

Introduction:

LEA: Howell Mountain Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Cheryl Lynn de Werff, Superintendent, cldewerff@hmesd.k12.ca.us, 707-965-2423 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>2015-2016 LCAP development process began in February 2015. Evaluation of progress and ideas for next steps were discussed with stakeholders. Parent survey's were developed. Teacher survey's were developed and distributed. Use of formative classroom assessment on student academic progress was used throughout the year and shared at School Site Council and Board Meetings.</p>	<p>Many of the actions were successful. The most significant was the partnership with the New Tech Network. The resources from the network, for teachers who used them, helped build teachers and students abilities to implement Project Based Learning at a new level. Students were engaged and curious. Teachers were successful in increasing the number of Projects implemented in their classrooms. Coaching was successful. The training is rigorous, time consuming and expensive. The conclusion and impact on the LCAP is that it should continue. This includes training, technology, coaching and time to</p>

<p>Stakeholders consulted in this process, were all parents including all subgroups represented, ELAC, community members, teachers, union leadership, Board of Trustees, classified staff and students. The School Site Council acted as the body which filtered all information and acted as the LCAP committee.</p> <p>The community/stakeholder meetings were designed to assess the progress on Year 1 LCAP and evaluate the effectiveness of the goals and actions of the 2014-2015 LCAP as well as revisit the school/districts vision. This involved reviewing data and brainstorming to create a vision for the future that encompassed the stakeholders aspirations for all students that attend Howell Mountain Elementary School. The groups used the following questions to evaluate and assess: What have been our successes? What does the data tell us has been successful actions? What strategies contributed to our successes? What did not work? What will we need to do differently to get the results we are after? The groups made recommendations for the 2015-2016 plan.</p> <p>Dates of LCAP Development Meetings: 2/16, 3/17, 3/31, 4/15, 5/21</p>	<p>collaborate. The annual update outlines more specifically the assessment of stakeholder.</p> <p>Community members and parents were concerned that the wording of the goals was not clear. Some were not easy to understand and the outcome measures originally selected did not provide all the needed information to evaluate clearly progress on goals. The group felt that the wording of the goals needed to be changed. The groups felt that creating fewer goals by combining goals and using some old goals as actions would be the first step. They suggested revising the wording to make the goals clearer and more easily understood by the entire community. This is reflected in the revised LCAP.</p> <p>Reducing the numbers of students who are tardy is still an issue. The strategies originally designed did not take care of the problem. This goal was reworked.</p> <p>New ways to evaluate each of the goals and actions need to be researched and included in the plan. A local assessment system will be developed over the next 3 years.</p> <p>Many of 2014-2015 actions were completed and do not need be included.</p>
<p>Annual Update: 2014-2015 LCAP progress Information was shared with School Site Council, Teachers, including union representation, support staff, parents, community members and Board of Trustees on a regular basis.</p> <p>Data from surveys, local assessments, standardized assessments as available, community involvement as well as reports from parents, teachers and staff were shared.</p> <p>Program Updates through Principal’s report at Board Meeting: Dates of Update Meetings: 9/3, 10/1, 11/5,12/3, 1/7, 2/4, 3/4, 4/15, 5/6</p>	<p>Annual Update: Most actions were carried out as written. Some actions were not accomplished as written. Some of the goals needed to be reworded and actions and evaluation measures need to be better aligned. Different kinds of data needs to be collected.</p> <p>Funding did become available to begin a music program and all students received music instruction.</p> <p>Teachers needed more time to meet, develop lessons and share work samples. Collaboration time was improved by banking instructional minutes and allowing for a weekly early release day.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	Ensure that all students are taught by teachers who are appropriately assigned and fully credentialed, have access to standards aligned textbooks and attend school in facilities that are maintained in good repair.(Conditions of Learning)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	The following need to be maintained to ensure basic services are available to all students: 100 % of teachers are appropriately credentialed. There are no misassignments. Staffing reports show 100% of teachers are credentialed for their assignment, teach what they are credentialed to teach and are NCLB HQT. 100% of facilities are in good repair. FIT report indicates all facilities in good repair. Presently all students have access to standards aligned textbooks. There is a need to purchase updated textbooks that are better aligned to CCSS.
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Goal Applies to:	Schools:	LEA Wide/All Schools
	Applicable Pupil Subgroups:	ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Personnel Records will indicate 100% of teachers will be appropriately assigned. Personnel Records will indicate 100% of teachers will be appropriately credentialed for subject area and the students they are assigned to. 100% of students will have access to sufficient instructional materials. FIT Report will indicate all facilities are in 'good repair" All students and teachers will report they have all the materials for the new math adoption Teachers will report implementation of new math adoption Teachers will attend training for new math adoption Teachers will report reviewing and researching ELA textbooks
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement new math adoption	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	LCFF/Lottery \$7000

		<input type="checkbox"/> Other Subgroups: (Specify)	
Train teachers in new Math Adoption	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF/LOTTERY \$1600
Ensure that all math materials are obtained and delivered	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NO COST
Provide Support for teachers as needed while implementing new math adoption	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Recruit highly qualified and appropriately credentialed teachers to fill any new positions	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$250

Assign all teachers properly	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NO COST
Maintain 100 % teachers appropriately credentialed.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BTSA/LCFF \$3000
Monitor facilities to ensure they stay in 'good repair'		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$40,000
Monitor textbooks in all subjects(sufficiency of instructional materials)	LEA/Scho olwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$750
Research and review new ELA materials that include and/or are aligned to ELD standards, begin piloting if available	LEA/ Schoolwid e	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	LCFF \$1000

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<p>Personnel Records will indicate 100% of teachers will be appropriately assigned.</p> <p>Personnel Records will indicate 100% of teachers will be appropriately credentialed for subject area and students assigned.</p> <p>100% of students will have access to sufficient instructional materials.</p> <p>FIT Report will indicate all facilities are in 'good repair'</p> <p>All students and teachers will report they have all the materials for the new ELA adoption</p> <p>Teachers will report implementation of new ELA adoption</p> <p>Teachers will attend training for new ELA adoption</p> <p>Teachers will report continuation of math adoption</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt new state-approved ELA materials that include or are aligned to the ELD standards. Continue piloting if necessary	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF/LOTTERY \$12,000
Train Teachers in new ELA adoption including ELD standards	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Continue to implement math adoption. Refresh math training for teachers who need it or are new to the system	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	LCFF \$5000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide support for teachers as they implement new ELA and Math adoptions	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Assign teachers properly	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NO COST
Monitor facilities to ensure they remain in 'good repair"	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$40,000
100 % teachers are appropriately credentialed and assigned	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	NO COST

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Monitor textbooks in all subjects(sufficiency of instructional materials)	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$750

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Personnel Records will indicate 100% of teachers will be appropriately assigned. Personnel Records will indicate 100% of teachers will be appropriately credentialed for subject area and students assigned. 100% of students will have access to sufficient instructional materials. FIT Report will indicate all facilities are in "good repair" All students and teachers will report they have all the materials for the new math adoption Teachers will report implementation of new math and ELA adoptions Teachers will attend refresher training for new math and ELA adoptions if needed Teachers will report and classroom walkthroughs will note implementation of new ELA and math adoptions.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor facilities to ensure they stay in "good repair"	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$40,000
100% of teachers are fully credentialed and appropriately assigned, Highly qualified teachers are recruited for any new positions	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	LCFF \$250

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implementation of math and ELA adoptions continue. refresher training is provided if needed.	LEA/ Schoolwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$500
Monitor all textbooks and replace any that are necessary(sufficiency of instructional materials)	LEA/ Schoolwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$750
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Ensure that all students, including English Learners, have access to a rigorous curriculum that develops high levels of 21 st century skills for success in careers and college, is based on the California Academic and Performance Standards that include the CCSS and the English Language Development Standards and prepares students to achieve on the SBAC assessment as well as locally developed and adopted assessment measures. (Pupil Outcomes)</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Increase student achievement and student's ability to possess 21st century learning skills, communication, collaboration, creativity and critical thinking.</p> <p>Need for English Learners to become proficient in English, possess 21st century skills and increase academic proficiency.</p> <p>Teachers continue to see the need to improve the educational strategies previously employed. They are less effective than those currently being used by progressive schools today. Research(Summary of Research on Project Based Learning, University of Indianapolis, Center of Excellence in Leadership of Learning, June 2009) reports positive outcomes related to students learning and shows students benefit greatly from the use of Project Based Learning techniques beginning in Kindergarten and expanding throughout their school career until they reach matriculation. In addition to the adoption of the Common Core State Standards, integration of 21st Century Learning Skills (Communication, Collaboration, Creativity, and Critical Thinking) will require the involvement of individuals from many different walks of life, from educators to professionals to laymen. Teachers need training, resources, coaching and collaboration time to deliver a Project Based Learning curriculum.</p> <p>Need to stay updated as the CAASP system continues to develop. We will use the scores from these assessments to measure student progress on achieving the standards.</p> <p>All teachers continue to need to be trained in the delivery of the CCSS and in using the new generation of assessments(SBAC). Teachers need to understand and use the new California Accountability system, California Assessment of Student Progress and Performance(CASPP) to ensure students succeed. There is a need to develop a well rounded assessment system that encompasses local formative and summative assessments as well as state mandated and provided assessments. Student Achievement of the standards as measured by past state assessments has showed that not enough students are proficient. The API has been to low.</p> <p>All teachers see the need to continue to implement Project Based Learning.</p> <p>All teachers agree to the need to continue to participate in the New Tech Network including training and coaching.</p> <p>Students and teachers need access to CCSS aligned instructional materials</p> <p>Teachers need time to collaborate.</p> <p>Teachers continue to need more training and materials to support full implementation and address the rigor of the standards.</p> <p>Teachers will continue to evaluate training and identify where they need support and coaching.</p> <p>Students need to continue using technology to support learning to ensure that they develop 21st century workplace skills.</p>	

	<p>All students need to be served equally and have similar chances at learning. We want to ensure English Fluency develops fast enough for students to be prepared for the rigors of High School. CELDT scores indicate that not all EL are proficient and acquiring English at a rate that will support them in high school and beyond.</p> <p>There is a need to ensure that all students are prepared to be successful in a rigorous High School curriculum to ensure they are college and career ready.</p>	
Goal Applies to:	Schools:	LEA Wide/All Schools
	Applicable Pupil Subgroups:	ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Teachers will use the results of Spring 2015 SBAC to establish baseline data for student achievement. Teachers and staff will stay updated on the progress of the new CAASPP system and utilize new data and information as it becomes available.</p> <p>The API will be utilized as it becomes available and updated to meet the needs of the CAASPP.</p> <p>Because Howell Mountain is a K-8 district we do not administer the High School Exit Exam or The Early Assessment of Progress, College Readiness Test. We also do not issue credits, use the A-G requirements of UC/CSU college admission system, have CTE sequences of classes or offer AP or IB classes, as they only apply to secondary schools.</p> <p>5 % more English Learners will make progress towards English Proficiency(AMAO 1) and we will increase our reclassification rate(AMAO 2) by 2%. (CELDT)</p> <p>Implementation of CCSS and PBL will be reported by teachers at collaboration meetings and through the use of the critical friends protocol.</p> <p>Teachers and staff will evaluate the current local assessments of student progress to determine effectiveness in predicting student success and ensure that local assessments match the rigor of the CCSS and the SBAC.</p> <p>Students will participate in self assessment and use technology to support learning. Staff will report that technology is maintained, in working order and replaced as appropriate.</p> <p>Increase the number of PBL units by 10% as reported on Teacher survey.</p> <p>Teachers will have fully integrated the 21st Century Learning Skills (Communication, Collaboration, Critical Thinking, and Creativity). This will be measured by student projects, Superintendent walkthroughs and locally developed assessments and rubrics.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to participate in the New Tech Network to ensure that students grow in acquiring and demonstrating 21st century skills of collaboration, creativity, communication and critical thinking to succeed in college and careers.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	LCFF/PRIVATE FUNDING \$39,000/33,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue PBL training and using New Tech Network Resources	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PRIVATE FUNDING \$33,000
Participate in New Tech Coaching	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$39,000
Continue weekly teacher collaboration and deepen collaborative practices on lesson design and delivery	LEA Wide/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Support Project Based Learning Projects in classrooms	LEA Wide/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	PRIVATE FUNDING \$7000

		<input type="checkbox"/> Other Subgroups: (Specify)	
Use Community volunteers as appropriate to support classroom projects	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$300
Continue writing program and collaborative writing scoring	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Provide math training and support	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PRIVATE FUNDING Title II \$33,000/\$10,000
Improve delivery of ELD for all English Learners	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000

Continue ELD specialist	LEA Wide/ Schoolwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$35,850
Provide support and training to teachers on design and delivery of ELD and strategies to support English Learners in accessing academic content	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Continue after school program and increase communication between classroom teachers and after school staff to ensure students' success	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	After School Education and Safety (ASES) \$63,000
Update Assessment Practices. Stay informed on development of CASPP(California Assessment of Student Progress and Performance) Research and develop rubrics to measure PBL, provide for student reflection and 4 's	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF Title II \$39,000/10,000
Update local assessment practices(ex: DRA, AR reading and Math, Pearson Math XL,teacher developed) by	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	LCFF \$7500

reviewing all local assessments and ensuring they are calibrated to the rigor of CCSS and the SBAC		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Explore using SBAC interim assessments and the digital library from the California Department of Education	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NO COST
Integrate rubrics from New Tech Network for PBL as part of local assessments	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$39,000
Continue to use supplemental digital resources such as Accelerated Reader and Math, Jiji Math, Pearson Math XL	LEA Wide/ schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$7500
Ensure that technology is upgraded, in working order and staff and students have training and technical support to use digital tools to support learning	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	LCFF \$12,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue using collaborative writing scoring	LEA Wide/ Schoolwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Review all classroom and schoolwide interventions and update practices as necessary for all students and especially Students with Disabilities, English Learners, Redesignated Fluent English Proficient students, Low Income students and any students in need of academic or behavioural or attendance interventions.(RTI)	LEA/ Schoolwide	<input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	LCFF \$56,425

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers and staff will stay updated on the progress of the new CAASPP system and utilize new data use information as it becomes available to evaluate programs.</p> <p>The API and other standardized summative assessments will be utilized as it becomes available and updated to meet the needs of the CAASPP</p> <p>Because Howell Mountain is a K-8 district we do not administer the High School Exit Exam or The Early Assessment of Progress, College Readiness Test. We also do not issue credits, use the A-G requirements of UC/CSU college admission system, have CTE sequences of classes or offer AP or IB classes, as they only apply to secondary schools.</p> <p>More English Learners will make progress towards English Proficiency(AMAO 1) and we will increase our reclassification rate(AMAO 2) . There will be another 5% increase in AMO 1 as reported by CELDT. 2% more students will be reclassified.</p> <p>Implementation of CCSS and PBL will be reported as seen in teacher lesson plans and Superintendent walkthroughs and locally developed assessments</p> <p>Students will participate in self assessment and use technology to support learning. Staff will report that technology is maintained, in working order and replaced as appropriate. Increase the number of PBL units by 10% as reported on Teacher survey.</p> <p>Teachers will have fully integrated the 21st Century Learning Skills (Communication, Collaboration, Critical Thinking, and Creativity). This will be measured by teacher lesson plan, student projects, Superintendent walkthroughs and new local assessments and rubrics</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to participate in the New Tech Network to ensure that students grow in acquiring and demonstrating 21st century skills of collaboration, creativity, communication and critical thinking to succeed in college and careers.	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF/PRIVATE FUNDING \$39,000/33,000
Continue using New Tech Network resources including coaching and training as needed	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	LCFF \$39,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Weekly collaboration to share best classroom practices and collaboratively score student work and design lessons will continue	LEA/ Schoolwide	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Increase the number of CCSS and California Academic and Content standards used in the classroom	LEA/ Schoolwide	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Use new ELA adoption to support the implementation of the standards and the ELD standards	LEA/ Schoolwide	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Continue to support EL by using appropriate strategies to ensure access to standards and to ensure growth in acquiring English. Retain EL specialist	LEA/ Schoolwide	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Title II \$10,000

		<input type="checkbox"/> Other Subgroups: (Specify)	
Use updated assessment practices and provide training and support as needed	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Ensure students are growing in self assessment ability and attaining 4 C's	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$39,000
Evaluate all supplemental online student resources and update if necessary	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$7500
Update technology and technology support and infrastructure as necessary	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$10,000

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>The API and other standardized summative assessments(SBAC, CELDT) will be utilized as it becomes available and updated to meet the needs of the CAASPP</p> <p>Because Howell Mountain is a K-8 district we do not administer the High School Exit Exam or The Early Assessment of Progress, College Readiness Test. We also do not issue credits, use the A-G requirements of UC/CSU college admission system, have CTE sequences of classes or offer AP or IB classes, as they only apply to secondary schools.</p> <p>5 % more English Learners will make progress towards English Proficiency(AMAO 1) and we will increase our reclassification rate by 2% more(CELDT data).</p> <p>Implementation of CCSS and PBL will be reported as seen in teacher lesson plans and Superintendent walkthroughs and use of updated local assessments and rubrics</p> <p>Teachers and staff will continue to evaluate local assessments and rubrics of student progress to determine effectiveness in predicting student success.</p> <p>Students will participate in self assessment and use technology to support learning. Staff will report that technology is maintained, in working order and replaced as appropriate.</p> <p>Increase the number of PBL units by 10% as reported on Teacher survey.</p> <p>Teachers will have fully integrated the 21st Century Learning Skills (Communication, Collaboration, Critical Thinking, and Creativity). This will be measured by teacher lesson plan, student projects and Superintendent walkthroughs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to participate in the New Tech Network to ensure that students grow in acquiring and demonstrating 21st century skills of collaboration, creativity, communication and critical thinking to succeed in college and careers.	LEA/schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF/PRIVATE FUNDING \$39,000/33,000
Continue using New Tech Network resources including coaching and training as needed	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	LCFF \$39,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Weekly collaboration to share best classroom practices and collaboratively score student work and design lessons will continue	LEA /Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Fully implement and integrate California Content and Performance Standards(CCSS) in classrooms. Use new adoptions(Math and ELA) and ensure that all supplemental instructional materials are updated and math the rigor of assessments	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$7500
Continue to provide EL specialists, Use instructional strategies that are proven to help EL attain English and master state standards	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$35,850
Use updated local assessments	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Title II \$10,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
As appropriate students will use self assessment tools	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$39,000
Ensure that technology is as updated as is practically possible and technical support is available when needed	LEA Wide All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$12,000
Schoolwide Response to Intervention Strategies (RTI) are fully implemented, reviewed and updated as necessary	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	LCFF \$56,425

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Build strong trusting, collaborative, respectful and responsible relationships with and between all parents, students, staff and community members to ensure that a supportive school culture and climate fosters student success. (Engagement)	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<p>Continue to Develop financial and professional community support for the implementation of Project Based Learning.</p> <p>Continue to develop relationships to use the community profesisonal resources to support teachers in creating college and career readiness for students.</p> <p>Tap community knowledge and expertise to support students and staff.</p> <p>Continue to develop and populate the Howell Mountain School PTA, the Wolf Pack.</p> <p>Create a system for most efficient use of volunteers for classrooms and bringing community expertise to the school.</p> <p>Continue fundraising activities to support school.</p> <p>Continue to work with School Site Council and Board of Trustees to ensure monitoring, feedback and support for the implementation of the LCAP.</p> <p>Deepen teachers collaborative practices to ensure a trusting collegial atmosphere that fosters shared accountability for the success of all students.</p> <p>Continue New Tech Network learning and coaching.</p> <p>Continue to develop relationships with parents to ensure students benefit from parent and family involvement in education.</p> <p>Continue to develop surveys and other perception and process data methods that identify strengths, successes, weaknesses and needs to ensure that we can evaluate which strategies are effective and which need further development.</p> <p>Continue student groups such as Student Council and Conflict Managers to build relationships and school connectedness.</p> <p>Continue to instill basic positive character traits, such as empathy, in students that allow for increased trust, respect, and responsibility on a personal and academic level.</p> <p>Continue very low suspensions and expulsions rate.</p> <p>Continue to develop and evaluate strategies to reduce tardies.</p>
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Goal Applies to:	Schools: LEA Wide/All Schools
	Applicable Pupil Subgroups: ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Parent involvement will continue to increase by 10%. Measured by parents surveys, teacher contacts and participation in school activities</p> <p>Number of Community experts used in classrooms will increase by 10%.</p> <p>Community financial support will increase by 5%.</p> <p>The PTA will have an active membership of at least 5% of the parents.</p> <p>Reports on the implementation of the LCAP will be given 3 times</p> <p>Teacher survey will show 100% participation in New Tech Network training and coaching</p> <p>All students will participate in character education program.</p> <p>Suspension and expulsion rate will remain low(1 suspension, 0 expulsions)</p> <p>Tardies will decrease by 5%</p> <p>Recognition will be measured by inclusion on the school's character education board. This board will be updated weekly, with award totals tallied for recognition.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Hispanic Parent Group that provides translation	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$4500
Continue to work with community to raise funds for school and provide expertise in classrooms and after school program	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	NO COST

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
Increase participation of PTA by 10% to support school activities	LEA Wide/All Schools	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	LCFF \$500
Continue to use character education program including training, assemblies and materials	LEA/Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	LCFF \$2250
Continue conflict managers program and update training and motivation as needed	LEA/Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	LCFF \$5
Superintendent continues to meet and work with community groups by providing information about school progress and activities and creating mutually respectful relationships. Where appropriate staff and students will participate in activities with the community	LEA/Schoolwide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	NO COST

		<input type="checkbox"/> Other Subgroups: (Specify)	
Deepen collaborative practices among all stakeholders	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$39,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Parent involvement will continue. Community experts will continue their participation in classroom lessons and projects. The PTA will claim an active membership of at least 20% of the parents. Parent involvement will continue to increase by 10%. Measured by parents surveys, teacher contacts and participation in school activities</p> <p>Number of Community experts used in classrooms will increase by 10%.</p> <p>Community financial support will increase by 5%.</p> <p>The PTA will have an active membership of at least 10% of the parents.</p> <p>Reports on the implementation of the LCAP will be given 3 times</p> <p>Teacher survey will show 100% participation in New Tech Network training and coaching</p> <p>All students will participate in character education program.</p> <p>Suspension and expulsion rate will remain low(1 suspension, 0 expulsions)</p> <p>Tardies will decrease by 5%</p> <p>Daily and monthly recognition will be measured by inclusion on the school's character education board. This board will be updated daily, with award totals tallied for recognition.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Hispanic Parent Group participation by 5%. Continue to provide translation and chid care	LEA Wide/All Schools	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	LCFF \$4500

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase number of community experts used in after school program and classrooms by 5%	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NO COST
Increase PTA participation by 5% to support school activities	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$500
Continue to support character education and update if necessary	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$2250
Continue conflict managers program	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	LCFF \$500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to meet with community groups, to build and maintain relationships, support school fundraising, build expertise for use in classroom projects, and where appropriate staff and students will participate in community activities.	LEA/ Schoolwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	NO COST
Build upon trusting relationships to deepen collaborative practices.	LEAwide/ Schoolwide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF/TITLE II \$10,000

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Parent involvement will continue to increase by 10%. Measured by parents surveys, teacher contacts and participation in school activities</p> <p>Number of Community experts used in classrooms will increase by 10%.</p> <p>Community financial support will increase by 5%.</p> <p>The PTA will have an active membership of at least 10% of the parents.</p> <p>Reports on the implementation of the LCAP will be given 3 times</p> <p>Teacher survey will show 100% participation in New Tech Network training and coaching</p> <p>All students will participate in character education program.</p> <p>Suspension and expulsion rate will stay low(1 suspension, 0 expulsions)</p> <p>Tardies will decrease by 5%</p> <p>Daily and monthly recognition will be measured by inclusion on the school's character education board. This board will be updated daily, with award totals tallied for recognition.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Hispanic parent group by 5%. Provide child care and translation.	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$4500
Build PTA by 5%	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF \$500

<p>Upadte character education if necessary. Provide motivation and support</p>	<p>LEA/ schoolwid e</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>LCFF \$2250</p>
<p>Update Conflict Managers program if necessary</p>	<p>LEA/ Schoolwid e</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>LCFF \$500</p>
<p>Continue to build trusting relationships among all stakeholders</p>	<p>LEA/ Schoolwid e</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>LCFF/TITLE II \$10,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 4:</p>	<p>Implement strategies that improve student engagement, reduce tardies and maintain high level of attendance to ensure that students spend the maximum amount of time possible in class engaged in instruction that enables them to be successful in transition to high school and cements their success in careers and college. (Engagement)</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Reports on unexcused tardies show an increase not a reduction in unexcused tardies</p> <p>High School drop out rates and graduation rates are not applicable to our Elementary School District since we are TK-8.</p> <p>At the present time we have 0 dropouts for middle school.</p> <p>Last school year there were no reported suspensions and this year one student was on suspension for 1 school day. Looking at discipline reports from prior years, there have been no student expulsions at Howell Mountain School.</p> <p>Need to research new strategies to decrease unexcused tardies. Although classroom reports show that students are more engaged in Project Based Learning Activities as opposed to traditional teaching strategies, using these strategies does not correlate to reducing tardies.</p> <p>Keep using PBL to engage students in learning.</p> <p>Need to develop motivational strategies for all students and parents to get to school on time</p> <p>Need to stress the consequences for student learning when they are tardy</p> <p>Need a monitoring system for tardies to communicate with students and parents</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA Wide/All Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>ALL Students</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Actual tardies reported in AERIES will decrease by 5% Attendance will stay above 95% as reported in AERIES Suspension will stay at the same rate(1 per year) or be reduced by 1. Expulsion will stay at 0% Middle School Drop Out rate will stay at 0%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research successful practices that improve attendance and reduce tardies	LEA Wide/All Schools	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF \$1000
Implement successful strategies that motivate students and families to be on time, track attendance and report regularly	LEA Wide/All Schools	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF \$1000
Continue to use New Tech Network strategies that are successful in engaging students during class and motivate students to persevere, improve academic skills, develop communication, creativity, collaboration and critical thinking skills and achieve at high levels	LEA Wide/All Schools	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF \$39,000

<p>Provide opportunities trough PBL to have students engage in authentic, purposeful learning. Continue to evaluate student success to ensure strategies are working.</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PRIVATE FUNDING \$33,000</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Actual tardies reported in AERIES will continue to decrease by 5% Attendance will stay above 95% as reported in AERIES Suspension will stay at the same rate(! per year) or be reduced by 1. Expulsion will stay at 0% Middle School Drop Out rate will stay at 0%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to research and implement successful practices that improve attendance and reduce tardies and ensure that strategies are still motivating. Track tardies and report on regular basis</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>LCFF \$1000</p>
<p>Continue to use New Tech Network strategies that are successful in engaging students during class and motivate student to persevere, improve academic skills, develop communication, creativity, collaboration and critical thinking skills and achieve at high levels</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>LCAP \$39,000</p>
<p>Provide opportunities trough PBL to have students engage in authentic, purposeful learning. Continue to</p>	<p>LEA Wide/All Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>PRIVATE FUNDING \$33,000</p>

<p>evaluate student success to ensure strategies are working.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>LCAP Year 3: 2017-2018</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Actual tardies reported in AERIES will continue to decrease by 5% Attendance will stay above 95% as reported in AERIES Suspension will stay at the same rate(! per year) or be reduced by 1. Expulsion will stay at 0% Middle School Drop Out rate will stay at 0%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to research and implement successful practices that improve attendance and reduce tardies and ensure that strategies are still motivating. Track tardies and report on regular basis</p>	<p>LEA/ Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>LCFF \$1000</p>
<p>Continue to use New Tech Network strategies that are successful in engaging students during class and motivate student to persevere, improve academic skills, develop communication, creativity, collaboration and critical thinking skills and achieve at high levels</p>	<p>LEA/ Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>LCFF \$39,000</p>
<p>Provide opportunities through PBL to have students engage in authentic, purposeful learning. Continue to evaluate student success to ensure strategies are working.</p>	<p>LEA/ Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>PRIVATE FUNDING \$33,000</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Provide access to all core subjects,continue to build upon the existing PE, Art and Music provisions and continue to provide extra support both during and after school for students in need of additional support.(Locally Identified Priorities)	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Art and music are proven to increase a child's ability to learn, and physical education, taught at a young age, assists in healthy living for the entire life of an individual. Presidential Fitness Test results show not all students meet criteria Students report engagement and high interest in music art and PE classes Provide a well rounded education that enriches and engages students and includes the arts and physical education The After School Program provides additional support through regularly scheduled classes to students in need.
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Goal Applies to:	Schools: LEA Wide/All Schools	
	Applicable Pupil Subgroups:	ALL Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Percentile Physical Fitness Test will show 5% more students meet criteria. Student will display art at school. Musical performances will take place as appropriate. Teachers will use art music and PE during class lessons as appropriate. After School Program will continue to show increase in student engagement and success.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to fund extra staff to provide art, music and PE	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	PRIVATE FUNDING \$25,000

		_ Other Subgroups: (Specify)	
Provide materials and equipment for projects as appropriate	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PRIVATE FUNDING \$2000
Provide training and or other opportunities for classroom teachers to integrate art, PE and music into daily activities	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Continue after school program	LEA/ Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	After School Education and Safety (ASES) \$63,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	5 % more students will meet criterial on physical fitness test students will have one art show student will have one musical performance After School program will show student success		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide materials and equipment or projects as appropriate	LEA Wide/All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PRIVATE FUNDING \$2000
Continue to fund extra staff to provide music, art and PE	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PRIVATE FUNDING \$25,000
Provide training and or other oppourtunities for classroom teachers to integrate art, music and PE into daily lessonss	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Continue after school program	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	After School Education and Safety (ASES) \$63,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	5 % more students will meet criterial on physical fitness test students will have one art show student will have one musical performance		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide extra staff to provide art, music and PE	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PRIVATE FUNDING \$25,000
Provide training and other opportunities for classroom teachers to integrate art, music and PE into daily lessons	IEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title II \$10,000
Provide materials for projects	LEA/Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	PRIVATE FUNDING \$2000

		_ Other Subgroups: (Specify)	
Continue After School Program		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	After School Education and Safety (ASES) \$63,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	<p>Ensure all staff members are sufficiently credentialed and trained to deliver crosscurricular project based learning by providing time for training, planning and collaboration by staff in the areas of project based learning, curriculum, and student achievement.</p> <p>Our school will continue to maintain the 100% level of all teachers being appropriately assigned and fully credentialed.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Goal Applies to:	Schools:	LEA Wide/All Schools
	Applicable Pupil Subgroups:	ALL Students

Expected Annual Measurable Outcomes:	<p>Year 1 changes will include increased collaboration both with their peers at Howell Mountain School, and extending to other schools within the New Tech Network.</p> <p>Increased use of Project Based Learning coupled with a new curriculum adoption in the discipline of Mathematics will necessitate this increased need for partnering with educators near and far.</p> <p>All students will access curriculum through instruction by highly qualified teachers.</p> <p>100% facilities maintained in good repair.</p> <p>New Textbooks will be identified and purchased that more closely align with CCSS as they become available.</p>	Actual Annual Measurable Outcomes:	<p>Collaboration time has taken place through the new tech network by attendance at trainings, using online resources and coaching provided by the network. Within the school teachers and administration have banked instructional minutes to provide a weekly early release day that is used for collaboration.</p> <p>All Teachers participated in New Tech Network Training and coaching. Increased number of PBL units reported: 2014=25; 2015=37 Math materials have been piloted and will be adopted and purchased.</p> <p>Personnel Records indicate that all(100%) teachers are appropriately assigned and fully credentialed. All students access instruction by highly qualified teachers.</p> <p>FIT report gave Howell Mountain Elementary School the highest possible rating. Facilities are in good repair.</p> <p>Williams report shows instructional materials are available to all students. There are no Williams complaints. Textbook for Mathematics aligned to the CCSS Math have been piloted and will be purchased. CCSS aligned ELA textbooks have not been piloted yet.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Adopt new state-approved math materials.</p>	<p>LCFF Basic, Lottery Instructional Materials and Common Core monies will be used for purchasing the new curriculum. Base 12,000.00</p>	<p>Materials have been piloted, will be adopted and purchased for beginning of 2015-16 school year. Research supports this as an effective strategy because Standards(CCSS), curriculum and assessments must be aligned to ensure positive impact on student achievement. The new standards(CCSS) require new materials for student success on summative assessments which are aligned to the CCSS.</p>	<p>LCFF/LOTTERY \$7500</p>								
<table border="1"> <tr> <td data-bbox="100 475 243 605">Scope of Service</td> <td data-bbox="243 475 569 605">LEA Wide/All Schools Howell Mountain is a one k-8 School District</td> </tr> <tr> <td colspan="2" data-bbox="100 605 569 914"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide/All Schools Howell Mountain is a one k-8 School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 475 1182 573">Scope of Service</td> <td data-bbox="1182 475 1514 573">LEA Wide/one school, Howell Mountain is a one k-8 School District</td> </tr> <tr> <td colspan="2" data-bbox="1031 573 1514 914"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide/one school, Howell Mountain is a one k-8 School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<p>Fund Project Based Learning projects.</p>	<p>LCFF Basic and Private funding will be used for funding the District's Project Based Learning. 0000: Unrestricted Base 7,500.00</p>	<p>PBL units in classrooms have jumped by 40% from 25 to 37 delivered units. Training and support from the New Tech created a positive outcome for this action and others.</p>	<p>LCFF/PRIVATE FUNDING 10,800</p>								
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Scope of Service	LEA Wide/All Schools Howell Mountain is a one k-8 School District										
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<p>Turn library computer lab into collaboration/conference room.</p>	<p>LCFF Basic funds will be used to alter the configuration of the Library computer lab into a conference room that encourages and augments student and staff collaboration. 0000: Unrestricted Base 3,500.00</p>	<p>Done, currently used as conference room for collaboration by stakeholders. Students have daily access to electronic devices(tablets, laptops) in the classrooms and no longer need access through a lab like setting.</p>	<p>LCFF 3500</p>				
<table border="1"> <tr> <td data-bbox="100 391 243 532">Scope of Service</td> <td data-bbox="243 391 569 532">LEA Wide/All Schools.Howell Mountain is a one k-8 School District</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA Wide/All Schools.Howell Mountain is a one k-8 School District		<table border="1"> <tr> <td data-bbox="1031 391 1182 500">Scope of Service</td> <td data-bbox="1182 391 1514 500">LEA Wide, Howell Mountain is a one k-8 School District</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA Wide, Howell Mountain is a one k-8 School District	
Scope of Service	LEA Wide/All Schools.Howell Mountain is a one k-8 School District						
Scope of Service	LEA Wide, Howell Mountain is a one k-8 School District						
<p>Attend Teacher Leadership training for the New Tech Network program</p>	<p>The District will use LCFF Basic and Private funding to allow teachers to attend the New Tech Network trainings. 0000: Unrestricted Base 30,000.00</p>	<p>100% of teachers have attended training.</p>	<p>LCFF/PRIVATE FUNDING 33,000</p>				
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Scope of Service	LEA Wide/ Howell Mountain is a one k-8 School District						

<p>Increase Teacher collaboration time both internally and externally with other New Tech Network school</p>	<p>LCFF Basic, Title I Basic, Title II Teacher Quality, and Private funds will be used to increase the collaboration both inside and outside the District by Classroom Teachers. 0000: Unrestricted Base 5,000.00</p>	<p>All teachers report collaboration with New Tech network coaches, attending training with New Tech Colleagues and utilizing New Tech Resources. The effectiveness of this action is supported by research, including the APS, that suggest using coaching to improve instructional skills.</p> <p>Time for internal school collaboration has been developed by banking instructional minutes to provide for an early release day that started in April. The APS also supports the concept of teacher collaboration to support instructional improvement. Student achievement rises when teachers improve instruction. Instruction improves through collaboration and coaching.</p> <p>Staff Development days have also been utilized for internal collaboration and training.</p>	<p>LCFF/TITLE I/TITLE II.PRIVATE FUNDING 5,000</p>								
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<p>Utilization of a New Tech Network teacher coach</p>	<p>The New Tech Network Coach is provided with our membership in the Network. The Network funds are paid for through private donations.</p>	<p>100% of teachers report utilizing New Tech Network Coaching services. Research, including the basis of the Academic Program Survey(APS:</p>	<p>LCFF/PRIVATE FUNDING 39,000</p>								

	39,000.00	www.CDE.ca.gov) confirm that coaching has a positive effect on improving instruction, implementation of new teaching techniques and strategies and improves student achievement.					
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100 % teachers are appropriately credentialed.		Personnel Records indicate 100% appropriately credentialed. Students taught by Highly qualified teachers are more successful.	NO COST				
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing all goals and actions there was consensus on the need to rework the goals for 2015-2016 and beyond. Some actions seemed more suited to other goals. Some goals have been totally accomplished and only need to be maintained. Some actions will be reworked to align better and be more understandable to the community at large.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 2 from prior year LCAP:	Utilize Para-Educators, adult and community resources that possess the skills required to support the implementation of the Common Core State Standards through the use of project based learning, New Tech Networks elements, and ongoing training.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Wide/All Schools,Howell Mountain is a one k-8 School District Applicable Pupil Subgroups: ALL Students		
Expected Annual Measurable Outcomes:	Increased training for para-educators and teachers in Common Core State Standards and Project Based Learning techniques. Students will have improved their literacy skills regarding writing across the strands, particularly in the areas of Mathematics and Science. The teaching staff will begin the integration of the 21st Century Learning Skills (Communication, Collaboration, Critical Thinking, and Creativity).	Actual Annual Measurable Outcomes:	Teacher surveys and training records indicate teachers have been trained in Project Based Learning and Common Core State Standards. Para educators were not trained. Para-educators have also participated in some training especially in handling student medical needs and safety. Literacy Skills were measured by locally developed measure(ex: Developmental Reading Assessment, STAR Reading Assessment(Accelerated Reader), Digital Math programs assessments(Jiji math, Pearson Math XL, Moby Max) as well as teacher created assessments). Writing Across the curriculum has been accomplished. Teachers have developed writing rubrics and meet monthly to collaboratively score writing samples. Teacher lesson plans and reports indicate that PBL units are integrating 21st Century learning skills: Communication, Collaboration, Critical Thinking and Creativity.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use parents and community members as "experts" for PBL units.	LCFF Basic funds will be used to fund the efforts to recruit, qualify, and equip volunteers, and pay for	PBL unit begins with a local expert working with students to address their "essential Question"	LCFF 155,000

	<p>Para- Educators. 0000: Unrestricted Base 210,000</p>	<p>Research on Project Based Learning,(Summary of Research on Project-based Learning, University of Indianapolis, Center of Excellence in Leadership of Learning, June 2009) reports positive outcomes related to students' learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving skills. Teachers, students and parents report that PBL practices are effective.</p> <p>Community members were active in raising funds to support teachers and para-educators in implementing and getting training in PBL. Superintendent gave presentations on 21st Century learning to many community groups. They responded by helping raise funds to help the implementation New Tech Network, Project Based Learning units and lessons.</p> <p>Parents and Community members often volunteer time and expertise to support teachers in the classroom, carry out Fix-up projects and work on committees. Research from the Southwest Educational Development Laboratory in 2002 confirms that there is a positive and convincing relationship between family, parent and community involvement and student academic achievement(A New Wave of Evidence: The impact of School, Family and Community Connections on Student Achievement. Emerson, Anne T. & Mapp, Karen L., Austin TX: National Center for Family and Community Connections with Schools: Southwest Educational Development Laboratory, 2002).</p>	
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		<p>This goal and some of the actions were deemed by parent groups and staff as having awkward wording and needed to be revised to be more specifically indicate staff's assessment of academic learning and implementation of the CCSS.</p> <p>Although the actions have been implemented and the implementation of PBL has been enhanced at the school, the wording of the goal was awkward and needs rewriting. New goals have been written to reflect this feedback.</p>													
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<p>Ensure Common Core State Standards' learning goals are met.</p>	<p>LCFF Basic and Common Core monies will be used to ensure the Common Core State Standards Learning Goals are met. 0000: Unrestricted Base 2,500.00</p>	<p>Superintendent walkthroughs, teacher lesson plans and PBL units indicate all teachers are using CCSS standards to plan and deliver lessons. The CCSS prepare students for college and careers.</p>	<p>LCFF 2500</p>												
<table border="1"> <tr> <td data-bbox="96 1170 243 1248">Scope of Service</td> <td data-bbox="243 1170 569 1248">LEA Wide/All Schools</td> </tr> <tr> <td colspan="2" data-bbox="96 1248 569 1308"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="96 1308 569 1492"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient </td> </tr> </table>	Scope of Service	LEA Wide/All Schools	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<table border="1"> <tr> <td data-bbox="1031 1170 1178 1248">Scope of Service</td> <td data-bbox="1178 1170 1514 1248">LEA Wide/Schoolwide</td> </tr> <tr> <td colspan="2" data-bbox="1031 1248 1514 1308"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 1308 1514 1492"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide/Schoolwide	<input checked="" type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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_ Other Subgroups: (Specify)				
Develop training protocols and systems for Para-Educators and volunteers.		LCFF Basic and IDEA funds will be used to ensure the development of training protocols and systems for Para-Educators and volunteers. 0000: Unrestricted Base 2,250.00	Superintendent conducted trainings using established protocols for Para Educators on support of student medical needs(ex: insulin), behavior management, and student safety. Para-Educators have been used extensively to support Special Education students.	LCFF/IDEA 2250
Scope of Service	LEA Wide/ Schoolwide		Scope of Service	LEA Wide/Schoolwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The new template design has led us to the conclusion that our goals and actions can be rewritten to be clearer, more aligned and have measurable outcomes. Research needs to be done to determine which measures of accountability will best match the rigor of the CCSS and the SBAC. During the transition to the CAASSP, the new system of accountability in California, we will need to rely on local measures to determine student progress. Our school sees the need to review our current assessments and develop a more rigorous formative assessment system that can inform instruction and can help us determine that our students are on their way to success in college and careers.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 3 from prior year LCAP:	Build strong relationships with all parents and the community, and populate the Howell Mountain School PTA (the "Wolf Pack") with dedicated and active parents.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools:	LEA Wide/All Schools, Howell Mountain is a one school district	
	Applicable Pupil Subgroups:	ALL Students	

Expected Annual Measurable Outcomes:	Parent engagement, historically very low, will increase throughout the year both in the classroom and parent groups. Room parent systems will be fully implemented, and participants will have been empowered to take on tasks that assist in the learning environment.	Actual Annual Measurable Outcomes:	Number of Parents attending school and classroom events is approximately 35%. More engagement will help students achieve more. Teachers report that they have designated parents to help with events.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue Hispanic Parent Group.	LCFF Basic, funds will be used to ensure the continuation of the Hispanic Parents' Group meeting weekly on campus. 0000: Unrestricted Base 2,500.00	Group has been very successful. Parents attend meetings and helped update LCAP. Child Care and translation services were very important.	LCFF 2500
Scope of Service	LEA Wide/All Schools	Scope of Service	LEA Wide/Schoolwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Work with Up-Valley retirement communities to provide help for homework clubs, etc.</p>	<p>After School Education and Safety (ASES) funds will be used to solicit and compensate Up-Valley retirees in their help with homework clubs and other programs. 3,500.00</p>	<p>Outreach efforts did not result in school participation.</p>	
<p>Scope of Service LEA Wide/All Schools</p>		<p>Scope of Service LEA Wide/Schoolwide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Have "room parents" that will be coordinated by Wolf Pack leaders</p>	<p>LCFF Basic and Private funding will be used to provide recruitment efforts and incentives for participation. 0000: Unrestricted Base 2,500.00</p>	<p>All classrooms have designated parents that teachers can turn to for help. However, the Wolf Pack parent leaders did not begin coordinating efforts till April. Participation remains low. Parents want to continue to recruit next year.</p>	<p>LCFF 2500</p>
<p>Scope of Service LEA Wide/All Schools</p>		<p>Scope of Service LEA Wide/Schoolwide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal can be combined with an overall goal that builds trusting, responsible, respectful and collaborative relationships within and among all stakeholders.</p>		

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Original GOAL 4 from prior year LCAP:	The District will provide a rigorous curriculum that prepares students for the new Smarter Balance standardized testing in Spring of 2015 by honing math literacy skills. In addition, the District will work to implement a digital literacy program that teaches skills such as keyboarding and social responsibility, and fully integrate English Language Development education into the regular classroom using immersion strategies.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Wide/All Schools, Howell Mountain is a one school district Applicable Pupil Subgroups: ALL Students		
Expected Annual Measurable Outcomes:	<p>An Acceptable Use Policy will be developed and implemented, along with a process for conveying the information to both student and parent.</p> <p>Computer literacy of students will be measured and recorded for comparison from year to year.</p> <p>Intervention Specialist will have been hired and completed the first year of working with students.</p> <p>Students will have completed first year Smarter Balance testing providing a baseline for future years.</p> <p>Students will possess a clear understanding of digital literacy, netiquette, and ethical practices.</p>	Actual Annual Measurable Outcomes:	<p>Acceptable Use policy finished.</p> <p>Computer literacy of students measured by local measures. Teachers report students making progress.</p> <p>Intervention specialist hired. Para educators used to help support intervention efforts.</p> <p>Smarter Balanced testing completed. Students were able to navigate the computer based system.</p> <p>The process of integrating digital tools into the classrooms, teaching and reinforcing netiquette and ethical practices is beginning. New Tech Network tools have been used. Need to further develop local measures of digital literacy.</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Offer typing program class in the after school program.	After School Education and Safety funds will be used to offer typing to students district wide. 6,500.00	Typing class was not offered as further research suggests that students will develop their own system for using the keyboard. Students use devices such as IPADs and laptops daily. Students are progressing in digital literacy. Need better local measures of digital literacy.	

Scope of Service	LEA Wide/All Schools		Scope of Service	LEA Wide/Schoolwide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Adopt new Common Core State Standards based curriculum	LCFF Basic and Lottery Instruction Materials will be used to fund two years worth of curriculum adoptions in compliance with the Common Core State Standards. 0000: Unrestricted Base 12,000.00	Math curriculum has been piloted, will be adopted and purchased for 2015-16 school year.	LCFF/LOTTERY 7500		
Scope of Service	LEA Wide/All Schools		Scope of Service	LEA Wide/Schoolwide	
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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Hire an Intervention Specialist to support the English Language Learner community	LCFF Basic, Title I Basic, Title II Teacher Quality, and IDEA monies will be used to ensure the Intervention Specialist position for each of the three years. 0000: Unrestricted Base 60,000.00	Intervention Specialist hired.	LCFF 60,000		
Scope of Service	LEA Wide/All Schools		Scope of Service	LEA Wide/Schoolwide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
Develop and implement an Acceptable Use Policy	LCFF Basic and Private funds will be used to pay for personnel to develop an Acceptable Use Policy. 0000: Unrestricted Base 500.00	Developed	LCFF 500				
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Scope of Service	LEA Wide/All Schools						
Scope of Service	LEA Wide/Schoolwide						
<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal and actions will be incorporated into other goals. Need to develop local measures and tools for assessing digital literacy.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Implementing New Tech Network elements for student engagement, and reduce tardiness by 10% over last year.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA Wide/All Schools		
	Applicable Pupil Subgroups:	ALL Students		
Expected Annual Measurable Outcomes:	The percentage of tardies and trancies will decrease as determined by actual attendance reports.		Actual Annual Measurable Outcomes:	Tardies were not reduced. Attendance records indicate: 2013-4: 357 unexcused tardies, 2014-2015: 412 unexcused tardies. The increase of PBL units from 25-37(40%) did not correlate with a decline in unexcused tardies. Incorporating New Tech Network elements did not seem to be the solution to the unexcused tardy issue. New strategies for reducing unexcused tardies need to be developed.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Measure student engagement with the use of surveys	LCFF Basic funds will be used to support efforts of the school to survey student engagement levels. 0000: Unrestricted Base 1,000.00		LCFF 250	
Scope of Service	LEA Wide/All Schools		Scope of Service	LEA/Schoolwide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			OR:	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>New Tech Network engagement strategies show strong student engagement during school time but do not seem to reduce unexcused tardies. New tech network actions need to be moved to academic goals. A new approach to reduce unexcused tardies needs to be developed. Research and develop new strategies for reducing tardies, such as reward systems to provide motivation. Add new actions. Educate parents and students about the negative effects of tardies on individual student outcomes.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Foster a collaborative culture that promotes trust, respect, and responsibility.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA Wide/All Schools		
	Applicable Pupil Subgroups:	ALL Students		
Expected Annual Measurable Outcomes:	Howell Mountain Elementary School has seen a decrease in bullying and an increase in behavior driven by strong character traits. We expect this behavior to continue this year.		Actual Annual Measurable Outcomes:	Teachers and students continue to report decreases in bullying. Students participate in Soul Shoppe. All students participate in "Kids Making Good Decisions" program. "I Got Caught Making Good Decisions" recognition program averaged 300 recognitions per trimester.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Maintain Character Board.	LCFF Basic funds will be used to fund personnel to maintain the Character Board. 0000: Unrestricted Base 1,200.00		Every month a character trait is posted on the marquee to celebrate a character trait. Whole school assembly also celebrates the trait each week. Student council members read a quote and or an anecdote to student body to illustrate the trait. Character Board outside library maintained by Student Council. it is not updated in a timely manner. Advisor will work closely with students to maintain. They have held a contest to select a background for the board. Students from each grade level are represented on Student Council to ensure effectiveness. Students and teachers report the need to continue to	LCFF 1200

		update incentives and motivation as appropriate for students. The U.S. Department of Education research and report, Efficacy of Schoolwide Programs to Promote Social and Character Development and Reduce Problem Behavior in Elementary School Children, October 2010, emphasizes the importance of character programs in improving positive character traits and decreasing problem behavior.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide/All Schools</td> </tr> </table>	Scope of Service	LEA Wide/All Schools		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide/ Schoolwide</td> </tr> </table>	Scope of Service	LEA Wide/ Schoolwide	
Scope of Service	LEA Wide/All Schools						
Scope of Service	LEA Wide/ Schoolwide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Continue with anti-bullying efforts.	LCFF Basic and Private funds will be used to continue the antibullying efforts taking place within the District. 0000: Unrestricted Base 2,500.00	Anti bullying training has taken place. Assemblies took place at each grade level. Anti bullying message assemblies held for all grades. All students continue to be trained in expressing emotions in respectful ways using sentence stems and a process. The development of empathy is effective in reducing bullying and improving respect. The school utilizes the program, Soul Shoppe, an affective education program to help students express feelings.	LCFF 2500				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide/All Schools</td> </tr> </table>	Scope of Service	LEA Wide/All Schools		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide/Schoolwide</td> </tr> </table>	Scope of Service	LEA Wide/Schoolwide	
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<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Move forward with New Tech Network paradigm.</p>	<p>LCFF Basic and Private funding will be used to continue implementing the New Tech Network paradigm. 0000: Unrestricted Base 39,000.00</p>	<p>All teachers report using New Tech Network strategies and projects. The New Tech Network is a delivery system that incorporates many research proven school improvement strategies for increasing student achievement in the 21st Century, such as incorporating technology and improving digital literacy, teacher coaching and collaboration, authentic problem solving, critical thinking, student ownership of learning, community involvement, real world projects that involve student in a constructive investigation and student collaboration.</p>	<p>LCFF/PRIVATE FUNDING 39,000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide/All Schools</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA Wide/All Schools		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA Wide/Schoolwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA Wide/Schoolwide	
Scope of Service	LEA Wide/All Schools						
Scope of Service	LEA Wide/Schoolwide						
<p>Continue to use student Conflict Managers.</p>	<p>LCFF Basic and Private funding will be used to pay for expenses related to the use of student conflict managers at the school. 0000: Unrestricted Base 500.00</p>	<p>Conflict Managers are 4th graders. They have training each year and support students on the playground and can be used for consultation for classroom issues by teacher referral to Superintendent/Principal who arranges for Conflict Manager to meet with students.</p> <p>Program needs to be refreshed and motivation improved.</p>	<p>LCFF 500</p>				

Scope of Service	LEA Wide/All Schools		Scope of Service	LEA Wide/Schoolwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Integration of services from the Family Support Center.		LCFF Basic and Private funding will be used to continue the integration of the Family Support Center at the school. 0000: Unrestricted Base 1,500.00	Family support center referrals have been successful in supporting families. Ten families have been supported this year with counseling services.		LCFF 1500
Scope of Service	LEA Wide/All Schools		Scope of Service	LEA Wide/Schoolwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal can be expanded and combined to incorporate building strong trusting relationships across all stakeholders; students, parents, staff and community. Some of our surveys did not give us the information that we needed. We need to research and identify perception measures for students and parents that will give us data to measure outcomes and evaluate effectiveness of programs and strategies.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 7 from prior year LCAP:	The District will provide time and instructional support after school for students to complete assignments at school and work with families who need assistance incorporating necessary technologies and devices into the home.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Wide/All Schools		
	Applicable Pupil Subgroups:	ALL Students	
Expected Annual Measurable Outcomes:	Increased After School Program Homework Club attendance, and an increase in assignment completion in the classroom.	Actual Annual Measurable Outcomes:	After school program reports increased attendance and increased time allocated to academic support. Students receive intervention and support services.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Implement and continue with intervention programs such as Read Live and RTI.		LCAP Basic, Title I Basic, and IDEA funds will be used to support the intervention program. 0000: Unrestricted Base 6,750.00	LCFF/TITLE I 6750
Scope of Service	LEA Wide/All Schools	Scope of Service	LEA Wide/Schoolwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Continue with curricular programs such as Jiji Math, Moby Max, Pearson's MathXL, Accelerated Reader, and Math</p>	<p>LCFF Basic, Title I Basic, and IDEA funds will be used to continue the availability of these programs. 0000: Unrestricted Base 10,000.00</p>	<p>Programs continue to be used. Teachers report success with programs. Assessments that are part of the programs are used local measures of student progress.</p>	<p>LCFF 10,000</p>
<p>Scope of Service: LEA Wide/All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide/Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Work with local vendors to get low-cost internet service for low socioeconomic families.</p>	<p>LCFF Basic funding will be used to pay for personnel to coordinate with local vendors to provide low-cost Internet access for socioeconomically disadvantaged families. 0000: Unrestricted Base 1,000.00</p>	<p>Comcast provides low cost services. Families report need for low cost digital devices. We have partnered with Napa Learns to provide low cost devices for families. This partnership needs to continue.</p>	<p>LCFF 1000</p>
<p>Scope of Service: LEA Wide/All Schools</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide/Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Offer more homework club sessions in after school program</p>	<p>LCFF Basic and After School Education and Safety funds will be allocated to provide additional Homework Club hours to students in</p>	<p>After School Program reports increased time allocated to academic support.</p>	<p>PART OF ASES FUNDS LCFF NOT USED</p>

		the After School Program. 0000: Unrestricted Base 6,500.00		
Scope of Service	LEA Wide/All Schools		Scope of Service	LEA Wide/Schoolwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Scope of Service	LEA Wide/All Schools		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The after school program does not need to be a separate goal. It can serve as an action to improve both academics and school concerns. The after school program also serves as a conduit to parents and community involvement and will continue to provide student academic support.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 8 from prior year LCAP:	Continue to offer art and PE during the regular school day on an ongoing basis, and if funding becomes available, incorporate music in subsequent years.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Wide/All Schools Applicable Pupil Subgroups: ALL Students		
Expected Annual Measurable Outcomes:	Funding will be sought for art and music, and if available, the subjects will be provided as often as possible to the students. Students will show an improvement in their capacity and willingness to learn in the regular classroom setting.	Actual Annual Measurable Outcomes:	Students report a high degree of interest and engagement in Art, PE and Music. Funding allowed the addition of a music program this year. Teachers report and lesson plans show the integration of Art, PE and Music into lessons and projects.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Provide opportunities for the teaching staff to engage the students in art, music, and/or physical education on a daily basis.	LCFF Basic and Private funds will pay for increased physical education and art instruction. 0000: Unrestricted Base 17,500.00	Art and Physical Education instruction continues. Funding has made it possible to hire extra staff to support Music Instruction. All students participate in Art, Physical Education and Music.	LCFF AND PRIVATE FUNDING INCLUDING MUSIC 22,652
Scope of Service	LEA Wide/All Schools	Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to provide extra staff to teach art, music and PE. Continue to ensure that teachers have support and materials needed to integrate art, music and PE into daily classroom activities as appropriate.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$55,679.00</u>
<p>Although Howell Mountain Elementary School District is a Basic Aid district and property tax revenues exceed what state funding would provide, we have calculated funds as though it were base /concentration LCFF. These funds will be used to support our neediest students as per state law.</p> <p>We are continuing to use funds to continue to maintain a low class size. This year the school had class sizes that ran from 12 - 23 students. We will continue to keep class sizes low and put resources in place to help close the achievement gap, especially for English Learners, Socioeconomically Disadvantaged, Special Education and Foster Youth Students. Keeping the Kindergarten and Transitional Kindergarten class size at 10 - 12 students for this school year resulted in all students being able to receive the necessary instruction to become fluent readers and well prepared to move on to first grade. The School Board made a conscious decision to keep the TK/K class size small in order to close the achievement gap early.</p> <p>Although the district did not specifically receive supplemental and concentration funds since we are a basic aid district, the district did use the funding formula to figure out the amount of money that would have been received for our unduplicated student EL and SES count, if our district was a revenue based district. For 2015-16 the calculated supplemental grant entitlement is \$55,679. We used this formula to ensure that these targeted funds help support student achievement and close the achievement gap for EL and SES students. An RTI/Intervention/Resource Specialist was hired for the 2015-2016 School Year to work with EL students and other students who are below grade level and in many cases these SES students are performing below grade level. This service will continue.</p> <p>The district will continue its breakfast and lunch program to provide nourishment to students who qualify for free and reduced lunch program as well as a fee for service for any other students who want to take advantage of this food service program.</p> <p>The school is going to continue the After School ASES Program for the 2015 - 2016 school year. This program will provide homework club, academic support and other enrichment activities to help support all students.</p> <p>The district will continue the new supper program that was introduced this spring through the After School Program, therefore providing richer nutrition to students participating in the After School Program.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

8.29	%
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In 2015-16, the calculated Minimum Proportionality Percentage is _8.29%. The District provides English Learners services in excess of 52% over those received by non-English Learners by employing a credentialed teacher who will work directly with English Learners will give them the needed support to help develop their English language skills through English Language Development. A classified employee, who was not credentialed worked with this student population in the past. Research supports and the district believes that using a highly qualified teacher with a CLAD certification will enhance the quality of instruction that these EL students receive. This credentialed teacher will be working with these students through Intervention and ELD five days a week. Classroom teachers will also provide ELD instruction to their EL students each day ensuring that students grow in acquiring English and have access to academic content.

100% of the calculated supplemental and concentrated formula will go directly to these identified (unduplicated count) students through the use of hiring a highly qualified teacher to implement ELD and Intervention (RtI).

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).