

# Stakeholder's Meeting



Northern Humboldt Union High School District  
December 5, 2017

# Agenda

- What is the LCAP?
- What does the data show us?
- What we are doing to meet our goals?
- Activity to get your feedback
- Next steps

# What is the Local Control Accountability Plan (LCAP)?

The district-wide three year plan that we create

- We create the goals, the measurements, and the achievement benchmarks
- We elicit input from staff, parents, students and community members

## Priority Areas from the State

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

## NHUHSD LCAP over time

- Yr 1 - develop broad goals
- Yr 2 - narrow the goals
- Yr 3 - flush out data to develop more realistic goals and objectives
- Yr 4 - defining who we are and who we want to be, “The Northern Humboldt Way”
- Yr 5 - Continued work on “The Northern Humboldt Way”

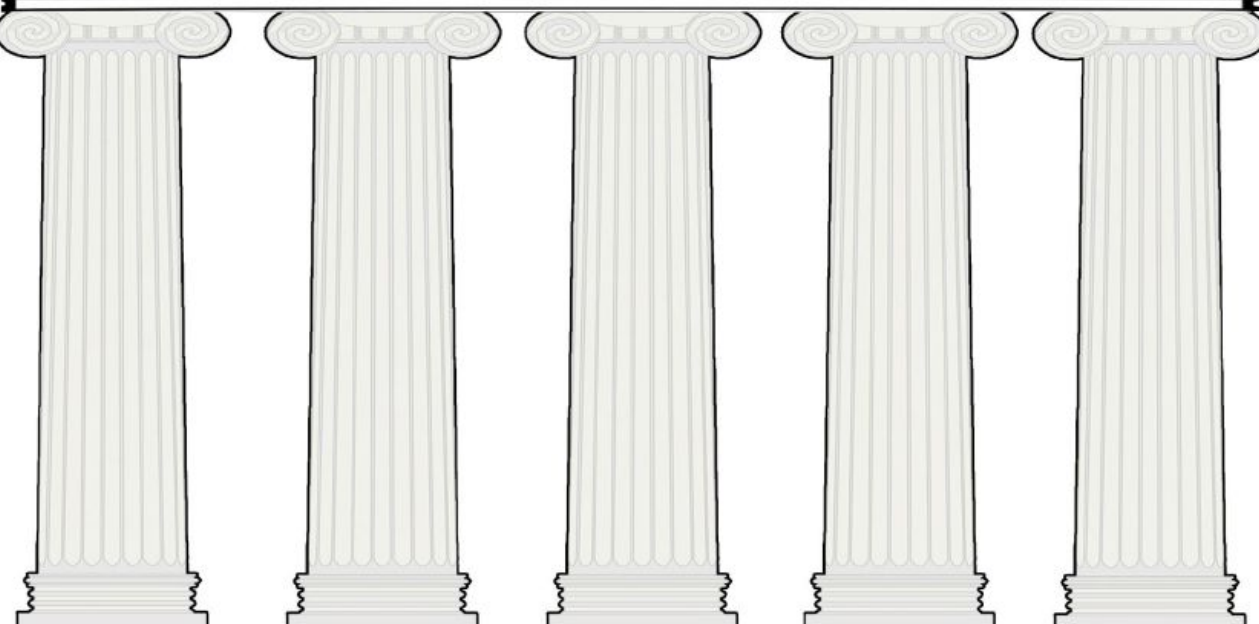
## 2017-18 LCAP Goals

1. Increase achievement for all students by implementing Common Core State Standards (CCSS) teaching practices that foster student engagement and critical thinking.
2. Ensure a Safe, Healthy, and Respectful School Environment.
3. Diversify and improve methods of communication for all stakeholders.
4. Improve academic performance for high needs populations. This goal is principally directed toward unduplicated students.

# The Northern Humboldt Way

- A Multi Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.
- The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

**To provide the highest quality, comprehensive education in a safe, supportive environment**



**Engaging and Effective  
Curriculum**

**Communicate and  
Celebrate Progress and  
Growth**

**Positive Student, Staff,  
and Community  
Relationships**

**Schoolwide  
Expectations**

**Relevant and Effective  
Interventions and  
Supports**

**THE NORTHERN HUMBOLDT WAY**



# THREE-YEAR PLAN

# Goal 1

Increase achievement for all students by implementing Common Core State Standards (CCSS) teaching practices that foster student engagement and critical thinking.

# 2016-17 Met/Exceeded Smarter Balanced Standards in English - All 11th Graders

California	Humboldt County	NHUHSD
60%	57%	60%

SOURCE: [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

# 2016-17 Met/Exceeded Smarter Balanced Standards in Math - All 11th Graders

California	Humboldt County	NHUHSD
32%	27%	35%

SOURCE: [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

# GRADUATION CO-HORT RATES (2015)

California	Humboldt County	NHUHSD
83.2%	85.6%	98.8%

SOURCE: [www.ed-Data.org](http://www.ed-Data.org)

# Graduates Meeting UC/CSU Course Requirements

Northern Humboldt Union High

CDS Code 12-62687-0000000

Select options



SOURCE: [www.ed-Data.org](http://www.ed-Data.org)

# Engaging and Effective Communication and Instruction

Northern Humboldt Way Tasks	Year 1	Year 2	Year 3
Differentiated Instruction	X	X	X
Produce lesson plans/courses of study that emphasize all components of effective lesson planning and Bloom's Taxonomy		X	X
Implement Common Core State Standards (CCSS)	X	X	X
Refine/implement and effective use of database decision making to inform instruction		X	X
Optimize use of valid assessments		X	X



## **Goal 1 Question Prompts**

1. Was academic transition for your student from middle school to high school smooth? Why or why not?
2. How will the professional skills students learn at NHUHSD help them in life outside and beyond high school?



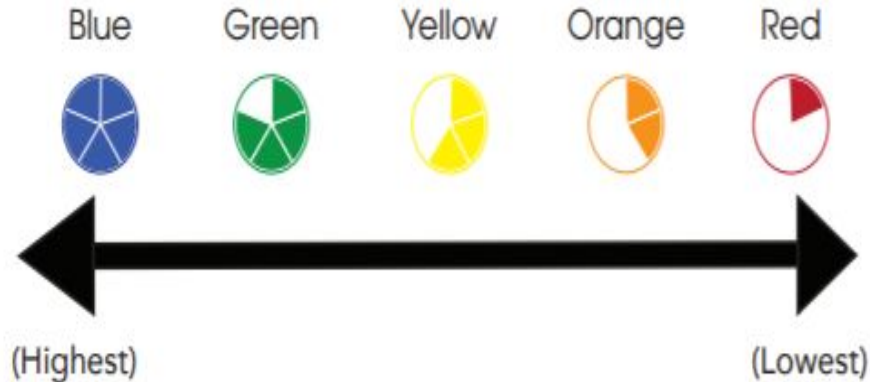
# Goal 2

Ensure a Safe, Healthy, and Respectful School Environment.

# California School Dashboard

([caschooldashboard.org](https://caschooldashboard.org))







- Schools and districts receive **one of five color-coded performance levels** on each of the six state indicators.



Six indicators allow for comparisons across schools and districts.

- ★ High School Graduation Rate
- ★ Academic Performance
- ★ Suspension Rate
- ★ English Language Learner Progress
- ★ Preparation for College/Career
- ★ Chronic Absenteeism

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A				*	*	*		*		

SOURCE: California School Dashboard

# School Climate: Healthy Kids Survey 2016-17

<b>School Connectedness</b>	<b>9th</b>	<b>11th</b>
I feel close to people at this school.	88%	91%
I am happy to be at this school.	86%	82%
I feel like I am part of this school.	87%	82%
Teachers at this school treat students fairly.	82%	87%

# School Climate: Healthy Kids Survey 2016-17

<b>Perceived Safety at School</b>	<b>9th</b>	<b>11th</b>
I feel safe in my school.	95%	96%

# School Climate: Healthy Kids Survey 2016-17

<b>Relationships: At my school, there is a teacher or some other adult . . .</b>	<b>9th</b>	<b>11th</b>
...who tells me when I do a good job.	68%	72%
...who always wants me to do my best.	84%	81%
...who believes that I will be a success.	73%	73%

# School-Wide Expectations

<b>Northern Humboldt Way Tasks</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Schoolwide expectations and continue to teach those expectations in the classroom	<b>X</b>	<b>X</b>	<b>X</b>
Restorative practices	<b>X</b>	<b>X</b>	<b>X</b>
Grade norming		<b>X</b>	<b>X</b>

# Positive Student, Staff and Community Relationship

Northern Humboldt Way Tasks	Year 1	Year 2	Year 3
Building relational capacity	X	X	X





## **Goal 2 Question Prompt**

Is the overall climate at school providing a safe, healthy, respectful environment for your student?  
Why or why not?

## Goal 3

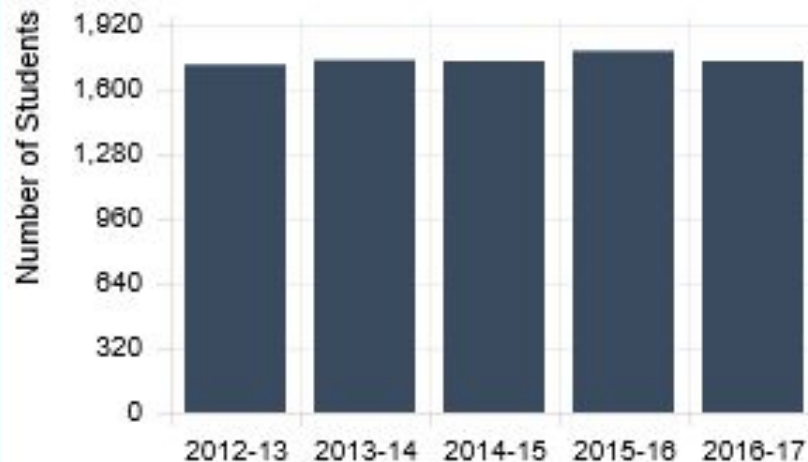
Diversify and improve methods of communication for all stakeholders.

## Enrollment

Northern Humboldt Union High

CDS Code 12-62687-0000000

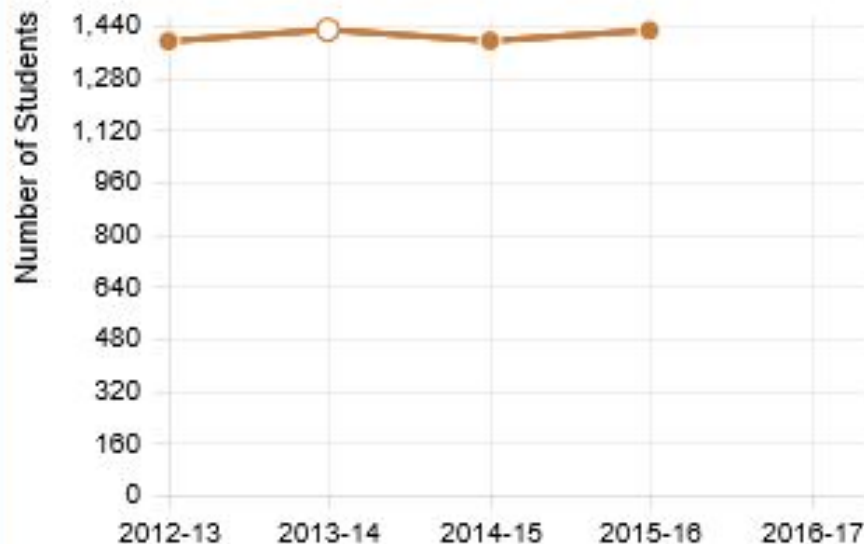
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## Average Daily Attendance (ADA)

Northern Humboldt Union High

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# ParentVUE

## GRADE BOOK



### Grade Book Summary for Semester 1 (ending on 12/21/2017)

Period	Course Title	Resources	Room Name	Teacher	Semester 1
1	IB MGP (SLY/Jazz Band (1001)		10	Cassandra Moulton	B (84.2)
2	Govt American (0334)		504	Tiffany Bullman	C (54.2)
3	Agriculture and Soil Chemistry (1249)		905	Kelly Miller	C+ (78)
4	Product Innovation and Design (1160)		BT	Todd Curry	B+ (88.4)
5	Integrated Math III (0465)		603	Jessica Wahlund	C- (70.4)
6	English 4 CP (0143)		305	Karen Myers	B- (81.49)

### Days of Attendance

Legend	Excused	Excused Tardy	Unexcused Tardy	Unexcused				
Date	Periods							
	0	1	2	3	4	5	6	7
09/20/2017	N/S							
09/21/2017	N/S							
10/06/2017	N/S							
10/17/2017	N/S							
10/27/2017	N/S							
11/14/2017	N/S							
Total Excused	0	1	2	1	1	3	3	
Total Excused Tardies	0	0	0	0	0	0	0	0
Total Unexcused Tardies	0	0	0	0	0	0	0	0
Total Unexcused	0	1	1	0	0	0	0	0
Total Activities	0	0	0	2	0	0	0	0

# Communicate and Celebrate Progress and Growth

Northern Humboldt Way Tasks	Year 1	Year 2	Year 3
District level staff recognition system	X	X	X
Recognition/reward system at the site for students	X	X	X
Optimize the use of the Student Information System (Synergy)		X	X



## Goal 3 Question Prompt

We communicate currently via . . .

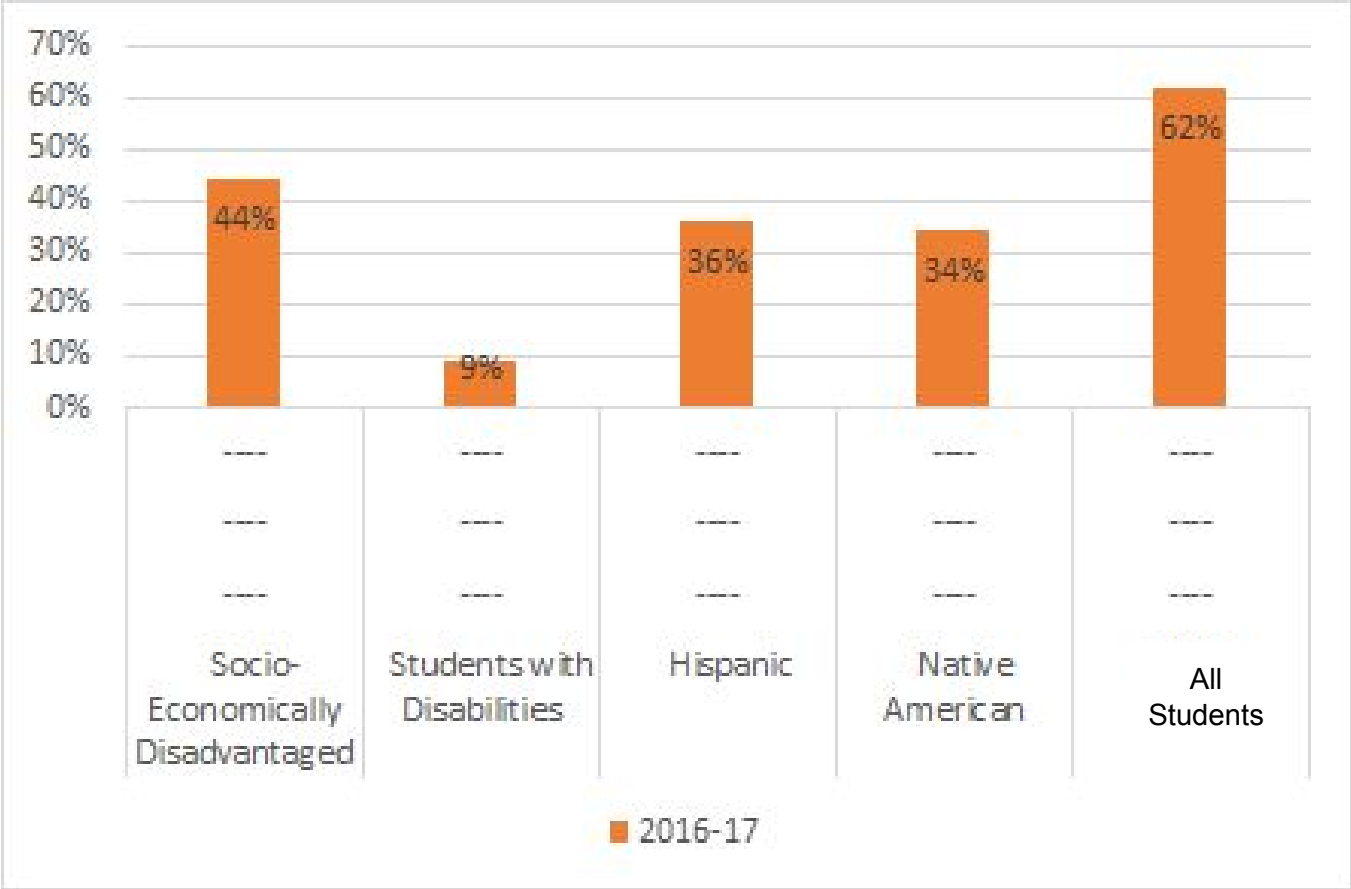
- a. ParentVUE
- b. Websites
- c. SchoolMessenger

How might the district improve communication with families regarding academic progress? This not only includes class grades but curricular changes such as CCSS.

## Goal 4

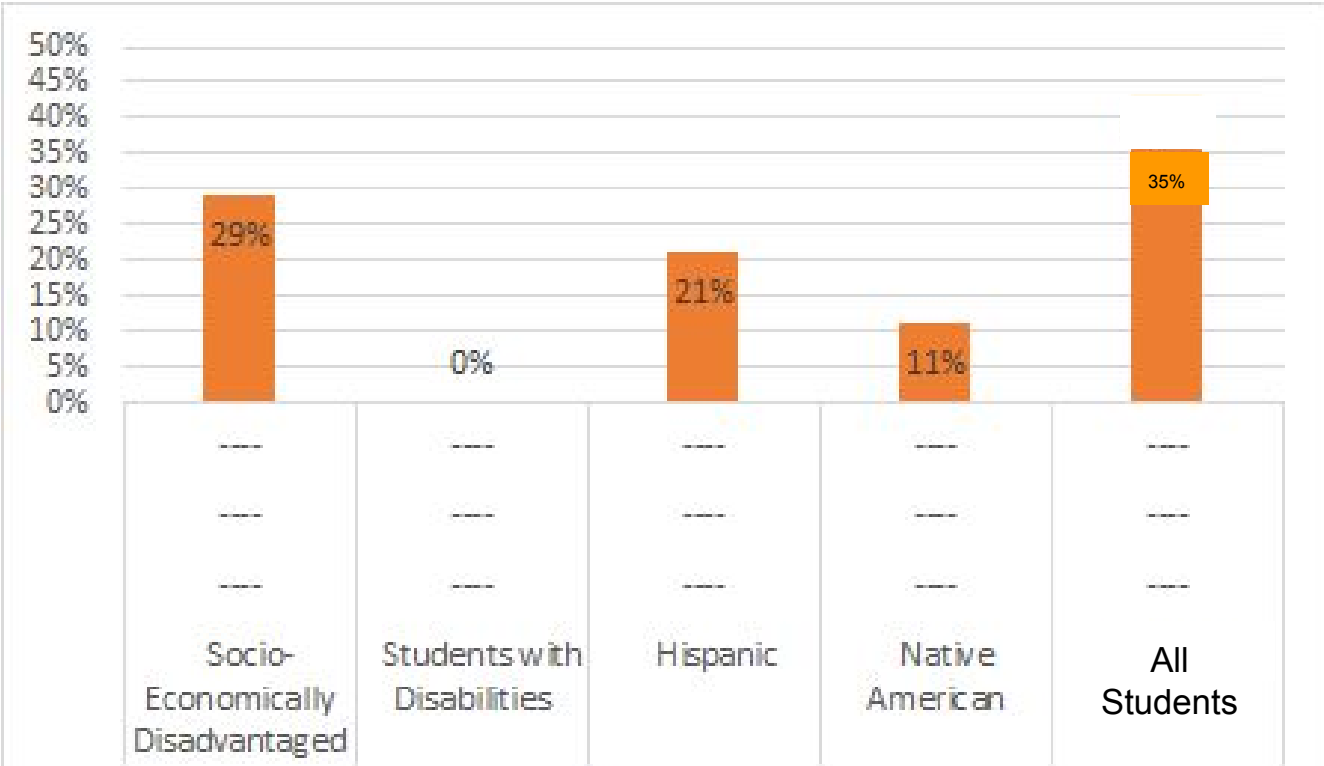
Improve academic performance for high needs populations. This goal is principally directed toward unduplicated students.

# ELA Smarter Balanced Met or Exceeded Standards High Needs Population





# Math Smarter Balanced Met or Exceeded Standards High Needs Population



# Graduation Rate

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A				*	*	*		*		
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>		*	N/A	N/A			*	*	*	*	*	*	*	

College /



# CALPADS Graduation Rate (2016-17) PRELIMINARY DATA

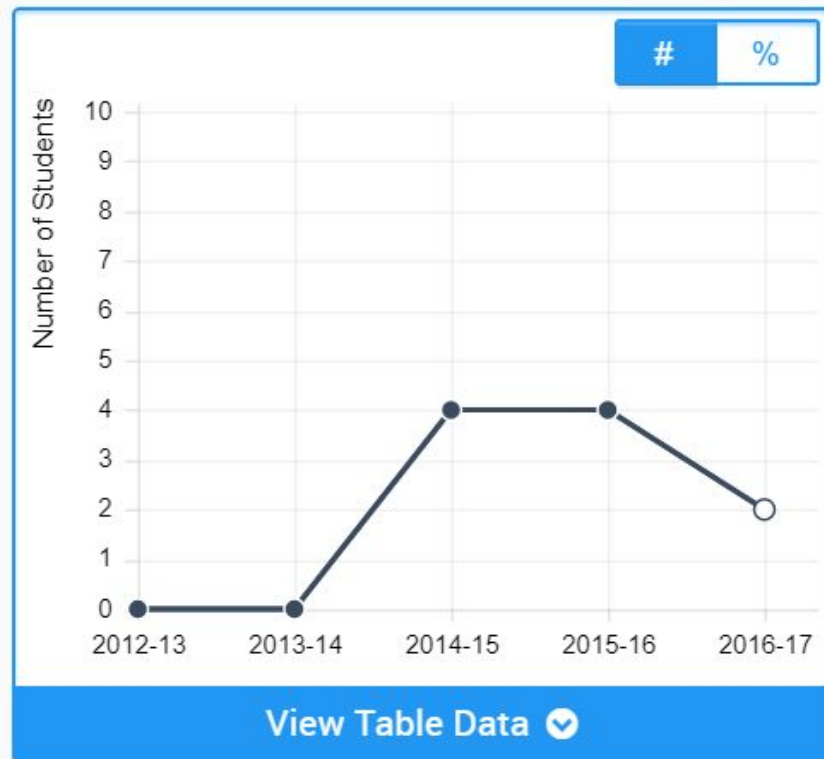
Raw Graduates	GED	Special Ed
357/362 (5 total dropouts)	1/5	4/5

<b>SERVICES</b>	<b>SPED</b>	<b>SED</b>	<b>EL</b>	<b>Native Amer.</b>
Specialized Class(es)	X		X	X
Specialized Aide(s)	X	X	X	
Liaison	X	X	X	X
Community Outreach			X	X
College & Career Center	X	X	X	X
CAL-SOAP	X	X	X	X
Free/Reduced Meal Program	X	X	X	X
Homeless Outreach	X	X	X	X
TPP Support with Job Acquisition	X			
Accommodations	X			
College/Testing Fee Waivers		X		

## Redesignated Fluent English Proficient

Northern Humboldt Union High

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SOURCE: ed-data.org

# Relevant and Effective Interventions and Supports

<b>Northern Humboldt Way Tasks</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Protocols and implementation of interventions and supports	<b>X</b>	<b>X</b>	<b>X</b>
Build staff capacity for implementation of Tier 1, 2 and 3 supports	<b>X</b>	<b>X</b>	<b>X</b>



## Goal 4 Question Prompts

How might we better serve our high needs population?

- a. Academic Supports
- b. Social/Emotional Needs
- c. College and Career Readiness

# Where we go from here . . .

- **Working with the staff to build our model and reach our LCAP goals**