

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

Introduction:

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Spring 2014: The following groups were invited to meetings on LCAP development in the Spring of 2014: The local certificated bargaining unit, classified personnel, district personnel, foster parents, English language learner parents, K-8 students, low income parents, parents of special education students, community members, Parent Club members.</p> <p>March 13, 2014: The first Parent Advisory meeting was held March 13, 2014, at West Cottonwood Junior High Library. All stakeholders were invited to this meeting. At this meeting there was a brief overview of the Local Control Funding Formula (LCFF), the classification of students by the state, (Low income, English learners, and foster children), and introduction and review of the eight state priorities. There was then brainstorming of ideas and issues for the eight state priorities.</p> <p>March 24, 2014, 2014, (K-4) and on March 26, 2014, (5-8): Meetings were held with students on March 24, 2014, 2014, (K-4) and on March 26, 2014, (5-8). The meetings were held on each school campus during the school day. The groups were representative of the school population. The meetings gave the students a brief overview of the eight state priorities and then the students brainstormed ideas for each of the priorities.</p> <p>March 27, 2014: The second Parent Advisory meeting was held March 27, 2014, at the West Cottonwood Junior High Library. District data was reviewed in relationship to the eight state priorities and potential goals were discussed by the group. Following this meeting, families of English Language Learners were invited to stay and input was gathered from them on the LCAP.</p> <p>March 31, 2014: The meeting was held with the Cottonwood Teachers Association on March 31, 2014. At this meeting, a brief overview of LCFF and the LCAP were given to the group and the eight state priorities were discussed. The group then brainstormed and gave ideas for each of the eight state priorities.</p>	<p>All stakeholders in the District were invited to meetings and efforts were made to reach stakeholders in a variety of settings. The intent of the meetings was to review data, gather input, discuss prior efforts by the District and bring preliminary goals to review and discuss. Stakeholder input without District prompting was critical to the process.</p> <p>Student achievement over the last two years was a concern that all groups felt needed to be addressed. Additionally, with the economic problems that the District has experienced over the last two years, all groups were concerned with staffing, school safety and current condition of campuses. Finally, technology was an issue that came up in the community/parent groups.</p> <p>Areas of specific concern and potential goals arising from the meetings might be:</p> <ul style="list-style-type: none"> Full implementation of Common Core State Standards (CCSS) along with professional development to assist in implementation. Align curriculum in ELA and Mathematics and provide students with appropriate material and ensure staff development in the new curriculum. Ensure that all subgroups have full access to the core curriculum and that the achievement gap is closed with all students.

The local Board of Education has reviewed and discussed the LCFF and the LCAP plan at their monthly board meetings beginning in November of 2013 and ongoing.

June 2, 2014: On June 2, 2014 the West Cottonwood Junior High Site Council reviewed the LCAP and made suggestions. The LCAP committee met again on June 4, 2014 to review and comment on the LCAP.

June 17, 2014: The Public Hearing for the LCAP is scheduled for the June 17, 2014,

June 24, 2014: School board meeting with adoption scheduled for a June 24, 2014 school board meeting.

August 19, 2014: School Board meeting to adopt final revised.

Efforts are made to keep school campuses neat, clean and in good condition physically.

A greater emphasis on reading for all students with appropriate intervention to assist struggling students to reach grade level reading by third grade and maintain grade level proficiency throughout their school career.

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric <i>(What needs have been identified and what metrics are used to measure progress?)</i>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities <i>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</i>
	Description of Goal	Applicable Pupil Subgroup(s) <i>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)</i>	School(s) Affected <i>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</i>		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
Need: <i>Declining/stagnant test scores. Gap between subgroups not closing on state test. Lack of local assessments. Lack of benchmark assessments.</i>	Goal 1: Increase Reading Proficiency - <i>All students will achieve grade level reading proficiency by third grade and maintain grade level proficiency throughout their school career. (K-8)</i>	<i>All</i>	<i>All</i>	<i>Students will have improved literacy</i> <i>Students in grades 1-3 will have a summer learning opportunity</i> <i>Students will have access to school library in summer.</i> <i>Students in grades 1-3 will be offered reading intervention in nine week intervals</i>	<i>Students will have improved literacy</i> <i>Students in grades will have an ongoing summer learning opportunity</i> <i>Student literacy will improve through reading intervention offered to students in grades 1-3 in nine week intervals</i> <i>Student literacy will improve as parents receive more training on effective reading techniques at home</i>	<i>Students will have improved literacy</i> <i>Students in grades will have an ongoing summer learning opportunity</i> <i>Student literacy will improve through reading intervention offered to students in grades 1-3 in nine week intervals</i> <i>Student literacy will improve as parents receive more training on effective reading techniques at home</i>	4 Pupil Achievement 5 Pupil Engagement	

<p>Metric:</p> <p>DIBELS K-3 Baseline to be established in September 2014</p> <p>Local Measure - Reading Assessments Baseline assessments to be established in September 2014</p> <p>SARB Referrals 2013-14: North 2 West 2</p> <p>Middle School Dropout Rate 2013-14:0%</p>					<p>Priority 4 DIBELS K-3 Baseline To be established in September 2014</p> <p>Local Measure - Reading Assessments Baseline assessments to be established in September 2014</p> <p>Priority 5 SARB referrals will decrease by 50%</p> <p>Middle School dropout rate will decrease to 0</p>	<p>Priority 4 DIBELS K-3 Students will increase in proficiency by 5%</p> <p>Local Measure - Reading Assessments Students will increase in proficiency by 5%</p> <p>Priority 5 SARB referrals will decrease by 50% again</p> <p>Middle School dropout rate maintain at 0</p>	<p>Priority 4 DIBELS K-3 Students will increase in proficiency by 5%</p> <p>Local Measure - Reading Assessments Students will increase in proficiency by 5%</p> <p>Priority 5 SARB referrals will decrease by 50% again</p> <p>Middle School dropout rate maintain at 0</p>	
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<p>Need: Facility decline due to loss of custodian days worked and loss of number of custodians. Increase number of custodians. Vandalism reports at district sites has increased</p> <p>Metric:</p> <p>Williams Act Report: Findings: 2013-14: 0</p> <p>Monthly Safety Inspections: baseline to be established in 2014 school year</p> <p>Student Attendance: 2013/14: 95.16%</p> <p>Chronic Absenteeism Rate: 2013/14: 91 students</p> <p>Suspension Rate: 56 suspensions</p> <p>Expulsion Rate: 0</p>	<p>Goal 2: Provide Safe Environment- Students will be provided clean, safe, & maintained learning environments</p>	<p>All</p>	<p>All</p>		<p>Students will attend clean, safe, well maintained schools as identified by prioritized needs.</p> <p>5th-8th grade students will have access to behavioral counseling.</p> <p>Priority 1 Maintain Williams Act Findings at 0</p> <p>Develop a local measure to collect data on safety and school learning environment. Administer local survey developed</p> <p>Priority 5 Student attendance rates will increase by 1%</p> <p>Chronic absenteeism will decrease by 1%</p> <p>Priority 6 Pupil Suspension rate will drop by 10%</p> <p>Pupil Expulsion rate will drop to 0</p>	<p>Students will attend clean, safe, well maintained schools as identified by prioritized needs.</p> <p>5th-8th grade students will have access to behavioral counseling.</p> <p>Priority 1 Maintain Williams Complaints at 0</p> <p>Analysis data collected from prior year. Create action plan based on findings. Administer local survey for year 2</p> <p>Priority 5 Student attendance rates will increase by 1% again</p> <p>Chronic absenteeism will decrease by 1%</p> <p>Priority 6 Pupil Suspension rate will drop by 10% from previous year Pupil Expulsion rate will maintain at 0</p>	<p>Students will attend clean, safe, well maintained schools as identified by prioritized needs.</p> <p>5th-8th grade students will have access to behavioral counseling.</p> <p>Priority 1 Maintain Williams Complaints at 0</p> <p>Analysis data collected from prior year. Create action plan based on findings. Administer local survey for year 3</p> <p>Priority 5 Student attendance rates will maintain or increase at current %</p> <p>Chronic absenteeism will decrease by 1%</p> <p>Priority 6 Pupil Suspension rate will drop by 10% from previous year Pupil Expulsion rate will maintain at 0</p>	<p>1. Basic Services 5. Pupil engagement 6. School Climate</p>
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<p>Need: Lack of information reaching home as determined by interview, ELD Families needing more information, not feeling involved as determined by parent and community meetings.</p> <p>Metric: Parent involvement at school activities: Baseline assessment to be established in Fall 2014</p>	<p>Goal 3: Increase effective communication /connectedness Parent, family and community stakeholders will become more fully engages as partners in the education of our students.</p>	<p>All</p>	<p>All</p>		<p>Students will have parents that are equipped to help them succeed through the use of technology</p> <p>Students will improve at school thorough parent information evenings to aide in home-school communication</p> <p>Student success will increase through the involvement of community in the site councils</p> <p>Student will improve in skills through the use of highly qualified parent volunteers</p> <p>Priority 3 Parental involvement at school activities baseline will be developed</p> <p>Priority 5 Student attendance rates will increase by 1% Middle School dropout rate will decrease to 0</p>	<p>Students will have parents that are equipped to help them succeed through the use of technology</p> <p>Students will improve at school thorough parent information evenings to aide in home-school communication</p> <p>Student success will increase through the involvement of community in the site councils</p> <p>Student will improve in skills through the use of highly qualified parent volunteers</p> <p>Priority 3 Parental involvement at school activities will improve by 10%</p> <p>Priority 5 Student attendance rates will increase by 1% again Maintain Middle School dropout rate at 0</p>	<p>Students will have parents that are equipped to help them succeed through the use of technology</p> <p>Students will improve at school thorough parent information evenings to aide in home-school communication</p> <p>Student success will increase through the involvement of community in the site councils</p> <p>Student will improve in skills through the use of highly qualified parent volunteers</p> <p>Priority 3 Parental involvement at school activities will improve by 10%</p> <p>Priority 5 Student attendance rates will increase by 1% again Maintain Middle School dropout rate at 0</p>	<p>3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate</p>
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<p>Need: Curriculum is out of date and not aligned to CCSS, need for training for CCSS and new curriculum. Math curriculum not standard based. ELA 6-8 does not have standard based curriculum</p> <p>Metric: Teachers appropriately assigned maintained at 100%</p> <p>All teachers fully qualified State Standards-aligned instructional materials:</p> <p>K-5 CCSS ELA-aligned materials in place for all students and supported by teacher</p>	<p>Goal 4: Fully implement State Standards</p>	<p>All</p>	<p>All</p>		<p>Students will benefit from staff development for CCSS-aligned ELA K-5</p> <p>Students will benefit from staff development for math K-8 instructional materials</p> <p>Students in grades 7-8 will be offered a foreign language</p> <p>Students will have a Visual and Performing Arts (VAPA) program K-8 developed</p> <p>Priority 1 100% of Teachers Appropriately Credentialed</p> <p>100% of Teachers Highly Qualified in subjects taught</p> <p>100% of students will have access to CCSS</p>	<p>Review ELA CCSS materials for 6-8 students.</p> <p>Staff Development for mathK-8</p> <p>Implement VAPA program for students K-8</p> <p>Priority 1 Maintain 100% of Teachers Appropriately Credentialed in subjects taught</p> <p>Maintain 100% of Teachers Highly Qualified in subjects taught</p> <p>Review ELA CCSS materials for 6-8 students.</p>	<p>Review and possibly adopt Next Generation Science materials</p> <p>Priority 1 Maintain 100% of Teachers Appropriately Credentialed in subjects taught</p> <p>Maintain 100% of Teachers Highly Qualified in subjects taught</p> <p>100% of 6-8th grade students will have access to CCSS ELA</p>	<p>1. Basic Services 2. Implementation of the academic content and performance standards 4. Pupil Achievement 7. Course Access</p>
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<p><i>CST Science 2013 baseline: 63% P/A in Grade 5; 82% P/A in Grade 8</i></p> <p>CELDT <i>2013-14 baseline Advanced:12% Early Advanced: 38% Intermediate: 47% Early Intermediate: 3% Beginning: 0%</i></p> <p>EL Reclassification Rate: <i>Baseline to be established in Fall 2014</i></p>					<p><i>Students will increase in CST Science grade 5 by 5%</i></p> <p><i>Students will increase in CST Science grade 8 by 2%</i></p> <p><i>Students will increase one performance level on CELDT</i></p> <p><i>English Learner reclassification rates will improve by 10%</i></p> <p>Priority 7 <i>A foreign language offering will be made available to 7-8 grade students</i></p> <p><i>100 % of District students will have opportunity to participate in a visual and performing art</i></p>	<p><i>Students will increase in CST Science grade 5 by 5%</i></p> <p><i>Students will increase in CST Science grade 8 by 2%</i></p> <p><i>Students will increase one performance level on CELDT</i></p> <p><i>English Learner reclassification rates will improve by 10% again</i></p> <p>Priority 7 <i>A foreign language offering will be made to 10% more students than previous year to 7-8 grade students</i></p> <p><i>100 % of District students will have opportunity to participate in a visual and performing art</i></p>	<p><i>Students will increase in CST Science grade 5 by 5%</i></p> <p><i>Students will increase in CST Science grade 8 by 2%</i></p> <p><i>Students will increase one performance level on CELDT</i></p> <p><i>English Learner reclassification rates will improve by 10% again</i></p> <p>Priority 7 <i>A foreign language offering will be made to 10% more students than previous year to 7-8 grade students</i></p> <p><i>100 % of District students will have opportunity to participate in a visual and performing art</i></p>	
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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will achieve grade level reading proficiency by third grade and maintain grade level proficiency throughout their school career. (K-8)	4 Pupil Achievement 5 Pupil Engagement	Professional Development to support reading (K-3) and reading in the content area (4-8)	LEA Wide		39 Teachers (\$90 Per day sub rate X 3 Days \$12,332 Subs \$2,500 Training Resource:0000,3010 Object Codes:1112,5210	39 Teachers (\$90 Per day sub rate X 1 Days \$4,111 Subs \$2,500 Training Resource:0000,3010 Object Codes:1112,5210	39 Teachers (\$90 Per day sub rate X 1 Days \$4,111 Subs \$2,500 Training Resource:0000,3010 Object Codes:1112,5210
Goal 2: Students will be provided clean, safe, and maintained learning environments	1. Basic Services 5. Pupil engagement 6. School Climate	Major facilities work and repair	West Cottonwood		Refinish Gym Floor Replace Swamp Coolers on Gym Roof \$20,000 Swamp \$20,000 Gym Floor Resource:8150 Object Codes:5630/6120	Refinish and repair track \$49,000 Resource:8150 Object Codes:6120 Reseal Bus Circles \$20,000 Resource:0000 Object Codes:5630	

		School Security Needs	LEA Wide		Fencing-North 4 th Grade Wing \$4,000 Resource:0000 Object Codes:5630		Security Cameras \$25,000 Resource:0000 Object Codes:6410
Goal 4: Fully implement State Standards	1.Basic Services 2.Implementation of the academic content and performance standards 4. Pupil Achievement 7. Course Access	Staff Development for CCSS in math and purchase curriculum	LEA Wide		33 Teachers (\$90 per day sub rate) X 3 days \$10,434 Subs \$2,500 Training Resource: 0000,3010 Object Codes:1112,5210	33 Teachers (\$90 per day sub rate) X 3 days \$10,434 Subs \$2,500 Training Resource: 0000 Object Codes:1112,5210	33 Teachers (\$90 per day sub rate) X 3 days \$10,434 Subs \$2,500 Training Resource: 0000 Object Codes:1112,5210
		Review and purchase ELA 6-8 curriculum	LEA Wide		Purchase Math curriculum K-8 \$130,000 Resource: 7405 Object Codes:4110	Review Curriculum 6 Teachers (\$90 per day sub rate) X 3 days \$1,900 Subs \$1,000 Training Resource:0000 Object Codes:1112,5210	Staff Development 6 Teachers (\$90 per day sub rate) X 3 days \$1,900 Subs \$1,000 Training Resource:0000 Program:7156 Object Codes: 1112,5210
		Review Next Generation Science Standards	LEA Wide		Purchase curriculum, begin instruction \$10,000 Resource:0000 Object Codes:4140	Staff Development \$1,500 Resource: 0000 Object Codes:1112,5210	Purchase ELA curriculum 6-8 \$40,000 Resource: 0000 Program:7156 Object Codes:4140
		Develop Foreign Language Offering	LEA Wide		Staff Development 3 Teachers (\$90/day sub x 3 days) \$2,850 \$1,500 Training Resource: 0000 Object Codes:1112,5210	Purchase curriculum and supplies \$10,000 Resource:0000 Object Codes: 4310	39 Teachers training on new standards (\$90 per day sub
		Develop VAPA program	LEA Wide		Planning at Regular Staff Meetings \$1,500 Resource: 0000		

					<p>Object Codes: 5210</p>	<p>Staff Development at Regular Staff Meetings \$1,500 Resource: 0000 Object Codes: 5210</p>	<p>rate) x 3 days \$12,670 \$1500 Training Resource:0000 Object Codes: 1112, 5210</p> <p>Staff Development at Regular Staff Meetings \$1,500 Resource: 0000 Object Codes: 5210</p>
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- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will achieve grade level reading proficiency by third grade and maintain grade level proficiency throughout their school career. (K-8)	1 Basic Service 2 Implementation of Content and Performance Standards 4 Pupil Achievement 5 Pupil Engagement 6 School climate	For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils: Summer Learning Experience	LEA Wide		Boot Camp for K-1. Library open one day per week during summer 2 Teachers (\$25 per hour) X 4 hours Daily for 10 days 2 Teachers (\$25 per hour) X 10 hours over two weeks (Prep) \$2930 Extra Duty Resource:0100 Object Codes:1115	Boot Camp for K-1. Library open one day per week during summer 2 Teachers (\$25 per hour) X 4 hours Daily for 10 days 2 Teachers (\$25 per hour) X 10 hours over two weeks (Prep) \$2930 Extra Duty Resource:0100 Object Codes:1115	Boot Camp for K-1. Library open one day per week during summer 2 Teachers (\$25 per hour) X 4 hours Daily for 10 days 2 Teachers (\$25 per hour) X 10 hours over two weeks (Prep) \$2930 Extra Duty Resource:0100 Object Codes:1115

		Add library time and library books			<p>2 Library Technicians 12 hours x 5 days per week for 181 days \$54,134 Resource:0100 Object Codes:2190</p> <p>1 Librarian + 1 Inst Aide – 4 hrs/week x 8 weeks x \$35/hr \$1,469 Resource:0100 Object Codes: 2115,2915</p> <p>Purchase new library books at both sites \$3,000 Resource: 0100 Object Codes:4210</p> <p>1 EL support staff \$11,556 Resource: 0100 Object Codes:5630</p>	<p>2 Library Technicians 12 hours x 5 days per week for 181 days \$55,500 Resource:0100 Object Codes:2190</p> <p>1 Librarian + 1 Inst Aide – 4 hrs/week x 8 weeks x \$35/hr \$1,406 Resource:0100 Object Codes: 2115,2915</p> <p>1 EL support staff \$11,556 Resource: 0100 Object Codes:5630</p>	<p>2 Library Technician 12 hours x 5 days per week for 181 days \$56,600 Resource:0100 Object Codes:2190</p> <p>1 Librarian + 1 Inst Aide – 4 hrs/week x 8 weeks x \$35/hr \$1,406 Resource:0100 Object Codes: 2115,2915</p> <p>1 EL support staff \$11,556 Resource: 0100 Object Codes:5630</p>
Goal 3	3. Parental Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate	Parent and Community outreach using technology	Lea Wide		<p>Purchase outreach technology \$500 Resource: 0100 Object Codes:5801</p> <p>Purchase 2 desktop computers for parent</p>	<p>Continue to purchase outreach technology license \$1500 Resource: 0100 Object Codes:5801</p> <p>Purchase 2 desktop computers for parent</p>	<p>Continue to purchase outreach technology license \$1500 Resource: 0100 Object Codes:5801</p>

		Teaching Parent Reading Strategies to work with their student	LEA Wide	<p>use at North \$2000 Resource: 0100 Object Codes:4410</p> <p>2 Teachers (\$25 per hour) X 2 hours X 3 times per year (Prep) 2 Teachers (\$25 per hour) X 2 hours X 3 times per year \$1500 Resource:0100 Object Codes: 1115,4510</p>	<p>use at West \$2000 Resource: 0100 Object Codes:4410</p> <p>2 Teachers (\$25 per hour) X 2 hours X 3 times per year (Prep) 2 Teachers (\$25 per hour) X 2 hours X 3 times per year \$1500 Resource:0100 Object Codes: 1115,4510</p>	<p>2 Teachers (\$25 per hour) X 2 hours X 3 times per year (Prep) 2 Teachers (\$25 per hour) X 2 hours X 3 times per year \$1500 Resource:0100 Object Codes: 1115,4510</p>
		Parent Information Evenings	LEA Wide	<p>1 Administrator 2 Teachers (\$25 per hour X 3 Times per year) \$600 Materials and food for evening \$450 Resource:0100 Object Codes: 1115,4510</p>	<p>1 Administrator 2 Teachers (\$25 per hour X 3 Times per year) \$600 Materials and food for evening \$500 Resource:0100 Object Codes: 1115,4510</p>	<p>1 Administrator 2 Teachers (\$25 per hour X 3 Times per year) \$600 Materials and food for evening \$550 Resource:0100 Object Codes: 1115,4510</p>
		Develop Parent Volunteers	LEA Wide	<p>1 Administrator 2 Teachers x 2 hrs x \$25/Hr - \$235 Materials and Food for training</p>	<p>1 Administrator 2 Teachers x 2 hrs x \$25/hr - \$240 Materials and Food for training</p>	<p>1 Administrator 2 Teachers x 2 hrs x \$25/hr - \$240 Materials and Food for</p>

					\$300 per year Resource:0100 Object Codes:4510	\$400 per year Resource:0100 Object Codes:4510	training \$500 per year Resource:0100 Object Codes:4510
Goal 4	1.Basic Services 2. Implementation of the academic content and performance standards 4. Pupil Achievement 7. Course Access	Reading intervention program redesign	LEA Wide		RTI Coordinator 0.5 FTE Teacher \$25,650 Resource:0100 Object Codes:1110 12 Instruction Aides (including an EL aide) X \$14/hour X 4 hours X 180 days \$131,777 Resource:0100 Object Codes:2110 2 Teachers X 1 period/day X 180 days \$28,850 Resource:0100 Object Codes:1110	RTI Coordinator 0.5 FTE Teacher \$26,000 Resource:0100 Object Codes:1110 12 Instruction Aides (including an EL aide) X \$14/hour X 4 hours X 180 days \$163,080 Resource:0100 Object Codes:2110 2 Teachers X 1 period/day X 180 days \$30,500 Resource:0100 Object Codes:1110	RTI Coordinator 0.5 FTE Teacher \$27,500 Resource:0100 Object Codes:1110 12 Instruction Aides (including an EL aide) X \$14/hour X 4 hours X 180 days \$166,180 Resource:0100 Object Codes:2110 2 Teachers X 1 period/day X 180 days \$33,500 Resource:0100 Object Codes:1110

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Cottonwood Union School District is estimated to receive \$264,951 in supplemental and concentration dollars related to Low income, Foster Youth and English Learners. These funds will be expended to attain our goals as described in Section 3, Part B. It is our belief that the most effective way to provide opportunities to these pupils is through these initiatives.

Goal 1. All students will achieve grade level reading proficiency by third grade and maintain grade level proficiency throughout their school career. (K-8)

Goal 2: Students will be provided clean, safe, and maintained learning environments

Goal 3: Parent, family and community stakeholders will become more fully engaged as partners in the education of our students

Goal 4: Fully implement State Standards

Summer learning experience for students in grades 1-3 for 2-3 weeks prior to the start of the school year, opening school libraries one day per week district wide during the summer months and encouraging students to attend through technology. The purpose of this program is twofold, to give younger students a kick start for the new school year and secondly to give students an opportunity to continue to check out library books and continue reading during the summer months. We will be redesigning our RTI program District wide to include more meaningful assistance for LI, Foster Youth and ELD students. The reasoning behind redesigning this program is to encompass more students than we currently reach as well as to ensure that ELD students spend 30 minutes of each day in a program designed to meet their needs. Finally, to communicate with parents of student's district wide through the use of technology and by organizing parent activities both during the day and in the evening to assist parents in developing strategies to assist their student. Parent programs will be designed specifically for ELD parents where appropriate. We have heard from families that want to assist in their child's education but that there are barriers to that occurring. We believe that this will begin to reduce the barriers that inhibit parent involvement. Additionally, programs will be developed to assist parents and community members to become volunteers at the school sites in a variety of ways depending on the strengths of the volunteer.

A new superintendent was hired for the 2014-15 school year. A plan to provide services to low income, foster youth, and English learner pupils students through a district-wide spending plan will be developed based on a continuous school plan utilizing effective school research. In that research, we believe a

blended service model environment is proven and demonstrated by local models to be a more effective structure and learning environment than isolated or segregated target programs.

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

For 2014-15, the District calculates its minimum proportionality percentage (MPP) to be 4.72% based on the statewide gap funding of 28% and our estimated 53% unduplicated county of low income, English learner and foster youth students. The MPP % serves as the proxy measure of our plan to increase and/or improve services to targeted students.

As outlined in Section 3, Part B, the District plans to spend \$264,951 derived from Supplemental and Concentration Grant funding to increase and/or improve services for students. When compared with the LCFF base funding, these planned expenditures will meet the MPP % requirement of 4.72% ($\$264,951/\$5,616,086$). All services are planned to be delivered on a school wide or LEA wide basis as outlined in Section 3, Part B. Since our district has only one school site offering for each grade level, school wide delivery is effectively the same as LEA wide. We believe our planned delivery model to be the most effective to support our students in need.

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