§ 15497. Local Control and Accountability Plan and Annual Update Template.

<u>Introduction:</u>

LEA: Howell Mountain Elementary Contact: Cheryl Lynn de Werff, Superintendent, cldewerff@hmesd.k12.ca.us, (707) 965-2423 LCAP Year: 2014-15

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA´s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
The district recruited stakeholders from within and outside of the school community, in both the English speaking and Spanish speaking communities. Four meetings dedicated to the development of the Local Control and Accountability Plan (LCAP) were held, along with various meetings within specific groups, such as the Site Council and meetings of the School Board. Translators were provided when necessary or requested, and the District administrator was on hand at each meeting to help with education specific terms. Materials and videos were provided in both English and Spanish, and information pertaining to the rights of parents and students during the LCAP process developed by the American Civil Liberties Union were handed out to participants. School personnel were well represented at meetings and input was accepted from anyone in attendance. Meeting times were varied in order to ensure the maximum amount of participation, accounting for people's work schedules and local customs. The District administrator took individual interest in the priorities of each participant, identifying each of their desires for adopting and developing the necessary goals. Participants identified patterns in participant goal priorities and discussion followed on how the top goals served the students in the district. School personnel spent considerable time discussing plans and developing welcoming environments for input and discussion. Easy to read hand-outs, refreshments, colorful charts and audio-visual materials helped increase the level of involvement.	Angwin is a small community where people work collaboratively on issues of common importance, such as the Local Control and Accountability Plan. Over the course of several months, current and former educators joined with parents and interested community members to discuss and develop a plan that would best serve the children at Howell Mountain School. Throughout the process, both in group meetings and meetings with the Superintendent, ideas were freely expressed, goals examined, committed to paper, and refine over the course of time through discussion and consensus. Each person brought with them an expertize, and opinion, or an agenda that positively contributed to the Plan, livened up the discussion, and created a thoughtful meeting environment. The LCAP goals and actions were developed by the committee and address all the prioritized input from all stakeholder groups.

Involvement Process	Impact on LCAP
A "Spend-the-Dot" system of participation was utilized to create a level playing field for all attendees. This was hailed as being extremely valuable in ensuring each and every person's contribution carried weight with the group. School newsletters kept participants updated on the progression of the process. We had 12 meetings over the course of 4 months. We started in February with PCC to plan the LCAP rollout and timeline. We held the school-wide parent meetings on Feb. 27 – English only, March 3 – two meetings – one in English and one in Spanish and then March 6 in Spanish with our BLAC group. We held meetings with the Teachers in March and the Classified staff in April. We finalized the goals with the Parent Advisory Committee in April and then shared these goals with the teacher during a staff meeting in April and with PCC in April and May meetings. We had a school-wide group which included a parent from the Parent Advisory Committee, classified employee, teacher and administrator to review the LCAP proposal in May and finalize the action plan details for the report.	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA´s goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA´s goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Self-assessment by certificated staff has determined that additional training is necessary to maximize the curriculum delivery. Although Project Based Learning has been integrated throughout all grades over the past few years, teachers have concluded that they have reached the pinnacle of	1) Ensure all staff members are sufficiently credentialed and trained to deliver cross-curricular project based learning by providing time for training, planning and collaboration by staff in the areas of project based learning, curriculum, and student achievement. Our school will continue to	---ALL Students---	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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. Increased use of Project Based Learning coupled with a new curriculum adoption in the discipline of Mathematics will necessitate this increased	Year 2 changes will include a curriculum adoption in the discipline of Language Arts, and the conclusion of our training period with the New Tech Network. Teacher will have streamlined their Project Based Learning offerings, submitted projects to the New Tech Network for	Year 3 changes will see continued refinement of the Project Based Learning and collaboration systems. Surveys will be completed that examine the following areas: • Echo Participation Levels • PBL Participation Levels • Collaboration Levels	Basic

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what they can accomplish on their own, and need guidance to advance the program further. 100 % teachers are appropriately credentialed. There are no misassignments. Staffing reports show 100% of teachers are credentialed for their assignment and	maintain the 100% level of all teachers being appropriately assigned and fully credentialed.				need for partnering with educators near and far. All students will access curriculum through instruction by highly qualified teachers. 100% facilities maintained in good repair. New Textbooks will be identified and purchased that more closely	inclusion in their Echo lesson library, and developed an inclusive collaborative environment capable of engaging teachers internally and reaching out to education professionals in a multitude of locations around the globe. All students will access curriculum	• Adopted Curriculum All students will access curriculum through instruction by highly qualified teachers. 100% facilities maintained in good repair.	

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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. New textbooks better aligned to CCSS need to be procured. The LCAP					align with CCSS as they become available.	through instruction by highly qualified teachers. 100% facilities maintained in good repair.		

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committee has identified the following metric for gauging success on this goal: Site Council surveys. Surveys will be developed by the Superintendent with input from personnel at the New Tech Network to ensure all questions are appropriate and written in a								

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way that correctly identifies the strengths, weakness, needs, and successes achieved over the school year as related to the program. These surveys will be distributed by the administrator, and results will be collated and compiled by the Site Council. The Site Council will prepare a								

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report to both the School Board and the LCAP committee that addresses the surveys, identifies key points, and makes recommendations.								
Teachers have identified that educational strategies previously employed are less effective than those currently being	2) Utilize Para-Educators, adult and community resources that possess the skills required to support the implementation	---ALL Students---	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Increased training for para-educators and teachers in Common Core State Standards and Project Based Learning techniques.	Teachers will have fully integrated the 21st Century Learning Skills (Communication, Collaboration, Critical	Howell Mountain School will have undergone a fundamental shift in school culture, and be presented to others as a	State Standards Implementation

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used by progressive schools today. 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	of the Common Core State Standards through the use of project based learning, New Tech Networks elements, and ongoing training.				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).	Thinking, and Creativity). Increased initiative will have been taken by students in the area of assisting in their own education and engaging with teachers who act as facilitators of the class.	demonstration school in the areas of 21st Century Learning Skills and Project Based Learning.	

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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.

All teachers need to be trained in the delivery of the | | | | | | | | |

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CCSS using strategies such as PBL. Implementation of CCSS is happening in classrooms as seen in teacher lesson plans and Superintendent walkthoughs . Students and teachers need access to CCSS aligned instructional materials and teachers need time to collaborate.								

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Teachers need more training and materials to support full implementation and address the rigor of the standards.

Sup will observe classrooms and see 100% implementation of the CCSS.

Teachers will evaluate training.

The LCAP committee has | | | | | | | | |

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identified the following metric for gauging success on this goal: Site Council surveys. Surveys will be developed by the Superintendent with input from curriculum professionals to ensure all questions are appropriate and written in a way that correctly								

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identifies the strengths, weakness, needs, and successes achieved over the school year as related to the implementation of the Common Core State Standards. These surveys will be distributed by the administrator, and results will be collated and compiled by the Site Council.								

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The Site Council will prepare a report to both the School Board and the LCAP committee that addresses the surveys, identifies key points, and makes recommendations.								
Effective delivery of any curriculum often stretches the skills and personal experience of a single teacher.	3) Build strong relationships with all parents and the community, and populate the Howell Mountain	---ALL Students---	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Parent engagement, historically very low, will increase throughout the year both in the classroom and	Parent involvement will continue to increase, with noticeable, positive differences from the prior	Parent involvement will continue. Community experts will continue their participation in classroom	Parent Involvement

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This problem can be effectively mitigated through the use of outside "guest educators" and others who can work with students to achieve a specific learning objective. We have discovered vast untapped resources within the Hispanic community, and	School PTA (the "Wolf Pack") with dedicated and active parents.				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.	year. Community experts will have been identified and scheduled for classroom projects and other means of involvement. The PTA will claim an active membership of at least 10% of the parents.	lessons and projects. The PTA will claim an active membership of at least 20% of the parents.	

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have been working to encourage increased participation at all levels within the school. Another underused resource is the retirement community, many of whom are educators, industry leaders, and other skilled professionals. These individuals posses incredible								

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knowledge that can be tapped in order to provide a wide-range of knowledge to the student body. Implementing room parent models of organization will assist teachers with structuring the lessons and guest speakers. Efforts to Involve parents needs to increase.								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
The LCAP committee has identified the following metric for gauging success on this goal: Site Council surveys. Surveys will be developed by the Superintendent with input from teacher to ensure all questions are appropriate and written in a								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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way that correctly identifies the strengths, weakness, needs, and successes realized from the use of outside groups and individuals. These surveys will be distributed by the administrator, and results will be collated and compiled by the Site Council. The Site Council								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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will prepare a report to both the School Board and the LCAP committee that addresses the surveys, identifies key points, and makes recommendations.								
The new Smarter Balance testing is unlike anything previously used in California K-8 Schools, and because of that,	4) The District will provide a rigorous curriculum that prepares students for the new Smarter Balance standardized	---ALL Students---	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	An Acceptable Use Policy will be developed and implemented, along with a process for conveying the information to	The Acceptable Use Policy will be revisited and changes made where necessary. Computer literacy of students will	The Acceptable Use Policy will be revisited and changes made where necessary. Computer literacy of students will	Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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new student skills are being identified and training implemented to ensure success on the test. The computer based test has also demonstrated a need for increased typing and basic computer skills. Recent standardized testing results have shown that our English Language	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				both student and parent. Computer literacy of students will be measured and recorded for comparison from year to year. Intervention Specialist will have been hired and completed the first year of working with students. Students will have completed first year Smarter Balance testing	continue to be measured and recorded for comparison from year to year. Intervention Specialist will have been retained and have completed the second year of working with students. Students will have completed the second year of Smarter Balance testing providing comparative data for greater	continue to be measured and recorded for comparison from year to year. Intervention Specialist will have been retained and have completed the third year of working with students. Students will have completed the third year of Smarter Balance testing providing comparative data for greater	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Learner population is scoring below other students in most areas. This needs to be addressed to that all students are being served equally and have similar chances at learning.

Standard Achievement as measured by state Standardized Testing has showed that not | classroom using immersion strategies. | | | | providing a baseline for future years. Students will possess a clear understanding of digital literacy, netiquette, and ethical practices. | examination of school programs and needs. Students will possess a clear understanding of digital literacy, netiquette, and ethical practices. | examination of school programs and needs. Students will possess a clear understanding of digital literacy, netiquette, and ethical practices. | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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enough students are proficient. The API has been to low. There is a need to ensure that students are college and career ready and leave Howell Mountain School prepared for a rigorous High School Curriculum. Not enough EL's are re-designated in Elementary								

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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School to prepare them for the rigors of High School. The re-designation rate of CELDT Scores reflect students are not acquiring English Fluency fast enough to be prepared for High School. As the CAASP system continues to develop we will use the scores from these assessments to								

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measure student progress on achieving the standards. The LCAP committee has identified the following metrics for gauging success on this goal: Standardized Testing Scores, CELDT scores, and Site Council Surveys. Standardized								

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testing scores provided by the state will provide benchmarks and data to assist in identifying deficiencies in the programs. CELDT scores, used to gauge the effectiveness of the English Language Development program at the school will help evaluate curriculum and processes,								

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identifying areas in need of change. Surveys will be developed by the Superintendent with input from teaching staff to ensure all questions are appropriate and written in a way that correctly identifies the strengths, weakness, needs, and successes achieved over the school year								

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as related to typing and computer literacy. These surveys will be distributed by the administrator, and results will be collated and compiled by the Site Council. The Site Council will prepare a report to both the School Board and the LCAP committee that addresses the surveys, identifies key points, and								

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makes recommendations.								
The Focus Groups looked at Chronic Absenteeism rates, tardies and truancies and Howell Mountain School has a high rate of tardies and truancies (any tardy over 30 minutes or unexcused absence). These actions are detrimental to	5) Implementing New Tech Network elements for student engagement, and reduce tardiness by 10% over last year.	---ALL Students---	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	The percentage of tardies and truancies will decrease as determined by actual attendance reports.	The percentage of tardies and truancies will decrease over that of the prior year as determined by actual attendance reports.	The percentage of tardies and truancies will decrease over that of the prior year as determined by actual attendance reports.	Pupil Engagement

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the students who are late, as well as the students who are in the class and on time. The Focus Groups and LCAP Advisory considered the climate of the school and the overall behavior of the students.

High School drop out rates and graduation rates are not applicable to our Elementary | | | | | | | | |

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School District since we are TK - 8.

At the present time we have 0 dropouts for middle school. We will maintain that rate.

Last school year there were no reported suspensions and this year one student was on suspension for 1 school day. Looking at | | | | | | | | |

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discipline reports from prior years, there have been no student expulsions at Howell Mountain School.

The LCAP committee has identified the following metric for gauging success on this goal: Attendance reports compiled from the District's | | | | | | | | |

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Student Information System. Redacted attendance reports will be provided to the School Site Council who will analyze and evaluate the efforts of the school to prevent tardies and truancies.								
As the world moves to a more collaborative model for work	6) Foster a collaborative culture that promotes trust, respect, and	---ALL Students---	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no	Howell Mountain Elementary School has seen a decrease in	Howell Mountain Elementary School has seen a decrease in	Howell Mountain Elementary School has seen a decrease in	School Climate

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environments, it is even more important to instill basic positive character traits in students that allow for increased trust, respect, and responsibility on a personal and professional level.

There have been no recorded suspensions or expulsions for the 2013-2014 school year. | responsibility. | | | information to input in this section. | bullying and an increase in behavior driven by strong character traits. We expect this behavior to continue this year. | bullying and an increase in behavior driven by strong character traits. We expect this behavior to continue this year. | bullying and an increase in behavior driven by strong character traits. We expect this behavior to continue this year. | |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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The LCAP committee has identified the following metric for gauging success on this goal: Participation in the District's character education program. Daily and monthly recognition will be measured by inclusion on the school's character								

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education board. This board will be updated daily, with award totals tallied for later recognition.								
As the District implements the New Tech Network system of educational instruction, there is more need for additional time in school to ensure students complete projects and	7) The District will provide time and instructional support after school for students to complete assignments at school and work with families who need assistance	---ALL Students---	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	Increased After School Program Homework Club attendance, and an increase in assignment completion in the classroom.	Increased After School Program Homework Club attendance, and an increase in assignment completion in the classroom.	Increased After School Program Homework Club attendance, and an increase in assignment completion in the classroom.	Course Access

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ancillary assignments.

The LCAP committee has identified the following metric for gauging success on this goal: After School Program schedules and attendance reports.

The After School Program will provide additional support through | incorporating necessary technologies and devices into the home. | | | | | | | |

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regularly scheduled classes that provide support and assistance to students in need. The schedules of the After School Program and class attendance reports will be provided to the School Site Council for analysis. The Site Council will prepare a report to both the School Board and the								

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LCAP committee that addresses the reports, identifies key points, and makes recommendations.								
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	8) Continue to offer art and PE during the regular school day on an on-going basis, and if funding becomes available, incorporate music in subsequent years.	---ALL Students---	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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	Continued 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	Continued 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	Other Pupil Outcomes

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individual. The LCAP committee has identified the following metrics for gauging success on this goal: Site Council Surveys and the Presidential Fitness Test results. The Superintendent will survey the teachers regarding their perceptions					and willingness to learn in the regular classroom setting.	their capacity and willingness to learn in the regular classroom setting.	their capacity and willingness to learn in the regular classroom setting.	

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about the art and music program (if implemented) and their impact on student learning. The results of the Presidential Fitness Test will be redacted and provided to the Site Council for analysis. The Site Council will prepare a report to both the School Board and the LCAP committee that addresses								

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the surveys, identifies key points, and makes recommendations.								

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA´s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA´s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1) Ensure all staff members are sufficiently credentialed and trained to deliver cross-curricular project based learning by providing time for training, planning and collaboration by staff in the areas of project based learning, curriculum, and student achievement. Our school will continue to maintain the 100% level of all	Basic	1) Adopt new state-approved math materials.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic, Lottery Instructional Materials and Common Core monies will be used for purchasing the new curriculum. The District is budgeting $12,000.00 for the purchase. LCFF Basic (0000),Lottery Instructional Materials (6300),Common Core (7405)		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
teachers being appropriately assigned and fully credentialed.							
	Basic	2) Fund Project Based Learning projects.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic and Private funding will be used for funding the District's Project Based Learning. The District is budgeting approximately $7,500.00 for this program. LCFF Basic (0000),Private	LCFF Basic and Private funding will be used for funding the District's Project Based Learning. The District is budgeting approximately $7,500.00 for this program. LCFF Basic (0000),Private	LCFF Basic and Private funding will be used for funding the District's Project Based Learning. The District is budgeting approximately $7,500.00 for this program. LCFF Basic (0000),Private
	Basic	3) Turn library computer lab into collaboration/conference room.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					collaboration. The District has budgeted approximately $3,500.00 for this modification. LCFF Basic (0000)		
	Basic	4) Attend Teacher Leadership training for the New Tech Network program	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	The District will use LCFF Basic and Private funding to allow teachers to attend the New Tech Network trainings. The District has budgeted approximately $30,000.00 for these trainings. LCFF Basic (0000),Private	The District will use LCFF Basic and Private funding to allow teachers to attend the New Tech Network trainings. The District has budgeted approximately $30,000.00 for these trainings. LCFF Basic (0000),Private	
	Basic	5) Increase Teacher collaboration time both internally and externally with other New Tech Network school	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic, Title I Basic, Title II Teacher Quality, and Private funds will be used to increase the collaboration both inside and	LCFF Basic, Title I Basic, Title II Teacher Quality, and Private funds will be used to increase the collaboration both inside and	LCFF Basic, Title I Basic, Title II Teacher Quality, and Private funds will be used to increase the collaboration both inside and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					outside the District by Classroom Teachers. The District has budgeted $5,000.00 for this endeavor. LCFF Basic (0000),Title I Basic (3010),Title II Teacher Quality (4035),Private	outside the District by Classroom Teachers. The District has budgeted $5,000.00 for this endeavor. LCFF Basic (0000),Title I Basic (3010),Title II Teacher Quality (4035),Private	outside the District by Classroom Teachers. The District has budgeted $5,000.00 for this endeavor. LCFF Basic (0000),Title I Basic (3010),Title II Teacher Quality (4035),Private
	Basic	6) Utilization of a New Tech Network teacher coach	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	The New Tech Network Coach is provided with our membership in the Network. The Network funds are paid for through private donations. The District has budgeted $39,000.00 for this program. Private	The New Tech Network Coach is provided with our membership in the Network. The Network funds are paid for through private donations. The District has budgeted $39,000.00 for this program. Private	
	NONE	7) 100 % teachers are appropriately credentialed.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP	-1	-1	-1

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		There are no misassignments.		so there will be no information to input in this section.			
2) 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.	State Standards Implementation	1) Use parents and community members as "experts" for PBL units.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic funds will be used to fund the efforts to recruit, qualify, and equip volunteers, and pay for Para-Educators. The District has allocated $210,000 for this effort. LCFF Basic (0000)	LCFF Basic funds will be used to fund the efforts to recruit, qualify, and equip volunteers, and pay for Para-Educators. The District has allocated $210,000 for this effort. LCFF Basic (0000)	LCFF Basic funds will be used to fund the efforts to recruit, qualify, and equip volunteers, and pay for Para-Educators. The District has allocated $210,000 for this effort. LCFF Basic (0000)
	State Standards Implementation	2) Ensure Common Core State Standards' learning goals are met.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic and Common Core monies will be used to ensure the Common Core State Standards Learning Goals are met. The	LCFF Basic and Common Core monies will be used to ensure the Common Core State Standards Learning Goals are met. The	LCFF Basic and Common Core monies will be used to ensure the Common Core State Standards Learning Goals are met. The

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					District has budgeted $2,500.00 annually to ensure this goal. LCFF Basic (0000),Common Core (7405)	District has budgeted $2,500.00 annually to ensure this goal. LCFF Basic (0000),Common Core (7405)	District has budgeted $2,500.00 annually to ensure this goal. LCFF Basic (0000),Common Core (7405)
	State Standards Implementation	3) Develop training protocols and systems for Para-Educators and volunteers.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic and IDEA funds will be used to ensure the development of training protocols and systems for Para-Educators and volunteers. The District has budgeted $2,250.00 to ensure these protocols and systems are put in place. LCFF Basic (0000),IDEA (3310)		
3) Build strong relationships with all parents	Parent Involvement	1) Continue Hispanic Parent Group.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP	LCFF Basic, funds will be used to ensure the	LCFF Basic, funds will be used to ensure the	LCFF Basic, funds will be used to ensure the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
and the community, and populate the Howell Mountain School PTA (the "Wolf Pack") with dedicated and active parents.				so there will be no information to input in this section.	continuation of the Hispanic Parents' Group meeting weekly on campus. The District has budgeted $2,500.00 to make this possible. LCFF Basic (0000)	continuation of the Hispanic Parents' Group meeting weekly on campus. The District has budgeted $2,500.00 to make this possible. LCFF Basic (0000)	continuation of the Hispanic Parents' Group meeting weekly on campus. The District has budgeted $2,500.00 to make this possible. LCFF Basic (0000)
	Parent Involvement	2) Work with Up-Valley retirement communities to provide help for homework clubs, etc.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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. The District has budgeted $3,500.00 towards this expense. Other	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. The District has budgeted $3,500.00 towards this expense. Other	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. The District has budgeted $3,500.00 towards this expense. Other
	Parent Involvement	3) Have "room parents" that will	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first	LCFF Basic and Private funding	LCFF Basic and Private funding	LCFF Basic and Private funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		be coordinated by Wolf Pack leaders		year for the LCAP so there will be no information to input in this section.	will be used to provide recruitment efforts and incentives for participation. The District has budgeted $2,500.00 towards these efforts. LCFF Basic (0000),Private	will be used to provide recruitment efforts and incentives for participation. The District has budgeted $2,500.00 towards these efforts. LCFF Basic (0000),Private	will be used to provide recruitment efforts and incentives for participation. The District has budgeted $2,500.00 towards these efforts. LCFF Basic (0000),Private
4) 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	Pupil Achievement	1) Offer typing program class in the after school program.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	After School Education and Safety funds will be used to offer typing to students district wide. The District has budgeted $6,500.00 towards this program. Other	After School Education and Safety funds will be used to offer typing to students district wide. The District has budgeted $6,500.00 towards this program. Other	After School Education and Safety funds will be used to offer typing to students district wide. The District has budgeted $6,500.00 towards this program. Other

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
program that teaches skills such as keyboarding and social responsibility, and fully integrate English Language Development education into the regular classroom using immersion strategies.							
	Pupil Achievement	2) Adopt new Common Core State Standards based curriculum	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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. The District has budgeted $12,000.00 per year for these	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. The District has budgeted $12,000.00 per year for these	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					adoptions. LCFF Basic (0000),Lottery Instructional Materials (6300)	adoptions. LCFF Basic (0000),Lottery Instructional Materials (6300)	
	Pupil Achievement	3) Hire an Intervention Specialist to support the English Language Learner community	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	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. The District has budgeted $60,000.00 for this position. LCFF Basic (0000),Title I Basic (3010),Title II Teacher Quality (4035),IDEA (3310)	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. The District has budgeted $60,000.00 for this position. LCFF Basic (0000),Title I Basic (3010),Title II Teacher Quality (4035),IDEA (3310)	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. The District has budgeted $60,000.00 for this position. LCFF Basic (0000),Title I Basic (3010),Title II Teacher Quality (4035),IDEA (3310)
	Pupil Achievement	4) Develop and implement an Acceptable Use Policy	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no	LCFF Basic and Private funds will be used to pay for personnel to		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
				information to input in this section.	develop an Acceptable Use Policy. The District has budgeted $500.00 for this development process. LCFF Basic (0000),Private		
5) Implementing New Tech Network elements for student engagement, and reduce tardiness by 10% over last year.	Pupil Engagement	1) Measure student engagement with the use of surveys	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic funds will be used to support efforts of the school to survey student engagement levels. The District has budgeted $1,000.00 per year for this measure. LCFF Basic (0000)	LCFF Basic funds will be used to support efforts of the school to survey student engagement levels. The District has budgeted $1,000.00 per year for this measure. LCFF Basic (0000)	LCFF Basic funds will be used to support efforts of the school to survey student engagement levels. The District has budgeted $1,000.00 per year for this measure. LCFF Basic (0000)
6) Foster a collaborative culture that promotes trust, respect, and responsibility.	School Climate	1) Maintain Character Board.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic funds will be used to fund personnel to maintain the Character Board. The District has budgeted	LCFF Basic funds will be used to fund personnel to maintain the Character Board. The District has budgeted	LCFF Basic funds will be used to fund personnel to maintain the Character Board. The District has budgeted

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					$1,200.00 for this program. LCFF Basic (0000)	$1,200.00 for this program. LCFF Basic (0000)	$1,200.00 for this program. LCFF Basic (0000)
	School Climate	2) Continue with anti-bullying efforts.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic and Private funds will be used to continue the anti-bullying efforts taking place within the District. The District has budgeted $2,500.00 per year for this effort. LCFF Basic (0000),Private	LCFF Basic and Private funds will be used to continue the anti-bullying efforts taking place within the District. The District has budgeted $2,500.00 per year for this effort. LCFF Basic (0000),Private	LCFF Basic and Private funds will be used to continue the anti-bullying efforts taking place within the District. The District has budgeted $2,500.00 per year for this effort. LCFF Basic (0000),Private
	School Climate	3) Move forward with New Tech Network paradigm.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic and Private funding will be used to continue implementing the New Tech Network paradigm. The District has budgeted $39,000.00 for years one and	LCFF Basic and Private funding will be used to continue implementing the New Tech Network paradigm. The District has budgeted $39,000.00 for years one and	LCFF Basic and Private funding will be used to continue implementing the New Tech Network paradigm. The District has budgeted $39,000.00 for years one and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					two, and $12,500.00 for year three. LCFF Basic (0000),Private	two, and $12,500.00 for year three. LCFF Basic (0000),Private	two, and $12,500.00 for year three. LCFF Basic (0000),Private
	School Climate	4) Continue to use student Conflict Managers.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic and Private funding will be used to pay for expenses related to the use of student conflict managers at the school. The District has budgeted $500.00 per year for this program. LCFF Basic (0000),Private	LCFF Basic and Private funding will be used to pay for expenses related to the use of student conflict managers at the school. The District has budgeted $500.00 per year for this program. LCFF Basic (0000),Private	LCFF Basic and Private funding will be used to pay for expenses related to the use of student conflict managers at the school. The District has budgeted $500.00 per year for this program. LCFF Basic (0000),Private
	School Climate	5) Integration of services from the Family Support Center.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic and Private funding will be used to continue the integration of the Family Support Center at the school. The District has budgeted	LCFF Basic and Private funding will be used to continue the integration of the Family Support Center at the school. The District has budgeted	LCFF Basic and Private funding will be used to continue the integration of the Family Support Center at the school. The District has budgeted

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					$1,500.00 per year for this program. LCFF Basic (0000),Private	$1,500.00 per year for this program. LCFF Basic (0000),Private	$1,500.00 per year for this program. LCFF Basic (0000),Private
7) 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.	Course Access	1) Implement and continue with intervention programs such as Read Live and RTI.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCAP Basic, Title I Basic, and IDEA funds will be used to support the intervention program. The District has budgeted $6,750.00 towards these programs. LCFF Basic (0000),Title I Basic (3010),IDEA (3310)	LCAP Basic, Title I Basic, and IDEA funds will be used to support the intervention program. The District has budgeted $6,750.00 towards these programs. LCFF Basic (0000),Title I Basic (3010),IDEA (3310)	LCAP Basic, Title I Basic, and IDEA funds will be used to support the intervention program. The District has budgeted $6,750.00 towards these programs. LCFF Basic (0000),Title I Basic (3010),IDEA (3310)
	Course Access	2) Continue with curricular programs such as Jiji Math, Moby Max, Pearson's MathXL, Accelerated Reader, and Math	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic, Title I Basic, and IDEA funds will be used to continue the availability of these programs. The District has budgeted	LCFF Basic, Title I Basic, and IDEA funds will be used to continue the availability of these programs. The District has budgeted	LCFF Basic, Title I Basic, and IDEA funds will be used to continue the availability of these programs. The District has budgeted

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		Splash.			$10,000.00 towards the maintenance of these program subscriptions. LCFF Basic (0000),Title I Basic (3010),IDEA (3310)	$10,000.00 towards the maintenance of these program subscriptions. LCFF Basic (0000),Title I Basic (3010),IDEA (3310)	$10,000.00 towards the maintenance of these program subscriptions. LCFF Basic (0000),Title I Basic (3010),IDEA (3310)
	Course Access	3) Work with local vendors to get low-cost internet service for low socio-economic families.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic funding will be used to pay for personnel to coordinate with local vendors to provide low-cost Internet access for socio-economicaly disadvantaged families. The District has budgeted $1,000.00 towards this effort. LCFF Basic (0000)	LCFF Basic funding will be used to pay for personnel to coordinate with local vendors to provide low-cost Internet access for socio-economicaly disadvantaged families. The District has budgeted $1,000.00 towards this effort. LCFF Basic (0000)	LCFF Basic funding will be used to pay for personnel to coordinate with local vendors to provide low-cost Internet access for socio-economicaly disadvantaged families. The District has budgeted $1,000.00 towards this effort. LCFF Basic (0000)
	Course Access	4) Offer more homework club	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first	LCFF Basic and After School	LCFF Basic and After School	LCFF Basic and After School

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		sessions in after school program.		year for the LCAP so there will be no information to input in this section.	Education and Safety funds will be allocated to provide additional Homework Club hours to students in the After School Program. The District has budgeted $6,500.00 for the maintenance of this program. LCFF Basic (0000),Other	Education and Safety funds will be allocated to provide additional Homework Club hours to students in the After School Program. The District has budgeted $6,500.00 for the maintenance of this program. LCFF Basic (0000),Other	Education and Safety funds will be allocated to provide additional Homework Club hours to students in the After School Program. The District has budgeted $6,500.00 for the maintenance of this program. LCFF Basic (0000),Other
8) Continue to offer art and PE during the regular school day on an on-going basis, and if funding becomes available, incorporate music in subsequent years.	Other Pupil Outcomes	1) Provide opportunities for the teaching staff to engage the students in art, music, and/or physical education on a daily basis.	--- LEA Wide/All Schools ---	Not Applicable - 2013 is the first year for the LCAP so there will be no information to input in this section.	LCFF Basic and Private funds will pay for increased physical education and art instruction. The District has budgeted $17,500.00 for these programs. LCFF Basic (0000),Private	LCFF Basic and Private funds will pay for increased physical education and art instruction. The District has budgeted $17,500.00 for these programs. LCFF Basic (0000),Private	LCFF Basic and Private funds will pay for increased physical education and art instruction. The District has budgeted $17,500.00 for these programs. LCFF Basic (0000),Private

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA´s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

C. Describe the LEA´s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Howell Mountain Elementary School District did not get any additional funding for the 2013 - 2014 school year with LCFF. The school did end up getting Categorical funds cut due to the new LCFF formula. Howell Mountain ESD is a Basic Aid District and the State did impose a Hold Harmless agreement in order to freeze the general revenue budget at the same amount as the 2012 - 2013 school year. The school is trying to add additional safety nets for students and provide more Intervention support using a smaller budget than in the past, which is quite a challenge.

We are using the general funds to continue to lower 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. 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 conscientious decision to keep the TK/K class size small in order to close the achievement gap early.

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. We used this formula to ensure that we used these targeted funds to help support student achievement and close the achievement gap for EL and SES students. A .60 FTE RTI/Intervention/Resource Specialist was hired for the 2014-2015 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.

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.

The school is going to continue the After School ASES Program for the 2014 - 2015 school year. This program will provide homework club and other enrichment activities to help support all students.

The district will continue the new super program that was introduced this spring through the After School Program, therefore providing richer nutrition to students participating in the After School Program.

D. 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). 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). 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.

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. The district believes that using a highly qualified teacher with a CLAD certification will enhance the qualify 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.

$72,000 or 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).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.