## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name:</th>
<th>Howell Mountain Elementary School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS Code:</td>
<td>28-66258-6026751</td>
</tr>
<tr>
<td>LEA Contact Information:</td>
<td>Name: Dr. Janet Tufts</td>
</tr>
<tr>
<td></td>
<td>Position: Superintendent</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:jtuffs@hmesd.org">jtuffs@hmesd.org</a></td>
</tr>
<tr>
<td></td>
<td>Phone: (707) 965-2423</td>
</tr>
<tr>
<td>Coming School Year:</td>
<td>2021-22</td>
</tr>
<tr>
<td>Current School Year:</td>
<td>2020-21</td>
</tr>
</tbody>
</table>

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.*

### Projected General Fund Revenue for the 2021-22 School Year

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total LCFF Funds</td>
<td>$1,785,397</td>
</tr>
<tr>
<td>LCFF Supplemental &amp; Concentration Grants</td>
<td>$106,388</td>
</tr>
<tr>
<td>All Other State Funds</td>
<td>$110,207</td>
</tr>
<tr>
<td>All Local Funds</td>
<td>$15,500</td>
</tr>
<tr>
<td>All federal funds</td>
<td>$46,560</td>
</tr>
<tr>
<td>Total Projected Revenue</td>
<td>$1,957,664</td>
</tr>
</tbody>
</table>

### Total Budgeted Expenditures for the 2021-22 School Year

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budgeted General Fund Expenditures</td>
<td>$1,710,351</td>
</tr>
<tr>
<td>Total Budgeted Expenditures in the LCAP</td>
<td>$1,154,315</td>
</tr>
<tr>
<td>Total Budgeted Expenditures for High Needs Students in the LCAP</td>
<td>$860,540</td>
</tr>
<tr>
<td>Expenditures not in the LCAP</td>
<td>$556,036</td>
</tr>
</tbody>
</table>

### Expenditures for High Needs Students in the 2020-21 School Year

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</td>
<td>$308,191</td>
</tr>
<tr>
<td>Actual Expenditures for High Needs Students in Learning Continuity Plan</td>
<td>$310,438</td>
</tr>
</tbody>
</table>

### Funds for High Needs Students

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22 Difference in Projected Funds and Budgeted Expenditures</td>
<td>$754,152</td>
</tr>
<tr>
<td>2020-21 Difference in Budgeted and Actual Expenditures</td>
<td>$2,247</td>
</tr>
</tbody>
</table>

### Required Prompts(s) | Response(s)

Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).  

The LCAP does not include associated costs with Fund 13, other than the salaries. In addition, the LCAP does not include Fund 8150 and does not include administrative salaries, facility operating costs, legal expenses nor the annual audit.
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Howell Mountain Elementary School District
CDS Code: 28-66258-6026751
School Year: 2021-22
LEA contact information:
Dr. Janet Tufts
Superintendent
jtuf@hmesd.org
(707) 965-2423

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

This chart shows the total general purpose revenue Howell Mountain Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Howell Mountain Elementary School District is $1,957,664, of which $1,785,397 is Local Control Funding Formula (LCFF), $110,207 is other state funds, $15,500 is local
funds, and $46,560 is federal funds. Of the $1,785,397 in LCFF Funds, $106,388 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

### Budgeted Expenditures in the LCAP

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,800,000</td>
<td></td>
</tr>
<tr>
<td>$1,600,000</td>
<td></td>
</tr>
<tr>
<td>$1,400,000</td>
<td></td>
</tr>
<tr>
<td>$1,200,000</td>
<td></td>
</tr>
<tr>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>$800,000</td>
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<td>$600,000</td>
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<tr>
<td>$400,000</td>
<td></td>
</tr>
<tr>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

Total Budgeted General Fund Expenditures, $1,710,351

Total Budgeted Expenditures in the LCAP $1,154,315

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

Howell Mountain Elementary School District plans to spend $1,710,351 for the 2021-22 school year. Of that amount, $1,154,315 is tied to actions/services in the LCAP and $556,036 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- The LCAP does not include associated costs with Fund 13, other than the salaries. In addition, the LCAP does not include Fund 8150 and does not include administrative salaries, facility operating costs, legal expenses nor the annual audit.

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

In 2021-22, Howell Mountain Elementary School District is projecting it will receive $106,388 based on the enrollment of foster youth, English learner, and low-income students. Howell Mountain Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Howell Mountain Elementary School District plans to spend $860,540 towards meeting this requirement, as described in the LCAP.
## LCFF Budget Overview for Parents

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

<table>
<thead>
<tr>
<th>Prior Year Expenditures: Increased or Improved Services for High Needs Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</td>
</tr>
<tr>
<td>□ Actual Expenditures for High Needs Students in Learning Continuity Plan</td>
</tr>
</tbody>
</table>

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

In 2020-21, Howell Mountain Elementary School District's Learning Continuity Plan budgeted $308,191 for planned actions to increase or improve services for high needs students. Howell Mountain Elementary School District actually spent $310,438 for actions to increase or improve services for high needs students in 2020-21.
The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (CAP).

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>LEA Contact</th>
<th>LEA Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howell Mountain Elementary School District</td>
<td>Janet Turris</td>
<td>707 (965-2423)</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Email</td>
<td><a href="mailto:jturris@howmiddle.org">jturris@howmiddle.org</a></td>
</tr>
</tbody>
</table>

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Baseline
At least 1x per week, per Classroom
19-20

Classroom walkthrough notes will report implementation of new ELA/ELD and Math adaptations.

Expected
Teachers will report implementation of new ELA/ELD and Math adaptations.

MetRIC Indicator
% 100%
Baseline
% 100%
19-20

Students and teachers will report they have all the materials for the new ELA/ELD and Math adaptations.

Actual
100% of teachers have reported implementation of new ELA/ELD and Math adaptations.

Annual Measurable Outcomes
Local Priorities:

State Priorities:

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)

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)
100% of student and school technology devices have been maintained and replaced as necessary.

School community has engaged in one campus beautification event.

100% of the students have access to sufficient standards-aligned instructional materials.

FTI Report is 98.5% "Good" condition.

100% of Howell Mountain Elementary teachers are appropriately assigned and the appropriately credentialed teachers for their subject areas.

Student and staff technology devices will be maintained and replaced as necessary.

School community will engage in campus beautification events.

Student will have access to sufficient standards-aligned instructional materials.

FTI Report for Facilities

Appropriately assigned and the appropriately credentialed teachers for their subject areas.
Special Education $25,349
Professional/Consulting Services
Contracts/Services, Transportation
Psychologist and Translator
$46,522
Education 000: Unrestricted Special
000: Unrestricted
and Benefits
Certified and Classified Salaries
Unrestricted Base $72,017
Benefits (1000/3000): 0000:
34. Certified and Classified Salaries and

Supplies Lottery $23,208
Materials 4000-4999: Books and
Textbooks and Instructional
000: Unrestricted Base $71,860
000: Unrestricted Base $7,140
Sales and Benefits (1000/3000)

Expenditures

Expenditures

Supplies Lottery $15,054
Materials 4000-4999: Books and
Textbooks and Instructional
Unrestricted Base $71,400
Unrestricted Base $7,140
Sales and Benefits (1000/3000)

Expenditures

Expenditures

Expenditures

1. Continue to implement and refine "best practices" for instruction for each grade.
2. Continue to implement and refine classroom walkthroughs.
3. Continue with implementation of math and ELA adoptions.
4. District will adopt new teachers' and implement new history/social studies materials.
5. Continue to monitor implementation fidelity of ELA and Math.
6. Continue to implement ELA and Math adoptions.
7. Continue with implementation of math and ELA adoptions.
8. District will adopt new teachers' and implement new history/social studies materials.
9. Continue to implement and refine "best practices" for instruction for each grade.
10. Continue to monitor implementation fidelity of ELA and Math.
### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies</td>
<td>$9,999</td>
<td>$9,999</td>
<td>$9,999</td>
</tr>
<tr>
<td>Equipment Purchases</td>
<td>$8,284</td>
<td>$8,284</td>
<td>$8,284</td>
</tr>
<tr>
<td>Expenditures for Other Operations</td>
<td>$900</td>
<td>$900</td>
<td>$900</td>
</tr>
<tr>
<td>Contingency: 5,000-5,999</td>
<td>$900</td>
<td>$900</td>
<td>$900</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$4,999</td>
<td>$4,999</td>
<td>$4,999</td>
</tr>
<tr>
<td>See action and service #1 for more information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Equipment Purchases

- Books and Supplies: $9,999
- Equipment Purchases: $8,284
- Other Operating 
  - Expenditures: $900
  - Contingency: 5,000-5,999: $900
  - Books and Supplies: $4,999

### Actions/Services

- Monitor all textbooks and replace any that are necessary to support student learning.
- Ensure the implementation of age-appropriate technology.
- Update classroom technology access by adding interactive whiteboards.
- Implement a process by which materials may be ordered.
- Monitor all textbooks and replace any that are necessary to support student learning.
- Small school projects that can be completed in one day.
- Organize and coordinate a weekend school beautification event.
- Address ongoing landscape and maintenance issues within the community.
- Maintain a defined maintenance fund to ensure the district services.
- Make repair to "good repair" within the school.
Goal Analysis

My teachers' professional development will address areas that parents are interested in.

The district will increase community engagement system to strengthen communication with parents and families and to ensure that parents in Spanish through the school messenger automated all calls and provide a translator and school Messenger phone calls to parents. The district will provide bilingual office support staff to serve as parent access to curriculum from home.

District will implement a check-out procedure so students will have access to curricula from home.

An intervention specialist will meet the individual needs of K-2 students.

Create a three-year teacher desk topic.

The plan will incorporate a new

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Salaries</td>
<td>Benefits 1000-999</td>
<td>Certified</td>
<td>$50,000</td>
</tr>
<tr>
<td>Sales</td>
<td>2000-999: Classified Personnel</td>
<td>$350,000</td>
<td>$350,000</td>
</tr>
<tr>
<td>Certified</td>
<td>$250,000</td>
<td>$250,000</td>
<td>$250,000</td>
</tr>
<tr>
<td>Supplemental salary and benefits</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Title I</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Title I</td>
<td>$200,000</td>
<td>$200,000</td>
<td>$200,000</td>
</tr>
<tr>
<td>Title I</td>
<td>$1,631</td>
<td>$1,631</td>
<td>$1,631</td>
</tr>
</tbody>
</table>
on teaching English-language arts, English language development (with the support of ELL bilingual aides) and mathematics.

School facilities were maintained in good repair, earning a 97.9% on a FTL report. The district did generate a contract with Land Care

negatively impacted student progress.

In addition, due to COVID-19 restrictions, volunteers were not able to support the actions and services. These conditions also

During distance learning, the intervention specialists moved from directly working with students to supporting staff with core instruction.

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

of a contract with a third party, Land Care, a specialized landscaping service.

Students by providing remote learning through Zoom and prepared packets for instruction. The district did purchase 20 additional
Assessments:

Mountain ESD students did not participate in ELPA21. However, ELPAC assessments were voluntarily due to COVID-19. Howwell CASPP summative assessments were not available due to.

Actual

State waiver due to COVID-19.

ELPA21 – Students increasing a level on CELDT/ELPAC

Metrix/Indicator

94.2% Baseline

90-20

90% of students exceeded 20% of students exceeded

Baseline

54% Projected

54% Projected

42% Projected

42% Projected

ELSA CASPP

State/CASPP

Metric/Indicator

Expected

Annual Measurable Outcomes

Local Priorities:

Priority 8: Other Pupil Outcomes (pupil outcomes)
Priority 7: Course access (conditions of learning)
Priority 4: Pupil Achievement (pupil outcomes)
Priority 2: State Standards (conditions of learning) (pupil outcomes)

State and/or local priorities addressed by this goal:

Developed and adopted assessment measures (pupil outcomes)

Ensures that all students, including English learners, have access to rigorous curriculum that develops high levels of 21st century skills for success in college and career. An Illinois is based on the California Academic and Performance Standards that include the CCSS and
COVID-19

Inventory and Jill’s Hutchery prior to March 2020 due to Wonder's (K-6); Study Sync’s (7-8); Hollywood-Mission Reading Words (6-8); Reading Wonders (K-6); My Math (K-5); California Math (K-3); My Math (K-5); Reading Wonders (K-5); Lexia (K-8); DIBELS (1-8); Leckie’s (K-5); Hollywood-Mission Reading Words (6-8); Reading Wonders (K-6). System consisting of at least the following: DIBELS, Lexia

100% of teachers continued to implement a school-wide assessment system.

Metric/Indicator

0% of students were assessed on the ACES rubric.

1-9-20

Math/ fluency,

(6); Study Sync’s (7-8); Hollywood-Mission Reading Words (6-8); Reading Wonders (K-6); My Math (K-5); California Math (K-3); My Math (K-5); Reading Wonders (K-5); Lexia (K-8); DIBELS (1-8); Leckie’s (K-5); Hollywood-Mission Reading Words (6-8); Reading Wonders (K-6). System consisting of at least the following: DIBELS, Lexia

Teacher will continue to implement a school-wide assessment system.

Metric/Indicator

Baseline

Grade or math level = 4

100% students will increase by at least one level on the ACES rubric.

19-20

Teacher will have fully integrated the 21st Century Learning Skills.

Metric/Indicator

0 Walkthrough Logs

Baseline

Weekly Walkthrough Logs

19-20

via principal walkthroughs.

Lesson plans and locally developed assessments and reported implementation of CESS and UDL will be evidenced in teacher

Metric/Indicator

(8) 32%

Baseline

38%

19-20

EL Students Reclassified

Expected

Mountain ESD students did not participate in EL PAC

EL PAC assessments were voluntary due to COVID-19. Howell

Actual

Mountain ESD students did not participate in EL PAC

EL PAC assessments were voluntary due to COVID-19. Howell
Baseline

19-20

N/A

N/A

College Readiness Test

Because Howell Mountain is a K-5 district, we do not administer the High School Exit Exam.

Met/Indicator

% 100%

Baseline

% 100%

Baseline

19-20

Student access to a broad course of study in subject areas described in ED Code Section 51210.

Subject areas described in ED Code Section 51210.

100% of students have access to a broad course of study in subject areas described in ED Code Section 51210.

Reading at or above grade level.

According to Howell Mountain School-based assessments, in kindergarten, 86% of our students are reading at or above grade level.

Seven Grade: 66% and Eighth Grade: 38% of our students are reading at or above grade level.

Sixth Grade: 69%, Fifth Grade: 66%, Fourth Grade: 75%, Third Grade: 60%, Second Grade: 60%, First Grade: 67%, Kindergarten: 16% of our students are reading at or above grade level.

According to the NVEA MAP district-wide assessment, 53% of HMSED students scored in the proficient level.

Fourth Grade: 64%, Third Grade: 67%, Second Grade: 60%, First Grade: 66%, Kindergarten: 16% of our students are reading at or above grade level.

Two schools were assessed.

20% more on grade level.

19-20

School-wide assessments.

Expected

Met/Indicator

Programs for at least 50% of the school year.

100% of the teachers used the recommended assessments and district activities.
Annual Update for Developing the 2022-23 Local Control and Accountability Plan

Instructing coaching and planning will continue to be supported via

Academic vocabulary and discourse will continue to be supported via

English speaking para-educators so that EL's will have some primary

Spelling, reading para-educators. Every attempt will be made to find bilingual

Continued to support intervention staff who are implementing reading

students, especially students with disabilities, ELL's, EFP's and low income

Review effectiveness and use of all classroom and school-wide

Meet student needs. Student progress on local assessments and plan instruction to better

Teachers will meet and collaborate weekly to review and discuss

Learning science, are designed in a way that maximizes learning for all learners based on

100% of the teachers will utilize the Universal Design for Learning

Actions/Services

Planned

N/A

Baseline

N/A

12-20

Schools

We also do not issue credits, use the A-G requirements of

HMESD also does not issue credits, use the A-G requirements of

UC/CSU college admission system, have CTE sequences of

UC/CSU college admission system. Have CTE sequences of

Classes or AP or IB classes as they only apply to secondary

UC/CSU college admission system.
### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other 5000-9999: Schools and Other Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Napa Learning Fund Source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials (4300)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted Base-1.000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>5-10 Base Materials (4300)</td>
<td></td>
<td></td>
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<tr>
<td>Other 5000-9999: Services and Other Schools</td>
<td></td>
<td></td>
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<tr>
<td>Napa Learning Fund Source</td>
<td></td>
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<tr>
<td>Materials (4300)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted Base-1.000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

### Supplemental Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services and Operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000-9999: Professional Consulting and Support</td>
<td>$6,124</td>
<td>$5,050</td>
</tr>
<tr>
<td>5000-9999: Cleaning and Maintenance</td>
<td>$11,245</td>
<td></td>
</tr>
<tr>
<td>Federal Funds $5,639</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books, Materials $4,000-4,999:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Salaries and Benefits (CSES) $57,550</td>
<td></td>
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</tr>
<tr>
<td>Federal Funds $6,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Salaries and Benefits (CSES) $57,550</td>
<td></td>
<td></td>
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<tr>
<td>Federal Education and Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School Program (After)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000-9999: Services and Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Math Interactions** are supported via a highly qualified math coach. Teachers will continue to be supported via a highly qualified math coach.

Math Interactions will be researched, purchased, and implemented.

Math assessments will continue to be analyzed by site leaders three times per year with a focus on boosting achievement for female students. Math assessments will continue to be analyzed by skill three times per year to inform instruction and celebrate successes. Students will complete school-wide assessments at least once every semester.

Below grade level, materials will be purchased to support students performing below grade level.

### Classrooms

Classrooms designed to support ELD supports and continue to implement strategies across ELA/ELD adopted materials and supplemental resources. Staff will participate in professional development on integrated and continuous ELD/ELD supports to support ELD's by utilizing appropriate strategies and increase communication between the classroom teachers and the...
Para educators provided families who lacked consistent internet during these phone calls. Curriculum was explained, and students were engaged with providing missed materials. In some cases, kids had to stay late. The district discovered that even HMESD is located in a very rural area, less households accessing Internet via computer or tablet.

The biggest challenge in the beginning of this transition was providing equitable electronic tools and Internet service. Mindset and professional development in the area of electronic teaching platforms, HMESD staff became quite adept at distance learning so that it would be seamless transition from the traditional in-person teaching model. Through time, fewer an open-door policy became the norm.

Annual Update for Developing the 2022-23 Local Control and Accountability Plan

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

The DIBELS Progress shows a positive movement from the mid-year report. These exceeding proficiency standards in the area of math and reading. Among the students were meeting or exceeding proficiency standards in the area of reading and math.

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

Additional assistance of investigators were provided for this intervention through para-educators assigned to specific students.

A description of how funds budgeted for actions/services that were not implemented were used to support students, families, teachers.

Goal Analysis

Moved to Goal #1
the Howell Mountain school site. This improved access and equity for primarily English language learners.

who lacked internet and childcare through the Boys and Girls Club. The Boys and Girls Club helped to monitor distance learners at

with Merits to provide this service. In the fall of 2020-21, Howell Mountain was able to offer in-person support for distance learners

offered tele-therapy mental health services for students who were identified as being in need of emotional support. HME@D contacted

student isolation increased, mental health and student emotional well-being became the biggest challenge to overcome. HME@D

were provided phone support with their studies. This issue continued to plague at home learners. As the pandemic worsened and as
Restrictions, the parent group increased by at least 10%.

Prior to the March of 2019, due to COVID-19 restrictions, the Wolf Pack Parent Group continued to meet monthly, until

Community experts increased by 10%.

The school environment

The school environment has changed significantly.

Each home room teacher recruited a room parent for each

Baseline

- \(10\%\)
- \(30\%\)
- \(19-20\%

By 19%

Establish formal room parent for each classroom; meet with

Expected

Annual Measurable Outcomes

Local Priorities:

Priority 6: School Climate (Engagement)

State Priorities:

Priority 3: Parental Involvement (Engagement)

State and/or Local Priorities addressed by this goal:

Goal 3

1. Build strong trusting, collaborative, respectful, and responsible relationships within and between all parents, students, staff, and members of the school community.

2. Support student success by creating a positive school culture and climate, fostering student success through strategies that promote and sustain the well-being of all students.

3. Engage parents, families, and caregivers as partners in the educational journey.

4. Enhance communication and collaboration among teachers, parents, and students.

5. Foster a sense of belonging and ownership, where all members feel valued and included.

6. Create a school environment that is safe, supportive, and inclusive for all.
All students will participate in BEST Program (PBIS),

Expected

17%
**Expected**

**Metric/Indicator**
Student Survey to collect input for decision-making

**19-20**
Participant rate will Increase by 5 students.
% of academically challenged will increase by 5%.
% of feeling a sense of belonging will increase by 5%.
% of students who feel safe at school will increase by 5%.

**Baseline**
74 students participated in a school-climate survey.
82.8% of students fell academically challenged.
82.8% of students report that people at school care for them.
90% of students feel safe at school.

**Actual**
90% of students participated in a school climate survey.
82% of the students feel academically challenged.
82% of students feel a sense of belonging.
93% of students feel safe at school.

**Actions / Services**

**Planned Actions/Services**
Continue to implement school wide room parent program to support school and classroom activities.

Continue to implement the BEST (Positive Behavior Intervention Program) and Second Step (Character Education) programs to improve school climate.

District will use multiple methods of communication that include and not restricted to: phone, Peachjar, print materials, emails and social media.

**Budgeted Expenditures**

- Salaries and benefits (2000/3000)
  - 1000-1999: Certificated Personnel
  - Salaries Supplemental $4,080

- Contribution to Federal REAP program 5800:
  - Professional/Consulting Services
  - And Operating Expenditures
  - Supplemental $2361

- 5800: Professional/Consulting Services And Operating Expenditures Federal Funds
  - $12,639

- Contracts (5800) 0000:
  - Unrestricted Base $663

**Actual Expenditures**

- Salaries and benefits (2000/3000)
  - 1000-1999: Certificated Personnel
  - Salaries Supplemental $3,510

- Contribution to Federal REAP program 5800:
  - Professional/Consulting Services
  - And Operating Expenditures
  - Supplemental $0

- 5800: Professional/Consulting Services And Operating Expenditures Federal Funds
  - $14,860

- Contracts (5800) 0000:
  - Unrestricted Base $883
### Goal: Analyses

#### Goal:Running

- **Community, such as social events, campus visits and reports on impacts**
  - Implement strategies to strengthen relationships with local businesses.

#### Parent Concerns

- Opportunities will be provided to listen, to respond to and address.

#### Classroom Learning

- Build community, 
  - "Experts" can use their talents in supporting
    - Build and maintain relationships; support school fundraising, and
  - Principal/Supervisor/Teacher will continue to meet with community groups.

#### Administration

- **3 Parent education events will be held each year.**
  - Develop opportunities that support parent and community education.

<table>
<thead>
<tr>
<th>Service #3</th>
<th>Expenditures Included in Salaries and Benefits</th>
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<th>Service #3</th>
<th>Expenditures Included in Salaries and Benefits</th>
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<tbody>
<tr>
<td>3 Parent education events will be held each year.</td>
<td>Development of goal education, Elementary School District.</td>
<td>A description of how funds budget for actions/services that were not implemented are used to support students, families, teachers.</td>
<td>Goal:Analyses</td>
<td>Goal:Running</td>
<td>Parent Concerns</td>
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### Table

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Target Year</th>
<th>Expenditures Included in Salaries and Benefits</th>
<th>Expenditures Included in Salaries and Benefits</th>
<th>Expenditures Included in Salaries and Benefits</th>
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<tbody>
<tr>
<td>#1</td>
<td><strong>2014</strong></td>
<td>Actual</td>
<td>Budgeted</td>
<td>Planned</td>
</tr>
</tbody>
</table>

- Teaching students as they performed, thus utilizing the school community.
- Exchange in front of the school in addition to the winter performance hosted near 100% attendance, with all families sitting in a circle.
- Garage sale to support the parent education and teaching support.
- Our parent group also initiated a little Red Library book.
- Howel Mountain ESD strives to build strong, trusting, collaborative, respectful, and responsible relationships with and between all stakeholders.

A description of how funds budgeted for actions/services that were not implemented are used to support students, families, teachers.
know how to access ongoing information.

and individual phone calls home. Prior to the pandemic, families did not understand how to access school information. Now, families

information on how to obtain food resources. This information was relayed through school messengers, Facebook, our school webpage

and individual phone calls home. The school district, families were able to access food resources, academic resources, and

families. The school district, families, were able to access food resources, academic resources, and

Mountain residents endured two evacuations ended by wildfires. Due to building a foundation of mutual respect and trust between

Mountain was held virtually. Reaching the process dramatically. These funds reduced from $49,000 to $12,000. In addition, Howell

made in Community Aid. The COVID-19 pandemic ended all social interactions. The annual fund raised. The Year of Howell

while the HWSDD school district started the 2019-20 school year, focusing on community partnerships and involvement, the year

English-speaking parents talked together to host an annual Festival de Independencia, celebrating diverse cultures.

English-speaking education evenings, such as bilingual, reading night, art night, and a health-awareness event. Both Spanish-speaking and

parents feel at home in their community. In addition, school sites can also translate into a decision-making body and implemented

report feeling a sense of community. In addition, school sites can also translate into a decision-making body and implemented

strategies address Howell Mountain in gathering data from all stakeholders in our school community. This process revealed that parents

parents sensed. Therefore, the Woolf Pack parent group divides up the classes costs and individually provides each household. This

parents’ surveys. Therefore, the Woolf Pack parent group divides up the classes costs and individually provides each household. This

survey is very positive, however, in addition, the feedback from parent

teacher conferences for the 2019-20 school year also shows 100% parent attendance. In addition, the feedback from parent

foundations for support and understanding during the pandemic. The fall of 2019 saw a Woolf Pack parent group gaining in membership

foundations of support and understanding during the pandemic. The fall of 2019 saw a Woolf Pack parent group gaining in membership

The Howell Mountain ESD’s effort toward building strong, lasting, collaborative relationships set a strong

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

beneficial.

materials were also delivered to these same families. Most of the costs of these actions/services were embedded in salaries and

materials were also delivered to these same families. Most of the costs of these actions/services were embedded in salaries and

learning being shifted to remote learning. Meals were also delivered to families who lacked the means to drive to the school. Learning

moved from remote to families weekly. To 300 meals to families per week. This expanded involvement of classroom positions

Summer of 2020, much of the community outreach and support took place during the beginning phase of the pandemic, and families in

Summer of 2020, much of the community outreach and support took place during the beginning phase of the pandemic, and families in

During evacuations, staff personally called each family to check on their well-being as well as to ascertain specific familial needs.

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Peacemaker print materials, emails, and social media to communicate on-going changes and updates during the pandemic.
Annual Measurable Outcomes

Local Priorities:
- Priority 6: School Climate (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 3: Parental Involvement (Engagement)

State Priorities: State and/or local priorities addressed by this goal.

Goal 4: Prepare students for success in careers and college. (Engagement)

Central focus is on preparing students for success in careers and college. A maximum amount of time possible in class engaged in instruction that enables them to be successful in transitioning to high school and beyond. Implementation strategies that improve student engagement and maintain high level of attendance to ensure that students spend the required number of days in school.
(see Goal #1, Action #2)

Associated costs are embedded within staff salaries and benefits

(see Goal #1, Action #2)

Associated costs are embedded

Concealeness.

Implementation.

increase student-led conferences and author's festival presentations

concealeness.

reachess out into the community.

Each class will participate in a civic responsibility opportunity that

Concealeness. to expose students to a variety of enrichment opportuinalnes.

Continue to expose students to a variety of enrichment opportuinalnes.

Regardless, actual

they can learn the skills of collaboration, safety, and responsibility (6.9).

Implementation a school-wide project for students to participate in so that

Provide opportunities for students and teachers to engage in projects

Actions/Services

Planned

Actions / Services

Low

Baseline

% 9%

19-20

Chronic Absenteeism

Metric/Indicator

0

Baseline

0

19-20

Middle School Drop Out Rate

Metric/Indicator

Expected

Actual

In 20/21 HMUSD reported a 7.6% Chronic Absenteeism Rate.

The Middle School drop out rate is 0%.

Services #1 and #4

See Goal #2, Actions and

Expenditures

Expenditures

Actual

Budgeted

Planned

In 20/21 HMUSD reported a 7.6% Chronic Absenteeism Rate.
Overall, HMUSD effectiveness in implementing strategies to enhance student engagement is demonstrated through attendance data. A description of the successes and challenges in implementing the actions/services to achieve the goal.

The implementation of a school-wide project for students to participate in so they can learn the skills of collaboration, safety, and responsibility (e.g., gardening, chores) did not occur. Instead, the HMUSD district installs hands-free faucets, air filtration systems, MERV 13 filters, and touchless hand washing stations to support distance learning at home.

Teachers are engaged to participate in this rigorous learning. As a result, all certified staff created a virtual classroom to support rigorous distance learning. The classroom and EdPuzzle format provide a virtual classroom to support rigorous distance learning.

Goal Analysis

Associated costs are embedded in our weekly attendance tracking system. Attendance tracking will be implemented. There will also be a weekly council-sponsored family education on the effects of chronic decreases in attendance through planned and actual actions/services.

Inefficiencies in staff salaries and benefits are embedded in the budget for actions/services. Associated costs are embedded within the budget for actions/services, and associated costs are embedded in actual expenditures.
homeland. Stakeholders rallied around to provide resources for those who were less fortunate.

significant that the forces that held a community together on two separate occasions with many community members losing their jobs and properties, were able to monitor and track an occurrence outside of the community in which they live. In addition, there were two major isolation and distance learning. Students were not able to reach out into the community to generate partnerships, however, on a global scale.

The biggest challenge in implementing the actions and services to achieve this goal revolved around the COVID-19 pandemic. Social distancing, Facebook page.

Each class recorded a song, dance or drama performance that was compiled into a video that was then posted on the school’s Facebook page. Each class recorded a song, dance or drama performance that was compiled into a video that was then posted on the school’s Facebook page.

The entire school continued the Christmas program as well. Each class recorded a song, dance or drama performance that was compiled into a video that was then posted on the school’s Facebook page. Each class recorded a song, dance or drama performance that was compiled into a video that was then posted on the school’s Facebook page.

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The biggest challenge in implementing the actions and services to achieve this goal revolved around the COVID-19 pandemic. Social distancing, Facebook page.
COVID-19

After-school program participation remained at 80% prior to COVID-19. The show and the Talent Show did not occur due to COVID-19. In lieu of the Christmas Musical, there were two music recitals. The spring show, Art Show, and the Talent Show are expected to return this year.

Due to COVID-19, students participated in weekly art lessons. Students were provided with art supplies in their homes. Prior to COVID-19, this did not occur in the spring. However, art supplies were not available.

**Expected**

**Annual Measurable Outcomes**

**Local Priorities:**

- **Priority 7:** Course Access (Conditions of Learning)
- **Priority 6:** School Climate (Engagement)

**State Priorities:**

- **Priority 5:** Pupil Engagement (Engagement)

State and/or local priorities addressed by this goal:

Provide access to all core subjects, continue to build upon the existing PE, Art and Music provisions and continue to provide extra support during and after school for students in need of additional support (locally identified priorities).
Goal Analysis

The goal is to ensure that students are engaged in meaningful activities, fostering academic success, social skills, and emotional well-being. Therefore, the Hoywell Mountain ESD funds the Boys and Girls Club of Hoywell to provide after-school programs with educational and recreational activities.

Expended services

- Academic
- Education and Safety (A&S)
- Other

Expenditures

- Actual
- Budgeted
- Planned

The success of the program is assessed by student attendance, participation, and academic achievement. Regular evaluations are conducted to measure the impact of the programs on student outcomes.

Summary

The Hoywell Mountain ESD Boys and Girls Club After-School Program provides a range of services to support student growth and development, including academic tutoring, extracurricular activities, and social and emotional learning opportunities.

Outcomes

- Improved academic performance
- Increased social skills
- Enhanced emotional well-being
- Increased participation in school activities

The program helps students stay engaged and academically successful, preparing them for future opportunities and success.
November 4, 2020. Students also participated in art projects that included: Art Therapy, Art lesson and painting a bird.

A Valentine Art lesson and painting a bird.

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<tr>
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<td>1,800</td>
</tr>
<tr>
<td>Yes</td>
<td>4,222</td>
<td>1,220</td>
</tr>
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</table>

**Free Shields, Thermometers, Laundry and masks will be purchased.**

Communication in English and Spanish will be increased.

An electronic marquee will be purchased and installed so that communication may be offered a 5-day per week learning option.

An additional teacher will be hired to reduce class size so that students may be offered a 5-day per week learning option.

An additional teacher will be hired to reduce class size so that each student will be equipped with their own school supplies and a water bottle filling station will be installed.

Hands free faucets will be purchased and installed in all restrooms.

A water bottle filling station will be installed.

In order to increase safety and social distancing, plexi glass dividers will be purchased for the desks and labe tops.

Enhance classroom instruction.

Due to the social mask requirement, microphones will be purchased to enhance instruction.

Additional supervision to support social distancing and staggered recess breaks.

Support student needs for in class instruction as well as to provide two resource centers (one 5 hour and one 3 hour) will be hired to support additional students in their completion of English as well as to provide additional English language learner Para educator will be hired to support students in their completion of English as well as provide additional instructional support.

**Table:**

<table>
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<th>Contingency</th>
<th>Expenditures</th>
<th>Actual</th>
<th>Estimated Funds</th>
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</table>

**In-Person Instructional Offerings**

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Contingency and Attendance Plan (Learning Continuity Plan).

**Annual Update for the 2020-21 Learning Continuity and Attendance Plan**
Instructio for 5 days per week, accounting for all required instructional minutes. By April of 2021, 98% of the children will participate in

Overall, the actions in our Learning Mitigation Loss Plan have been effective. Students were able to choose to enroll for in-person

negatively impacted by the fires and COVID-19.

Revised the community to evaluate on two occasions that were spaced out within a month of each other. Our students have been

HMSD community was doubly impacted by wildfires that were hired to meet the needs of struggling English Language Learners. The HMSD community was doubly impacted by wildfires that were hired to meet the needs of struggling English Language Learners. Additional 2 support personnel.

reading loss. As well as providing in-action to enhance social-emotional learning opportunities. Additionally, 2 support personnel.

groves and desk shields. We also added chromebooks and technology desk shields. We also added chromebooks and technology desk shields. We also added chromebooks and technology desk shields. We also added chromebooks and technology desk shields. We also added chromebooks and technology desk shields.

MERV 13 filters. In addition to hand sanitizer and PPE, such as masks, face shields, and instructional offerings in-person instruction for the 2020-21 school year.

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

Analyses of In-Person Instructional Offerings

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

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A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.
Mental Health counseling has increased as our student and adult populations are requiring additional support. Due to counseling, two students were referred for child psychiatric assistance. Without the offered counseling assistance, these students may have greatly suffered.

The Mandarin has provided on-time, consistent communication in both English and Spanish.

COVID-19 cases.

The safety precautions and site-prep to allow for in-person instruction has been very effective. Howell Mountain ESD has not had any increasing learning levels by one full grade level. One SPED student progressed by 1.5 grade levels over the 2020-21 school year.

Caldecut. Within Howell Mountain ESD, students enrolled in additional 5 grades level of progress. Progression levels per week, according to Read Live data, students progressed at an average of 15% reading levels per week. Instruction is implemented. "Read Live" virtually with 12 identified students. These interventions were designed to be in 20 minutes.

Para-educators implemented "Read Live" virtually with 12 identified students. These interventions are witnessed on full-implementation of their individual classroom websites.

Staff raised the professional development on Google Classroom and flipped classroom as "Great." This is evidenced by a PD completion survey and is witnessed on full-implementation of their individual classroom websites.

The EL intervention schedule will be increased to 5 hours.

The ELs began small group instruction in January of 2021. All instruction is on Google Classroom. They also provided enrichment activities in the classroom. They also met the language arts standards.

ELs began small group instruction in January of 2021. All instruction is on Google Classroom. They also provided enrichment activities in the classroom. They also met the language arts standards.

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### Distance Learning Program

<table>
<thead>
<tr>
<th>Yes</th>
<th>392</th>
<th>16,009</th>
<th>7,233</th>
<th>13,872</th>
<th>17,564</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Yes</td>
<td>383</td>
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<td>4,200</td>
<td>4,000</td>
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</tr>
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<td>383</td>
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<td>4,200</td>
<td>4,000</td>
<td>7,000</td>
<td>Budgeted Funds</td>
</tr>
</tbody>
</table>

Integrated Math Teachers Edition will be purchased to meet the needs of exceptional students.

Instructional software and licenses will be purchased so that teachers bags may be provided. Promoting increased literacy.

Each student will be provided with two book bags so that the book and access to quality instruction is ensured.

Webcams and headsets with microphones will be purchased so that equity under-resourced families.

Meals, learning activities, books, and supplies will be delivered to under-resourced families.

Each staff member and student will be provided with a laptop.

### Program and what was implemented and/or expended on the actions.

- Integrating additional platforms to facilitate virtual classrooms.
- Another substantial difference is the system upgrades we have purchased so instructional software and licenses increased from $11,200 to $16,009 due to the necessity of distance learning and the need to
- Could hear.
- Teachers to be heard, while saying their vocal cords which could be strained by speaking through the masks at a level that all students
- Student questions and discussions in classes and students in class could clearly hear students from home. The system also allows
- Headsets and microphones. The system has the capability to be plugged into the computer so students who were virtual could hear
- That headphones would have the ability to clearly articulate with their masks on. The sound system we purchased had a lower speaker

### Description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning

- Instructional software and licenses increased from $11,200 to $16,009 due to the necessity of distance learning and the need to
will also receive small group instruction in the general education classroom. By hiring a fine arts instructor, the district will be increasing bilingual para-educator time in the 2021-22 CAP. We provided additional support for the district. Howell Mountain ESD will be increasing bilingual para-educator time in the classroom.

For ELs, decrease from 47% to 10% of students attending reading growth for ELs. This decreases the number of students meeting grade level proficient. All schools had decreases from 45% to 55% in students meeting reading growth.

For 2019-20 to 2020-21, student reading achievement increased from 45% to 55% in schools meeting reading growth according to the district’s progress in the background. Data and report cards for the same time period would show a decrease from 45% to 55% in students meeting reading growth.

Read the same time period, essential families would have a decrease in achievement. Families would pick up their child’s report card at the school. Students were divided by grade level. Families would pick up their child’s report card at the school.

Howell Mountain placed a great deal of energy into generating individual book bags for each student. A library letter to families managed the process.

On their designated class times, teachers were also able to collaborate with the para-educators to ensure each student’s needs were met.

Reading and English academic achievement by the way of “Zoom.” Specifically, students who require additional support with reading.

District schools have a virtual program for English learners. This program provides English language learners with additional support in reading.

During distance learning, teachers and students were also able to meet virtually. The school provided a tutor for students who needed additional support with reading.

During distance learning, the boy’s and girl’s clubs continued with their usual full schedule. The boys and girls club continued to meet virtually. The school provided a tutor for students who needed additional support with reading.

Additionally, needs are supported by additional programs, nutrition programs, mental health counseling has also been implemented.

Curriculum and instruction goals include the district will align teaching staff with the needs of students. Pupil-teacher ratios and responsibilities have increased. Core standards now assume responsibility for the entire student experience. Participation and progress were evaluated through attendance, engagement, and academic performance. The school also provided for families. Parents were also provided for families. Parents were also provided for families.

The school’s efforts to expand distance learning were successful. Students met grade level goals and did well. Teachers took attendance each day. Access to devices and connectivity were also provided to students. Distance learning provided accessibility to all students. Howell Mountain, ESD, Zoon, Seesaw, and other platforms were also provided for families.

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year is applicable to communities of instruction, access to devices and connectivity, pupil participation and progress.

Analysis of the Distance Learning Program
There were several successes and challenges to address student learning loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address pupil learning loss at the:

### Analysis of Pupil Learning Loss

| Description of the Successes and Challenges in Addressing Pupil Learning Loss | 2020-21 School Year
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Purchase 32 iPads, and iPad cases</td>
<td>18,734</td>
</tr>
<tr>
<td>Purchase of EdPuzzle, Pear deck, Clickers to support flipped learning</td>
<td>13,000</td>
</tr>
<tr>
<td>Purchase of EdPuzzle, Pear deck, Clickers to support flipped learning</td>
<td>2,400</td>
</tr>
<tr>
<td>MAP, DIBELS, STARR Reading: Assessment licenses</td>
<td>6,833</td>
</tr>
<tr>
<td>Para Educators and tutors will be utilized to address pupil learning loss</td>
<td>36,481</td>
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<tr>
<td>Instructional and Remediation software and licenses</td>
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<tr>
<td>Contributing Total Budget Funds</td>
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<tr>
<td>Contributing Total Budget Funds</td>
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<tr>
<td>Description Actions Related to the Pupil Learning Loss</td>
<td>18,734</td>
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</tbody>
</table>
and EL populations.

Howell Mountain ESD will continue to target ELs by targeting instruction in 1:1 and small group environments. We have evidence of success with this model. In addition, Read Live will continue to be implemented with at-risk readers. In addition, Howell Mountain ESD will continue to target our low income, foster youth, and EL populations.

Program will mirror a “boot camp” so students are focused and ready to begin the year learning right away. This program will mirror a “boot camp” so students are focused and ready to begin the year learning right away. The program will mirror a “boot camp” so students are focused and ready to begin the year learning right away.

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Another 100% attendance. The attendance for the year is provided for these meetings. Another 100% attendance. These parent teacher meetings were held via Zoom. These meetings are conducted for parents to receive information from their child's teacher, to review home and school resources, and to discuss any information from the home. Parents meet with teachers two times per year. This year, the meetings were held via Zoom.

Successes in pupil and family engagement include a daily "Meet and Greet" in the parking lot, student performances are taken.

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Analysis of pupil and family engagement and outreach.

Builds many SEL competencies.

Drawing, music, and dance. Our understanding is that observing, analyzing, and understanding art and its production and context builds many SEL competencies.

Primary grades and middle grades for elementary grades.

Additional challenges for health and wellness include:

1. Mental Health Subsample Anus

Support for students with mental health needs. Support for students with mental health needs is provided through the school counselor. Students are referred to the school counselor for support.

District (teaching) support. Support from the district for teaching mental health needs. Support from the district for teaching mental health needs is provided through professional development.

The 2020-21 school year has unveiled several students with mental health and social and emotional well-being challenges. While this is challenging, it has brought a new perspective to the district through the district's support and Family Support Services. A targeted approach was taken to support these students.
An analysis of school nutrition

...
### Overall Analyses

First grade sight words: With no recognition of letter names and sounds, as of Spring, 2021, 100% have mastered all kindergarten sight words. 1/2 of the learning. All students have made at least one year’s growth in each of the EL’s begun small group instruction in January of 2021. The English Language Learners were able to participate in English Language Learners support of the 13% prior to participating in the extended visit to Mexico during December of 2020. Once the para-educator returned to school, student progress was reported. 13% of students who are not meeting grade level.

The substantiative difference between $15,000 budgeted for 1:1 pupil instruction and $10,003 is due to the bilingual paraeducators.

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Pupil Learning Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Teacher Salary Time</td>
</tr>
<tr>
<td>Yes</td>
<td>Teacher Salary Time</td>
</tr>
<tr>
<td>Budgeted Funds</td>
<td>Actual</td>
</tr>
</tbody>
</table>

Additional actions to implement the learning continuity plan.

**Contributing**

- Estimated Funds
- Total

**Additional Actions** and **Plan Requirements**
HMESD will continue to invest in MAP, STAR, and DIBLES. This data will be used to inform instructional practices. STEAM is a pilot program in future years. HMESD will plan to offer these arts as well. The data will be used to inform educational practices.

The program will be a four-part day. 4 days per week program that will focus on reading, writing, hands-on science and engineering, and math. The program will be implemented in the summer of 2021. HMESD will run a three-week school program to accelerate student learning. Services for the next three years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-22 LCAP, especially for pupils with unique needs.

Educator support will be increasing to better meet the needs of students with English acquisition.

Consulting services. The 2021-24 LCAP will also focus on instructional supports for our English language learners.

HMESD is providing a full-day program to all students. The program will be implemented in the summer of 2021. HMESD will run a three-week school program to accelerate student learning. The program will focus on reading, writing, hands-on science and engineering, and math. The program will be implemented in the summer of 2021. HMESD will run a three-week school program to accelerate student learning. Services for the next three years.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-22 LCAP, especially for pupils with unique needs.

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An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-22 LCAP, especially for pupils with unique needs.
A description of the actions or services implemented to meet the increased or improved requirement.

Meet the increased or improved requirement and the actions or services implemented to meet the increased or improved requirement.

Between the description of the actions or services implemented as contributing towards meeting the increased or improved services and between the description of the services implemented as contributing towards meeting the increased or improved services. Therefore, these were no substantial differences or any direct influence on the services and the increased or improved requirement.
enhancing academic education, fine arts also provide learners with non-academic benefits such as promoting self-esteem, motivation, creative expression, and emotional learning. Fine arts also provide learners with non-academic benefits such as promoting self-esteem, motivation.

Creative expression in our school:

Our school is dedicated to creating a safe space for students to express themselves. We aim to create a diverse and inclusive environment where students can explore their emotions, thoughts, and feelings. Our curriculum integrates the arts into all subjects, providing a holistic education for all students.

Emotional learning:

Emotional learning is an important aspect of education. It helps students develop the skills they need to navigate the challenges of life. Our school programs focus on emotional intelligence, resilience, empathy, and social skills.

Attendance Plan:

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and
In the area of history/social studies, teachers will read one historical novel per year and will also participate in History Implementation.

Professional development

Implementation professional development

Every grade level teacher will provide a weekly hands-on science experiment. Teachers will also participate in science student to connect math to the real world, through recipes, measurements, etc.

We will also continue to provide reading and math interventions and will create a master intervention schedule. Increasing reading supports in the classroom will provide for bilingual paraprofessional.

Additionally, we have learned that our English Language Learners will continue to need additional support either by integration or English Language Development.

Our students did not participate in the ELPA assessment during the pandemic. However, measurements were administered in the winter of 2020. Our students did not participate in the ELPA assessment during the pandemic. These are due to the ELPA assessment standards being exceeded by the student's meeting or exceeding proficiency standards in the area of math and 55%

Furthermore, students are meeting or exceeding proficiency standards in the area of math and 55%

The other major task is professional development. Throughout the week, this position will provide time in the afternoons for teachers to provide interventions for their classes by reducing the class size to participate in hands-on discovery learning. These groups will rotate each day. Offering both intervention and enrichment multiple times throughout the week.

This position will also provide support.
Impact of COVID-19 that were not part of the 2019-20 LCAP.

If funds budgeted for actions/services that were not implemented were expended on other actions and services, through the end of the school year, despite how the funds were used to support students, including low-income, English learner, or foster youth, the calculation for the next LCAP would not be impacted.

Unguided state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as needed.

Goal analysis: Identify the planned actions/services, the budgeted expenditures to implement these actions/services toward achieving the described goal and the societal outcomes identified in 2019-20. For each goal, identify the academic measurable outcome for that metric.

Prioritize the goal, specify the metric used and the academic measurable outcome for that metric.

Verify inputs from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected.

Implement the approved 2019-20 LCAP, including any additional LCAP expenditures as needed.

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be included.

Annual Update for the 2019-20 Local Control and Accountability Plan

Instructions: Introduction
Annual Update for Developing the 2020-21 Local Control and Accountability Plan

Access to Devices and Connectivity:

- Continuity of Instruction:

  Areas, as applicable:

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, describe the success and challenges experienced in implementing distance learning in the 2020-21 school year. In each of the following:

  - The program and what was implemented and/or expended on the actions, as applicable.
  - Describe any significant differences between the planned actions and/or budgeted expenditures and/or the table as needed.
  - In the table, identify the planned actions and the budgeted expenditures in implementing actions related to the distance learning program.

Actions Related to the Distance Learning Program:

Person instruction was not provided to any students in 2020-21, please state as such.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, describe:

  - What was implemented and/or expended on the actions, as applicable.
  - Describe any significant differences between the planned actions and/or budgeted expenditures for in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

Actions Related to In-Person Instruction/Off-Sites:

- Plan. Minor typographical errors may be corrected.

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Annual Update:

Annual Update: Annual Update for the 2020-21 Learning Continuity and Attendance

Encourage to include a description of the overall effectiveness of the actions/services to achieve the goal.

- Describe the overall success and challenges and limitations in implementing the actions/services as part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, list any actions/services not implemented due to the impact of COVID-19, as applicable.
Analysis of School Nutrition

Instructional as applicable.

Provide and help partners to provide guidance when pupils are not meeting compulsory education requirements of engaging in

The effectiveness of strategies for pupils who were disengaged from distance learning and the impacts of the LEA in teaching out to

Using available state and local data and feedback from stakeholders, including parents, teachers, and staff, describe

Analysis of Pupil and Family Engagement and Outreach

Both pupils and staff during the 2020-21 school year, as applicable.

the success and challenges faced by pupils in addressing pupil engagement and outreach during the 2020-21 school year, including implementing

Using available state and local data and feedback from stakeholders, including parents, teachers, and staff, describe

Analysis of Mental Health and Social and Emotional Well-Being

as applicable.

If pupils with exceptional needs and pupils who are experiencing homelessness,

are English learners, low-income, foster youth, pupils with exceptional needs, and pupils who are experiencing homelessness,

describe any substantial differences between the planned actions and actual expenditures in addressing pupil well-being.

In the table, identify the planned actions and actual expenditures in implementing actions related to addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Actions Related to Pupil Learning Loss

date. If distance learning was not provided to any students in 2020-21, please state so such.

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to

Supports for pupils with unique needs, including English learners, pupils with exceptional needs served across the full

Staff, Roles, and Responsibilities, and

Distance Learning Professional Development,

Pupil Participation and Progress,
Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Learning Continuity and Attendance Plan

The Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

Additional actions sections of the Annual Update of the LEA is not required to include those descriptions as part of this description.

Over the past year, whether participating in-person instruction or distance learning, as applicable.

Describe any substantial changes to the section, the planned actions and the budgeted expenditures for the additional actions to address the impacts of the COVID-19 pandemic has informed the development of goals and actions in the 2021-22 LCAP, such as health and safety considerations and distance learning. LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-22 LCAP.

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

Describe any substantial differences to the plans and/or budgeted expenditures for the additional actions to address the following actions.

In the table, identify the section, the planned actions, and the budgeted expenditures for the additional actions and the estimated costs, as applicable.
## Expenditure Summary

### Title I

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Total Expenditures by Funding Source</th>
<th>2019-20 Annual Update Budgeted</th>
<th>2019-20 Annual Update Actual</th>
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<td>Lottery</td>
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*Totals based on expenditure amounts in goal and annual update sections.*
### Total Expenditures by Object Type

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Note: Based on expenditures amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th>Object Type</th>
<th>Funding Source</th>
<th>2019-20 Actual</th>
<th>2019-20 Budgeted</th>
<th>Total Expenditures by Object Type and Funding Source</th>
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<tbody>
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<td>69,200.00</td>
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<td>0.00</td>
</tr>
<tr>
<td>Total Supplemental</td>
<td>Supplemental</td>
<td>138,400.00</td>
<td>138,400.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Education</td>
<td>Other</td>
<td>69,200.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>Other</td>
<td>69,200.00</td>
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<td>0.00</td>
</tr>
<tr>
<td>Base</td>
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<tr>
<td>Education</td>
<td>Other</td>
<td>69,200.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>Other</td>
<td>Other</td>
<td>69,200.00</td>
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<td>Other</td>
<td>138,400.00</td>
<td>138,400.00</td>
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</tr>
<tr>
<td>Education</td>
<td>Total Operating Expenditures</td>
<td>261,288.00</td>
<td>261,288.00</td>
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</tr>
<tr>
<td>Other</td>
<td>Total Operating Expenditures</td>
<td>261,288.00</td>
<td>261,288.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Education</td>
<td>Total Operating Expenditures</td>
<td>261,288.00</td>
<td>261,288.00</td>
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</tr>
<tr>
<td>Total Operating Expenditures</td>
<td>Total Operating Expenditures</td>
<td>261,288.00</td>
<td>261,288.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

All Fundings Sources

Total based on expenditure amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Actual Budgeted Annual Update</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>85,481.00</td>
<td>51,395.00</td>
</tr>
<tr>
<td>3</td>
<td>19,253.00</td>
<td>19,743.00</td>
</tr>
<tr>
<td>2</td>
<td>20,494.00</td>
<td>19,701.00</td>
</tr>
<tr>
<td>1</td>
<td>1,390,781.00</td>
<td>1,269,984.00</td>
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</tbody>
</table>

*Totals based on expenditure amounts in goal and annual update sections.*
<table>
<thead>
<tr>
<th>Expenditures by Offering/Program (Not Contributing to Increased/Improved Requirement)</th>
<th>2020-21 Budgeted</th>
<th>2020-21 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Expenditures In Learning Continuity and Attendance Plan</td>
<td>$3,908,191.00</td>
<td>$3,910,438.00</td>
</tr>
<tr>
<td>Additional Actions and Plan Requirements</td>
<td>$15,000.00</td>
<td>$10,903.00</td>
</tr>
<tr>
<td>Pupil Learning Loss Program</td>
<td>$750,017.00</td>
<td>$800,457.00</td>
</tr>
<tr>
<td>Distance Learning Program</td>
<td>$868,886.00</td>
<td>$868,886.00</td>
</tr>
<tr>
<td>In-Person Instructional Offerings</td>
<td>$161,871.00</td>
<td>$150,192.00</td>
</tr>
<tr>
<td>Total Expenditures by Offering/Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

Annual Update for the 2020-21 Learning Continuity and Attendance Plan
Mountain Elementary School District

The mountain Elementary School District is a small, rural, single-school district located in Angwin, which is nestled in the eastern wine region of the Napa Valley. The Angwin community is extremely supportive of the school district. Community partnerships include:

- Howell Mountain Elementary School District (HMESD) is a small, rural, single-school district located in Angwin, which is nestled in the eastern wine region of the Napa Valley.
- Howell Mountain Elementary School District (HMESD) has an enrollment consisting of approximately 100 pupils in Transitional Kindergarten through Grade 3. The teachers and staff members are dedicated to providing an excellent education for all students.
- Howell Mountain Elementary School District (HMESD) has a small staff, which includes a principal, a district administrator, and several support staff members.
- Howell Mountain Elementary School District (HMESD) has a strong parent involvement program, with active parent groups such as the PTA and Booster Club, which help to support the school.

General Information

[Jan Summary [201-22]}

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jane Turner</td>
<td>Superintendent</td>
</tr>
<tr>
<td><a href="mailto:info@hmesd.org">info@hmesd.org</a></td>
<td>Email and Phone</td>
</tr>
<tr>
<td>Howell Mountain Elementary School District</td>
<td>Contact Name and Title</td>
</tr>
<tr>
<td>Howell Mountain Elementary School District (HMESD)</td>
<td>Local Educational Agency (LEA) Name</td>
</tr>
</tbody>
</table>

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

Towel Mountain ESD plans to build on our professional expertise by adding professional development in SEL and academic well-being. To achieve this, we have identified areas that need significant improvement based on a review of dashboard data and local data, including any areas of low performance and significant performance gaps among student groups on dashboard indicators.

Reflections: Successes

In the past year, Towel Mountain ESD has developed a focus on professional development in SEL and academic well-being. We have achieved significant improvements in these areas, as evidenced by the following successes:

1. Improved participation in our professional development programs
2. Increased student engagement in SEL activities
3. Enhanced collaboration with families and community members

These successes have helped us to create a welcoming and transparent environment for all students. Our "Open Door" policy has been particularly effective in engaging families, and we have received positive feedback from families and community members.

In addition, our professional development programs have helped to increase the number of students who are engaged in SEL activities, and we have seen a significant increase in the number of students who are achieving at or above grade level in SEL skills.

Overall, these successes have reinforced our commitment to providing the best possible education for all students in Towel Mountain ESD.
Towell Mountain Elementary School is not identified as being eligible for comprehensive support and improvement. Schools identified in the LEA that are eligible for comprehensive support and improvement must respond to the following prompts:

1. LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts:

   **Somprehensive Support and Improvement**

   are seen as priorities of the school and the community to support the development of the whole child.

   1. Reading Achievement
   2. English Language Arts
   3. Science
   4. Mathematics

   **English Language Arts**

   1. Reading achievement in the area needs to improve to support college and career readiness by focusing on California State Standards. Our district has adopted a whole-child approach to learning. The first goal is an "exemplary student engagement." The following LCAP has two broad goals that create a whole-child approach to learning.

   **CAP Highlights**

   - A group of parents is initiated a reading movement that will generate excitement for students around this subject.

   - Reading achievement in the area needs to improve to support college and career readiness by focusing on California State Standards. Our district has adopted a whole-child approach to learning. The first goal is an "exemplary student engagement." The following LCAP has two broad goals that create a whole-child approach to learning.
Support for Identified Schools

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

-owell Mountain Elementary School is not identified as being eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

-owell Mountain Elementary School is not identified as being eligible for comprehensive support and improvement.
The Howell Mountain ESD Stakeholder Engagement process includes several meetings with students, English Language Advisory.

The summary of the feedback provided by specific stakeholder groups.

Department and is surrounded by eco-friendly wineries, with live stock and gardens.

The next LCAP meeting was designed as an in-person, COVID-19 secure gathering. Temperatures were taken, masks were worn, and each attendee was given a "gala" style meal and a report card from our original team.

In addition to existing ideas on the posters, the administrators proposed ideas of LCAP actions for each poster. These ideas were provided to the district, and subsequently discussed at each group. A poster was prepared for each stakeholder group, including stakeholders, stakeholders, ELL, ESE, ESE, ESE.

The final LCAP meeting was designed as an in-person, COVID-19 secure gathering. Temperatures were taken, masks were worn, and each attendee was given a "gala" style meal and a report card from our original team.

The summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
The actions included gardening, art, music, drama, and increased physical activity.

In goal #2, the school engaged stakeholders through the following engagement process focused on strategies to increase student engagement and the continuation of math number talks. The actions included a read-a-thon, parent education videos, and early literacy videos. In addition, stakeholders engaged students to engage more in class activities in both goal #1 and goal #2. In goal #1, stakeholders specifically called our ways that parents could become more involved in reading achievement of their children. The school site council will create a slide presentation that will reach this endeavor. Some of the activities will include advocacy, achievement, and goal-setting.

In goal #2, the school site council will create a slide presentation that will reach this endeavor. Some of the activities will include a read-a-thon, parent education videos, and early literacy videos. In addition, stakeholders engaged students to engage more in class activities in both goal #1 and goal #2. In goal #1, stakeholders specifically called out ways that parents could become more involved in reading achievement of their children. The school site council will create a slide presentation that will reach this endeavor. Some of the activities will include advocacy, achievement, and goal-setting.

Stakeholders have requested that the HMUSD LCAP becomes more specific. Therefore, the 2021-24 LCAP will have 2 broad goals. One goal will focus on student achievement. English language learner reclassification and meeting the needs of all students. The second goal will focus on student achievement. English language learner reclassification and meeting the needs of all students. The second goal will focus on student achievement. English language learner reclassification and meeting the needs of all students. The second goal will focus on student achievement.

Stakeholders met in small groups to support the development of specific LCAP actions. The stakeholders provided feedback on the proposed goals and actions in their meeting. The actions were approved by the school site council. The school site council approved the proposed goals and actions in their meeting. The actions were approved by the school site council.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Howell Mountain Elementary School District will increase equity and access to conditions of learning for all students, particularly for special education, low-income and English learner students. We will be working collaboratively with students, parents, and the community to increase ELA and Math proficiency; thereby increasing opportunities for students in high school and beyond.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

During 2018/19, students in third-eighth grade scored 61.7% meeting or exceeding standards in math and 47.92% meeting or exceeding standards in ELA on the CAASPP assessment. Due to COVID-19 and distance learning, CAASPP assessment requirements were waived. The district did administer the MAP assessments. Comparing student performance data from winter of 2019 and winter of 2020, student test scores decreased from 52% meeting or exceeding standards to 48% of students meeting or exceeding standards in the area of math. Students scores also decreased from 55% at meeting or exceeding standards in winter of 2019 to only 48% meeting or exceeding standards in the area of ELA. While this decrease in achievement is evidenced in both subject areas, on both the CAASPP and MAP assessments, HMS students lag in reading proficiency. Stakeholders unanimously agree that an achievement goal in the areas of ELA and Math are warranted. In addition, the HMS team recognizes the need to pay particular attention to reading achievement. Furthermore, in 19/20, 60% of the HMS student population qualified for free or reduced price meals. The 40% student population not qualifying for reduced price meals coincides with the % of students meeting or exceeding standards on state assessments in the area of ELA. Therefore, students of poverty appear to be a group of students who require additional support in our educational system.

In addition, longitudinal data comparing English acquisition rates in the HMS district reveal 7% of ELs acquiring fluent English in 17/18, 35% acquiring fluent English in 18/19 and a decline of English acquisition for ELLs in 19/20 to only 28% of ELLs acquiring fluency in English. This is another subgroup that is demonstrating a gap in achievement as a result of COVID-19 and distance learning that will need specific actions to support student progress.

All baseline data was taken from the 20/21 school year, unless it was otherwise noted.

Measuring and Reporting Results
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70% of third-grade meeting or exceeding ELA standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% of third-grade meeting exceeding ELA standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1AP ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47% 92% of third-grade ELA meeting or exceeding standards</td>
<td>61% 70% of third-grade ELA meeting or exceeding standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2AP ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluent English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-designated as ELL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30% of ELLs will be</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70% of third-grade meeting or exceeding ELA standards</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1AP ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47% 92% of third-grade ELA meeting or exceeding standards</td>
<td>61% 70% of third-grade ELA meeting or exceeding standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2AP ELA</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluent English</td>
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<td></td>
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<td></td>
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<tr>
<td>Re-designated as ELL</td>
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<td></td>
</tr>
<tr>
<td>30% of ELLs will be</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Project1</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Desired Outcome for 2023-24
<table>
<thead>
<tr>
<th>ELD SS. students, including ELs implemented for all</th>
<th>and ELD CCSS. students, including ELs implemented for all</th>
<th>CCSS is 100%</th>
<th>CCSS is 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher. F1T score of 97 or higher. School will maintain a</td>
<td>Good condition - 97.9% Mountain School in measures Howell</td>
<td>Food Repair. School facilities in</td>
<td>Food Repair. School facilities in</td>
</tr>
<tr>
<td>materials.</td>
<td>Mountain School in</td>
<td>materials.</td>
<td>student. student.</td>
</tr>
<tr>
<td>Standard-aligned is provided with 100% of every student</td>
<td>The Facility Inspection</td>
<td>materials. for 100% of every student</td>
<td>materials. for 100% of every student</td>
</tr>
<tr>
<td>assigned. Appropriately coded and assigned. Teachers are</td>
<td>assigned. Appropriately coded and assigned. Teachers are</td>
<td>assigned. Appropriately coded and</td>
<td>assigned. Appropriately coded and</td>
</tr>
<tr>
<td>on Howell Mountain</td>
<td>on Howell Mountain</td>
<td>Mountain teachers. are</td>
<td>Mountain teachers. are</td>
</tr>
<tr>
<td>100% of</td>
<td>100% of</td>
<td>100% of</td>
<td>100% of</td>
</tr>
<tr>
<td>measured by MAP. Math standards as meeting or exceeding grade students will be 80% of third-eighth.</td>
<td>kindergarten-eighth assessment in measured by the MAP map as exceeding Math (SPED, ELS and low income) (meeting or 43% of students.</td>
<td>kindergarten-eighth assessment in</td>
<td>kindergarten-eighth assessment in</td>
</tr>
<tr>
<td>Desired Outcome for 2023-24</td>
<td>Year 3 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 1 Outcome</td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td>Metric</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Building a Culture of Literacy</td>
<td>Students will provide opportunities to authentically use literacy skills.</td>
<td>2022-24 Desired Outcome for Year 3 Outcome</td>
<td></td>
</tr>
<tr>
<td>Therapy Services. Therapy services will also be maintained by Ella. Tier 1 and Tier 2 interventions include small group, or one-to-one, reading interventions. Tier 3 interventions will be implemented for students who are performing 2 grade level below as measured by STAR reading and MAP assessments. Tier 3 interventions include: small group, or one-to-one, reading interventions. Tier 2 interventions are embedded in core instruction. Tier 1 interventions will be Implement for students who are performing 2 grade level below as measured by STAR reading and MAP assessments. Tier 1 interventions include: small group, or one-to-one, reading interventions. Tier 1 and Tier 2 interventions will be implemented in classrooms for students who are students to read. The library will be kept in an orderly state, which will invite. A library clerk will spark the love of reading for all students; receive a book. The school will host a book fair, where each child may receive a book.</td>
<td>Yes</td>
<td>$76,820.00</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Tier 3 interventions</td>
<td>Yes</td>
<td>$639,967.00</td>
<td></td>
</tr>
</tbody>
</table>
The English learners will receive two opportunities per day.

- The enrichment teacher will provide writing opportunities. For students to listen, speak, read, and write daily.
- All certified and classified staff will provide multiple support and English language learner services.
- Classrooms will be cross trained in ELPA2 assessments.
- Requiring additional English language support for English instruction.
- Bilingual para-educators will provide targeted support services in academic content classrooms.
- Howell Mountain certified staff will embed ELD standards by certificated teachers.
- Designed and integrated English language development instruction.
- Intellectually challenging academic tasks. All ELs will receive both literacy and effective oral English instruction (they have received) to master.
- Secondary grades may need additional support (depending on the student need). El students whose Howell Mountain Mountain in the non-EL classes along with additional differentiated support based on institutional activities in literacy as their
- Howell Mountain ELs will benefit from participation in the same.

<table>
<thead>
<tr>
<th>Title</th>
<th>Action #</th>
<th>District-Wide Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>Staff will participate in refresher training in Lucy Calkins Writing</td>
</tr>
<tr>
<td>Contributing</td>
<td>$4,500.00</td>
<td></td>
</tr>
</tbody>
</table>

Yes

English language learners

Usage in social activities such as music, art, gardening, and drama.

For each EL student to practice English
<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Title</th>
<th>Action #</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Continuing Total Funds</td>
<td>8</td>
<td>Science</td>
</tr>
<tr>
<td>7</td>
<td>Number Talks will continue in grades K-8. In order to promote student engagement and understanding of the relevance of math, real-life partnerships with Pacific Union College Math Department, cooking, measuring, college and career applications of math and a mathematically applications will be promoted in all grades. Such as vineyard tours, water plant, Cal Fire, Plc Farm, Angus Fire Dept. Staff will explore ways to include community resources to support science education (working careers). One career fair will take place, focusing on math science. One family math night will take place. One assembly focusing on math science will take place.</td>
<td>7</td>
<td>Math</td>
</tr>
<tr>
<td>8</td>
<td>HMUSD will host a STEM fair that will include community members as guest speakers. Curriculum science in grades K-5. will be taught daily. Many opportunities for students to engage in science through hands-on, interactive activities. Staff will participate in Professional Development on science curriculum Implementation.</td>
<td>8</td>
<td>Science</td>
</tr>
</tbody>
</table>
## Goal Analysis (2021-22)

<table>
<thead>
<tr>
<th>Title</th>
<th>Action</th>
<th>Action №</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| no | 2232.082.00 | | Purchased to support student learning.  
| | | | Rebuilds along with a full-time custodian. A class set of furniture will be maintained. Personal will provide routine maintenance on the building. “D” which houses all student classrooms. Food service/ child care will be handled by a third party service. |
| History | 9 | | 
| no | | | All students will have access to routine History lessons in Kindergarten |
| Contributing | Total Funds | | Students will participate in Earth Day activities. Students will participate in at least one science lab/hands on activity weekly. |
A report of the estimated actual expenditures for last year's actions may be found in the annual update expenditures table.

<table>
<thead>
<tr>
<th>Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.</th>
</tr>
</thead>
</table>

A description of any changes made to the planned goals, metrics, desired outcomes, or actions for the coming year that resulted from...
### Measuring and Reporting Results

From the 2021-22 school year, unless otherwise noted, 20% of students were determined to be in need of special education services. Based on previous research, this school year, we know that this high number of students is due to a range of skills they need for school and life. All baseline data was taken to inform the learning process and help students develop the skills needed for school and life.

- Supports are decreasing: Social and Emotional Learning (SEL) reflects the critical role of positive relationships and emotional wounds.
- Mental health: Mental health of students and staff are supported and resources are used to enhance the number of students in need of Tier 2 and Tier 3 supports.
- Wellness checks: Wellness checks are conducted to monitor the social, emotional, and behavioral well-being of students.
- Teachers: Teachers are encouraged to focus on social-emotional learning (SEL) and the implementation of wellness checks.

The combination of these initiatives, combined with regular monitoring, multiple target audiences, and data-driven decision-making, will lead to significant improvements in student outcomes.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th># Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Howell Mountain ESD will enhance the social, emotional, and physical well-being for all students through targeted actions.</td>
<td></td>
</tr>
<tr>
<td>Lessthan5%</td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2023-24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desired Outcome for</td>
<td></td>
<td>Year 3 Outcome</td>
</tr>
<tr>
<td>75% parent participation at 100%, Teacher conference attendance rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>Overall 3%</td>
<td></td>
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</tr>
<tr>
<td>Less than 5%</td>
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</tr>
<tr>
<td>Aeries, 97% as reported by parent participation survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance rates for 2020-21 school year, restricted for the 19% of students not engaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic absenteeism</td>
<td></td>
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</tr>
<tr>
<td>92.67% (2020-21) Aeries data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in well-connected at home, 74% of students reporting they feel safe and secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither disagreeing or agreeing with the survey questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in well-connected at home, 74% of students reporting they feel safe and secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither disagreeing or agreeing with the survey questions</td>
<td></td>
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</tr>
</tbody>
</table>
Activities such as music, art, drama, and gardening.

Social Emotional Learning strategies in non-

mindfulness.

Teach manners, respect, growth mindset and

class DOJO will be utilized in grades K-4 to support SE.

Second Step program will be taught in grades K-6.

Mental health and learning will engage in their learning.

Feeling involved and safe, school experience happiness and joy while

integrated into the curriculum and school culture. Our students should

on challenges in all subjects to ensure that SEL is more fully

emotional regulation, social skills, empathy, and the confidence to take

in addition, all certified staff will teach SEL strategies such as,

Teacher-led professional development.

In partnership with the Social-Emotional Learning Community of Practice, this

Provide Professional Development for all staff on Adverse Childhood


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<table>
<thead>
<tr>
<th>Title</th>
<th>Action #</th>
<th>Empire</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Total Funds</td>
<td>$105,933.00</td>
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<tr>
<td>Contributing</td>
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</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>2</td>
<td>Tier 2 Strategies</td>
<td>Integrate Tier 2 Strategies and follow up into existing grade level or content level teacher meetings with the goals of better supporting instruction.</td>
</tr>
<tr>
<td>3</td>
<td>Tier 3 Strategies</td>
<td>Establish (or integrate into) existing student support meeting(s) Tier 3 strategies (or protocols and strategies that include teachers, counselors, mental health providers, and caregivers) in looking at data to understand needs and context planning for additional supports and follow up on these supports and student progress.</td>
</tr>
<tr>
<td>4</td>
<td>Community Partners</td>
<td>Partner with community-based mental health providers for Tier 3</td>
</tr>
<tr>
<td>5</td>
<td>Cyber-Bullying and Technology</td>
<td>Students will be issued a technology device and will learn how to use Technology appropriately. Students will learn about their digital needs. The district will continue to contract with cyber-bullying solutions for technology. All technology will be monitored and maintained. The district will provide remote/approval services.</td>
</tr>
<tr>
<td>6</td>
<td>Gardening</td>
<td>The enrichment teacher will provide opportunities for students to garden. A partnership with Pacific Union College and the biology department will support on-going gardening, planting and education.</td>
</tr>
<tr>
<td>7</td>
<td>Contributing Total Funds</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>No</td>
<td>$14,760.00</td>
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<tr>
<td>9</td>
<td>No</td>
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<tr>
<td>10</td>
<td>Yes</td>
<td>$5,000.00</td>
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Note: The budgeting needs are $35,000.00.
<table>
<thead>
<tr>
<th>No</th>
<th>Physical Activity</th>
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<tr>
<td>10</td>
<td>Art</td>
</tr>
<tr>
<td>9</td>
<td>Music</td>
</tr>
<tr>
<td>8</td>
<td>Performing Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support SEL: Exercise and movement will be utilized as a means to foster recess and PE. All staff will lead their classes in Physical Education activities. Students will be provided with developmentally appropriate equipment.</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>$10,000.00</td>
</tr>
<tr>
<td>An enrichment teacher will teach art to all students. Students will participate in art appreciation activities. Students will update the existing mural. Students will also participate in displays placed in a visible location. Art will be displayed in weekly, developmentally appropriate art lessons. Art will articulate with all other areas of instruction.</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>$1,000.00</td>
</tr>
<tr>
<td>An enrichment teacher will teach music to all students. Students will participate in music appreciation activities. Students will also participate in music shows. Students will also be provided opportunities to learn how to read music. Play the instruments. Sing and participate in music shows.</td>
</tr>
<tr>
<td>Performing Arts</td>
</tr>
<tr>
<td>$4,500.00</td>
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<tr>
<td>The enrichment teacher will provide instruction in the areas of music. A two time per week schedule will be created in order for students to participate in music instruction. Two musical performances per year and art instruction art and drama. A master schedule will be created for students to rotate through Assemblies. Students will increase their fine arts exposure through frequent readers theater opportunities. Missoula Children's Theater performance. Music recitals. Two musical performances per year. One Talent Show per year in the spring.</td>
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</table>

<table>
<thead>
<tr>
<th>Contributing Funds</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Description</td>
<td>Action #</td>
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</table>

22-22 Local Control Accountability Plan for Howell Mountain Elementary School District
The report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

In preparation for the 2021-22 goals, a detailed plan will occur during the 2022-23 update cycle.

In explanation of how effective the specific actions were in making progress toward the goal, the description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from implementation of any substantive differences in planned actions and actual implementation of these actions.

<table>
<thead>
<tr>
<th>Goal Analysis (2021-22)</th>
<th>Contributing Funds</th>
<th>Total Funds</th>
<th>Description</th>
<th>Title</th>
<th>Action #</th>
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</table>
Required Descriptions

The Budgeted Expenditures for Actions Identified as Contributing may be Found in the increased or Improved Services Expenditures of the following.

<table>
<thead>
<tr>
<th>% Increase</th>
<th>$106,388</th>
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<tbody>
<tr>
<td>12.16%</td>
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</table>

Table:

<table>
<thead>
<tr>
<th>Income Students</th>
<th>90% of students who qualify for free or reduced price meals and 55% of English Language Learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Appointments based on the enrollment of Foster, Youth, English Learners, and Low-</td>
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</tbody>
</table>
The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation.

The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation. The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation. The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation. The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation. The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation. The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation. The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation. 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The desired actions/services will be an increase in parent participation in programs for underprivileged pupils to 75% participation.
in their learning. Our students should feel invited and safe, should experience happiness and joy while learning and motivated to engage in school culture. Our students should feel included and safe, should experience happiness and joy while learning and motivated to engage in school culture. Our students should feel included and safe, should experience happiness and joy while learning and motivated to engage in school culture. Our students should feel included and safe, should experience happiness and joy while learning and motivated to engage in school culture. Our students should feel included and safe, should experience happiness and joy while learning and motivated to engage in school culture.

In English Language Development: Instruction by certified teachers,

Services will also be maintained by Little Therapy Services and other providers. OT services will also be maintained by Little Therapy Services.

In English Language Development: Instruction by certified teachers,

In English Language Development: Instruction by certified teachers,

In English Language Development: Instruction by certified teachers,

In English Language Development: Instruction by certified teachers,

In English Language Development: Instruction by certified teachers,

In English Language Development: Instruction by certified teachers,

In English Language Development: Instruction by certified teachers,
In appreciation activities, Art: An enrichment teacher will teach art to all students. Students will participate in art. An enrichment teacher will also participate in art.

Music: An enrichment teacher will teach music to all students. Students will also participate in music appreciation activities.

Instruments, sing, and participate in music shows. Students will also participate in music appreciation activities.

Art: An enrichment teacher will teach art to all students. Students will participate in art. An enrichment teacher will also participate in art.

Students will participate in music instruction two times per week and art instruction two times per week.

Performing Arts: The enrichment teacher will provide instruction in the areas of music, art, and drama. A master schedule will reflect time for performing arts and physical education.

Solutions for technology needs:

Leadership and Cyber-bulling: Students will be issued a technology device and will learn how to use technology appropriately. Students will also learn about digital citizenship. The district will continue to contract with Cyberera.

Support and following up on those supports and students’ progress.

Supports from speech, class dojo, and second step.

Supporting groups of students and developing collaborative planning processes that improve peer supports among teachers. Improving teacher meeting effectiveness with the goals of better collaboration and more effective teaching.

Implement strategies: Integrage, Tier 1, Tier 2, and Tier 3.
<table>
<thead>
<tr>
<th>Community Partners</th>
<th>Goal</th>
<th>Action</th>
<th>Action #</th>
<th>Student Group(s)</th>
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<td>4</td>
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<td>Foster Youth</td>
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<tr>
<td>English Learners</td>
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<td>English Learners</td>
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<tr>
<td>Tier 3 Interventions</td>
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<td>Title</td>
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<td>Building a Culture of Literacy</td>
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<td>Foster Youth</td>
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<td>English Learners</td>
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<td>Tier 1 and 2 Interventions</td>
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<td>Local Funds</td>
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<td>Other Source Funds</td>
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<td>Total:</td>
<td>$1,154,315.00</td>
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<tr>
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<td>2</td>
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<td>English Learners</td>
<td>Foster Youth</td>
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Schoolwide Total: $860,540.00

LEA-Wide Total: $767,010.00

Total: $629,017.00

Tаблица: Expenditures Tables
<table>
<thead>
<tr>
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<th>Goal</th>
<th>Scope</th>
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<th>Location</th>
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</tbody>
</table>

**Annual Update of the 2021-22 goals will occur during the 2022-23 update cycle.**

**Annual Update Table Year 1 [2021-22]**
Establishing goals, supported by actions and related expenditures, that address the state's priority areas and student achievement.

Improving student learning outcomes for all students, regardless of income level.

Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to their needs.

Accountability and Compliance: The LCAP serves as an important accountability tool, because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF rules and regulations, most notably:

- **LCAP**: Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Stakeholder Engagement**: The LCAP development process should result in an LCAP that reflects decisions made through meaningful, comprehensive strategic planning.

The LCAP development process serves three distinct, but related functions:

1. Learning process in the local control and accountability plan (LCAP) using the template adopted by the State Board of Education.
2. Documenting the results of this process within the state's performance measurement system.

Introduction and Instructions

[California Educational Code (EC) 52064(e)(1)], LEAs are required to engage their local stakeholders in an annual planning process to evaluate their LEAs.
These instructions address the requirements for each section of the LCAP, but may include information about effective practices when planning and implementing the LCAP to achieve the goals of the LCAP.

The LCAP template is a document that is a revised LCAP to reflect progress toward the goals (EC 52064(b)(7)).
the CSI plan to support student and school improvement.

Monitoring and Evaluating Effectiveness: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the implementation of the CSI plan.

Support for Identified Schools: Describe how the LEA may adjust support for identified schools.

Schools Identified: Identify the schools within the LEA that have been identified for CSI.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI).

CAP Highlights – Identify and briefly summarize the key features of this year’s CAP.

Revisions: Identified Need – Referring to the dashboard, identify (a) any state indicators for which overall performance was in the “Red” or “Yellow” categories, and (b) any other areas of low performance and performance gaps. Other needs may be identified through the LEA’s planning.

My state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Impacts: Improvement in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Successes: Successes – Based on a review of performance on the state indicators and local performance indicators included in the summary, identify areas of improvement and potential challenges.

Revised Requirements and Instructions of the LEA.

CAP, the complete CSI section should be clearly and meaningfully related to the content included in the subsequent sections of the LEA.

Jan Summary
With Education Code Section 52062(e)(2) or 52068(e)(2), as applicable.

If applicable, presented the local control and accountability plan to the English Learner Advisory Committee, in accordance with Education Code Section 52062(e)(1) or 52068(e)(1), as applicable.

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code Section 52062(e)(2) or 52068(e)(2), as applicable.

For county offices of education and school districts only, verify the LEA:

Local Control and Accountability Plan:

Provided an explanation of the renewal/continuation of the LCAP development process.

The LCAP should also be aligned with the LEA’s strategic plan, school site plans, and school site’s CDE excess expenditure plan.

Resources and Requirements:

Advisory group composition can be found under Resources on the following web page of the CDE’s website: https://www.cde.ca.gov/re/ga/la/.}

For county offices of education and school districts only, verify the LEA:

Local Control and Accountability Plan:

Provided an explanation of the renewal/continuation of the LCAP development process.

The LCAP should also be aligned with the LEA’s strategic plan, school site plans, and school site’s CDE excess expenditure plan.

Resources and Requirements:

Advisory group composition can be found under Resources on the following web page of the CDE’s website: https://www.cde.ca.gov/re/ga/la/.

Purpose

Stakeholder Engagement

Stakeholder Engagement is an ongoing, annual process.
DEMINORINATION OF MATERIAL DIFFERENCES IN EXPLANATORY STATEMENTS

INCLUSION OF ACTIONS CONTRIBUTING TO IMPROVEMENT OR MAINTENANCE OF UNDIFFERENTIATED SERVICES OR GROUP OF ACTIONS

CHANGE IN THE LEVEL OF PROPOSED EXPENDITURES FOR ONE OR MORE ACTIONS

ELIMINATION OF ACTION(S) OR GROUP OF ACTIONS

INCLUSION OF A GOAL OR DECISION TO PURSUE A FOCUS GOAL (AS DESCRIBED BELOW)

O:

- INCREASES OF THIS PROMPT. "SPECIES" OF AN LCAP THAT MAY HAVE BEEN INFLUENCED BY SHAREHOLDER INPUT CAN INCLUDE, BUT ARE NOT NECESSARILY LIMITED TO:

* REDESIGN OF THE LCAP THAT WERE INFLUENCED BY SPECIFIC SHAREHOLDER INPUT.

** TCOMPL 4: A DESCRIPTION OF THE ASPECTS OF THE LCAP THAT WERE INFLUENCED BY SPECIFIC SHAREHOLDER INPUT.

- REFLECTS OR IMPACTS THAT EMERGED FROM AN ANALYSIS OF THE FEEDBACK RECEIVED FROM SHAREHOLDERS.

** TCOMPL 2: A SUMMARY OF THE FEEDBACK PROVIDED BY SPECIFIC SHAREHOLDER GROUPS.

- DESCRIBE AND SUMMARIZE THE SHAREHOLDER FEEDBACK PROVIDED BY SPECIFIC SHAREHOLDER GROUPS.

** TCOMPL 1: A SUMMARY OF THE SHAREHOLDER PROCESS AND HOW THE SHAREHOLDER ENGAGEMENT WAS CONSIDERED BEFORE FINALIZING THE LCAP.

Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062.07 or 52062.05 (a) (2) or (3).

Held at least one public meeting in accordance with Education Code section 52062.07 or 52062.05 (a) (2) or (3).

Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062.07 or 52062.05 (a) (2) or (3).
to achieve the outcomes. The goal(s) the LEA selects to achieve these outcomes must be specific, measurable, and time-bound. An LEA develops a Focus Goal for a Focus Group of goals.

Focus Goal(s):

The Focus Goal(s) selected by the LEA must address all student profiles and associated metrics.

1. To support prioritization of goals, the LEA establishes a plan for developing goals and the related actions to achieve such goals.

2. The LEA should assess the performance of their well-developed goals.

3. The LEA should communicate to stakeholders and the public why, among the various strategies and actions that could be implemented, the LEA decided to pursue this goal, and the related metrics, expected outcomes, and expected actions and strategies.

Purpose of Well-Developed Goals

- Determination of changes made to a goal for the ensuing CAFP year based on the annual update process
- Determination of challenges or successes in the implementation of actions
- Determination of successes or challenges in the implementation of actions
- Determination of successes or challenges in the implementation of actions
- Determination of successes or challenges in the implementation of actions
- Determination of successes or challenges in the implementation of actions
2022 Local Control Accountability Plan for Howell Mountain Elementary School District:

Complete the table as follows:

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

Some metrics may not be comparable at the time the 2021-22 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may not be comparable at the time the 2022-23 LCAP is adopted (e.g., graduation rate, suspension rate) because many local school districts may still be using the California Longitudinal Pupil Achievement Records System (CALPARDS) or other local school district databases. Therefore, the LEA is preparing to adopt the California Longitudinal Pupil Achievement Records System (CALPARDS) or other local school district databases. Therefore, the LEA is preparing to adopt the California Longitudinal Pupil Achievement Records System (CALPARDS) or other local school district databases.

Joining the most recent data available may involve re-estimating data. The LEA is preparing for submission to the California Longitudinal Pupil Achievement Records System (CALPARDS) or other local school district databases.

The LEA may use data reported on the 2019-20 LCAP for the baseline of a metric only if that data represents the most recent column in the baseline column of a metric only if that data represents the most recent data available. This metric is associated with this metric, available at the time of adoption of the LCAP for the first year.

Explaination of why the LEA has developed this goal: Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal.

Evaluation and Reporting Results:

Goal 1: Description: Describe how the LEA intends to maintain the progress the LEA intends to maintain the progress made in the LCAP.

Goal 2: Description: Describe how the LEA intends to maintain the progress the LEA intends to maintain the progress made in the LCAP.

Goal 3: Description: Describe how the LEA intends to maintain the progress the LEA intends to maintain the progress made in the LCAP.

Goal 4: Description: Describe how the LEA intends to maintain the progress the LEA intends to maintain the progress made in the LCAP.

Goal 5: Description: Describe how the LEA intends to maintain the progress the LEA intends to maintain the progress made in the LCAP.

Focus Goal:

Explaination of why the LEA has developed this goal: Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal. Explain why the LEA has developed this goal.
| Year 1 Outcome: When completing the LCAP for 2022-23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. Associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above. | **Baseline:** Enter the baseline when completing the LCAP for 2021-22. As described above, the baseline is the most recent data measured using a metric. |
| Year 2 Outcome: When completing the LCAP for 2023-24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. | |
| Year 3 Outcome: When completing the LCAP for 2024-25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. | |
| Desired Outcome for 2023-24: When completing the LCAP, enter the desired outcome for the relevant metric. | |
| **Expects to achieve by the end of the 2023-24 LCAP year.** | |
### Actions for Foster Youths: School Districts' CDEs and Charter Schools that have a numerically significant Foster Youths student population

- Support groups provided to students and professional development activities specific to English Learners.
- Section 504, provided to students and professional development activities specific to English Learners.
- Support groups must include specific actions in the LCAP related to at least 15% of the students identified as English Learners.

### Actions for English Learners: School Districts, CDEs, and Charter Schools that have a numerically significant English Learner student population

- The requirements in the California Code of Regulations, Title 5 (CCR, Section 15469.66) in the increased or improved services section of the LCAP, where the LEA will need to provide or improve services to address the needs and special education requirements of English Learners, are addressed in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in the increased or improved services section using a "Y" for Yes or "N" for No. (Note: for each such action, an "N" for No, is determined in

#### Timeline for completing the "Measuring and Reporting Results" part of the Goal

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<thead>
<tr>
<th>Goal</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
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<th>Metric</th>
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<td>23.3</td>
<td>24.4</td>
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<td>23.3</td>
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<td>26.6</td>
</tr>
<tr>
<td>LCAP for 2023-24</td>
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<td>23.3</td>
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<td>23.3</td>
<td>24.4</td>
<td>25.5</td>
<td>26.6</td>
</tr>
</tbody>
</table>

- Enter Information (2023-24) for Year 3 Outcome
- Enter Information (2023-24) for Year 2 Outcome
- Enter Information (2023-24) for Year 1 Outcome
- Enter Information (2023-24) for Baseline
- Enter Information (2023-24) for Metric

- 22.2 - LCAP for 2021-22 completing the in this box when
- 23.3 - LCAP for 2022-23 completing the in this box when
- 24.4 - LCAP for 2023-24 completing the in this box when
- 25.5 - LCAP for 2024-25 completing the in this box when

**Note:** Fill out each box according to the year and the specific outcome.
Purpose

Incorporate or Improved Services For Foster Youth, English Learners, and Low-Income Students

Increased or improved services for Foster Youth, English Learners, and Low-Income Students

Analyze the data provided in the dashboard or other local data, as applicable.

Describe any changes made to this goal, expected outcomes, metrics or actions to achieve this goal, as a result of this analysis and associated changes.

For stakeholders, LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely related. This model encourages LEAs to design and implement a goal set of measures that is working and increase transparency. More robust analysis of individual goals and metrics within that goal, to which the LEA is assigned, may appear to impact the goal set of metrics that is working and increase transparency. Grouping actions with metrics that will allow for a more robust analysis of performance of goals based on action group can provide the LEA in the context of performance on a goal in the LEA’s strategic plan and other decisions, including discussion of relevant challenges and successes experienced or planned actions to achieve the articulated goal as measured by the LEA.

Explain material differences between budgeted expenditures and estimated actual expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

Describe the overall implementation of the goals to achieve the articulated goal as measured by the LEA.

Developing the LCAP in Year 2 or Year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year.

Regulations and Instructions

This section must be completed for each LCAP year.

Section must align with the actions included in the goals and actions section as constructed.

Section must align with the actions included in the goals and actions section as constructed. An LEA’s description of this section should include sufficient detail to promote a broader stakeholder engagement of stakeholders in the development of the LCAP. In this description, LEAs should emphasize the role and actions identified for the purpose of meeting regulations, requirements, or expectations. An LEA’s description of this section should include sufficient detail to promote a broader stakeholder engagement of stakeholders in the development of the LCAP. In this description, LEAs should emphasize the role and actions identified for the purpose of meeting regulations, requirements, or expectations.
After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. This reiterates the need for a needs assessment of the school district to address this issue of low attendance.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, the LEA must determine whether or not the action was effective as expected. If the LEA determines that the action was ineffective as expected, the LEA must determine whether or not the action was needed to reduce the number of students who are unenrolled or enrolled in alternative programs.

For each action being provided to all students in the LEAP year, the LEA must include an explanation of how the LEAP year was considered first, and (z) how improvements were implemented.

Required Descriptions:

- Increased Appropriation Based on the Enrollment of Foster, Homeless, and Low-Income Students: Specify the percentage by which services for unenrolled pupils must be increased or improved in the LEAP year as compared to the services provided to all students in the LEAP year.
percentages required.

A description of how services for foster youth, English Learners, and low-income students are being increased or improved by the
cyouth, English Learners, and low-income students in the state and any local jurisdictions.

Describe how these actions are primarily directed to and how they are the most effective use of the funds to meet the goals for foster
needing LIs for underenrolled pupils in the state and any local jurisdictions.

For school districts expressing funds on a schoolwide basis, describe how these actions are primarily directed to and effective in
schoolwide districts must identify in the description those actions funded and provided on a schoolwide basis, and include the required

Actions Provided on a Schoolwide Basis:

including any activities considered, supporting research, experiences, or educational theory.

actions are the most effective use of the funds to meet the goals for underenrolled pupils in the state and any local jurisdictions. Also describe how the
are primarily directed to and effective in meeting the goals for underenrolled pupils in the state and any local jurisdictions. Also describe how the
unduplicated pupil percentage of less than 55%, describe how these actions are

For school districts with an unduplicated pupil percentage of less than 55%:

Actions Provided on an LEA-wide Basis:

For School Districts Only:

unduplicated pupil percentage of 55% or more. Describe how these actions are

In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

actions included as contributing to meeting the increased or improved services requirement on an

The measurable outcomes (effective in)

atendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

Because of the significant low attendance rate of low-income students, and because the actions meet needs
expected that the

because the actions meet needs

These actions are being provided on an LEA-wide basis and we expect/ hope that all students with less than a 100% attendance rate

multidisciplinary resources as well as districtwide educational cannalization on the benefits of high attendance rates. (Continuing Action(s))
If "Yes" is entered into the Contributing column, then complete the following columns:

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

**Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All" or by identifying a specific student group or groups.

**Action Title**: Provide a title of the action.

**Goal**:
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Included**: The data entry label may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

By entering the information on these action tables, vendors will be made aware of the requirements of 5 CFR Section 1546. Describe how services provided, or unduplicated pupils are increased or improved services for all students for the relevant LCAP year.
Total Funds: This amount is automatically calculated based on amounts entered in the previous two columns.

Federal Funds: Enter the total amount of Federal Funds utilized to implement this action, if any.

Local Funds: Enter the total amount of Local Funds utilized to implement this action, if any.

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

LCEF Funds: Enter the total amount of LCEF funds utilized to implement this action, if any. LCEF funds include all funds that make up Improvement Block Grant, Home-to-School Transportation, LEA’s Total LCEF (i.e., base grant, Local Challenge Grant, Supplemental Grant, Concentration Grant, Targeted Institutional Grant, etc.).

Total Non-Personnel: This amount will be automatically calculated.

Total Personnel: Enter the total amount of personnel expenses utilized to implement this action.

Personnel Expense: This column will be automatically calculated based on information provided in the following columns:

For which LEA might enter “1 Year,” “2 Years,” or “6 Months.”

Time Span: Enter “ongoing” if the action will be implemented for an indeterminable period of time. Otherwise, indicate the span of time.

High schools or grades K-5 are applicable.

Location: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.”

Identify the individual school or a subset of schools or grade spans for Specific Schools or Specific Grade Spans. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must identify the specific schools.

Students receive.

Unduplicated student group(s): Regardless of scope, contributing actions serve one or more unduplicated student groups.

Scope: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope includes the entire educational program of the LEA. An action that is schoolwide in scope includes the entire educational program of a single school. An action that is limited in scope is an action that serves only one or more unduplicated student groups.