% made progress toward English proficiency which is medium progress				To be in the high range of 55-65% of EL students making progress toward English proficiency
Rate of a-g completion for high school seniors district-wide	In 2019-20, 35.4% of graduates met the UC/CSU requirements for a-g completion				Mirror the state rate of 44% of graduates completing the a-g requirements
Number of students who have passed Advanced Placement (AP) exam with a score of 3 or higher	In 2019-20, only 14 students took the AP exam so the number of students is not given as public data.				More than 15 test takers and 50% of the test takers will achieve a score of 3, 4, or 5
Programs for EL to access core and ELD standards	Baseline district-wide is in the "Exploration and Research Phase" range (1.0-1.99) using Priority 1 survey				District-wide at the "Full Implementation and Sustaninability" stage (5.0) using the Priority 1 survey
Early Assessment Program (EAP): a program using standardized test results of 11th graders as measure of math and English language	Use as Baseline 2018-19=14.3% (CA Dashboard CCI indicator details)				EAP readiness rate of 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
arts readiness for college classes					
College and Career Indicator (CCI)--includes a-g completion, CTE completion, AP passing rate and EAP rate combined (CA Dashboard: CCI and additional report)	Baseline 2019-20: 22.4%				Mirror the 2019-20 California state rate of 44.1%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School library books and supplies	percent support based on unduplicated count	$10,000.00	Yes
3	Support for English Learners	EL paraprofessionals, curriculum, supplies, professional learning for EL paraprofessionals, support for Culture Night	$100,107.00	Yes
4	Special Education	teachers, aides, materials and supplies, testing protocols	$1,158,914.00	No
5	Librarians	Librarian at Redway	$25,082.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Summer Programs	elementary and secondary summer schools	$106,395.00	No
7	After School Education and Safety (ASES) and other Expanded Learning Opportunities Learning Opportunities (ELO)	after school programs: ASES and ELO	$270,017.00	No
8	Advanced Placement	AP teachers for seat-based classes, AP online for web-based classes	$20,729.00	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.

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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
10.13%	724803

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.

$953,683 Continue to support and maintain the transportation department to insure safe travel to and from school.

$129,000 Contribute to the Food Services program in order to support the students who need meals.

$81,478 Supplies and services to support the unduplicated students.

$51,178 A music teacher at school is sometimes to only access to music instruction that some students can get.

$1956 Translation/ Interpretation services to help those EL students and families

$117,756 To support the Counseling and Mental health services for social and emotional needs.

$99,854 District level support for primarily low income students, special education, Foster Youth and English Learners

$600 Homeless/Foster Liaison, set aside funds for services (transportation, clothing, basic needs)

$162,727 To support the Independent Study program for students and families who otherwise might not participate in public school.

$92,243 Support for unduplicated and special education preferral and referral Tier 3 academic, social-emotional, and behavioral services (e.g. IEPs, SSTs, BSPs, 504s, E, Homeless and FY).

$10,000 to support the library with books and necessities

$25,082 for librarians to support students with access to books

$100,107 Staff and supplies to support English Learners

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

Transportation: Foster Youth and low-income students especially benefit from transportation services, especially in a geographically large school district, since without access to school bus transportation costs and/or lack of vehicles can be a barrier to these students attending school.

Food Services: Low-income students often rely on the school meal program for nutrition, which is essential for students' readiness to learn.

Music teacher: A music program from 5th-12th grades increases the opportunities for unduplicated pupils to participate in enrichment activities that ultimately lead to improved academic performance. Structured, standards-based music instruction provides low-income students, English Learners, and Foster Youth non-academic ways to engage in school and aligns with much-needed social-emothional learning that enhances student well-being.

Supplies and services,Translation/interpretation services, EL support staff: English Learner services are primarily for unduplicated pupils and families who face language barriers. The contributions of EL aides and staff who deliver targeted interventions, assessments, Culture Night for parent engagement, and translation/interpretation services are tailored to the acquisition of English language proficiency and mastery of grade-level content standards, enhancing the support that students might otherwise receive in other academic interventions.

Counseling and mental health services, supplies and services:Additional counseling services help form a supportive approach that principally benefits low-income students, English learners, and Foster Youth, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Unduplicated pupils' access to resources such as targeted social-emotional and mental health support, is generally limited.

Homeless/Foster Liaison and set aside funds for services can support these students with needs such as transportation, clothing, and other basic needs.

Independent Study Program (ISP) benefits low-income students by offering a public school option to families who prefer an alternative to a traditional school setting. Historically, the District's ISP serves primarily unduplicated students with high-quality standards-based instruction.

Library support, books, staff: Libraries are important for literacy. In this District, the Humboldt County Library is about 60 miles away from the high school. School libraries expand opportunities for unduplicated students to have access to age-appropriate literature.

District level support for student services: As with additional counseling supports above, psychological, academic, behavioral and social-emotional supports for tier 2 and 3 MTSS interventions principally benefits low-income students, English Learners, and Foster Youth, and other high-need students whose struggles often lead to disengagement with school. The coordination of targeted social-emotional and mental health, academic, and behavioral resources enhances the assistance to unduplicated students. Not only do high need students generally lack access to such resources, but they require integrated support services because their personal circumstances put them at greater risk of trauma.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$8,033,753.00	$945,939.00	$179,307.00	$1,650,635.00	$10,809,634.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$6,641,459.00	$4,168,175.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Learning	$4,719.00	$9,283.00		$18,710.00	$32,712.00
1	3	All	Curriculum		$189,613.00			$189,613.00
1	4	All	Maintenance	$391,991.00				$391,991.00
1	5	English Learners Foster Youth Low Income	Transportation	$953,683.00				$953,683.00
1	6	All	Teacher Salaries and Benefits	$1,804,739.00			$53,025.00	$1,857,764.00
1	7	All	Student Centered Coaching Professional Learning				$48,100.00	$48,100.00
1	8	English Learners Foster Youth Low Income	Food Services	$129,000.00				$129,000.00
1	9	English Learners Foster Youth Low Income	Supplies and services to support above and beyond the base	$81,478.00				$81,478.00
1	10	All	Administrative Staffing	$347,748.00				$347,748.00
1	11	All	Office support staff	$648,060.00				$648,060.00
1	12	All	Custodial Staff	$382,885.00				$382,885.00
1	13		Maintain internet infrastructure	$34,624.00				$34,624.00
1	14	All	Devices and software	$53,341.00				$53,341.00
1	15	All	Materials, supplies, services necessary for school operations	$1,008,093.00	$74,862.00	$179,307.00	$1,191,032.00	$2,453,294.00
1	16	All	Technology Support Staff	$87,761.00				$87,761.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	17	English Learners Foster Youth Low Income	Music Teacher	$51,178.00				$51,178.00
2	2	All	Extra-curricular activities				$19,695.00	$19,695.00
2	3	All	SARB/CSI Support Staff				$149,893.00	$149,893.00
2	4	All	Update Policies, Procedures, and Practices	$23,533.00				$23,533.00
2	5	All	Home to School and Community Communication improvements				$6,006.00	$6,006.00
2	6	English Learners	Translation/Interpretation Services	$1,956.00				$1,956.00
2	7	All	Career Technical Education	$133,675.00			$7,641.00	$141,316.00
2	8	All	Academic supports for Tiers 2 & 3	$161,495.00				$161,495.00
2	9	Students with Disabilities	Supports for Tiers 2 & 3 behavioral needs	$398,084.00				$398,084.00
2	10	English Learners Foster Youth Low Income	Supports for Tiers 2 & 3 Social-Emotional Needs	$63,427.00			$54,329.00	$117,756.00
2	11	English Learners Foster Youth Low Income	Student Services Director	$99,854.00				$99,854.00
2	12	Foster Youth	Homeless/ Foster Services	$600.00				$600.00
2	13	Low Income	Independent Study Teachers	$162,727.00				$162,727.00
2	14	English Learners Foster Youth Low Income	Student Services Support Provider	$92,243.00				$92,243.00
3	1	English Learners Foster Youth Low Income	School library books and supplies		$10,000.00			$10,000.00
3	3	English Learners	Support for English Learners	$100,107.00				$100,107.00
3	4	Students with Disabilities	Special Education	$770,941.00	$285,769.00		$102,204.00	$1,158,914.00
3	5	English Learners Foster Youth Low Income	Librarians	$25,082.00				$25,082.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	All	Summer Programs		$106,395.00			$106,395.00
3	7	All	After School Education and Safety (ASES) and other Expanded Learning Opportunities Learning Opportunities (ELO)		$270,017.00			$270,017.00
3	8	All	Advanced Placement	$20,729.00				$20,729.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,761,335.00	$1,825,664.00
LEA-wide Total:	$1,628,679.00	$1,683,008.00
Limited Total:	$81,478.00	$81,478.00
Schoolwide Total:	$51,178.00	$61,178.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$953,683.00	$953,683.00
1	8	Food Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,000.00	$129,000.00
1	9	Supplies and services to support above and beyond the base	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$81,478.00	$81,478.00
1	17	Music Teacher	Schoolwide	English Learners Foster Youth Low Income	5th - 12th	$51,178.00	$51,178.00
2	6	Translation/Interpretation Services	LEA-wide	English Learners	All Schools	$1,956.00	$1,956.00
2	10	Supports for Tiers 2 & 3 Social-Emotional Needs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,427.00	$117,756.00
2	11	Student Services Director	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,854.00	$99,854.00
2	12	Homeless/ Foster Services	LEA-wide	Foster Youth	All Schools	$600.00	$600.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	**13**	Independent Study Teachers	LEA-wide	Low Income	Specific Schools: Osprey Learning Center	$162,727.00	$162,727.00
2	**14**	Student Services Support Provider	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,243.00	$92,243.00
3	**1**	School library books and supplies	Schoolwide	English Learners Foster Youth Low Income	All Schools		$10,000.00
3	**3**	Support for English Learners	LEA-wide	English Learners	All Schools	$100,107.00	$100,107.00
3	**5**	Librarians	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,082.00	$25,082.00

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

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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.