LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern Humboldt Union High School District (CDS: 12626870000000)

CDS Code: 12 62687 0000000

School Year: 2024-25
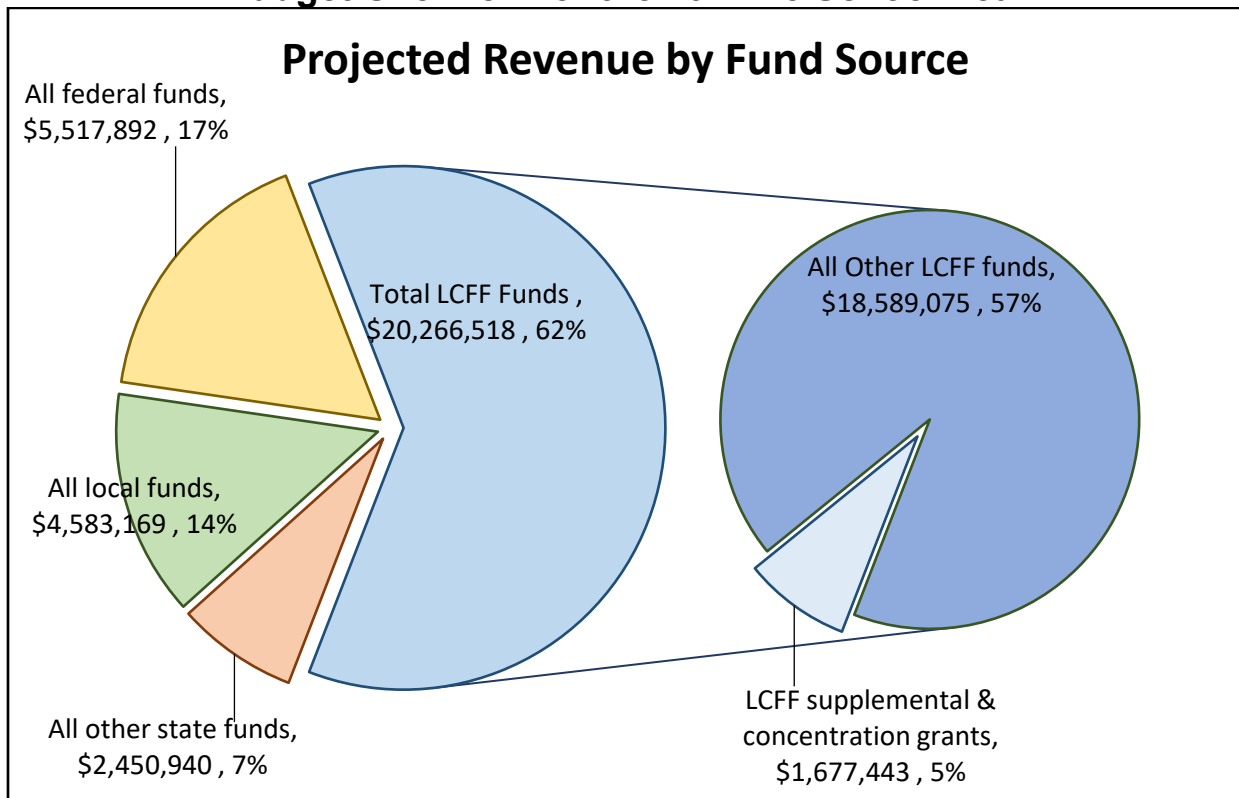
LEA contact information:

Roger Macdonald

Superintendent

rmacdonald@nohum.k12.ca.us

(707) 839-6481

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $5,517,892 , 17%

Total LCFF Funds , $20,266,518 , 62%

All Other LCFF funds, $18,589,075 , 57%

All local funds, $4,583,169 , 14%

All other state funds, $2,450,940 , 7%

LCFF supplemental & concentration grants, $1,677,443 , 5%

This chart shows the total general purpose revenue Northern Humboldt Union High School District (CDS: 12626870000000) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern Humboldt Union High School District (CDS: 12626870000000) is $32,818,519, of which $20,266,518 is Local Control Funding Formula (LCFF), $2,450,940 is other state funds, $4,583,169 is local funds, and $5,517,892 is federal funds. Of the $20,266,518 in LCFF Funds, $1,677,443 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
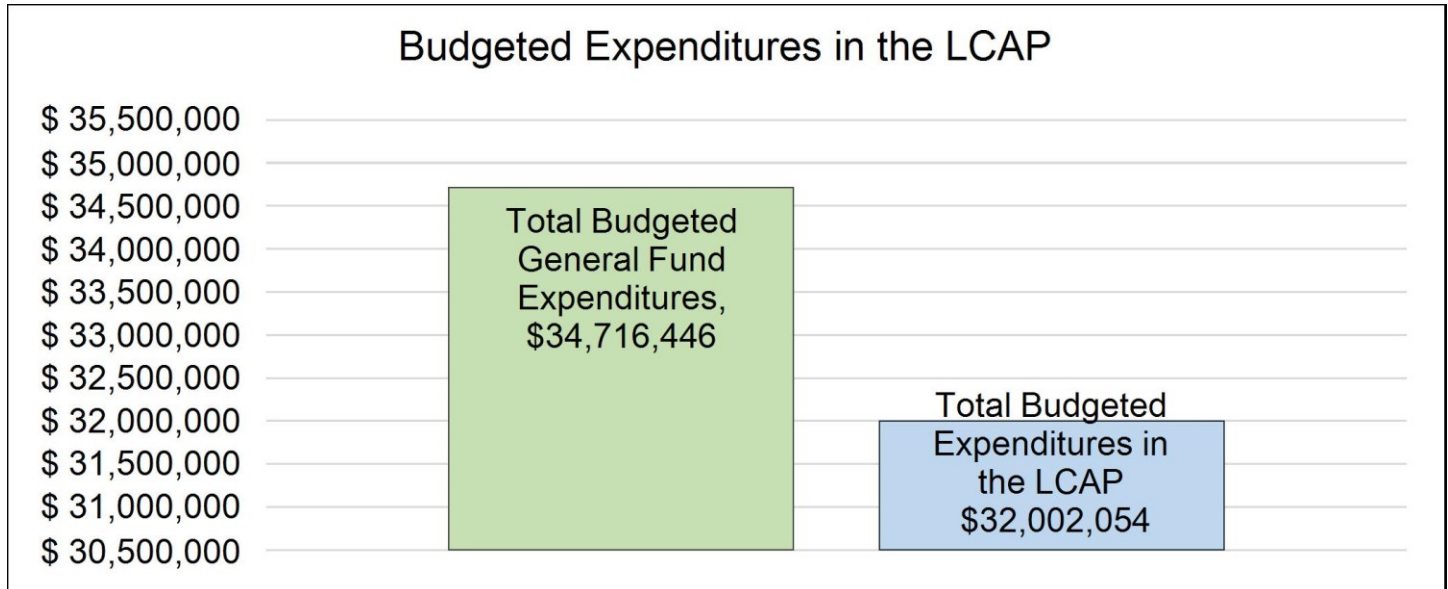
This chart provides a quick summary of how much Northern Humboldt Union High School District (CDS: 12626870000000) plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Northern Humboldt Union High School District (CDS: 12626870000000) plans to spend $34,716,446 for the 2024-25 school year. Of that amount, $32,002,054 is tied to actions/services in the LCAP and $2,714,392 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
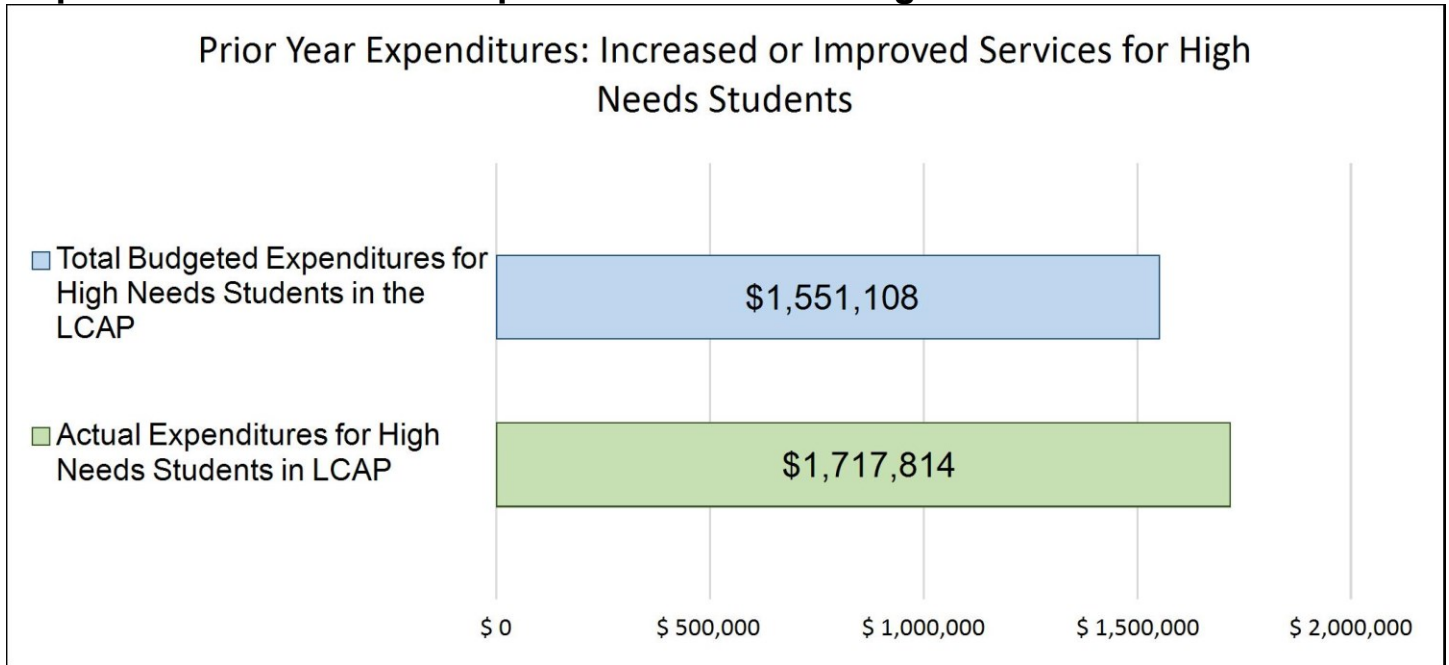
The expenditures not included in the plan are; Fiscal Office, Retiree Benefits, STRS on Behalf, services provided to outside agencies, and KIT one-time funds for the cafeteria funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Northern Humboldt Union High School District (CDS: 12626870000000) is projecting it will receive $1,677,443 based on the enrollment of foster youth, English learner, and low-income students. Northern Humboldt Union High School District (CDS: 12626870000000) must describe how it intends to increase or improve services for high needs students in the LCAP. Northern Humboldt Union High School District (CDS: 12626870000000) plans to spend $1,877,714 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,551,108
☐ Actual Expenditures for High Needs Students in LCAP	$1,717,814

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Northern Humboldt Union High School District (CDS: 12626870000000) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northern Humboldt Union High School District (CDS: 12626870000000) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Northern Humboldt Union High School District (CDS: 12626870000000)'s LCAP budgeted $1,551,108 for planned actions to increase or improve services for high needs students. Northern Humboldt Union High School District (CDS: 12626870000000) actually spent $1,717,814 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern Humboldt Union High School District (CDS: 12626870000000)	Roger Macdonald Superintendent	rmacdonald@nohum.k12.ca.us (707) 839-6481

Goals and Actions

Goal

Goal #	Description
1	2022-23 Goal 1: By June of 2024, all instructional staff will develop and implement increasingly effective, engaging, equitable and rigorous Universal Design for Learning (UDL) and culturally responsive instructional strategies, as measured by improved district-wide student data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates (Priority 5)	Spring 2020: 95.2% (4 year adjusted cohort)	Spring 2021: 95.4% (4 year adjusted cohort)	Spring 2022: 96.7% (4 year adjusted cohort)	2022-23: 96.8%	Not below 95.2%
Drop Out Rates (Priority 5)	Spring 2020: 1.31%	Spring 2021: 1.91%	Spring 2022: 1.45%	2022-23 .8 %	Not above 1.31%
The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores (Priority 4)	Spring 2019: +31.1 pts - ELA (above standard) • 63.0 pts - Math (below standard)	Spring 2021: Distance from standard not calculated in 2021. See metric 4 for met or exceed results.	Spring 2022: • 9.3 pts - ELA (below standard) • 101.2 pts - Math (below standard)	2022-23: • 15 pts - ELA (above standard) • 73.3 pts - Math (below standard)	Not below 31.1 pts in ELA Not below -63.0 pts in Math
Students will meet or exceed standards on SBAC Tests, which include EAP tests. (Priority 4)	Spring 2019 at or above standard: 65.10% - ELA 32.64% - Math 40.77% - CAST	Spring 2021 at or above standard: 64.07% - ELA 37.97% - Math (40.9% 11th grade tested ELA, 38.7%	Spring 2022 at or above standard: 55.34% - ELA 25.41% - Math 43.36% - Science	2022-2023 at or above standard: 57.74% - ELA 31.94% - Math 36.34% - Science	Not below the following at or above standard 65.10% - ELA 32.64% - Math 40.77% - CAST

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		11th grade tested in Math)			
Attendance Rate (ADA) (Priority 5)	2019-20 P2: 92.16% 2020-21 P2: 89.26%	2021-22 P2: 88.50%	2022-23 P2: 87.18%	2023-24: P2 89.41%	Not less than 92.16% at P2
Percent of 9th - 11th grade students who are down 3 classes cumulative or more at Fall Semester	Fall 2020: 10.3%	Fall 2021: 10.3%	Fall 2022: 7.2%	2022-23: 7.8%	Not above 10.3% in the Fall semester
AP test participants (Priority 8)	Spring 2020: 204 or 17.17% of the 10-12 graders	Fall 2021: 276 or 23.37% of 10-12 graders	***** waiting to gain College Board access. Continue to work with College Board to get access for Dir. of Acct. & Programs	2022-23: 412 10-12 graders	Not below 204 10-12 graders
% of AP test participants who pass with a 3 or better	Spring 2020: 69%	Spring 2021: 61%	Spring 2022: 12.1%	2022-23: 281/412 = 68.2%	Not below 69%
College and Career Indicator (Priority 8)	Spring 2019: 47.4%	Spring 2020 and 2021: NA	Spring 2022: NA	2022-23: 43.6%	Not below 47.4%
Number of CTE Pathway Completers	Spring 2020: 29 or 7.16%	Spring 2021: 93 or 21.93%	Spring 2022: 91 or 23.4%	2022-23: 74 or 18.1%	Not below 7.16%
UC/CSU eligible graduates (Priority 8)	Spring 2020: 52.71%	Spring 2021: 41.69%	Spring 2022: 40.1%	2022-23: 43.6%	Not below 52.71%
UC/CSU graduates who also completed a CTE pathway	2019-20: incorrect due to a reporting error	2020-21: 18 or 4.90% of graduates	2021-22: 37 or 9.5% of graduates	2022-23: 33 or 8.1%	Not below 75

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Enrollment pass rate (Priority 8)	Spring 2020: 54.85%	Spring 2021: 72.10%	Spring 2022: NA, no students enrolled in courses for dual enrollment	Spring 2023: 92%	Not below 54.85%
Reclassification rate of English Language Learners (Priority 4)	2019-20: 0 students (0%)	2020-21: 3 students (15.0%)	2021-22: 5 students (16.7%)	2022-23: 3/31 students = 9.7%	Not below than 15%
Overall average percent of students improving on the ELPAC (Priority 4)	Spring 2019: 3 students (45.5%)	Spring 2021: 57.14%	Spring 2022: 44.4%	Spring 2023: 24.1%	Not below 45.5%
Properly credentialed teachers (Priority 1)	2019-20: 96.37%	2020-21: 98.82%	2021-22: 96.4%	2022-23 79.3% dq contains a 9.6% error due to incomplete or erroneous data submitted by LEA	Not below 96.37%
CCSS Implementation Survey (Priority 2 & Local Indicator)	2018-19: (2019-20: NA) Professional Development Survey Results for CCSS: ELA - Full Implementation ELD - Full Implementation Math - Full Implementation and Sustainability	2020-21: Professional Development Survey Results for CCSS: ELA - Full Implementation & Sustainability ELD - Full Implementation Math - Full Implementation & Sustainability	2021-22: Professional Development Survey Results for CCSS: ELA - Full Implementation & Sustainability ELD - Full Implementation Math - Full Implementation & Sustainability	2023-24: Professional Development Survey Results for CCSS: ELA - Partial Implementation ELD - Partial Implementation Math - Partial Implementation Science - Partial Implementation	Not below "Full Implemenation" in any category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Science - Full Implementation Social Science - Full Implementation Instructional Materials for CCSS Survey Results: ELA - Full Implementation ELD - Full Implementation Math - Full Implementation Science - Full Implementation Social Science - Full Implementation Implementation of academic standards CTE - Full Implementation Health - Full Implementation & Sustainable PE - Full Implementation & Sustainable	Science - Full Implementation Social Science - Full Implementation Instructional Materials for CCSS Survey Results: ELA - Full Implementation & Sustainability ELD - Full Implementation Math - Full Implementation & Sustainability Science - Full Implementation Social Science - Full Implementation & Sustainability Implementation of academic standards CTE - Full Impelmentation Health - Full Impelmentation & Sustainability	Science - Full Implementation Social Science - Full Implementation Instructional Materials for CCSS Survey Results: ELA - Full Implementation & Sustainability ELD - Full Implementation & Sustainability Math - Full Implementation & Sustainability Science - Full Implementation Social Science - Full Implementation Implementation of academic standards CTE - Full Implementation & Sustainability Health - Full Implementation	Social Science - Partial Implementation Instructional Materials for CCSS Survey Results: ELA - Full Implementation & Sustainability ELD - Full Implementation & Sustainability Math - Full Implementation & Sustainability Science - Full Implementation & Sustainability Social Science - Full Implementation & Sustainability Implementation of academic standards CTE - Full Implementation Health - Partial Implementation PE - Initial Implementation	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Visual & Performing Arts - Full Implementation World Languages - Full Implementation & Sustainable	PE - Full Impelmentation & Sustainability Visual & Performing Arts - Full Impelmentation World Languages - Full Impelmentation & Sustainability	PE - Full Implementation Visual & Performing Arts - Full Implementation World Languages - Full Implementation	Visual & Performing Arts - Full Implementation World Languages - Full Implementation We acknowledge that our previous data collection method, which relied on a survey, had several limitations that may have impacted the accuracy of our findings. This may account for the change in outcomes from previous years	
Provide a broad course of study that includes all the state required subject areas for all students, including unduplicated and exceptional needs students. (Priority 7)	2020-21: All students are offered a broad course of study	2021-22: All students are offered a broad course of study	2022-23: All students are offered a broad course of study	2023-2024 All students are offered a broad course of study	All students are offered a broad course of study
School Climate Transformation Grant Observation Data	Baseline to be established in 2021-22	2021-22: 68.35% level 4, 5, 6 observations	2022-23: Unavailable	2023-24: Unavailable/Invalid	maintain or improve over baseline
Universal Design for Learning Checklist	Baseline to be established in 2021-22	Baseline to be established in 2022-23	Baseline to be established in 2023-24	2023-24:	maintain or improve over baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(UDL Progress Report)				Average teacher score on a 3 point scale is 1.82	

Goal Analysis

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.

During the 2023-2024 school year, this goal was carried out as follows:

Action 1.1: District/sites will engage staff in professional learning regarding Universal Design for Learning - Multiple Means of Engagement and will support implementation through site-based individual and/or group collaboration and coaching.

Fully implemented via professional development that was delivered on 8/21/23, 8/22/23, 10/16/23, 10/30/23, 11/1/23, 11/13/23, 12/4/23, 1/29/24, 3/4/24, 4/1/24 and 5/6/24. Additionally, stipends were offered for voluntary teacher participation in Level 1 and Level 2 PLCs. Utilization of the UDL Progression Rubric allows the district/sites to evaluate the effective implementation of UDL. NOTE: research indicates a six-year period in order to fully implement UDL school-wide. The staff engages in EDL/PDSA professional learning approximately every six weeks for one hour during a staff meeting and will continue to do that during the 2024-2025 school year and beyond. Forty-four certificated staff are currently or have already engaged in Level 1 voluntary PLC training, while eleven certificated staff are engaging in or are beyond Level 2. Involvement in stipended UDL PLCs outside of the school day brings the number of fully trained certificated staff to 47.

Action 1.2: In a district and site-guided process, and provided templates, exemplars, and self-assessment rubrics, teachers or departments will apply Universal Design for Learning (UDL) strategies to analyze and enhance one or more existing course/s. This process will begin with a review of a course/s by each department.* Teachers will be guided through a process meant to improve Educational Equity for all students. * District/sites will provide a variety of professional learning opportunities and support * Departments will engage in vertical and horizontal alignment.

Partially implemented. Justification: as the district provided professional learning re: UDL we realized that our teaching staff were under-utilizing data-based decision-making processes. A team of district and site leaders was sent for training in utilizing Improvement Science strategies to facilitate school improvement. A decision was then made to delay the development of Course Curriculum and Instruction Plans while we trained our teachers to engage in data-based decision-making cycles (Plan-Do-Study-Act (PDSA)). In collaboration with their departments (PLCs), all teaching staff worked through a problem of practice relative to their department. Each PLC then presented its processes and outcomes to staff on 5/6/24. Departments had the option of updating their course of study as part of the planned professional

learning presentations. All certificated staff is now fully trained to utilize the PDSA process to inform instruction. The MTSS Leadership Team is currently developing professional learning relative to UDL for the 2024-2025 school year.

Action 1.3:

C-1) Improving pathways to postsecondary student success: * Site administrators, in collaboration with department chairs, will continue to examine the master schedule so that it represents the interests of students and the demands of our time.

Partially implemented: training was provided for all district and site-level administrators who are involved in the master scheduling process. The focus of this training was: Building a Student-Centered Master Schedule. In addition, site Principals were provided mentors to assist them.

* Site administrators are encouraged to utilize CoTeaching and/or other evidence-based means of promoting inclusion while building the master schedules:

Fully Implemented: the utilization of CoTeaching on both comprehensive sites was significantly increased. A new program (CATS) addressing the needs of students with a history of failures was initiated with all program teachers serving as CoTeachers. All special education teachers on the comprehensive sites now engage in CoTeaching partnerships with General Education Teachers. CoTeaching training was provided twice in August 2023 and support for CoTeachers was offered throughout the school year.

* The district/sites will work toward increasing the number of CTE pathway options for students across the district.

Not Implemented. This action was not effective, as the district has determined that we are at capacity and no longer have the need to increase the number of CTE pathways. We will however maintain our current CTE offerings and work to increase the number of students who are completing CTE by earning a C- or higher in their CTE capstone class. In addition, the district applied for and received a Strong Workforce Grant.

* Counselors, in collaboration with department chairs, will communicate the values and opportunities relative to all programs and pathways to all students.

Fully Implemented: Academic counselors collaborated with department chairs, individual teachers, parents, and students to communicate in a variety of venues, focussing on tailoring student programs to the individual student's strengths and desires.

C-2). Site administrators will communicate with Academic Counselors and Special Education Teachers and support them to collaborate alignment and standardization of four-year plans for ALL students (including IEP Transition Plans). Counselors and Special Education Teachers will revisit & refine four-year plans at least once during every academic year

Fully implemented. Academic Counselors collaborated with Special Education Teachers and students with IEPs, assisting students and parents with the selection of programs and courses to meet student needs. Additionally, Academic Counselors attended IEP meetings to ensure alignment and cohesion between students' four-year plans and their IEP Transition Plans.

Action 1.4: The district/sites will provide professional learning opportunities meant to raise awareness around equitable grading practices.

Fully implemented. The district provided professional development in June and August of 2023. Additionally, the MTSS Leadership Team conducted a Plan-Do-Study-Act cycle in the Spring of 2024 to evaluate the effectiveness of the Professional Development.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The District did not include the contribution to the cafeteria program in the original planned expenditures. The adopted budget did not include the two year negotiated salary and benefit increases for all staff. Grant funds for CSI, AG Incentive, prop. 28, etc. were not included or were included at a lower funding level than expected, so the expense budgets were increased.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the 2023-2024 school year, the effectiveness/ineffectiveness of actions making progress toward the goal were as follows:

Action 1.1: District/sites will engage staff in professional learning regarding Universal Design for Learning - Multiple Means of Engagement and will support implementation through site-based individual and/or group collaboration and coaching.

The following metrics indicate that Action 1.1 was Partially Effective in leading to measured, improved district-wide student data. Data indicates that although we are making progress in some areas (Priority 5 Graduation Rates, Drop Out Rates, Attendance Rates), all of which contribute to student achievement, the District has struggled to increase scores in Priority 4 CAASPP areas. However, we also see that after significant decreases in scores post-covid, 2022/23 scores in Math and ELA rose significantly and are near pre-covid percentages. Additionally, it is important to note that the percentage of students failing classes (per local indicators) is falling and the percentage of students taking AP exams (Priority 8) has increased significantly (while the percentage passing with a score of three or better is roughly the same as baseline - which was the target). Priority 8 data also reveal that, although there was a decrease in the College and Career indicator from 47.4% to 43.6%, the number of CTE pathway completers rose, as did the dual enrollment pass rate. Priority 4 data revealed a steady improvement of EL Reclassification Rates until 2022/23 when data was unavailable due to a small reclassification rate, as well as a decreased percentage of students improving on the ELPAC. This is, possibly, a result of a change in staff and indicates a need for further investigation and action. Priority 1 data regarding Properly credentialed teachers is flawed due to input errors on the part of the LEA. However, the district understands the impact of properly credentialed teachers on student achievement and strives to staff the schools with the most highly qualified teachers possible. Priority 2 date indicates full implementation of CCSS Implementation, yet the data is based on teachers self-reporting and the district is not relying on the validity of the data, which led to training all teaching staff to utilize data-based

decision-making processes. NOTE: research indicates that it takes six years of training and implementation to fully implement school-wide UDL.

Action 1.2: In a district and site-guided process, and provided templates, exemplars, and self-assessment rubrics, teachers or departments will apply Universal Design for Learning (UDL) strategies to analyze and enhance one or more existing course/s. This process will begin with a review of a course/s by each department.* Teachers will be guided through a process meant to improve Educational Equity for all students. * District/sites will provide a variety of professional learning opportunities and support * Departments will engage in vertical and horizontal alignment.

The following metric indicates that Action 1.2 was Partially Effective in leading to measured, improved district-wide student data. The UDL Progression Rubric score, for which we established a baseline during the 2023-2024 shows _____% of the teaching staff at the following levels of proficiency. This data indicates a need for continued professional learning and guidance from the district in the implementation of UDL, which is an evidence-supported practice for increasing student achievement. However, each department in the district successfully completed a PDSA cycle and most departments successfully embedded elements of the UDL Guidelines (CAST) to complete a Problem of Practice. This professional learning experience provided the foundation upon which further education regarding the design and implementation of UDL will be based.

Action 1.3:

C-1) Improving pathways to postsecondary student success: * Site administrators, in collaboration with department chairs, will continue to examine the master schedule so that it represents the interests of students and the demands of our time.

Although priority 7 data is in question, as it has been self-reported; providing a broad course of study is a focus as our current administrators have been re-trained and are tasked with developing Student Centered Master Schedules. Providing a Student-Centered Master Schedule is one of the foundations upon which an effective MTSS is built and, as such, it is integral to student success; therefore, district data needs to be focused on providing a Student-Centered Master Schedule that incorporates a Broad Course of Study. This action was only moderately effective, as it was not well defined at inception.

* Site administrators are encouraged to utilize CoTeaching and/or other evidence-based means of promoting inclusion while building the master schedules:

As evidenced by the Master Schedule, this action was effective. During the 2022-2023 school year, there was a significant increase in the number of co-teaching partnerships implemented throughout the district. Additionally, a survey asking all teachers if they are interested in being a CoTeacher was sent out in April 2024. Some teachers have indicated interest. The district will continue to implement CoTeaching while providing training and support.

* The district/sites will work toward increasing the number of CTE pathway options for students across the district.

This action was not effective, as the district has determined that we are at capacity and no longer have the need to increase the number of CTE pathways. The newly received Strong Workforce Grant will provide funding for technology and additional materials across multiple CTE pathways, as well as supporting the development/expansion of Community Health and Advanced Manufacturing classes. Utilizing these funds, in 2024/25, the district will offer two new sections of Bio Community Health. The district continues to work with the College of the Redwoods to expand Career Tech Dual Enrollment opportunities.

* Counselors, in collaboration with department chairs, will communicate the values and opportunities relative to all programs and pathways to all students.

As evidenced by counseling schedules and contacts with students, this action was effective. There is an increased focus on student-centered scheduling and teaching. A Tier 1 strategy for implementation is adult-to-student communication regarding opportunities and plan development to help students reach their goals. Additionally, Academic Counselors go into each English classroom to support students in registering for fall classes. The counselors strive to communicate all programs and pathways and have been instrumental in the development of the new CATS program (a federal project meant to address the needs of under-achieving students.)

C-2). Site administrators will communicate with Academic Counselors and Special Education Teachers and support them to collaborate alignment and standardization of four-year plans for ALL students (including IEP Transition Plans). Counselors and Special Education Teachers will revisit & refine four-year plans at least once during every academic year.

This action was effective. Academic Counselors work closely with Special Education Teachers and families to develop plans and guide students toward their goals. Counselors attended IEP meetings to ensure alignment between Special Education Transition Goals and Four Year Plans.

Action 1.4: The district/sites will provide professional learning opportunities meant to raise awareness around equitable grading practices.

As evidenced by the results of the PDSA, which was conducted by the MTSS Leadership Team, the professional development provided by the district was effective and is being implemented. Currently, there is a plan to expand professional development on this topic in the coming year.

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.

New Goal: The Northern Humboldt Union High School District will ensure all students, including lowest performing subgroups, achieve the academic growth and proficiency necessary to succeed in college and/or career paths.

Rationale for Change to Goal: An extensive analysis of data, which includes poor student outcomes per Priority 4, led the district to the decision to expand the breadth of the previous goal. Formerly, the goal focused primarily on UDL and culturally responsive instructional

strategies and our data indicates mixed results. Broadening the goal and, therefore, the actions for implementation gives the district the ability to approach student success in a more comprehensive and student-centered manner.

New Action 1.1: Implement Academic Screeners for ELA and Math with all students enrolled in grades 9-11, including those in the Independent Study Program, and the following students in grade 12: those enrolled in EL classes, students with IEPs (mild to moderate disabilities), those enrolled in Continuation schools, those in the Independent Study Program, and other students of concern. Utilize academic screener results to determine appropriate academic interventions and to monitor student progress.

Rationale for New Action: (See Rationale for Change to Goal)

New Action 1.2: Curriculum and Instruction Plans (C&I Plans) will be developed for each course.

Rationale for New Action: This action replaces Action 1.2 from the previous LCAP. During the 2023-2024 we were able to train our teachers in data-based decision-making utilizing PDSA cycles, which established the foundation for developing C&I Plans. It is imperative that we have our teachers document course content and instructional strategies to ensure the needs of all students are met.

New Action 1.3: Site Administrators will utilize evidence-based practices, ensuring consistency, communication, and alignment with provided professional learning, to effectively assess the implementation of educational equity.

To effectively assess the extent to which educational equity is being implemented for all students, Site Administrators will:

a. Engage staff in the Rounding process

b. Perform observations and walkthroughs

c. Review Lesson Plans

d. Analyze evidence of implementation of professional learning content

e. analyze evidence of implementation of the Universal Design for Learning Framework

f. Encourage teachers to participate in peer collaboration and mentoring

g . Solicit classroom-level student feedback

h. Engage in data-based decision making

i. Utilize effective Communication Cycles

Rationale for New Action: Data from the LEA Self Assessment, the site FIAs, and the site TFIs indicate a lack of attention to district-wide initiatives, leading to poor outcomes for students. The addition of this action ensures shared responsibility for district and site administrators.

New Action 1.4: Provide high-quality CTE/Career pathways and work-based learning opportunities.

Rationale for New Action: This action replaces a component of Action 1.3 from the previous LCAP, which focused on expanding pathways. Instead, the new Action requires collaboration at many levels and includes the development of a CTE handbook and expanded community collaboration and opportunities for students.

New Action 1.5: Explore the possibility of developing a "Portrait of a Graduate" to define the knowledge, skills, and attributes we endeavor to impart to students upon their graduation, aligning with community expectations and guiding curriculum, instruction, and assessment practices to prepare students for success 9in higher education, career, and civic engagement.

Rationale for New Action: District and site personnel do not share a common vision or definition for student success. This Action will facilitate a collaborative approach that will accompany our Standards of Excellence to improve school culture and climate. The Portrait of a Graduate will provide a template for student-centered curriculum and instruction.

Retired Actions:

1.1 This action is inherent in the new Goal.

1.3 All components of this action are either fully implemented or no longer necessary.

1.4 This action is inherent in the new Goal.

Retired Metrics:

1. Percent of 9th-11th grade students who are "down" 3 classes cumulative or more at Fall Semester: This metric is not well defined and produces misleading data. District and Site Leaders evaluate and act upon D/F lists each grading period and several PDSAs were conducted during 2023/24 to determine barriers to student success. As this is a valid ongoing process but does not produce an effective metric for LCAP evaluation.

2. School Climate Transformation Grant Observation Data: This data was grant-inspired and was found to be invalid. The data is no longer available.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	2022-23 Goal 2: By June of 2024, schools will increasingly meet the inclusive social, emotional, and behavioral needs of all students through aligning our instruction, student support systems, policies & procedures to the Multi-Tiered Systems of Support (MTSS) & Culturally Responsive Practice (CRP) research-based frameworks as measured by improved student data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate of unduplicated students (Priority 6)	2019-20: 5.79%	2020-21: 0.4%	2021-22: 6.5%	2022-23: 7%	Not more than 5.79%
Expulsion Rates (Priority 6)	2019-20: 0%	2020-21: 0%	2021-22: 0.06%	2022-23 .2%	Maintain 0%
Chronic Absenteeism (Priority 5)	2019-20: 10.02%	2020-21: 5.32%	2021-22: 30.8%	2022-23 38.3%	Not above 10.02%
Student perception of "feeling safe or very safe at school" (Priority 6)	Spring 2019 (CHKS): 30.02%	2021-22 Students (CHKS): 62% Staff (survey): 90.7% Comm Member (survey): 90.7%	2022-23 Students (CHKS): 58% Staff (CHKS) 70.8% Comm Member (CHKS) 57.8%	2023-24 Note - numerous threats resulting in lockdowns at MHS, just prior to CHKS implementation, likely attributed to lower scores by staff and parents Students (CHKS): 66% Staff (CHKS): 40.5%	Not below 30.02%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Comm Member (CHKS): 39%	
Overall school connectedness rating of high or moderate (Priority 6)	Spring 2019: 90.56%	Fall 2021 CHSK - Students: 60.5% Spring 2022 Survey - Staff: 67.2% Spring 2022 Survey - Comm Members: 67.2%	2022-23 Students (CHKS) 58% Staff (CHKS) 86.1% Comm Member (CHKS) 67.5%	Spring 2023-24 Invalid data - see new School Connectedness Indicator from CHKS School Climate Report Card - below	Not below 90.56%
School Connectedness Indicator from CHKS School Climate Report Card (all students)				ALL STUDENTS 2021-2022: 61% 2022-2023: 53% 2023-2024: 51% Note: New Metric	
Student Risk Screening Scale (SRSS)	Establish baseline in 2021-22	2021-22: Externalizing Behavior 98.5% low or moderate risk 2021-22: Internalizing Behavior 92.01% low or moderate risk	2022-23: Externalizing Behavior 96.8% low or moderate risk 2022-23: Internalizing Behavior 89.29% low or moderate risk	2023-24: Externalizing Behavior 96.2% low or moderate risk 2023-24: Internalizing Behavior 88.3% low or moderate risk	Maintain or improve from baseline
School Climate is Average or Above Average	Establish baseline in 2021-22	2020-21: All Groups Averaged 43.90% Students 41.90% Staff 82.35%	Calculation from WestEd changed 2018-19: 65.66% 2021-22: 68.26%	Data invalid. See explanation below	Maintain or improve from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Community, including parents 54.68%	2022-23: 63.28%		
Perceived School Safety Indicator from CHKS School Climate Report Card (all students)				ALL STUDENTS 2021-2022: 63% 2022-2023: 55% 2023-2024: 58% Note: New Metric	
Tiered Fidelity Inventory (TFI)	Establish baseline in 2021-22	2020-21: 12.43%	2021-22: 15.59%	2023-24: AHS: 83% Tier 1 MHS: 63% Six Rivers: 87% Tier 1 58% Tier 2	Maintain or improve from baseline

Goal Analysis

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.

During the 2023-2024 school year, this goal was carried out as follows:

Action 2.1: Sites will continue to develop and implement their Culturally /responsive Positive Behavior Intervention Systems (CRPBIS) by doing the following:

a. Align, teach, re-teach, and reinforce classroom and campus expectations in relation to the school-wide norms

b. Expand upon student recognition systems, ensuring that ALL students are recognized

c. Establish a district-wide staff recognition system (taking into consideration varying preferences and modes of recognition)

d. Implement proactive, constructive, and restorative discipline policies, using data to assess for disproportionate outcomes and adjust as needed

e. Professional development for all certificated and classified staff to support Goal 2

f. Create an easily accessible Request for Assistance form for all staff students, and families

Partially implemented: The district-wide discipline flowchart has been finalized and staff has been trained in its utilization. All certificated staff have digital (with embedded links) and physical copies of the flowchart, the backside of which is a graphic for "Tier 1 Evidence-Based Practices for Preventing Problem Behaviors". The flowchart is also accessible to families and staff on the District and Site websites; the digital version contains links to Tier 1, Tier 2, and Tier 3 behavior interventions, as well as the definitions and examples of behaviors at each level. Staff is instructed to teach school-wide norms. There is some variation between campuses as to the level of CRPBIS implementation. Student recognition systems are in place across all sites, However, there is variation between campuses as to the completeness and effectiveness of student recognition systems. However, all campuses are working toward fidelity. No work was done over this time period relative to the development of a district-wide staff recognition system. District and site administrators and MTSS TOSAs are actively engaged in data analysis relative to discipline policies. Additionally, the district now has two certified Restorative Practices trainers who are planning a schedule that will result in all staff being trained. Finally, elements of restorative practices are included in all UDL, PBIS, and SEL-related professional learning that takes place in the district. Professional learning for all certified staff relative to goal 2 is ongoing and is an element of all professional development that is offered. Goal 2 criteria are a component of UDL, PBIS, and SEL, which are foci of all professional development days and all staff meeting professional learning. Only SRCS has a Request for Assistance form that is utilized by staff, students, or families. However, this is because the school is small and the form can easily be managed by a single person. AHS and MHS have fully developed functional Request for Assistance (SAT) forms. These forms are utilized by staff only. However, both schools provide a QR code that links to a form where students can sign up to see Academic and Student Assistance Counselors. Parents are asked to email counselors if they have a concern. In addition, each site has an Incident Reporting Form.

Action 2.2: Retired at the end of the 2022-2023 school year.

Action 2.3: School climate, fidelity, and student outcome data will be used by district and site teams to address the following, using continuous improvement strategies:

a. Effectiveness of our systems

b. Measure of our school/district community climate and culture

c. Effectiveness of our efforts to reduce disproportionality

Fully Implemented: We are utilizing multiple tools to measure the effectiveness of our systems and the effectiveness of our efforts to reduce disproportionality, as well as school/district school climate, including the LEA Self Assessment (LEASA), the Fidelity Integrity Assessment (FIA), and the Tiered Fidelity Inventory (TFI), as well as data from a variety of sources, including California Healthy Kids Survey (CHKS) and

Studer Surveys. District-level and tiered sited level teams analyze the data and engage in continuous improvement cycles and ongoing data analysis (PDSAs). There is no measurement tool for school culture; however, the Director of Students Services has worked collaboratively with a team representing a variety of staff positions, a TOSA, and a Studer Mentor to develop Standards of Excellence and Values for the district.

Action 2.4: Build a system at all levels of the district that creates a safe, equitable, and supportive community for every student and staff member. All NHUHSD staff will be trained in Tier 1 Supports, including the following:

a. Social-Emotional Learning (SEL) Standards and Strategies

b. Restorative Practices (RP)

c. Culturally Responsive Positive Behavior Interventions & Supports (CRPBIS)

d. Universal Design for Learning (UDL)

e. Trauma-Informed Practices

f. Crisis Prevention Intervention (CPI)

Partially implemented. Not all staff is fully trained in each component. The district has approached professional learning during Professional Development Days via a workshop model where aspects of all components are offered and staff is given the opportunity to engage in professional learning of their choice. Additionally, SEL, RP, and Trauma-Informed Practices are components of Culturally Responsive Positive Behavior Interventions and Supports (CRPBIS) AND Universal Design for Learning (UDL), so all professional learning focused on CRPBIS and UDL also emphasizes SEL, RP, and Trauma-Informed Practices. All staff were offered the opportunity to be trained in Crisis Prevention Intervention (CPI) on November 1, 2023. As the district now has two CPI trainers and two RP trainers on staff, the training will be offered on a continuing basis.

Action 2.5: All students in the district will be screened using a Universal Screening Tool (such as the Student Risk Screening Scale (SRSS)) in the Fall, Winter, and Spring. Tier 2/Tier 3 Teams will follow the established protocols for following up on students who are considered at-risk.

Partially Implemented. All students are screened three times per year utilizing the Student Risk Screening Scale. An MTSS TOSA facilitates the scheduling and the process as well as providing support to student services personnel and administration with respect to data analysis, data-based decision making, and intervention for students at risk.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The adopted budget did not include the two year negotiated salary and benefit increases for all staff. Grant funds for the Psych. Demo Grant and Mental Health, etc. were not included in the original budget, but have since been added along with associated expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the 2023-2024 school year, the effectiveness/ineffectiveness of actions making progress toward the goal were as follows:

Action 2.1: Sites will continue to develop and implement their Culturally /responsive Positive Behavior Intervention Systems (CRPBIS) by doing the following:

a. Align, teach, re-teach, and reinforce classroom and campus expectations in relation to the school-wide norms

b. Expand upon student recognition systems, ensuring that ALL students are recognized

c. Establish a district-wide staff recognition system (taking into consideration varying preferences and modes of recognition)

d. Implement proactive, constructive, and restorative discipline policies, using data to assess for disproportionate outcomes and adjust as needed

e. Professional development for all certificated and classified staff to support Goal 2

f. Create an easily accessible Request for Assistance form for all staff students, and families

As evidenced by the completion of school-wide norms, student recognition systems, Behavior Flowchart, Professional Development that was provided, and positive outcomes on the Tiered Fidelity Matrix, this action was effective. We continue to systematize and refine our work with respect to all areas listed. In particular, the staff recognition system is incomplete, as are Requests for Assistance on the MHS and AHS campuses.

Action 2.3: School climate, fidelity, and student outcome data will be used by district and site teams to address the following, using continuous improvement strategies:

a. Effectiveness of our systems

b. Measure of our school/district community climate and culture

c. Effectiveness of our efforts to reduce disproportionality

Somewhat effective. Although this action provided a means to focus and measure the effectiveness of our systems, the action was not specific in specifying strategies for improvement. Some strategies were put in place via the PDSA cycles that we engaged in, but it was a learning/training year for us, so progress was slow and steady. Priority 6 metrics indicate an increase from baseline in suspension rates from 5.679% to 7% in 2022/23. Additionally, Priority 5, Chronic Absenteeism data indicates an increase from 10.02% pre-covid to 38.3% during the 2022/23 school year. Likewise, CHKS data specific to safety, connectedness, etc. revealed a concerning trend of decline or stagnation in areas affecting school climate. Analysis of this goal/action/data indicates a need to emphasize growth with respect to indicators five and six in the new LCAP (which is currently under development).

Action 2.4: Build a system at all levels of the district that creates a safe, equitable, and supportive community for every student and staff member. All NHUHSD staff will be trained in Tier 1 Supports, including the following:

a. Social-Emotional Learning (SEL) Standards and Strategies

b. Restorative Practices (RP)

c. Culturally Responsive Positive Behavior Interventions & Supports (CRPBIS)

d. Universal Design for Learning (UDL)

e. Trauma-Informed Practices

f. Crisis Prevention Intervention (CPI)

Effective. Although not all staff is fully trained in each component, our dedication to training is ongoing. During 2023/24 the district focused on developing our own in-house trainers who now offer a variety of trainings throughout the school year. Staff will have the opportunity to cycle through all options. The focus has been to build a cohesive framework of supports that will meet the needs of all students in an MTSS. At this point in time, Tier 1 supports falling under this goal are strong.

Action 2.5: All students in the district will be screened using a Universal Screening Tool (such as the Student Risk Screening Scale (SRSS)) in the Fall, Winter, and Spring. Tier 2/Tier 3 Teams will follow the established protocols for following up on students who are considered at-risk.

Effective. SRSS data, although indicating a mild reduction in the number of students identified as at-risk, cannot be used to measure progress over time. Therefore, our metric for measuring this action is invalid. However, we did develop a system for SRSS implementation and associated actions that is working and sustainable.

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.

New Goal: The Northern Humboldt Union High School District will enhance and implement systems that foster a safe, equitable, and supportive environment conducive to growth and well-being for the school community.

Rationale for Change to Goal: A variety of data including: CHKS, Priority 5 Student Engagement, and Priority 6 School Climate led the district to a more focused goal.

New Action 2.1: Develop, refine, and implement district-wide student and staff recognition systems.

Rationale for New Action: The district made significant progress on a previous, similar action (2.1), but is not finished with the work. CHKS data indicates that many students do not feel connected to their schools (poor school climate) and research indicates that recognition systems are a significant factor in a positive school climate. Implementing such recognition systems fosters a positive school culture by acknowledging and celebrating achievements, which can raise motivation and overall satisfaction among students and staff while building a sense of community. This new action replaces former action 2.1 while maintaining one component from the former goal that continues to be a need.

New Action 2.2: Implement structured, evidence-based, district-wide Social-Emotional Learning (SEL) Frameworks with support and fidelity at all sites.

Rationale for New Action: This action replaces action 2.4 from the former LCAP. Data indicates the need for a more targeted approach to SEL (see explanation under Rationale for Change to Goal). Focusing on an SEL Framework (as in CASEL) ensures that students receive consistent and effective support in developing essential skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

New Action 2.3: Continue to develop and refine district-wide behavior systems, protocols, and implementation.

Rationale for New Action: Data indicates the need for continued work in Priority 5 and Priority 6 areas. This action replaces a component of action 2.1 in the previous LCAP. District-wide systems, protocols, and implementation strategies are essential for creating a safe and supportive learning environment. The district needs to review and improve upon current systems and protocols to better address the diverse needs of the student population, effectively manage behavior issues, and promote positive social interactions.

New Action 2.4: Continue to develop and refine the district MTSS, including Tier 1, Tier 2, and Tier 3 systems, protocols, and implementation relative to the California MTSS Whole Child Domain. Document protocols as they are developed.

Rationale for New Action: A fully developed and implemented MTSS ensures that all students receive the appropriate level of academic, behavioral, and SEL support they need to succeed. MTSS is an evidence-based framework that uses evidence-based practices to promote

and support student success. As stated under the Justification for Goal 1, data indicates a number of deficiencies around Priorities five and six. NHUHSD uses the Californa MTSS Framework and Improvement Science as guides for improvement.

New Action 2.5: Train administration to implement the district-adopted discipline matrix to utilize alternatives to suspension and other means of corrective action when appropriate.

Rationale for New Action: As previously stated, rather than decreasing suspensions during the previous LCAP cycle, the district did not, in fact, utilize appropriate means of correction to reduce the number of suspensions. This very specific goal focuses on administrator actions meant to address Priority 6 data.

Retired Actions

2.1 All elements of this action not previously mentioned as being incorporated into new actions.

2.2 All components of this action are either fully implemented or no longer necessary.

2.3 This action is inherent in the new Goal.

2.4 All components of this action are fully sustainable at this time.

Revised Metrics:

1. Individual Priority 6 questions of the California Healthy Kids Survey have been eliminated as metrics. Rather, the district will utilize categories (School Connectedness and Perceived School Safety) from the School Climate Report Card to report metrics that are more comprehensive in nature. Data will reflect 11th-grade student results.

Retired Metrics:

1. Student Risk Screening Scale (SRSS). Scores produced from the SRSS are not meant to be utilized for progress over time. This is an invalid metric.

2. School Climate is average or above average. There are no means for calculating the "average" on School Climate from the California Healthy Kids Survey. Historically, WestEd provided a school climate Index for each school, but that was discontinued several years ago. This is an invalid metric.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	2022-23 Goal 3: By June of 2024, schools and the District will foster equity and inclusivity across all campuses, by using educational partner feedback in improvement cycles to strengthen our Multi-Tiered System of Support (MTSS) and District policies and systems, as evidenced by multiple measures of student, family and community engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards. (Priority 1)	2019-20: 100%	2020-21: 100%	2021-22: 100%	2023-2024 100%	Not below than 100%
SWIFT-FIA Assessment (Fidelity Integrated Assessment)	2019-20: 62.67%	2020-21: 55%	2021-22: 55.6%	2023-24 AHS: 71% MHS: 45% Six Rivers: 55%	Not below than 62.67%
LEA Assessment (measures the components of an effective district system)	2019-20: 29.33%	2020-21: 39%	2021-22: 28%	2023-24: 53%	Not below than 29.33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Facilities Inspection Tool (FIT) will have a "Good" rating (Priority 1)	2019-20: 96.5%	2020-21: 97.55%	2021-22: 96.3%	2023-2024 AHS 91.59 (Good Rating) MHS 92.58 (Good Rating)	Not below than 97.55%
Maintain the number of meetings to get stakeholder input including unduplicated student representation and individuals with exceptional needs. (Priority 3)	2020-21: 2 LCAP Stakeholder Meetings Site Council meetings as needed	2021-22: Three WASC/LCAP site meetings. One district educational partners meeting	2022-23: Three WASC/LCAP site meetings. One district educational partners meeting	2023-2024: Three LCAP site meetings. One district educational partners meeting. Two additional night meetings for stakeholders that could not attend daytime meetings.	At least 2 LCAP Stakeholder Meetings 1 Monthly Site Council Meeting per comprehensive site
Educational Partner participation (number of partners participating)	NA	NA	2022-23: 206 students, parents, and staff	2023-24: 222 students, parents and staff	Not fewer than 206 students, parents, and staff
Decrease disproportionality in student groups for academic and social-emotional learning, following the ATSI criteria	NA	NA	Establish a baseline of ELA, Math and Incidents for Acorn Candidates	No data. Metric not well defined/valid	Maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quality of School Physical Environment (CHKS)	NA	NA	2022-23: Agree or Strongly Agree Students 49.24% Parents 87.73% Staff 69.41%	2022-23: Agree or Strongly Agree - Note that percentages reflect a bathroom safety issue at AHS Students 44.75% Parents 42% Staff 36%	Not below 75% in any group

Goal Analysis

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.

During the 2023-2024 school year, this goal was carried out as follows:

Action 3.1: District administration will provide training and coaching to site administrators including onboarding and evaluation of new administrators.

Partially Implementing. Site and District Administrators are now offered the following coaching options: ACSA Principals' Academy, 1:1 Executive Coaching, Just in Time Coaching, and In-House Mentoring. In addition, the District Superintendent performs onboarding and evaluation of new administrators.

Action 3.2:

B-1: District and site leaders will use continuous improvement strategies and evidence-based interventions to improve practice and policy.

Partially Implementing. District and site leaders engaged in Plan-Do-Study-Act (PDSA) cycles to analyze and plan actions to address the high percentage of D/F grades. Cycles completed by administrators include: Learning Leadership Network (to improve district-level actions for alignment in all systems), Attendance (to identify and implement strategies to improve attendance), Grading (to define steps to calibrate grading in the district and to analyze professional learning on equitable grading), SEL (to identify and implement necessary components for student and staff well-being), Tardiness (to evaluate the effectiveness of the tardy policy), Problem of Practice (to provide teachers with the time and structure to evaluate and make changes to systems/protocols/instructional methods/strategies that directly impact student outcomes). Additionally, PDSA cycles are now used on a district-wide basis. All certificated staff has been trained in the use of PDSA cycles

and all administration has been trained to utilize a variety of improvement science methodologies. The district contracts with Studer Education and consults with the Carnegie Foundation to become more consistent, efficient, and impactful with respect to continuous improvement. Example: we are currently engaged in developing a "Rounding" system to be implemented district-wide with staff in the 2024/25 school year.

B-2: Retired

B-3: Retired

B-4: District leaders will pursue funding that aligns with district initiatives.

The district continuously engages in alignment with respect to district initiatives, the district MTSS, the district LCAP, and WASC. The district Grant Writer is now a member of the MTSS Leadership committee to ensure that all grants are aligned to all elements of our systems.

Action 3.3

Partially Implementing.

C-1 Administrators will engage in supportive feedback that is useful for educators to build instructional knowledge and skills.

Central Office Meetings and Training being offered are as follows: Personal meeting with the superintendent every other week, Master Schedule training and support, and Discipline and Restorative Practices Training. A robust system for rounding is currently under development for implementation in the 2024/25 school year.

C-2 District and site leaders will continue to communicate tiered intervention systems to all educational partners and seek feedback.

District TOSAs continue to work with the district administrators and Tiered Intervention Teams to develop tiered interventions. This year, in collaboration with the site administrators, the TOSAs undertook a comprehensive process of evaluating the interventions that were already in place. This "intervention inventory" was done through direct person-to-person interviews with all major departments/or teams in the district (Department Chairs, Student Assistance Teams, Academic Counselors, SPED staff, Office Staff, Site Administrators, School Nurse, School Psychs, BRIDGES, Behaviorist, Career and College Coordinator, Diversion Program, Humboldt IPA, Chronic Absenteeism Prevention Coordinator, LINK, Indian Ed, School Social Workers, Speech Therapists, TRIO Program, and TPP). This information will be used to better coordinate the services we provide, who provides the services, for whom, and how to make referrals to those services. Additionally, the TOSA/Site Administrators collaborated with the Director of Student Services to complete an updated discipline matrix. The site administrators then worked with the TOSAs to train staff in the implementation of the rubric.

C-3 District and site leaders will gather, utilize, and communicate educational partners' feedback when making decisions.

A number of LCAP feedback sessions were held in January and February 2024. Attendees included parents, students, staff, and the community. Two additional meetings were held this year, to accommodate people who could only attend in the evening. A fifth meeting was held specifically for certificated staff at the request of their bargaining unit. All information was synthesized and presented at a School Board meeting in February 2024 and was considered for the LCAP annual report, as well as in the development of the new LCAP. Additionally, educational partners' feedback is solicited via the CHKS and Student Pulse Checks. All data is analyzed and considered for action.

C-4 All staff will work to improve school-to-home communications while including educational partners who have not formally been connected or involved.

A review of site web pages is ongoing with an eye to improving communication with parents. Site Council, department Chairs, and Teachers have contributed to the discussion. Collaboration with the Technology Department will support changes. Additional staff is being updated to update the pages in a timely manner. Sites send a weekly newsletter to parents, via email, with updates on a variety of topics, including upcoming events. Sites also publish a daily bulletin for students and staff that is available for parents on the website, updated daily.

C-5 District administration will formally and regularly report outcome and fidelity data to the school board.

The district office reports on the SARC for each site and the LCAP progress throughout the year. The superintendent has established extra board meetings for study sessions around district data. Outcome and fidelity data are reported as appropriate throughout the year.

Action 3.4: District and site leaders will work with staff to revise, implement, and publish, in multiple languages, all district documents including the comprehensive school safety plan.

Partially Implementing.

School Safety Plans are scheduled to be translated into Spanish by the end of the school year. These plans are revised and implemented annually. During the 2023/24 school year there was an emphasis on safety training.

Positive Climate Plans:

Discipline flowcharts are in place and teachers/administrators have been trained for implementation

School norms are in place and taught/emphasized. The PBIS framework is functioning to address behavior and Social Emotional Learning (SEL).

School Social Workers have been hired for both campuses.

TOSAs collaborate with administrators at the site and district level to address all components of school climate.

The Suicide Prevention Plan is in place and adheres to California requirements.

An Annual Professional Development Plan for Certificated Staff is in place.

The district-wide Standards of Excellence have been completed and are ready for roll-out.

Action 3.5: Staff will identify and reduce disproportionality in academic and social-emotional metrics among all subgroups.

Partially Implementing. We have adopted a new academic screener to help us assess, identify, and serve students who are struggling in ELA and Math. This tool will allow staff to target students who need tiered support in the core subjects. Additionally, this will provide disproportionality data specific to grade level, subject, and/or other student groups. Not all teachers of targeted classes implemented the academic screeners during the 2023/24 school year. Meanwhile, we have improved our use of the Student Risk Screening Scale (SRSS) to better identify students who are at risk. We developed a protocol to ensure that students presenting as high-risk receive appropriate services by referring the students to the Student Assistance Team for further review and (when necessary) action plans.

Action 3.6:

Fully Implementing

F. Advisory Committees consisting of parents, students, business community members, and staff will meet regularly to seek feedback on school programs and to help direct CTE program pathways, including enhancing student work-based learning opportunities.

All Career Technical Education pathways are required to meet at least twice yearly with members of their respective communities/advisory boards to ensure what the programs are doing to align with the needs of the local business community. These meetings also allow the instructors and students to share, with the business community, the activities of the particular CTE pathway. The meetings are required as part of both the Perkins grant program and the Career Technical Education Incentive Grant.

G. Seek feedback from our educational partners regarding the improvement of student experiences across our facilities and spaces.

We are collecting data from educational partners in multiple ways throughout the school year, including Student Pulse surveys, LCAP community feedback sessions (five held this year), and student feedback sessions (36 held this year). Additionally, we implemented the California Healthy Kids Survey (CHKS) to gather information from students, staff, and families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The adopted budget did not include the two year negotiated salary and benefit increases for all staff. The updated PA/emergency notification/phone system was not in the original budget. Expenses for the CTE facility grants were not in the original budget.

Action 3.1: District administration will provide training and coaching to site administrators including onboarding and evaluation of new administrators.

Effective. As evidenced via improved LEASA data, the district is building the foundation for a strong support system for new and veteran administrators. The program ensures that administrators are equipped with the necessary skills and knowledge to effectively carry out their duties. This system of support fosters a culture of learning and improvement within administration, leading to a higher level of efficiency and effectiveness, and a solid foundation in California Education Code and district policies and procedures.

Action 3.2:

B-1: District and site leaders will use continuous improvement strategies and evidence-based interventions to improve practice and policy.

Moderately Effective. The district engaged in a number of PDSA cycles (specified in Goal 1 and Goal 2 narrative) meant to foster equity and inclusivity. Additionally, the number of educational partners' meetings was increased and feedback was gathered, analyzed, and acted upon. However, the cycles that were conducted were not specific to community and family engagement and educational partners' feedback (as specified in Goal 3). Still, progress due to this action cannot be classified as ineffective because all site administrators are now trained with respect to conducting data cycles and engaging in data-based decision-making. The action in itself was fully implemented, but not in the context of the goal. Family and community engagement is critical to success under an MTSS system and LEASA/FIA data (which measure MTSS implementation) indicate that the district is not making adequate progress in this area. Therefore, while this action will be retired, a more focused action to address the lack of progress relative to family and community engagement will be developed.

B-4: District leaders will pursue funding that aligns with district initiatives.

Effective. Evidenced by the district's Grant Matrix, which shows the alignment between the LCAP and all grants. Grant personnel worked with the University of San Francisco (grant evaluators) to ensure alignment. At this point in time, the district does not pursue grant funding which is not aligned with district/site vision and goals.

Action 3.3

C-1 Administrators will engage in supportive feedback that is useful for educators to build instructional knowledge and skills. As outlined above, the district is making strides to build an effective system of support and provide ongoing professional learning for site administrators. With the significant turnover in site administrators over the past several years, there is an increased need for additional training, as evidenced by the district LEASA and site FIAs data. During the 2023/24 school year, training increased and will continue, with three partial days of training currently scheduled for June 2024.

Moderately effective.

C-2 District and site leaders will continue to communicate tiered intervention systems to all educational partners and seek feedback.

Moderately effective. Again, with the significant turnover in site administrators, there are some administrators who need additional training regarding tiered intervention systems. LEASA and FIA data indicate that the tiered intervention system is incomplete and inconsistently applied. The District TOSAs, Instructional Coaches, and Grant Team are highly trained in the implementation of tiered intervention systems and they provide training and support for district and site administrators. As stated in B-1, although work is being done with respect to this action, that work does not necessarily transfer to Goal 3.

C-3 District and site leaders will gather, utilize, and communicate educational partners' feedback when making decisions.

Moderately effective. The district fully implemented this action, however, the LEASA and FIA data indicate a need for significant improvement. The district has contracted with UCSF and the Studer Organization to assist with data analysis and associated actions. Additionally, a team of district and site leaders are trained in and are implementing improvement science methodologies. The challenge with respect to this action is solely connected to communication with educational partners.

Data indicates that communication, in general, continues to be a concern. Therefore, improvement in utilizing communication cycles needs to be embedded in the new LCAP.

C-4 All staff will work to improve school-to-home communications while including educational partners who have not formally been connected or involved.

Moderately effective. While site web pages have been a focus for improving communication, data from educational partners' feedback sessions indicates that the district is still falling short in this area. According to the data, the district should also be considering the following: utilizing a variety of methods for communication, increasing the frequency of communications, and establishing protocols for responding to communications from parents/community members in a timely manner. Feedback from parents at the sessions indicates that those who have not formally been connected or involved are not being drawn in via current methods. Interestingly, a PDSA was recently conducted regarding attendance. During the PDSA, 230 letters of concern were sent to parents with an offer for assistance if parents were to respond to the letter. Only 17 parents responded. Clearly, technology was not the barrier in this case and the district will work on identifying appropriate means of communication for specific communication types.

C-5 District administration will formally and regularly report outcome and fidelity data to the school board.

Effective. Outcome and fidelity data are reported as appropriate throughout the year according to Board Agendas that are influenced by timelines and shaped by the District Superintendent. Evidence - Board Agendas.

Action 3.4: District and site leaders will work with staff to revise, implement, and publish, in multiple languages, all district documents including the comprehensive school safety plan.

Moderately effective. As reported above, multiple documents relative to a positive school climate have been published. However, to date, plans to translate such documents are still in the planning stage. The Comprehensive School Safety Plan will be translated by June 2024.

Action 3.5: Staff will identify and reduce disproportionality in academic and social-emotional metrics among all subgroups.

Moderately Effective. We have adopted and set up systems for data analysis and implementation of evidence-based tiered interventions relative to both academic and Behavior/Social-emotional screeners. Data from the SRSS is promptly acted upon by the Student Assistance Teams (Tier2//3 Teams). There are plans to expand the use of academic screeners during the 2024/25 school year and to provide additional training for teachers and administrators regarding how to utilize the data from these screeners to produce effective tiered interventions.

Action 3.6:

F. Advisory Committees consisting of parents, students, business community members, and staff will meet regularly to seek feedback on school programs and to help direct CTE program pathways, including enhancing student work-based learning opportunities.

Effective. Teams meet regularly and complete all necessary requirements, allowing them to guide CTE instruction. Still, the district understands that there is an opportunity to enhance the current CTE programs. During the 2024/25 school year, a CTE team will begin to build handbooks and guidelines to address all components of the CTE programs, including work-based learning.

G. Seek feedback from our educational partners regarding the improvement of student experiences across our facilities and spaces.

Effective. See explanation under C-3.

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.

New Goal: The Northern Humboldt Union High School District will increase and maintain overall student attendance rates across all grade levels and all schools.

Rationale for Change to Goal: A significant increase in student absences, including chronic absenteeism (as indicated by Priority 5 data) and tardiness requires focused attention in order to ensure student success.

New Action 3.1: Develop and consistently implement effective school-wide attendance policies.

Rationale for New Action: Priority 5 data indicates a significant increase in chronic absenteeism and School Information System data indicates increases in all absences and tardiness.

New Action 3.2: Train staff, students, and families with respect to all components of the attendance policy.

Rationale for New Action: Priority 5 data indicates a significant increase in chronic absenteeism and School Information System data indicates increases in all absences and tardiness.

New Action 3.3: The district will provide support and guidance on the implementation of a District Family, Student, and Community Engagement Framework, including guidance to site leaders regarding:

Building Relationships between school staff and families

Building Partnerships for Student Outcomes

Seeking Family, Student, and Community Input for Decision-Making

Values/Standards of Excellence

Rationale for New Action: LEASA, FIA, CHKS, Student Feedback data, and Educational Partners' data indicating that little progress was made with respect to Student, Family, and Community Engagement requires that we approach this work with a more focused plan. This work will begin with the development of a Family and Community Engagement Framework

New Action 3.4: To improve the sense of belonging and engagement within the school, the District will provide:

Transportation

Clean/Safe Facilities

Food via the Free and Reduced Meal Program

Rationale for New Action: LEASA, FIA, CHKS, Student Feedback data, and Educational Partners' data indicate a concern with school safety and a lack of connectedness.

Retired Actions

Action 3.1: Action is sustainable without being stated in the LCAP.

Action 3.2 Action is sustainable without being stated in the LCAP.

Action 3.3 Action is sustainable without being stated in the LCAP.

Action 3.4: Action is sustainable without being stated in the LCAP.

Action 3.5: Action is sustainable without being stated in the LCAP.

Action 3.6: Action is sustainable without being stated in the LCAP.

Retired Metrics:

Retired: Decrease disproportionality in student groups for academic and social-emotional learning, following the ATSI criteria. Metric ill-defined/not valid.

Retired: Educational Partner participation (number of partners participating). This metric is redundant.

Retired: Quality of School Physical Environment (CHKS). This metric is redundant.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern Humboldt Union High School District (CDS: 12626870000000)	Roger Macdonald Superintendent	rmacdonald@nohum.k12.ca.us (707) 839-6481

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Northern Humboldt Union High School District (NHUHSD) comprises two traditional four-year high schools, Arcata High and McKinleyville High; along with two smaller continuation high schools, Pacific Coast High and Mad River High. Pacific Coast High and Mad River High both qualify for the Equity Multiplier Funds and are addressed specifically in Goal 4. Additionally, the district includes Six Rivers Charter High School and houses Eagle Point Education Program, a regional therapeutic learning classroom.

Currently, the district enrolls 1,650 students spanning grades 9 through 12.

Below is the ethnic breakdown, including subgroups:

Ethnic Breakdown:

- African American 1.15%
- Asian 2.06%

- Hispanic 15.7%
- Native American 6.48%
- Pacific Islander 0.36%
- White 60.06%
- Missing 2.85%
- Multiple 11.03%

Other Subgroups:

- English Language Learners 2.96%
- Foster .8%
- Homeless 4.36%
- Socio-economically Disadvantaged 46.48%
- Students with Disabilities 15.09%

The NHUHSD offers a comprehensive range of programs and course selections aimed at delivering a well-rounded education to its students. From Advanced Placement and Honors courses to Career Technical Education options, as well as full-time Independent Study and credit recovery programs, the district ensures a diverse array of opportunities for high school graduation.

In addition to academic offerings, the district is committed to meeting students' social and emotional needs. This is achieved through an extensive range of services, including multiple counseling options, the onboarding of School Social Workers, a contract for services addressing drug and alcohol issues, and initiatives such as Sources of Strength and Peer Counseling, all designed to provide support and foster holistic development.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Part 1:

Successes: The overall student population has seen an increase of approximately 50 students. Notably, 11th graders have demonstrated significant progress in their ELA assessment scores, with an increase of 29.2 points, elevating our achievement level to 15 points above the standard. In mathematics, our student body has also shown improvement, with an overall increase of 38.6 points in achievement.

Maintaining our commitment to academic excellence, we are proud to report a high graduation rate of 96.8%, marking a 0.2% increase from the previous year, surpassing the state average of 86.4%. Moreover, in the realm of College and Career Readiness, 44% of our students

have met the 'prepared' level, aligning closely with the statewide average. Over the past two years, the district has proactively engaged in professional learning and implementation initiatives pertaining to Universal Design for Learning (UDL).

Our dedication to student well-being is evidenced by our efforts to enhance access to mental health services. This includes expanding the number of licensed and credentialed mental health professionals within our district and providing comprehensive training to staff in various evidence-based interventions and support practices. These include trauma-informed care, restorative practices, culturally relevant instruction, universal design for learning, and the implementation of Sources of Strength.

Our site teams have made substantial progress in enhancing the organization, accessibility, and effectiveness of our intervention systems, utilizing the Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) frameworks. Notably, our district's LEA Self Assessment (LEASA) implementation fidelity has increased from 28% to 53% over the past two years, underscoring our ongoing commitment to continuous improvement.

Challenges: While significant strides have been made in enhancing overall academic achievement, particularly in ELA and Math, it is evident that further efforts are required. Despite progress, our Math proficiency remains 73 points below the standard benchmark. Certain student subgroups have experienced declines in performance over the past year, warranting attention. Of particular concern is the Hispanic student population, which collectively decreased by 15 points, positioning them 150 points below the standard. Other vulnerable groups, including homeless students (147 points below standard), students of two or more races (129 points below standard), and socioeconomically disadvantaged students (125 points below standard), require targeted support.

In ELA, a similar trend is observed, with the Hispanic student population experiencing a decline of 31 points, culminating in a performance level 58 points below the standard. Despite improvement in academic progress, both homeless students and students with disabilities continue to fall below the standard.

In the domain of English Language Proficiency, there has been a concerning decline in progress among English Learners (ELs), with a 9% decrease compared to the previous year, resulting in only 35% of students making progress towards proficiency. Additionally, the percentage of ELs regressing at least one English Language Proficiency Indicator level has risen from 11% to 35%.

Addressing College and Career Readiness, it is evident that certain subgroups require targeted interventions to enhance preparedness. Specifically, homeless students (10% prepared), socioeconomically disadvantaged students (29% prepared), and students with disabilities (15% prepared) exhibit low performance levels, signaling the need for additional support.

Part 2:

2023 Dashboard (Data must remain in the plan for the full 3 year cycle)

Lowest Performance Level (School Performance)

- College and Career: Mad River High and Pacific Coast High

Lowest Performance Level (Student Group Performance LEA Level)

- Academic ELA: Hispanic
- Academic Math: Hispanic
- Suspension: Foster Youth, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.

Lowest Performance Level (Student Group Performance School Level)

Arcata High

- Suspension: Hispanic

McKinleyville High

- Suspension: Homeless and Two or More Races

Pacific Coast High

- College and Career: Socioeconomically Disadvantaged

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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.

Mad River High

Support for Identified Schools

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

Mad River High School Principal and the Director of Accountability and Programs collaborated with the Humboldt County Office of Education's Learning Support team to develop a comprehensive support and improvement plan using improvement science. The team conducted a root cause analysis by interviewing staff and researching the suspensions that occurred in 2022-23. Based on this analysis, we will continue to us a driver diagram to guide the improvement process.

The plan includes several key initiatives to support student engagement and learning:

- Implementing restorative practices as an alternative to suspensions. Staff has been trained in Capturing Kids' Hearts, and additional restorative practices training will be provided in the 2023-24 school year.
- Training administration in June on the effective use of the district-adopted discipline matrix and behavioral intervention flowchart. This will empower the school administration to use effective interventions and alternatives to suspension.
- The lead teacher and principal will attend an "Innovative School Summit" in July to learn and gather strategies for academic success and student engagement, aimed at improving student outcomes and decreasing behavior problems.
- Assigning diversion and AOD (Alcohol and Other Drugs) services to students struggling with addiction and school withdrawal.
- Collaborating closely with the district Chronic Absenteeism Coordinator and district School Social Worker to support students with high numbers of absences and/or cuts.

These initiatives will be evaluated through Plan, Do, Study, Act (PDSA) cycles throughout the 2023-24 school year to ensure that the activities are positively impacting student engagement and learning. The LEA will provide ongoing support to the school in implementing and monitoring the effectiveness of the comprehensive support and improvement plan.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the comprehensive support and improvement plan through a multi-faceted approach:

- Regular team meetings: The school will hold team meetings as needed to discuss support and interventions for struggling students. These meetings will include administrators, teachers, instructional aides, social workers, the absentee coordinator, and any additional staff working with the students. The team will identify students through teacher recommendations, peer concerns, student work completion, and synergy reports on attendance.
- Data collection and analysis: The LEA will collect and analyze data on key performance indicators, such as student attendance, behavior incidents, academic performance, and student engagement. This data will be used to assess the effectiveness of the interventions and support provided through the improvement plan.
- Progress monitoring: The LEA will regularly monitor the progress of the initiatives outlined in the improvement plan, ensuring that they are being implemented as intended and making adjustments as necessary based on the data collected.
- Stakeholder feedback: The LEA will gather feedback from students, staff, parents, and community members on the effectiveness of the improvement plan and its impact on student outcomes. This feedback will be used to inform ongoing refinements to the plan.
- Annual evaluation: At the end of each school year, the LEA will conduct a comprehensive evaluation of the improvement plan, assessing its overall impact on student and school performance. This evaluation will be used to guide the development of the plan for the following year.

By implementing this multi-faceted monitoring and evaluation approach, the LEA will ensure that the comprehensive support and improvement plan is effectively supporting student and school improvement, and making data-driven adjustments as needed to maximize its impact.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Educational Partner(s) Process for Engagement District Consulted with: Teachers and all other Certificated Staff Principals Administrators Classified Staff All licensed staff Northern Humboldt High School Teacher's Association California School Employee's Association #337 Parents Students	The NHUHSD actively collaborates with our educational partners in various ways throughout the year. We employ several surveys distributed to parents, students, and staff, conducted at least three times annually. These include the Studer Pulse Survey administered in the fall and spring, and the California Healthy Kids Survey (CHKS) conducted in the spring. Each survey is tailored to gather distinct information, allowing us to assess key areas such as school climate, safety, engagement, course offerings, communication, and connectedness. In addition to surveys, we facilitate in-person engagement events to encourage participation and gather feedback. During the spring, we hosted five separate Ed Partner engagement sessions. These sessions provided an opportunity to present data on both our strengths and areas for improvement. Attendees were invited to offer insights on our achievements, identify areas for enhancement, and propose ideas for growth or correction. While four sessions were open to the entire community, one was specifically tailored for our certificated bargaining unit members. Furthermore, to enhance accessibility for families, two evening sessions were offered with complimentary refreshments and childcare. Finally, our Local Control and Accountability Plan (LCAP) is a focal point of discussion within our parent action committees (PACs) throughout the year, including School Site Councils, the English Learner Advisory Committee, and the Indian Education Parent Advisory Committee.

| Educational Partners for Equity Multiplier Schools
Process for Engagement District Consulted with:
Teachers
Administrators
Families
Students | Mad River and Pacific Coast Continuation Schools used a variety of ways to engage their educational partners. In addition to the opportunities provided to their partners through the district (CHKS, Studer Pulse Surveys, parent action committees, and in-person engagement events) these two schools created and distributed specific surveys for their school population. They made specific efforts to have students complete these in class and, at certain times of the year, made them available to parents when they were on campus. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

District Level Input:

The feedback data underwent thorough analysis and synthesis to be presented during the Local Control and Accountability Plan (LCAP) design meetings. This summarized feedback encompassed key themes derived from the data, notably highlighting increased engagement in learning activities, enhanced communication, clearly delineated and executed attendance and discipline policies, and students' expressed desire for deeper connections with their teachers.

First, the summary data and themes were shared with our MTSS Leadership Team and our District Admin team. The summary data was also shared with the public at an open school board meeting. We received feedback from all three groups about ways to incorporate the data, suggestions, themes, and ideas in our LCAP. Our LCAP Steering Team had the ed partner summary data presented during the LCAP creation process. The direction was to have the summary feedback themes guide our goals and actions when they were supported by data from a variety of sources. The data used, in addition to the feedback summary: California Dashboard data (CAASPP scores, College and Career Readiness, EL Progress), California Healthy Kids Survey data, Studer Pulse surveys, and Synergy reports for disproportionality on various areas (suspensions, D&F lists, attendance).

One actionable outcome directly influenced by partner feedback is Goal 2, Action 2.3, which aims to "Continue to develop and refine district-wide behavior systems, protocols, and implementation." Similarly, feedback from students regarding enhanced engagement informed Goal 1, Action 1.2: 'Development of Curriculum and Instruction Plans (C&I Plans) for each course.'

The draft LCAP goals and actions will be shared with our Ed Partners before going to the school board for final approval. Following the adoption of the LCAP by the school board, the LCAP will be posted on our district website. In the fall of 2024, all PACs will have the opportunity to request a presentation of the LCAP to their group by a member of the LCAP Steering Committee.

Equity Multiplier Input:

The administrators at Mad River and Pacific Coast Continuation schools analyzed the data from the district as well as the specific data from their surveys. The top three results from students and families, when asked "how the school can better support students" were as follows: Exposure to career/job opportunities, Incentives for student success, and paid internships. As a result, the two schools decided to write their goal and actions around improving the post-secondary opportunities and outcomes for their students. The goals and actions were directly related to the needs and requests of their students and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Northern Humboldt Union High School District will ensure all students, including lowest performing subgroups, achieve academic growth and proficiency necessary to succeed in college and career paths, ensuring their readiness upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our decision to focus on enhancing our academic programs, curriculum, implementation, and expanding CTE/Career pathways is grounded in current research on evidence-based practices for improving academic success and equity, as well as the invaluable input from our educational partners.

Numerous studies have shown that a rigorous, relevant, and engaging curriculum is essential for promoting academic achievement and preparing students for post-secondary success. Our CAASPP scores, particularly in math and for our Hispanic and ELL students, have shown a concerning decline, underscoring the need to strengthen our instructional practices and ensure equitable access to high-quality learning opportunities for all students.

Research also emphasizes the importance of Career Technical Education (CTE) and work-based learning in developing students' college and career readiness. The decrease in our students' completion of A-G requirements, UC/CSU readiness, and CTE pathways highlights the urgency of expanding and diversifying our CTE offerings across the district.

The voices of our students and staff have been instrumental in shaping our focus. Students have expressed a desire for more project-based and engaging learning experiences, as well as better access to a wider range of CTE opportunities. This aligns with research showing that

student engagement and agency are key drivers of academic success. By incorporating student feedback into our action plans, we aim to create learning environments that are more responsive to their needs and interests.

Similarly, our teachers have called for improved communication and collaboration across the district to engage in continuous improvement efforts. Research has consistently shown that teacher collaboration and professional learning communities are powerful levers for enhancing instructional quality and student outcomes. By creating more opportunities for teachers to be part of the solution, we can harness their expertise and commitment to drive systemic change.

Our goal and actions, informed by data and stakeholder input, are designed to improve academic equity across our district. By implementing academic screeners, developing coherent curriculum and instruction plans, promoting evidence-based practices, expanding CTE pathways, and potentially developing a "Portrait of a Graduate," we aim to ensure that all students, regardless of background or subgroup, have access to the rigorous, relevant, and supportive learning experiences they need to thrive in college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Scores	All: +15 points Above Standard Hispanic: -58.7 points Below Standard SWD: -101.8 points Below Standard (22-23 data)			All: +18 points Above Standard Hispanic: -28.7 points Below Standard SWD: -71.8 points Below Standard	
1.2	Math CAASPP Scores	All: -73.3 points Below Standard SED: -125.6 points Below Standard Hispanic: -150.9 points Below Standard			All: -28.3 points Below Standard SED: -80.6 points Below Standard Hispanic: -105.9 points Below Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -196.4 points Below Standard (22-23 data)			SWD: -151.4 points Below Standard	
1.3	CA Science Test Scores	All: 35.02% (22-23 data)			All: 43%	
1.4	For EL only - English Learner Progress Indicator on Dashboard	35.5% (22-23 data)			50%	
1.5	The English learner reclassification rate: CALPADS Report 2.16 (EOY 3)	9.7% (22-23 data)			15%	
1.6	Advanced Placement Passing Rate	68.2% (22-23 data)			70%	
1.7	UC/CSU Entrance Requirements Rate: CALPADS Report 3.19 (EOY 1)	All: 40.1% (22-23 data)			All: 45%	
1.8	CTE pathway completion rate: CALPADS Report 1.22 (EOY 3)	All: 18.1% (22-23 data)			All: 21%	
1.9	UC/CSU and CTE Pathway Completion Rate (P4)	8.1% (22-23 data)			11%	
1.10	College/Career Indicator	All: 43.6% (22-23 data)			All: 65%	
1.11	UDL Progression Rubric	1.82 (23-24 data)			2.27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Teachers, Instructional Materials, and Facilities (P1)	99% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (23-24 local data)			100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities in good repair	
1.13	Implementation of State Standards (P2)	Academic content standards in ELA, Math, Science, Career Technical, Visual and Performing Arts, and World Languages, including for English learners, are fully implemented. Academic Standards for Physical Education and Health Education are in Initial Implementation (2023-24 Local data)			All state adopted academic content standards, including for English learners, are fully implemented	
1.14	The percentage of IEPs held within the required timeline as per IDEA law	95%			100%	
1.15	Pupil Access to a Broad Course of Study (P7)	23-24 All students have access to a Broad Course of Study			maintain or improve on baseline	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Screeners	Implement Academic Screeners for ELA and Math with all students enrolled in grades 9-11, including those in the Independent Study Program, and the following students in grade12: those enrolled in EL classes, students with IEPs (mild to moderate disabilities), those enrolled in Continuation schools, those in the Independents Study Program, and other students of concern. Utilize academic screener results to determine appropriate academic interventions and to monitor student progress.	$1,877,714.00	Yes
1.2	Curriculum and Instruction Plans and Implementation	Curriculum and Instruction Plans (C&I Plans) will be developed and implemented for all courses, including the English Language Acquisition program, using the PLC structure over the next three years. These PLCs will serve as professional development for teachers, focusing on alignment with the standards and framework and embedding universal strategies and	$12,699,081.00	No

Action #	Title	Description	Total Funds	Contributing
		specific approaches for EL and LTEL students in the C&I Plans. The plans will include strategies to meet the needs of all students, with particular emphasis on students with disabilities, EL, and LTEL students, ensuring effective language acquisition support across the curriculum.		
1.3	Implementation of Educational Equity	Site Administrators will utilize evidence-based practices, ensuring consistency, communication, and alignment with provided professional learning, to effectively assess the implementation of educational equity. To effectively assess the extent to which educational equity is being implemented for all students, Site Administrators will: Engage staff in the Rounding process Perform observations and walkthroughs Review Lesson Plans Analyze evidence of implementation of professional learning content Analyze evidence of implementation of the Universal Design for Learning Framework Encourage teachers to participate in peer collaboration and mentoring Solicit classroom-level student feedback Engage in data-based decision-making Utilize effective Communication Cycles	$1,846,377.00	No
1.4	High-Quality CTE/Career Pathways	Provide high-quality CTE /Career pathways and work-based learning opportunities.	$2,458,988.00	No
1.5	Portrait of a Graduate	Explore the possibility of developing a "Portrait of a Graduate" to define the knowledge, skills, and attributes we endeavor to impart to students upon their graduation, aligning with community expectations and guiding curriculum, instruction, and assessment practices to prepare students for success in higher education, career, and civic engagement.	$413,939.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Northern Humboldt Union High School District will enhance and implement systems that foster a safe, equitable, and supportive environment conducive to growth and well-being for the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The NHUHSD understands the critical role that Social-Emotional Learning (SEL) plays in supporting the whole child and promoting positive student outcomes. Research has consistently shown that SEL is associated with improved academic performance, better mental health, and increased prosocial behaviors. Recognizing the importance of SEL, we have made it a priority in our LCAP based on both our formative data and feedback from our educational partners.

Our California Healthy Kids Survey data highlights the need to improve students' sense of school connectedness, strengthen their relationships with caring adults, and address their social-emotional distress. Over the past three years, the percentage of students reporting a caring adult at school has remained relatively stable at 65%, which, although higher than the state average, leaves room for improvement. Similarly, the percentage of students reporting a sense of school connectedness has slightly decreased from 63% to 59%, indicating a need for targeted interventions. These findings are further supported by our Studer Pulse Surveys. Evidence suggests that school connectedness and the presence of caring adults are powerful protective factors that promote resilience and mitigate the risks to students' social-emotional well-being.

Feedback from our educational partners, including students and staff, further emphasizes the need for enhanced SEL support. Students have expressed a desire for increased access to counseling and mental health resources, with one student stating, "more counselors for mental health issues." Staff members have echoed this sentiment, with one recommending, "Regular mental health program that all students can access. Better education of parents, students and staff about how to access the resources."

To address these identified needs, we are implementing evidence-based actions that align with the CASEL framework. Our actions will focus on improving our systems, increasing access to resources, and enhancing the quality of services delivered by our staff to support our students' social-emotional well-being. By prioritizing SEL in our LCAP, we aim to create a nurturing environment that fosters academic success, positive relationships, and overall student well-being.

Funding for action 2.1 is funded by budget listed in Goal 1 Action 3, 1.3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Dashboard Suspension Rates	All: 7% FY: 36.4% Two or More: 11% SED: 10.3% SWD: 12% Homeless: 14.7% Hispanic: 7.9%			All: 3% FY: 13% Two or More: 3% SED: 4% SWD: 6% Homeless: 6.5% Hispanic: 3.8%	
2.2	Dashboard Expulsion Rates: CALPADS Report 7.15 (EOY 3)	All: .2%			All: .2% Maintain	
2.3	School Connectedness Indicator from CHKS School Climate Report Card (all students)	51% 23-24			65%	
2.4	Student perception of "feeling safe or very safe at school" (CHKS Student)	66% 23-24			68%	
2.6	FIA (Measures MTSS implementation at the site level)	AHS: 71% MHS:45%			AHS: 86% MHS:60%	
2.7	TFI (Measures PBIS implementation at the site level	AHS: 83% Tier 1 MHS: 63% Tier 1			AHS: 86% Tier 1, 70% Tier II	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					MHS: 86% Tier 1, 70% Tier II	
2.8	LEASA (Measures MTSS implementation at the district level)	53%			73%	
2.9	Record of three or more district-wide trainings held annually for Administrators specific to the implementation of the Discipline Matrix	0			3 per year or 9 over three years	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Recognition Systems	Develop, refine, and implement district-wide student and staff recognition systems.		No
2.2	Social-Emotional Frameworks	Implement structured, evidence-based, district-wide Social-Emotional Learning (SEL) Frameworks with support and fidelity at all sites.	$1,670,962.00	No
2.3	District-Wide Behavior Systems	Continue to develop and refine district-wide behavior systems, protocols, and implementation.	$76,266.00	No
2.4	MTSS	Continue to develop and refine the district MTSS, including Tier 1, Tier 2, and Tier 3 systems, protocols, and implementation relative to the California MTSS Whole Child Domain. Document protocols as they are developed.	$4,358,699.00	No
2.5	District Adopted Discipline Matrix	Train administration to implement the district-adopted discipline matrix to utilize alternatives to suspension and other means of corrective action when appropriate.	$155,988.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Northern Humboldt Union High School District will increase and maintain overall student attendance rates across all grade levels and all schools.	Broad Goal

State Priorities addressed by this goal.

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)

An explanation of why the LEA has developed this goal.

Attendance is a crucial factor in student success, academic achievement, and a healthy school climate. Research shows that students who feel connected at school tend to attend more regularly, leading to greater opportunities for academic success and better preparation for college and/or career following high school. Several measures pointed to the importance of directing our efforts towards improving attendance.

Firstly, it was a major concern and point of discussion in the feedback from our staff. Secondly, chronic truancy and absenteeism rates have climbed significantly in our district over the past five years. As evidence, according to DataQuest, our Chronic Absenteeism rate has moved from 20.3% in the 18-19 school year to 38.3% in the 22-23 school year. Thirdly, our students consistently expressed their desire for a more equitable, consistent, and well-communicated attendance policy.

We believe that implementing a strong attendance policy, combined with an effective family, student, and community engagement program, will increase the opportunity for all students to attend school regularly. By focusing on evidence-based practices and addressing the concerns raised by our stakeholders, we aim to improve academic equity for all student groups. This goal and the associated actions demonstrate our commitment to creating an inclusive and supportive learning environment that promotes student success.

Action 3.2 is funded through Goal 1 Action 3, 1.3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate (Synergy)	89.41%			94%	
3.2	Chronic Absenteeism Rates (CALPADS Report 14.1 (EOY 3))	38.30%			20%	
3.3	Dropout Rates (DataQuest)	1.96%			Not above 2%	
3.4	Graduation Rates (DataQuest)	96.80%			96.8% maintain	
3.5	Parent Involvement (P3)	Seek parent input in decision-making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups.			Continue to seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups	
3.6	Facilities Inspection Tool (FIT)	AHS 91.59 (Good Rating) MHS 92.58 (Good Rating)			AHS 94% (maintain Good Rating) MHS 94% (maintain Good Rating)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Policies	Develop and consistently implement effective school-wide attendance policies	$438,186.00	No
3.2	Training for Attendance Policies	Train staff, students, and families with respect to all components of the attendance policy.		No

Action #	Title	Description	Total Funds	Contributing
3.3	Family, Student, and Community Engagement	The district will provide support and guidance on the implementation of a District Family, Student, and Community Engagement Framework, including guidance to site leaders regarding: Building Relationships between school staff and families Building Partnerships for Student Outcomes Seeking Family, Student, and Community Input for Decision-Making Values/Standards of Excellence	$337,553.00	No
3.4	Transportation, Facilities, and Food Service	To improve the sense of belonging and engagement within the school, the District will provide: Transportation Clean/Safe Facilities Food via the Free and Reduced Meal Program	$5,531,462.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase post-secondary readiness for socio-economically disadvantaged students at the two continuation high schools by providing targeted support, resources, and interventions to improve college and career readiness by 2025.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Research has shown that exposure to real-world work experiences and career exploration opportunities can significantly improve post-secondary readiness for socio-economically disadvantaged students. Ensuring that socio-economically disadvantaged (SED) students have access to the necessary supplies and resources is crucial for their success in post-secondary endeavors. Addressing academic gaps is essential for improving post-secondary readiness among SED students. Providing targeted interventions and support for struggling students in reading and mathematics significantly improves their academic performance. It increases their likelihood of graduating from high school and pursuing post-secondary education or careers.

75% of our SED students will receive guidance and support for college and career counseling by June 2025. While we have reasonable assurance of continued funding, we are setting goals on a one-year basis because we are only guaranteed Equity Multiplier Funds one year at a time.

Credentialing and retention are not an issue for Mad River High or Pacific Coast High.

All funds for 4.2, 4.3, 4.4 are funded through 4.1

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of Students served by College and Career Readiness staff per year	0%			75%	
4.2	Graduation Rates	Mad River: 87.1% Pacific Coast: 95.5%			Mad River: 93% Pacific Coast: Maintain at 95.5%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Guidance and Support	Provide guidance and support for students to access internships, work readiness programs, jobs, attend career fairs, and engage in other job-related activities.	$136,839.00	No
4.2	Supplies and Resources	Provide supplies and resources to support students' readiness for attending and engaging with jobs and careers appropriately, safely, and professionally.		No
4.3	Supplemental Curriculum	Implement supplemental curriculum to support students struggling with grade-level reading, mathematics, and writing.		No
4.4	Targeted Guidance and Support	Provide guidance and support for students wanting to pursue postsecondary education, including field trips to local college, university, and other career opportunities.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,677,443	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.158%	0.000%	$$0.00	9.158%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Screeners **Need:** Low CAASP scores, identification for academic interventions and supports, input from our educational partners. 22-23 Points Below Standard	The Academic Screeners are designed to identify specific learning needs and gaps. By providing a detailed academic profile for each student, we can better tailor our support to address the specific needs of all students, including those with disabilities, English Learners, and socio-economically disadvantaged students. By administering the screeners to all students, we ensure that no student who might benefit from additional support is overlooked, regardless of	academic screener assessment tools, CAASP scores, and D/F list

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: -73.3 points Below Standard SED: -125.6 points Below Standard Hispanic: -150.9 points Below Standard SWD: -196.4 points Below Standard **Scope:** LEA-wide	their official classification. In addition, universal screening allows for early identification of struggling students who could benefit from proactive support. In addition, the data gathered from our academic screeners will be used to analyze and build a comprehensive academic intervention program to benefit all students who are struggling academically.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,316,698	1,677,443	9.158%	0.000%	9.158%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$19,674,225.00	$6,465,751.00	$493,247.00	$5,368,831.00	$32,002,054.00	$24,060,347.00	$7,941,707.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Screeners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,512,044.00	$365,670.00	$1,877,714.00				$1,877,714.00	
1	1.2	Curriculum and Instruction Plans and Implementation	All	No			All Schools		$11,138,126.00	$1,560,955.00	$7,674,158.00	$4,626,929.00	$418.00	$397,576.00	$12,699,081.00	
1	1.3	Implementation of Educational Equity	All	No			All Schools		$1,789,842.00	$56,535.00	$1,842,377.00		$4,000.00		$1,846,377.00	
1	1.4	High-Quality CTE/Career Pathways	All	No			All Schools		$2,564,578.00		$1,697,798.00	$629,363.00		$131,827.00	$2,458,988.00	
1	1.5	Portrait of a Graduate	All	No			All Schools		$277,850.00	$136,089.00	$404,735.00	$9,204.00			$413,939.00	
2	2.1	Recognition Systems	All	No			All Schools									
2	2.2	Social-Emotional Frameworks	All	No			All Schools		$1,147,665.00	$523,297.00	$68,698.00	$221,578.00		$1,380,686.00	$1,670,962.00	
2	2.3	District-Wide Behavior Systems	All	No			All Schools		$75,266.00	$1,000.00	$76,266.00				$76,266.00	
2	2.4	MTSS	All	No			All Schools		$2,787,383.00	$1,571,316.00	$200,627.00	$486,025.00	$488,829.00	$3,183,218.00	$4,358,699.00	
2	2.5	District Adopted Discipline Matrix	All	No			All Schools		$77,914.00	$78,074.00				$155,988.00	$155,988.00	
3	3.1	Attendance Policies	All	No			All Schools		$268,318.00	$169,868.00	$438,186.00				$438,186.00	
3	3.2	Training for Attendance Policies	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Family, Student, and Community Engagement	All	No			All Schools		$205,489.00	$132,064.00		$218,017.00		$119,536.00	$337,553.00	
3	3.4	Transportation, Facilities, and Food Service	All	No			All Schools		$2,141,592.00	$3,389,870.00	$5,393,666.00	$137,796.00			$5,531,462.00	
4	4.1	Guidance and Support	All Socio-Economically Disadvantaged Students	No			All Schools Specific Schools: Mad River High, Pacific Coast High		$74,280.00	$62,559.00		$136,839.00			$136,839.00	
4	4.2	Supplies and Resources	All Socio-Economically Disadvantaged Students	No			All Schools Specific Schools: Mad River High, Pacific Coast High									
4	4.3	Supplemental Curriculum	All Socio-Economically Disadvantaged Students	No			All Schools Specific Schools: Mad River High, Pacific Coast High									
4	4.4	Targeted Guidance and Support	All Socio-Economically Disadvantaged Students	No			All Schools Specific Schools: Mad River High, Pacific Coast High									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,316,698	1,677,443	9.158%	0.000%	9.158%	$1,877,714.00	0.000%	10.251 %	**Total:**	$1,877,714.00
								LEA-wide Total:	$1,877,714.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Screeners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,877,714.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,593,443.00	$33,003,853.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	A. Universal Design for Learning - Train Staff on Providing Multiple Means of Engagement - The "why" of learning. Helps students become purposeful & motivated expert learners.	Yes	$1,270,723.00	$1,235,066.00
1	1.2	B. Develop Course Curriculum and Instruction Plans: Every teacher will develop, analyze & refine at least one Course Curriculum and Instruction Plan to provide evidence that NHUHSD courses are infused with all of the following:	No	$12,076,233.00	$14,428,946.00
1	1.3	C. Improve Pathways to Post-Secondary Student Success	No	$1,415,233.00	$1,640,031.00
1	1.4	D. The district/sites will provide professional learning opportunities meant to raise awareness around equitable grading practices.	No		
2	2.1	A. Tier 1 Systems	No	$3,711,298.00	$4,611,786.00
2	2.2	B. School Wide Norms and Expectations	No	$52,913.00	$63,353,.00
2	2.3	C. Universal Screening Tool	No	$1,228,292.00	$1,388,871.00
2	2.4	D. Community Circles	No	$681,004.00	$1,008,603.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	E. Data-based decision making for social-emotional learning	No	$632,385.00	$751,100.00
2	2.10			$0.00	
3	3.1	A. Community building	No	$443,169.00	$463,607.00
3	3.2	B. Protocols to access interventions and supports	Yes	$280,385.00	$310,275.00
3	3.3	C. Enhance participation in school decisions among and between students and families	No	$741,977.00	$1,420,932.00
3	3.4	D. School Safety and Positive Climate Plans	No	$4,969,146.00	$5,588,715.00
3	3.5	E. Inclusion of all stakeholders	No	$0.00	
3	3.6	F. Advisory Committees	No	$90,685.00	$92,568.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,616,256	$1,551,108.00	$1,717,814.00	($166,706.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	A. Universal Design for Learning -Train Staff on Providing Multiple Means of Engagement - The "why" of learning. Helps students become purposeful & motivated expert learners.	Yes	$1,270,723.00	1,407,539	0	
3	3.2	B. Protocols to access interventions and supports	Yes	$280,385.00	310,275	0	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$18,131,661	1,616,256	0.00	8.914%	$1,717,814.00	0.000%	9.474%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

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

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.

  - Indicate the school year to which the baseline data applies.

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

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

    o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪   The reasons for the ineffectiveness, and

        ▪   How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for

purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o   This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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