

COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street
Cottonwood, California 96022

SPECIAL BOARD MEETING AGENDA FOR TUESDAY, JUNE 23, 2015, 6:30 P.M. In the West Cottonwood School Library

- 1.0 Call Meeting to Order
 - 2.0 Pledge of Allegiance
 - 3.0 Approval of Agenda
 - 4.0 Public Forum/Hearing of Persons Wishing to Address the Board regarding any matter on this agenda. (Govt. Code Section 54954.3)
 - 5.0 Consent Agenda
 - 5.1 Approval to Hire:
Terri Wright, Assistant Principal: Curriculum/Instructional/Intervention Specialist
 - 6.0 Discussion/Action:
 - 6.1 Consider approval of the Local Control Accountability Plan (LCAP) for the 2015/2016 year. (Pg. 3 - 54)
 - 6.2 Consider approval of the proposed 2015/2016 District Budgets. (See the June 16, 2015 Board Packet for a copy of the District's proposed budgets, hard copies will also be available.)
 - 6.3 Consider approval of mowing contract for 2015.
 - 6.4 Cottonwood Creek Charter School request to become their own Special Education LEA in 2016/2017. (Pg. 55- 58)
 - 7.0 Closed Session: Adjournment to Closed Session to consider and/or take action upon the following items:
 - 7.1 Pursuant to Government Code Section 54957,
Public Employee Discipline/Dismissal/Release/Evaluation
- Public Notice of Action Taken in Closed Session
- 8.0 Adjournment

AMERICAN WITH DISABILITIES ACT NOTICE

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board of Trustees meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board

June 16, 2015, 6:30 p.m., Special Board Agenda

meetings, please contact the District Office at (530) 347-3165. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodation, auxiliary aids or services.

DOCUMENT AVAILABILITY

Documents provided to a majority of the Governing Board regarding an open session item on this agenda, including documents distributed to the board less than 72 hours in advance of a board meeting are available for public inspection at the District office located at 20512 West First Street, Cottonwood, CA 96022 during normal business hours.

NOTE: Copies of the agenda, approved board minutes and board packets may be reviewed or downloaded on the Cottonwood Union School District's website at www.cwusd.com. Each month's board packet will be available on the website after 3:00 p.m. on the Friday prior to the Regular Board Meeting.

To review and/or print a board packet:

Go to www.cwusd.com

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Click on Board Meeting Documents in the left hand column, and

Click on Meeting Agendas, Minutes, or Board Meeting Packets to review or download as you would like.

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Cottonwood Union School District

Contact: David Alexander, Supt., dalexander@cwusd.com 530-347-3165

LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>CWUSD provided stakeholders multiple opportunities to participate and be consulted on the development of the 2015-16 LCAP. Through a series of informational, input gathering and strategic planning meetings throughout the 2014-15 school year CWUSD was successful involving our community. During these meetings we asked our participants to share ideas about what our school district was doing successfully, sought areas of improvement and specific action steps the district needed to consider to move forward.</p> <p>August 20, 2014: Board reviewed and approved changes to the LCAP for the 2014-15 school year.</p> <p>October 21, 2014: Supt. presentation to board, "Tying it All Together Past, Present and Future: Longitudinal data, Program Improvement, Essential Program Components, Continuous School Improvement, Using Effective School Research, Local Control Accountability Plan (LCAP), our Dream and First Steps</p> <p>November 18, 2014: Supt. presentation to board, "LCAP Update 11/18/14: Progress Toward Goals" to the board</p> <p>January 20, 2015: Board Mid-Year Study Session.</p> <p>January 23, 2015: English Learners (E.L.) Advisory Meeting</p> <p>February 11, 2015: Site Councils LCAP Input</p> <p>March 2, 2015: Leadership Retreat Meeting</p> <p>March 6, 2015: Foster Parent Advisory Meeting (rescheduled from February 6, 2015 due to storm)</p> <p>March 17, 2015: Supt. report to board on LCA process and involvement</p> <p>March 19, 2015: All District Faculty Training/Meeting</p> <p>March 30 & April 1, 2015: Student Advisory Meetings at West and North Schools</p> <p>April 21, 2015: Board Meeting. Supt presentation of proposal 2015-16 LCAP Update of Goals, Action and Expenditures</p> <p>May 7, 2015: Board Meeting: Discussion of LCAP Expenditure</p> <p>May 11, 2015: Cottonwood Teacher's Association Input Meeting</p> <p>May 19, 2015: Board meeting:</p> <p>June 16, 2015: Parent Advisory Meeting – Review LCAP draft</p> <p>June 16, 2015: Board Meeting – Public Hearing for the 2015-16 LCAP</p> <p>June 23, 2015: Board Meeting – Board meeting to adopt final revision</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 were to review data, gather input, discuss prior efforts by the district and bring preliminary goals to review and discuss. The LCAP involvement process for CWUSD confirmed our district's strengths and areas of improvement which led to improved and focused goals and actions required for the 2015-16 school year. The first step in the revision of the LCAP was to engage our stakeholders in the understanding of the LCAP process and the current contents of the 2014-15 LCAP.</p> <p>In August 2014 the District's 2014-15 LCAP was revised with the recommendation from Shasta County Office of Education (SCOE) for board approval. One of our primary objectives was to establish common understanding and awareness of school district priorities/goals and needs. The need to establish long term plans and an agreement on metrics to be used to measure results along with creating databases for comparisons became apparent.</p> <p>Advisory meetings throughout the year of parents, staff, teacher association, students and community provided stakeholders the opportunity to share and suggest needed services, provided progress toward specific action and services.</p> <p>Each meeting lead to other strategic planning meetings providing a collaborative setting to develop themes, create possible actions, prioritize actions and services and possible strategies and actions to reach LCAP goals. This process led to restructured goals with action, services and expenditures.</p> <p>The final steps for the 2014-15 school year was to provided opportunity for public input on 2015-16 LCAP before approval and final Board approval of 2015-16 LCAP.</p> <p>During these stakeholder meetings we were successful to create an even brighter future for our school district.</p>

Annual Update:

CWUSD sought input at same meetings identified above and were used to review the 2014/15 LCAP, as well as plans for the next three years. The various stakeholder groups throughout the 2014-15 school year included board members, teachers, parents, E.L. Advisory group, Site Councils, District Leadership (superintendent, teachers, classified employees, confidential employees, management, and heads of departments), Foster Parent Advisory group, Student Advisory groups, teacher association, Shasta County Office of Education, and community members input was used to create the 2015-16 LCAP. CWUSD is actively seeking to engage all stakeholders in the LCAP and guided by the vision and direction of creating a more collaborative culture for the benefit of all students.

Throughout the process, presentations that explained the details of the state's goals and district alignment through LCAP goals have guided the conversations. A thorough examination based on needs and input has led to a recognition to build capacity in our system, focus on essential components while creating additional student opportunities and create a culture of high expectations in a collaborative culture has provided a starting point for a new future for our district. A commitment to the expansion of current services for all students is recognized and is an integral part of the LCAP actions and services.

Annual update hearing at CWUSD Board Meeting: June 16, 2015

Annual LCAP Board Approval: June 23, 2015

Annual Update:

CWUSD sought input from various stakeholder groups throughout the 2014-15 school year. The LCAP goals have been a focus for the various district meetings agendas throughout the school year as well. This year one of the primary focus throughout the process has been to seek consultation from stakeholders groups in preparing the LCAP annual update. Specifically, we sought out what the strengths our district and areas of improvement. In addition, our goal was to establish baseline data, with an emphasis on building academic measures, to utilize for future analysis. Taking a step back from the initial LCAP process to look for reoccurring themes throughout the process proved to be valuable. This process reconfirmed the specific areas of improvement for our school district. The outcome slightly shifted the goals in words only and focused on the themes that evolved. These themes are: 1. Increase Academic Proficiency and Support Learning, 2. Increase Effective Communication/ Connectedness and Promote a Positive Culture/Climate and 3. Provide a Safe Environment (facilities). The engagement process has shaped the LCAP by assisting our district focus goals and services to best meet the needs of all our students.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school

climate)?

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

GOAL:	Goal 1: Increase Academic Proficiency & Support Student Learning	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	<ul style="list-style-type: none"> • Increase the number of students who score proficient or above in English Language Arts and Mathematics on the SBAC assessment. • Increase and monitor early literacy rates of pupils. • Increase student learning through relevant curriculum, instruction, and assessments. • Ensure students are provided adequate core and strategic intervention instructional time. Increase interventions for all students. • Ensure district/schools have effective local assessments including benchmark assessments and cut points for levels of proficiency to monitor student progress. • Promote staff development through professional learning communities (PLCs) and collaboration, staff support, and technology. • Support early childhood education. • Fully implement California State Standards • Update curriculum and aligned to California State Standards 	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>Required Metrics for State Priorities:</p> <p>1. Basic Services: Degree to which teachers are appropriately assigned and credentialed in subject area: 100% of Teachers Appropriately Credentialed, 100% of Teachers Highly Qualified in subjects taught</p> <p>1. Basic Services: Degree to which students have sufficient access to standards-aligned instructional materials: 100% of students will have access to CCSS Math aligned instructional materials.</p> <p>2. Implementation of state standards: Implementation of content and performance standards for all students, including EL: 100% of teachers trained in State Standards ELA, Math and NGSS.</p> <p>2. Implementation of state standards: Programs and Services enable ELs to access core and ELD standards</p> <p>4. Students will increase one performance level on CELDT, English Learner reclassification rates will improve by 10%</p> <p>4. Pupil Achievement: Statewide assessments: Students will show annual improvement on SBAC assessment (ELA and Math) once baseline is established Students will increase in CST Science grade 5 by 5% Students will increase in CST Science grade 8 by 2%</p> <p>4. Pupil Achievement: Academic Performance Index: API Scores suspended.</p> <p>5. Pupil Engagement: Middle School dropout rate: will decrease to 0</p> <p>7. Course Access: Student access and enrollment in all required areas of study. All students will have access to a foreign language offerings in 7-8 grade students and district students will have opportunity to participate in a visual and performing arts.</p> <p>8. Other Pupil Outcomes Students will have improved literacy. Students will show improvement on Local Measures – Reading Assessments and DIBELS 2014-15 benchmark + 5% gain</p> <p>8. Other Pupil Outcomes: Reach Higher County-wide K-2 Math and K-3 Reading assessments Because Cottonwood Union School District is a K-8 district, the following state required metric do not apply: A-G, AP Pass Rate, EAP, High School Dropout rate, and High School Graduation Rate.</p>	

District Metrics:

Students in grades 1-3 will have a summer learning opportunity. Students will have access to school library in summer. All students in grades K-8 will be provided adequate instructional time in ELA and math for basic core instructional programs as well as additional instructional time for strategic intervention support.

Teachers are provided instructional assistance and support; (i.e., trained coaches, content experts, and specialist).

Schools use ongoing assessment and monitoring system that provides timely data which in turn is used to inform teachers and principals about student placement, diagnosis, progress and effectiveness of program.

District supports one hour structured collaboration meeting twice a month in order for teachers to analyze, discuss and utilize the results of student process in the instructional program as well as the school/district assessments of student progress. *District/Schools will explore and develop opportunities for students including programs such as Visual and Performing Arts (VAPA), industrial arts, etc...*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Textbook/Instructional Materials: California State Standards Provide curriculum (textbooks, teacher's editions and materials) for the two additional teachers hired to decrease class sizes. Resupply curriculum consumables and provide replacements if needed. Provide intervention materials	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$60,000 Unrestricted/Textbooks
Intervention for All Students Increase resource teacher support time to 1.0 FTE from 0.5 FTE	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$31,500 75% Supplemental/Concentration 25% Special Education/Teacher Salaries
Increase small group support. Provide additional staff such as Instructional Assistants to allow teachers to work with small groups	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$50,000 Supplemental/Concentration/Instructional Assistant Salaries

Increase kindergarten and first grade Instructional Assistant support	K-1 Support	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$40,000 Supplemental/Concentration/Instructional Assistant Salaries
Increase teacher support, if needed, (i.e., math or other content area) at West Cottonwood School	West	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$63,000 Unrestricted/Teacher Salaries
Professional Development Deepen and Expand the Implementation of State Standards in Reading, Writing, Math, and Next Generation Science Standards and provide Team Collaboration/Planning Time	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6,000 Title 1/Teacher Salaries \$20,000 Unrestricted/Teacher Substitutes
Provide Curriculum & Instructional Support/Coach C/I Coach for North AP:C/I/I for West	North West	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$66,000 Title 1/Teacher Salaries \$99,500 Title 1/Assistant Principal Salaries
Collaboration: Scheduled collaboration time for grade level/subject collaboration Provide weekly collaborative day (minimum day): Student data analysis, consistent assessments, pacing guides, RtI/intervention decisions for reteaching/advancement (cost associated with additional after school program hours)	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 Unrestricted/Instructional Assistant Extra Duty

Provide additional PLC/Collaboration: 3 Day Summer PLC School Day/Sub PLC model	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$7,800 Supplemental/Concentration/ Teacher Extra Duty \$4,320 Unrestricted/Teacher Substitutes
Smaller Class Sizes: Decrease class sizes (add two additional teachers)	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$126,000 Unrestricted/Teacher Salaries
Technology <u>Upgrade hardware</u> Purchase Chrome books/carts Purchase Software Data Management system for student achievement assessments Increase tech support	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$60,000 Unrestricted/Instructional Materials \$10,000 Lottery/Instructional Materials \$13,000 Unrestricted/Contracted Services
Early Childhood Education Establish a preschool to support early literacy and academic success.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000 Unrestricted/Instructional Materials
Promote Reading/Early Literacy Promote reading AR Club Extrinsic motivation Create EL parent/ student Create Reading Club with translator Provide EL support	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000 Supplemental/Concentration/Instructional Assistant Salaries

<p>After-School and Summer School Tutoring</p> <p>Provide afterschool and summer school small group tutoring</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$10,000 Title 1/Personal Contacted Instruction
<p>Parent Education</p> <p>Provide parent education nights</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$3,225 Unrestricted/General Operating Expense

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Required Metrics for State Priorities:

- 1. Basic Services: Degree to which teachers are appropriately assigned and credentialed in subject area: 100% of Teachers Appropriately Credentialed, 100% of Teachers Highly Qualified in subjects taught
 - 1. Basic Services: Degree to which students have sufficient access to standards-aligned instructional materials: 100% of students will have access to CCSS Math aligned instructional materials.
 - 2. Implementation of state standards: Implementation of content and performance standards for all students, including EL: 100% of teachers trained in State Standards ELA, Math and NGSS.
 - 2. Implementation of state standards: Programs and Services enable ELs to access core and ELD standards
 - 4. Students will increase one performance level on CELDT, English Learner reclassification rates will improve by 10%
 - 4. Pupil Achievement: Statewide assessments: Students will show annual improvement on SBAC assessment (ELA and Math) once baseline is established Students will increase in CST Science grade 5 by 5%
 - Students will increase in CST Science grade 8 by 2%
 - 4. Pupil Achievement: Academic Performance Index: API Scores suspended.
 - 5. Pupil Engagement: Middle School dropout rate: will decrease to 0
 - 7. Course Access: Student access and enrollment in all required areas of study. All students will have access to a foreign language offerings in 7-8 grade students and district students will have opportunity to participate in a visual and performing arts.
 - 8. Other Pupil Outcomes Students will have improved literacy. Students will show improvement on Local Measures – Reading Assessments and DIBELS 2014-15 benchmark + 5% gain
 - 8. Other Pupil Outcomes: Reach Higher County-wide K-2 Math and K-3 Reading assessments
- Because Cottonwood Union School District is a K-8 district, the following state required metric do not apply: A-G, AP Pass Rate, EAP, High School Dropout rate, and High School Graduation Rate.

District Metrics:

Students in grades 1-3 will have a summer learning opportunity. Students will have access to school library in summer.
 All students in grades K-8 will be provided adequate instructional time in ELA and math for basic core instructional programs as well as additional instructional time for strategic intervention support.
 Teachers are provided instructional assistance and support; (i.e., trained coaches, content experts, and specialist).
 Schools use ongoing assessment and monitoring system that provides timely data which in turn is used to inform teachers and principals about student placement, diagnosis, progress and effectiveness of program.
 District supports one hour structured collaboration meeting twice a month in order for teachers to analyze, discuss and utilize the results of student process in the instructional program as well as the school/district assessments of student progress. *District/Schools will explore and develop opportunities for students including programs such as Visual and Performing Arts (VAPA), industrial arts, etc...*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Textbook/Instructional Materials: California State Standards Resupply curriculum consumables and provide replacements if needed Provide intervention materials</p> <p>Purchase Next Generation Science Standards Curriculum</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$60,000 Unrestricted/Textbooks</p> <p>\$150,000 Unrestricted/Textbooks</p>

<p>Intervention for All Students Continue to support previous year increase of resource teacher support time to 1.0 FTE from 0.5 FTE</p>	<p>West</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$31,500 75% Supplemental/Concentration 25% Special Education/Teacher Salaries</p>
<p>Continue to support previous year increase of small group support. Continue to provide additional staff such as Instructional Assistants to allow teachers to work with small groups</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$50,000 Supplemental/Concentration/Instructional Assistant Salaries</p>
<p>Continue to support previous year increase of kindergarten and first grade Instructional Assistant support</p>	<p>K-1 Support</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$40,000 Supplemental/Concentration/Instructional Assistant Salaries</p>
<p>Continue to support previous year of increase teacher support, if needed, (i.e., math or other content area) at West Cottonwood School</p>	<p>West</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$63,000 Unrestricted/Teacher Salaries</p>
<p>Professional Development Continue to support previous year professional development to Deepen and Expand the Implementation of State Standards in Reading, Writing, Math, and Next Generation Science Standards and provide Team Collaboration/Planning Time</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$6,000 Title 1/Teacher Salaries \$20,000 Unrestricted/Teacher Substitutes</p>

Provide Curriculum & Instructional Support/Coach C/I Coach for North AP:C/I/I for West	North West	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$66,000 Title 1/Teacher Salaries \$99,500 Title 1/Assistant Principal Salaries
Collaboration: Scheduled collaboration time for grade level/subject collaboration Continue to support weekly collaborative day (minimum day): Student data analysis, consistent assessments, pacing guides, RtI/intervention decisions for reteaching/advancement (cost associated with additional after school program hours)	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 Unrestricted/Instructional Assistant Extra Duty
Continue to support additional PLC/Collaboration: 3 Day Summer PLC School Day/Sub PLC model	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$7,800 Supplemental/Concentration/ Teacher Extra Duty \$4,320 Unrestricted/Teacher Substitutes
Smaller Class Sizes: Decrease class sizes by hiring two more teachers if applicable.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$126,000 Unrestricted/Teacher Salaries
Technology Continue to <u>upgrade hardware</u> Continue to purchase Chromebooks/carts Continue to <u>support software</u> Data Management system for student achievement assessments	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	\$60,000 Unrestricted/Instructional Materials \$10,000 Lottery/Instructional Materials

Continue to support previous year's increase tech support		(Specify) _____	\$13,000 Unrestricted/Contracted Services
Early Childhood Education Continue to support preschool to support early literacy and academic success.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000 Unrestricted/Instructional Materials
Promote Reading/Early Literacy Continue to support and promote reading AR Club Extrinsic motivation EL parent/ student support Reading Club with translator Provide EL support	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000 Supplemental/Concentration/Instructional Assistant Salaries
After-School and Summer School Tutoring Provide afterschool and summer school small group tutoring	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$10,000 Title 1/Personal Contacted Instruction
Parent Education Continue to support and provide parent education nights	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3,225 Unrestricted/General Operating Expense

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Required Metrics for State Priorities:

1. Basic Services: Degree to which teachers are appropriately assigned and credentialed in subject area: 100% of Teachers Appropriately Credentialed, 100% of Teachers Highly Qualified in subjects taught

1. Basic Services: Degree to which students have sufficient access to standards-aligned instructional materials: 100% of students will have access to CCSS Math aligned instructional materials.

2. Implementation of state standards: Implementation of content and performance standards for all students, including EL: 100% of teachers trained in State Standards ELA, Math and NGSS.

2. Implementation of state standards: Programs and Services enable ELs to access core and ELD standards

4. Students will increase one performance level on CELDT, English Learner reclassification rates will improve by 10%

4. Pupil Achievement: Statewide assessments: Students will show annual improvement on SBAC assessment (ELA and Math) once baseline is established Students will increase in CST Science grade 5 by 5%
Students will increase in CST Science grade 8 by 2%

4. Pupil Achievement: Academic Performance Index: API Scores suspended.

5. Pupil Engagement: Middle School dropout rate: will decrease to 0

7. Course Access: Student access and enrollment in all required areas of study. All students will have access to a foreign language offerings in 7-8 grade students and district students will have opportunity to participate in a visual and performing arts.

8. Other Pupil Outcomes Students will have improved literacy. Students will show improvement on Local Measures – Reading Assessments and DIBELS 2014-15 benchmark + 5% gain

8. Other Pupil Outcomes: Reach Higher County-wide K-2 Math and K-3 Reading assessments

Because Cottonwood Union School District is a K-8 district, the following state required metric do not apply: A-G, AP Pass Rate, EAP, High School Dropout rate, and High School Graduation Rate.

District Metrics:

Students in grades 1-3 will have a summer learning opportunity. Students will have access to school library in summer.

All students in grades K-8 will be provided adequate instructional time in ELA and math for basic core instructional programs as well as additional instructional time for strategic intervention support.

Teachers are provided instructional assistance and support; (i.e., trained coaches, content experts, and specialist).

Schools use ongoing assessment and monitoring system that provides timely data which in turn is used to inform teachers and principals about student placement, diagnosis, progress and effectiveness of program.

District supports one hour structured collaboration meeting twice a month in order for teachers to analyze, discuss and utilize the results of student process in the instructional program as well as the school/district assessments of student progress. *District/Schools will explore and develop opportunities for students including programs such as Visual and Performing Arts (VAPA), industrial arts, etc...*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Textbook/Instructional Materials: California State Standards Resupply curriculum consumables and provide replacements if needed Provide intervention materials</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$60,000 Unrestricted/Textbooks</p>

Intervention for All Students Continue to support previous year increase of resource teacher support time to 1.0 FTE from 0.5 FTE	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$31,500 75% Supplemental/Concentration 25% Special Education/Teacher Salaries
Continue to support previous year increase of small group support. Continue to provide additional staff such as Instructional Assistants to allow teachers to work with small groups	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$50,000 Supplemental/Concentration/Instructional Assistant Salaries
Continue to support previous year increase of kindergarten and first grade Instructional Assistant support	K-1 Support	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$40,000 Supplemental/Concentration/Instructional Assistant Salaries
Continue to support previous year of increase teacher support, if needed, (i.e., math or other content area) at West Cottonwood School	West	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$63,000 Unrestricted/Teacher Salaries
Professional Development Continue to support previous year professional development to Deepen and Expand the Implementation of State Standards in Reading, Writing, Math, and Next Generation Science Standards and provide Team Collaboration/Planning Time	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6,000 Title 1/Teacher Salaries \$20,000 Unrestricted/Teacher Substitutes

<p>Provide Curriculum & Instructional Support/Coach C/I Coach for North AP:C/I/I for West</p>		<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$66,000 Title 1/Teacher Salaries \$99,500 Title 1/Assistant Principal Salaries</p>
<p>Collaboration: Scheduled collaboration time for grade level/subject collaboration Continue to support weekly collaborative day (minimum day): Student data analysis, consistent assessments, pacing guides, Rtl/intervention decisions for reteaching/advancement (cost associated with additional after school program hours)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$5,000 Unrestricted/Instructional Assistant Extra Duty</p>
<p>Continue to support additional PLC/Collaboration: 3 Day Summer PLC School Day/Sub PLC model</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$7,800 Supplemental/Concentration/ Teacher Extra Duty \$4,320 Unrestricted/Teacher Substitutes</p>
<p>Smaller Class Sizes: Decrease class sizes by hiring two more teachers if applicable.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$126,000 Unrestricted/Teacher Salaries</p>
<p>Technology Continue to <u>upgrade hardware</u> Continue to purchase Chromebooks/carts Continue to <u>support software</u> Data Management system for student achievement assessments</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$60,000 Unrestricted/Instructional Materials \$10,000 Lottery/Instructional Materials \$13,000 Unrestricted/Contracted Services</p>

Continue to support previous year's increase tech support			
Early Childhood Education Continue to support preschool to support early literacy and academic success.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000 Unrestricted/Instructional Materials
Promote Reading/Early Literacy Continue to support and promote reading AR Club Extrinsic motivation EL parent/ student support Reading Club with translator Provide EL support	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000 Supplemental/Concentration/Instructional Assistant Salaries
After-School and Summer School Tutoring Provide afterschool and summer school small group tutoring	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$10,000 Title 1/Personal Contacted Instruction
Parent Education Continue to support and provide parent education nights	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3,225 Unrestricted/General Operating Expense

GOAL:	Goal 2: Increase Effective Communication /Connectedness and Promote a Positive Culture/Climate	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase information reaching parents and community. Increase positive culture/climate.
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Required Metrics for State Priorities:</p> <p>3. Parental Involvement: Efforts to seek parent input and decision making: Student success will increase through the involvement of community in the site councils</p> <p>3. Promotion of Parental Participation: Parental involvement at school activities baseline will be developed</p> <p>5. Pupil Engagement: School attendance rates: SARB referrals will decrease by 50% Student attendance rates will increase by 1% Middle School dropout rate will decrease to 0</p> <p>5. Pupil Engagement: Chronic absenteeism rates: Chronic absenteeism will decrease by 1%</p> <p>5. Pupil Engagement: Middle School dropout rate: will decrease to 0</p> <p>6. School Climate: Student suspension rates: Pupil Suspension rate will drop by 10%</p> <p>6. School Climate: Student expulsion rates: Pupil Expulsion rate will drop to 0</p> <p>6. School Climate: Other local measures: School sites climate surveys</p> <p>District Metrics:</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 will improve in skills through the use of highly qualified parent volunteers</p> <p>5th-8th grade students will have access to behavioral counseling.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Open Communication Update and create a user friendly website (Google translator link, links to events with details, parent links, student links, daily bulletin, monthly newsletter, parent survey) Provide SMS & weekly tech update (stipend position 1 hour per week)	LEA-Wide	X ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$ (See Goal 1 under Continue to support previous year's increase tech support) Unrestricted/Contracted Services
Increase participation/use of School Info App	LEA-Wide	X ALL OR: ___ Low Income pupils	\$1,500 Unrestricted/General Operating Expense

Improve communication: Purchase 2 computers for parent use at West		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,000 Lottery/Instructional Materials
Community/Parent Involvement Social events w/staff, Parents, Community (food)	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,500 Unrestricted/General Operating Expense
Promote Positive Relations Provide professional development in Capturing Kids' Hearts Ensure positive behavior and support: BEST, Promote college and career pathways/readiness Provide structure activities at recesses	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$13,200 Unrestricted/Conference Expenses & Teacher Extra Duty \$5,000 Unrestricted/Conference Expense \$2,000 Unrestricted/Conference Expense
Provide Electives Provide electives in VAPA, foreign language, Industrial Arts, etc...	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$25,000 Supplemental/Concentration/Contracted Services
Sunshine Provide district and site level awards, appreciation, recognition and team building activities	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5,000 Unrestricted/General Operating Expense

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Required Metrics for State Priorities:

- 3. Parental Involvement: Efforts to seek parent input and decision making: Student success will increase through the involvement of community in the site councils
- 3. Promotion of Parental Participation: Parental involvement at school activities baseline will be developed
- 5. Pupil Engagement: School attendance rates: SARB referrals will decrease by 50% Student attendance rates will increase by 1% Middle School dropout rate will decrease to 0
- 5. Pupil Engagement: Chronic absenteeism rates: Chronic absenteeism will decrease by 1%
- 5. Pupil Engagement: Middle School dropout rate: will decrease to 0
- 6. School Climate: Student suspension rates: Pupil Suspension rate will drop by 10%
- 6. School Climate: Student expulsion rates: Pupil Expulsion rate will drop to 0
- 6. School Climate: Other local measures: School sites climate surveys

District Metrics:

Students will have parents that are equipped to help them succeed through the use of technology
 Students will improve at school through parent information evenings to aide in home-school communication
 Student will improve in skills through the use of highly qualified parent volunteers
 5th-8th grade students will have access to behavioral counseling.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Open Communication Continue to support and update and create a user friendly website (Google translator link, links to events w/ details, parent links, student links, daily bulletin, monthly newsletter, parent survey) Provide SMS & weekly tech update (stipend position 1 hr per week)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$ (See Goal 1 under Continue to support previous year's increase tech support) Unrestricted/Contracted Services</p>
<p>Continue to support of participation/use of School Info App Improve communication with suggested strategies</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$1,500 Unrestricted/General Operating Expense \$2,000 Lottery/Instructional Materials</p>

<p>Community/Parent Involvement Continue to support and provide social events w/staff, Parents, Community (food)</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$1,500 Unrestricted/General Operating Expense
<p>Promote Positive Relations Continue to support and provide professional development in Capturing Kids' Hearts</p> <p>Continue to support and provide positive behavior and support</p> <p>Continue to support and provide structure activities at recesses</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$13,200 Unrestricted/Conference Expenses & Teacher Extra Duty</p> <p>\$5,000 Unrestricted/Conference Expense</p> <p>\$2,000 Unrestricted/Conference Expense</p>
<p>Provide Electives Continue to support and provide electives in VAPA, foreign language, Industrial Arts, etc...</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$25,000 Supplemental/Concentration/Contracted Services
<p>Sunshine Continue to support and provide district and site level awards, appreciation, recognition and team building activities</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$5,000 Unrestricted/General Operating Expense

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Required Metrics for State Priorities:

- 3. Parental Involvement: Efforts to seek parent input and decision making: Student success will increase through the involvement of community in the site councils
- 3. Promotion of Parental Participation: Parental involvement at school activities baseline will be developed
- 5. Pupil Engagement: School attendance rates: SARB referrals will decrease by 50% Student attendance rates will increase by 1% Middle School dropout rate will decrease to 0
- 5. Pupil Engagement: Chronic absenteeism rates: Chronic absenteeism will decrease by 1%
- 5. Pupil Engagement: Middle School dropout rate: will decrease to 0
- 6. School Climate: Student suspension rates: Pupil Suspension rate will drop by 10%
- 6. School Climate: Student expulsion rates: Pupil Expulsion rate will drop to 0
- 6. School Climate: Other local measures: School sites climate surveys

District Metrics:

Students will have parents that are equipped to help them succeed through the use of technology
 Students will improve at school through parent information evenings to aide in home-school communication
 Student will improve in skills through the use of highly qualified parent volunteers
 5th-8th grade students will have access to behavioral counseling.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Open Communication Continue to support and update and create a user friendly website (Google translator link, links to events w/ details, parent links, student links, daily bulletin, monthly newsletter, parent survey) Provide SMS & weekly tech update (stipend position 1 hr per week)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$ (See Goal 1 under Continue to support previous year's increase tech support) Unrestricted/Contracted Services</p>
<p>Continue to support of participation/use of School Info App Improve communication with suggested strategies</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$1,500 Unrestricted/General Operating Expense \$2,000 Lottery/Instructional Materials</p>

<p>Community/Parent Involvement Continue to support and provide social events w/staff, Parents, Community (food)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$1,500 Unrestricted/General Operating Expense</p>
<p>Promote Positive Relations Continue to support and provide professional development in Capturing Kids' Hearts</p> <p>Continue to support and provide positive behavior and support</p> <p>Continue to support and provide structure activities at recesses</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$13,200 Unrestricted/Conference Expenses & Teacher Extra Duty</p> <p>\$5,000 Unrestricted/Conference Expense</p> <p>\$2,000 Unrestricted/Conference Expense</p>
<p>Provide Electives Continue to support and provide electives in VAPA, foreign language, Industrial Arts, etc...</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$25,000 Supplemental/Concentration/Contracted Services</p>
<p>Sunshine Continue to support and provide district and site level awards, appreciation, recognition and team building activities</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$5,000 Unrestricted/General Operating Expense</p>

GOAL:	Goal 3: Provide Safe and Well-Maintained Facilities	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Facilities are in need of repair and restoration. Update School Safety Plans
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Required Metrics for State Priorities:</p> <p>3. Basic Services: Degree to which school facilities are maintained and in good repair. Maintain Williams Act Findings at 0 Develop a local measure to collect data on safety and school learning environment.</p> <p>6. School Climate: Other Local Measure: Administer local school climate survey</p> <p>District Metrics:</p> <p>Students will attend clean, safe, well maintained schools as identified by prioritized needs. District/School safety plans are updated. District Facilities Plan is updated twice a year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing Increase maintenance position 0.5 FTE staffing</p>	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$25,000 Restricted (RRM)/Maintenance Operations Salaries
<p>Major Facilities Work and Repair <i>North Cottonwood School</i></p> <p>Replace/ Repair/ Switch out the auto flush systems in all bathrooms</p> <p>Repair/flooring in all boy's bathrooms</p> <p>Reseal parking lot and add new asphalt to the small area on the playground and around the fence for a walkway to the bus</p> <p>Remove carpet and replace with tile flooring in kindergarten classrooms</p>	North	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3,000 Restricted (RRM) Contracted Services \$5,000 Restricted (RRM) Contracted Services \$25,000 Restricted (RRM) Contracted Services \$25,000 Restricted (RRM) Contracted Services

<p>Major Facilities Work and Repair West Cottonwood Junior High School</p> <p>Replace doors to main building, gym and music room</p> <p>Resurface Track</p> <p>Install concrete boarders on track and long jump area.</p> <p>Install water flow restrictor for ball fields</p> <p>Repair/Replace sidewalks.</p> <p>Replace fence fabric around basketball courts</p> <p>Repair pie shaped planter</p> <p>Tint office windows</p>	<p>West</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$20,000 Restricted (RRM) Contracted Services</p> <p>\$48,000 Restricted (RRM) Contracted Services</p> <p>\$10,000 Restricted (RRM) Contracted Services</p> <p>\$16,000 Restricted (RRM) Contracted Services</p> <p>\$5,000 Restricted (RRM) Contracted Services</p> <p>\$3,000 Restricted (RRM) Contracted Services</p> <p>\$5,000 Restricted (RRM) Contracted Services</p> <p>\$1,500 Restricted (RRM) Contracted Services</p>
<p>Major Facilities Work and Repair Transportation Yard</p> <p>Repair roll-up door</p> <p>Update bus and base stations radios and add one to new truck.</p> <p>East Cottonwood School Remove trees in garden area</p> <p>Repair drain/plumbing issue in main hallway boy's bathroom</p>	<p>Transportation Yard</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$1,000 Restricted (RRM) Contracted Services</p> <p>\$10,000 Restricted (RRM) Contracted Services</p> <p>\$2,000 Unrestricted (RRM) Contracted Services</p> <p>\$3,500 Unrestricted (RRM) Contracted Services</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics for State Priorities: 3. Basic Services: Degree to which school facilities are maintained and in good repair. Maintain Williams Act Findings at 0 Develop a local measure to collect data on safety and school learning environment. 6. School Climate: Other Local Measure: Administer local school climate survey</p> <p>District Metrics: Students will attend clean, safe, well maintained schools as identified by prioritized needs. District/School safety plans are updated. District Facilities Plan is updated twice a year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing Continue to support the additional maintenance .5 FTE staffing from 2015-16</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$25,000 Restricted (RRM)/Maintenance Operations Salaries
<p>Major Facilities Work and Repair North Cottonwood School</p> <p>Rekey school</p> <p>Create usable space outside north window of library. Concrete</p> <p>Install front gate for school security</p> <p>Replace school signage</p> <p>More safety fencing around west end of the building toward the bus circle</p> <p>Repair stucco and paint for all buildings</p> <p>Security cameras repaired or upgraded</p>	North	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2,500 Restricted (RRM) Contracted Services</p> <p>\$8,500 Restricted (RRM) Contracted Services</p> <p>\$10,000 Restricted (RRM) Contracted Services</p> <p>\$3,000 Restricted (RRM) Contracted Services</p> <p>\$4,000 Restricted (RRM) Contracted Services</p> <p>\$500 Restricted (RRM) Contracted Services</p> <p>\$8,000 Restricted (RRM) Contracted Services</p>

<p>Major Facilities Work and Repair West Cottonwood Junior High School</p> <p>Repair drainage issue on west side of gym</p> <p>Rekey locks</p> <p>Replace pool decking</p> <p>Replace metal fence privacy strips on north side of pool</p> <p>Repair drains in front of 5th grade rooms</p> <p>Repair drain on west side of cafeteria</p> <p>Replace roof on gym</p> <p>Install security cameras</p> <p>Install curb near 5th grade pool side</p> <p>Concrete tetherball courts</p> <p>Clocks to sync to new bell system</p> <p>Repair/Paint walkway between Gym and workout room</p>	<p>West</p>		<p>\$5,000 Restricted (RRM) Contracted Services</p> <p>\$1,500 Restricted (RRM) Contracted Services</p> <p>\$20,000 Restricted (RRM) Contracted Services</p> <p>\$1,500 Restricted (RRM) Contracted Services</p> <p>\$2,500 Restricted (RRM) Contracted Services</p> <p>\$25,000 Restricted (RRM) Contracted Services</p> <p>\$15,000 Restricted (RRM) Contracted Services</p> <p>\$20,000 Restricted (RRM) Contracted Services</p> <p>\$2,500 Restricted (RRM) Contracted Services</p> <p>\$2,000 Restricted (RRM) Contracted Services</p> <p>\$15,000 Restricted (RRM) Contracted Services</p> <p>\$2,500 Restricted (RRM) Contracted Services</p>
<p>Major Facilities Work and Repair Transportation Yard</p> <p>Remodel men's bathroom</p> <p>Repair fencing</p> <p>Fix pot holes and reseal bus transportation yard</p>	<p>Transportation Yard</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2,000 Restricted (RRM) Contracted Services</p> <p>\$3,500 Restricted (RRM) Contracted Services</p> <p>\$15,000 Restricted (RRM) Contracted Services</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics for State Priorities: 3. Basic Services: Degree to which school facilities are maintained and in good repair. Maintain Williams Act Findings at 0 Develop a local measure to collect data on safety and school learning environment. 6. School Climate: Other Local Measure: Administer local school climate survey</p> <p>District Metrics: Students will attend clean, safe, well maintained schools as identified by prioritized needs. District/School safety plans are updated. District Facilities Plan is updated twice a year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing Continue to provide the additional maintenance .5 FTE staffing from 2015-16</p>	LEA-Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$25,000 Restricted (RRM)/Maintenance Operations Salaries
<p>Major Facilities Work and Repair North Cottonwood School</p> <p>Install safety gate and fence on playground by cafeteria</p> <p>Repair outside tall lights (never worked)</p> <p>Replace fourth spot light (lift rental)</p> <p>Install Safety fencing along the front of the school</p> <p>Paint kitchen with semi-gloss paint</p> <p>Repair kitchen ceiling</p> <p>Pod computer lab wiring and table set up upgraded</p> <p>Install missing wall molding on the stage</p>	North		<p>\$6,000 Restricted (RRM) Contracted Services</p> <p>\$5,000 Restricted (RRM) Contracted Services</p> <p>\$500 Restricted (RRM) Contracted Services</p> <p>\$13,000 Restricted (RRM) Contracted Services</p> <p>\$500 Restricted (RRM) Contracted Services</p> <p>\$500 Restricted (RRM) Contracted Services</p> <p>\$3,000 Restricted (RRM) Contracted Services</p> <p>\$100 Restricted (RRM) Contracted Services</p>

Install privacy panels for urinals in all boy's bathroom			\$4,000 Restricted (RRM) Contracted Services
Major Facilities Work and Repair West Cottonwood Junior High School Repair ceiling in gym Replace indoor lighting in gym Replace windows Continue concrete on ramp Fence front of school Landscape back bank, north side of main parking lot Replace floor tiles in main hall Repair/replace sprinkler system in hardball field Fence lower playground along the creek Fence west side of hardball field	West		\$50,000 Restricted (RRM) Contracted Services \$10,000 Restricted (RRM) Contracted Services \$3,000 Restricted (RRM) Contracted Services \$10,000 Restricted (RRM) Contracted Services \$15,000 Restricted (RRM) Contracted Services \$3,000 Restricted (RRM) Contracted Services \$10,000 Restricted (RRM) Contracted Services \$8,000 Restricted (RRM) Contracted Services \$10,000 Restricted (RRM) Contracted Services \$7,000 Restricted (RRM) Contracted Services
Major Facilities Work and Repair Transportation Yard Install computer and internet in office in shop area Upgrade exterior lighting and install more lighting	Transportation Yard	___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____ _____	\$1,000 Restricted (RRM) Contracted Services \$3,500 Restricted (RRM) Contracted Services

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: Increase Reading Proficiency - All students will achieve grade level reading proficiency by third grade and maintain grade level proficiency throughout their school career. (K-8)</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to: Schools: ALL Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will have improved literacy.</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>Actual Annual Measurable Outcomes:</p>	<p>Student literacy has been support in the 2014-15 school year as indicated by establishing common summative assessments, data baselines and providing teachers ELA curriculum and training.</p> <p>DIBELS assessments data (K-4) provided a baseline to compare for future years. The 2014-15 school year baseline: Kindergarten <u>1st Grade DIEBELS Oral Reading Fluency</u> 37% BM, 14% ST, 49% INT</p> <p><u>2nd Grade DIEBELS Oral Reading Fluency</u> 31% BM, 19% ST, 50% INT</p> <p><u>3rd Grade DIEBELS Oral Reading Fluency</u> 23.5% BM, 22.5% ST, 54% INT</p> <p><u>4th Grade DIEBELS Oral Reading Fluency</u> 16% BM, 15% ST, 69% INT</p> <p><u>5th-8th Grades Fluency:</u> Discussion has begun to establish an assessment for fluency for 5-8th grade students.</p> <p>AR STAR assessments data provides a baseline to compare for future years. The 2014-15 school year baseline (specific data available summer 2015): 1st Grade: xx% BM, xx% ST, xx% INT</p>

	<p>Students in grades 1-3 will have a summer learning opportunity</p> <p>Students will have access to school library in summer.</p> <p>Students in grades 1-3 will be offered reading intervention in nine week intervals</p> <p>SARB referrals will decrease by 50% 2013-14: North 2, West 2</p> <p>Middle School dropout rate will remain at 0. 2013-14:0</p>		<p>2nd Grade: xx% BM, xx% ST, xx% INT 3rd Grade: xx% BM, xx% ST, xx% INT 4th Grade: xx% BM, xx% ST, xx% INT 5th Grade: xx% BM, xx% ST, xx% INT 6th Grade: xx% BM, xx% ST, xx% INT 7th Grade: xx% BM, xx% ST, xx% INT 8th Grade: xx% BM, xx% ST, xx% INT</p> <p>In addition, our district is establishing an assessment matrix with cut points for proficiency, strategic and intensive groups for multiple measure. Currently District is building a program in partnership with the YMCA for a summer learning opportunity including access to our libraries, as well as the district partnering with Shasta County Office of Education Project Share to offer summer tutoring.</p> <p>Students in grades 1-3 in the lower 25% of reading proficiency were offered intervention.</p> <p>SARB referrals remained the same district-wide. 2014-15: North 4, West 0</p> <p>Middle School dropout rate remained the same at 0. Will be verified by State Data Quest in April 2016.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development to support reading (K-3) and reading in the content area (4-8)	39 Teachers (\$90 Per day sub rate X 3 Days \$12,332 Subs \$2,500 Training Resource:0000,3010, Object Codes:1112,5210	Provided professional development to support new reading and math curriculum from publishers and SCOE.	\$12,735
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	
Summer Learning Experience Add library time and library books Provide EL student support	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 2 Library Technicians 12 hours x 5 days per week for 181 days \$54,330 \$54,134. Resource:0100, Object Codes:2190 1 Librarian + 1 Inst Aide – 4 hrs/week x 8 weeks x \$35/hr \$1,406 \$1,469. Resource:0100, Object Codes: 2115,2915 Purchase new library books at both sites \$3,000 Resource: 0100, Object Codes:4210 1 EL support staff \$11,556. Resource: 0100, Object Codes:5630	Did not hold summer camp Did not create this program Increase librarian by 5.75 per day Purchased new library books for both North and West Did not find qualified employee	\$n/a \$n/a \$n/a \$22,740 \$n/a \$2,944
Scope of service:	LEA Wide	Scope of service:	LEA-Wide
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This year provided our school district an opportunity with hiring a new superintendent and board direction to begin the clearly desired direction for a continuous school improvement model. Our planning for the immediate future was geared toward building understanding and the organizational capacity to support and engage in the work which lies ahead. This changed the focus and specific planned actions/services from last year.

The goal for CWUSD is to ensure a coherent instructional program and support learning to improved student achievement. Utilizing the Essential Program Components offered by the California Department of Education (CDE)

as a tool associated with improved student learning for Program Improvement Schools/Districts will greatly ensure success. The major systems in this program to support our students' learning is as follows: Instructional Program, Instructional Time, Lesson Pacing Guide, and Professional Development for School Administrators, Credentialed Teachers and Professional Development Opportunity, Student Achievement Monitoring System, Collaboration by grade level or program level for teachers and Fiscal Support. As we begin our journey to establish these systems there are specific actions that will assist toward our goals. Our 2014-15 LCAP goal of Increase Student Proficiency came without specific effort toward using Essential Program Components. By supporting these specific elements will greatly increase the likelihood to increase student achievement. The following changes will occur to assist in this system shift. 1. Ensure all teachers, including new hires are trained in the locally-adopted, standards-aligned basic core instructional programs in Reading/Language Arts (RLA)/English language Development (ELD) and math as well as intervention programs. As an essential part of this effort we will develop an academic Response to Intervention (RtI) model to ensure all students are met. 2. Ensure we build our school bell schedules to provide adequate instructional time for core, strategic and intensive interventions. 3. Begin to build pacing guides for ELA and math. 4. Provide professional development for school administrators and teachers in the curriculum and instructional strategies associated with the new state standards, Provide instructional assistance and support for teachers through Curriculum/Instructional/ Intervention Specialists, 5. Provide a student achievement monitoring system for ELA and math. 6. Support twice a month collaboration with the purpose to guide student placement, instructional planning and delivery and progress monitoring, and 7. Provide fiscal support aligned to implementation of these areas.

Additional support systems and programs to support learning will include providing additional instructional assistants to ensure interventions for all supports student achievement, reducing class sizes, upgrading technology, developing in partnership the YMCA an additional preschool option (This is addition to our state preschool), and parent education programs.

All programs are designed to support low income, English learners and foster youth. Additional plans are currently being developed to ensure these needs are being met.

All efforts will be monitored for results and adjusted as needed.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 2: Safe Environment - Students will be provided clean, safe, & maintained learning environments</p>	<p>Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>
<p>Expected Annual Measurable Outcomes:</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>Maintain Williams Act Findings at 0 2013-14:0</p> <p>Develop a local measure to collect data on safety and school learning environment. Administer local survey developed</p> <p>Student attendance rates will increase by 1% 2013-14: 94.9 district-wide; North 94.8%, West 95.1%</p> <p>Chronic absenteeism will decrease by 1% 2013-14:91 students</p> <p>Pupil Suspension rate will decrease by 10% 2013-14: District-wide 48 students; North 9, West 39</p> <p>Pupil Expulsion rate will drop to 0 2013-14: 0</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Our district created a 3-year facilities plan to address aging facilities and maintenance needs. Hired additional maintenance staff. 13 teachers from West attended Capturing Kids Hearts Conference.</p> <p>Hired a 1.0 FTE school counselor for West</p> <p>Maintained Williams Act findings at 0 2014-15:0</p> <p>Developed a monthly facilities safety checklist. Site councils exploring school climate surveys.</p> <p>Student attendance rates increased by 0.1% 2014-15: 95.0 district-wide; North 94.9%, West 95.2%</p> <p>Chronic absenteeism: Data available summer 2015</p> <p>Pupil Suspension rate decreased by 25% 2014-15: District-wide 36 students, North 18, West 18</p> <p>Pupil Expulsion rate will remain to 0 2014-15: 0</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Major facilities work and repair School Security Needs		Refinish Gym Floor Replace Swamp Coolers on Gym Roof \$20,000 Swamp, \$20,000 Gym Floor Resource:8150, Object Codes: 5630 / 6120 Fencing-North 4th Grade Wing \$4,000 Resource:0000, Object Codes:5630	Refinished gym floor Replaced 4 Swamp Coolers on Gym Roof Installed fencing on east side of 4 th grade wing \$ in progress
Scope of service:	West & North		Scope of service: LEA-Wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Capturing Kids Hearts Conference		\$12,000	\$ 12,435
Scope of service:	West		Scope of service: West
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

District-wide facilities repair and restoration are needed as identified in the LCAP revision process. During this 2014-15 school year in preparation of the LCAP revision we developed a master facilities repair/restoration plan which identifies the specific needs of each of our sites. In addition, we prioritized the most immediate needs based on the following agreed upon criteria: safety, functionality, repair now to reduce risks of costing more in the future, and curb appeal. Each facility has an extensive list of needs which led to developing 3 to 5 year plans. The facility/grounds team will meet twice a year to adjust the plans according to the criteria and immediate needs.

In order to continue a safe environment climate for students, we move this goal into goal number 2 for the 2015/6 LCAP revision. As each school develops their Single Plan for Student Achievement and school safety plans we will include the continuation of training in Capturing Kids Hearts as well as developing a school-wide positive behavior information system.

<p>Original GOAL from prior year LCAP:</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>Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to: Schools: ALL Applicable Pupil Subgroups: ALL</p>			
<p>Expected Annual Measurable Outcomes:</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 Parental involvement at school activities baseline will be developed</p> <p>Students will attain baseline for SBAC in ELA</p> <p>Student attendance rates will increase by 1% 2013-14: 94.9 district-wide; North 94.8%, West 95.1%</p> <p>Middle School dropout rate will remain at 0. 2013-14:0</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Parents have access to Aeries for grades and computer access at both schools, and district and site web pages.</p> <p>Our district implemented School Info App, an application for smart phones to connect parents to school information. This information system along with School Messenger, phone messaging system, continue to provide parents information using current technology.</p> <p>School site councils have been reestablished with the task of creating Single Plans for Student Achievement (SPSA) and Safety Plans. The site councils met according to the required amount of meetings, were provided basic training for site councils and the SPSA. It is expected the site councils will approve their SPSA with specific site goals that support LCAP goals and develop school site safety plans in the Fall 2015.</p> <p>The degree to which to quantify and qualify parental involvement is challenging. Conversations regarding specific methods are ongoing.</p> <p>Students' results for the SBAC will be available summer 2015</p> <p>Student attendance rates increased by 0.1% 2014-15: 95.0 district-wide; North 94.9%, West 95.2%</p> <p>Middle School dropout rate remained the same at 0. Will be verified by State Data Quest in April 2016.</p>

<p>Pupil Suspension rate will decrease by 10% 2013-14: District-wide 48 students; North 9, West 39</p> <p>Pupil Expulsion rate will drop to 0 2013-14: 0</p>	<p>Pupil Suspension rate decreased by 25% 2014-15: District-wide 36 students, North 18, West 18</p> <p>Pupil Expulsion rate will remain to 0 2014-15: 0</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
Scope of service:	Budgeted Expenditures	Scope of service:	LEA-Wide	
<p>Parent and Community outreach using technology</p> <p>Teaching Parent Reading Strategies to work with their student</p> <p>Parent Information Evenings</p> <p>Develop Parent Volunteers</p>	<p>Purchase outreach technology \$500. Resource: 0100, Object Codes: 5801</p> <p>Purchase 2 desktop computers for parent 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>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 x 2 hrs x \$25/hr - \$235 Materials and Food for training</p>	<p>Purchased School Information App</p> <p>Did not purchase.</p> <p>Did not have parent information nights due to refocus of resources.</p>	<p>LEA-Wide</p> <p>LEA-Wide</p>	<p>\$4500</p> <p>\$0</p> <p>\$0</p>

		\$300 per year Resource:0100, Object Codes:4510			
Scope of service:	LEA Wide		Scope of service:	LEA-Wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>During the 2015-16 LCAP update process, the stakeholders identified the need to restore the positive culture so valued over the last two decades; however, lost in some conflicts over the last ten years. In order to establish a positive culture and increase communication/connectedness our community has identified a need to increase open communication, promote positive relationships, and explore and develop electives for students and develop a district-wide sunshine community to address celebrating success and connecting with each other and the community.</p> <p>A need for increased effective communication, especially with EL and Foster Youth parents, remains a need therefore as a result of this input, a Parent Liaison for EL and Foster Youth position is being established for the upcoming school year.</p> <p>In an effort to continue our effort to connect to our students, the other half of teachers, not trained in Capturing Kids Hearts at West will be attending the training this summer.</p> <p>In addition, a behavior Response to Intervention (Rtl) model for behavior will be developed to address the needs of all students as well as clearly defining discipline plans at each site. Updating site safety plans requires each site to develop a plan to ensure common language exists for a School-wide Positive Behavior System (i.e. BEST) and social skills curriculum (i.e. Second Steps).</p>			

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 4: Fully Implement State Standards</p>	<p>Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools: ALL</p>	<p>Applicable Pupil Subgroups: ALL</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will benefit from staff development for CCSS-aligned ELA K-5 Students will benefit from staff development for math K-8 instructional materials</p> <p>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 Math aligned instructional materials.</p> <p>Establish 3-year professional development plan</p> <p>100% of Teachers trained in Common Core ELA and Math</p> <p>API is NA.</p> <p>Students will attain baseline for SBAC in ELA and Math in 2014-15 Students will increase in CST Science grade 5 by 5% Students will increase in CST Science grade 8 by 2%</p> <p>Students will increase one performance level on CELDT English Learner reclassification rates will improve by 10%</p> <p>A foreign language offering will be made available to 7-8 grade students.</p> <p>100 % of District students will have opportunity to participate</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>All classroom teachers received training for current ELA and math curriculum.</p> <p>100% of teachers are appropriately credentialed.</p> <p>100% of Teachers Highly Qualified in subjects taught</p> <p>100% of students have access to newly purchased CCSS math curriculum and all teachers were received professional development for math K-8 instructional materials</p> <p>3-year professional development plan will be developed with recently hired curriculum support staff.</p> <p>100% of Teachers trained in Common Core ELA and Math</p> <p>API is NA.</p> <p>Students will attain baseline for SBAC in ELA and Math in 2014-15 CST science scores will be available in summer 2015</p> <p>CELDT results available this summer: There were 13 students who were reclassified for the 2014-15 school year.</p> <p>Foreign language (Spanish, French and Sign Language) exploratory courses were made available to 7-8 grade students.</p>

in a visual and performing art		100% district students had opportunity to participate in a visual and performing arts. Our district is currently exploring how to increase VAPA offerings.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff Development for CCSS in math and purchase curriculum	33 Teachers (\$90 per day sub rate) X 3 days \$9000 \$10,434, Subs \$2,500 Training Resource: 0000,3010, Object Codes: 1112, 5210	33 teachers trained in ELA and math curriculum ELA training for K-6 grades: Treasures; 10/8/14 and 11/5/14 Math training for K-8 th grades: Math Expressions (K-4) 10/14/14 & 12/03/14. Go Math 10/16/14 & 12/03/14. Did not purchased ELA curriculum for 6-8 due to end of ELA adoption cycle.	\$n/a
Review and purchase ELA 6-8 curriculum	Purchase Math curriculum K-8 \$130,000 Resource: 7405, Object Codes:4110	Purchased Math curriculum K-8	\$0 \$163,510
Review Next Generation Science Standards	Purchase curriculum, begin instruction \$10,000 Resource:0000, Object Codes:4140	Not available	\$0
Develop Foreign Language Offering	Staff Development 3 Teachers (\$90/day sub x 3 days) \$2,850. \$1,500 Training Resource: 0000, Object Codes:1112, 5210	Exploring options	
Develop VAPA program	Planning at Regular Staff Meetings \$1,500 Resource: 0000, Object Codes: 5210		
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

proficient __ Other Subgroups: (Specify) _____			
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Reading intervention program redesign	<p>RTI Coordinator 0.5 FTE Teacher \$24,450 \$25,650 Resource:0100, Object Codes:1110</p> <p>12 Instruction Aides (including an EL aide) X \$14/hour X 4 hours X 180 days. \$162,150 \$131,777 Resource:0100, Object Codes:2110</p> <p>2 Teachers X 1 period/day X 180 days \$27,500 \$28,850 Resource:0100, Object Codes:1110</p>	<p>Qualified RST not available</p> <p>Hire instructional aides</p> <p>2 Teachers used one period a day to assist struggling students</p>	<p>\$0</p> <p>\$78,353</p> <p>\$24,000</p>
<p>Scope of service: LEA Wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>During the 2015-16 LCAP update process it was determined to fold this goal for 2015-16 into Goal 1: Increase student proficiency with the intent to ensure that state standards are fully implemented through ensuring each teacher, including new hires are fully supported with training and ongoing instructional assistance and support. It is also the intent to deepen and expand the implementation of state standards. Refer to Goal 1 for details.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds	\$ 515,848
<p>Based on preliminary Local Control Funding Formula (LCFF) calculations using P2 ADA for 2014-15, the district estimated to receive Supplemental Grant of \$515,848. The funds will be used to support instruction for all low income, English learner pupils and Foster youth, in a district-wide program that supports all learners.</p> <p>Cottonwood Union School District will provide an instructional program consistent with the Essential Program Components including standards aligned basic core instructional programs/materials in Reading Language Arts (RLA & ELD) and math. In addition, CWUSD will provide intervention programs in ELA and math, differentiated to meet the specific learning needs of this student population. Professional development opportunities for teachers/staff and appropriate instructional resources (i.e. books, supplies, technology) will be provided to students and teachers. Ongoing instructional assistance and support for teachers will be offered through curriculum/instruction/intervention specialists. CWUSD will develop an effective student achievement monitoring system as well as regularly scheduled grade level/program level for teachers. In addition, these funds will help support a district EL Coordinator and Foster Youth Coordinator.</p> <p>It is our belief that the most effective way to provide opportunities to these pupils is through these goals:</p> <p>Goal 1: Increase Academic Proficiency & Support Student Learning</p> <p>Goal 2: Increase Effective Communication /Connectedness and Promote a Positive Culture/Climate</p> <p>Goal 3: Provide Safe and Well-Maintained Facilities</p> <p>We are developing summer programs and extending preschool opportunities to give younger students a jump start for the new school year and provide additional early education support. We will be redesigning our RTI program District wide principally directed for LI, Foster Youth</p>	

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 plan to provide services to low income, foster youth, and English learner pupils students through a district-wide spending plan is 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.

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

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

8.47	%
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Based on preliminary Local Control Funding Formula (LCFF) calculations using P-2 ADA for 2014-15, estimated supplemental grant in following years show that the Minimum Proportionality Percentage (MPP) for the district in 2015-16, 2016-17 and 2017-18, are fairly consistent at 8.47%, 8.92% and 9.32%, respectively.

The district plans to spend \$515,848 to provide services described above. These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted as we are planning to spend all of our Supplemental/Concentration funds as calculated.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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



June 3, 2015

Cottonwood Union School District Governing Board
20512 West First Street
Cottonwood, CA 96022

To the Cottonwood Union School District Governing Board,

Please accept this letter as Cottonwood Creek Charter School's intent to pursue Special Education LEA status for the 2016-17 school year.

Sincerely,

A handwritten signature in cursive script that reads 'Mark R. Boyle'.

Mark R. Boyle
Director / Cottonwood Creek Charter School
(530) 526-7165

PROGRAM TRANSFER PLANNING AND APPROVAL PROCESS

Adopted by SELPA Commission: February 17, 2000

Revised by SELPA Commission: October 12, 2006

Adopted by SELPA Consortium: January 11, 2007

Pursuant to the Shasta SELPA Local Plan, the SELPA Program Advisory Council discusses, approves, and as necessary, forwards to the SELPA Governing Board policy issues including the placement and transfer of students or programs between local education agencies (LEA) of the SELPA.

In order to accomplish an effective special education program transfer from one LEA member of the SELPA to another, a program transfer plan must be developed. The program transfer plan must be approved by the Program Advisory Council. The program transfer plan must be developed by the LEA proposing the transfer involving staff of the sending and receiving LEAs in the development of the plan. The SELPA Administrator shall participate in the development of the program transfer plan. The program transfer plan must address, at a minimum, all of the following:

- (1) Pupil needs.
- (2) The availability of the full continuum of services to affected pupils.
- (3) The functional continuation of the current individualized education programs of all affected pupils.
- (4) The provision of services in the least restrictive environment from which affected pupils can benefit.
- (5) The maintenance of all appropriate support services.
- (6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.
- (7) The means through which parents and staff were represented in the planning process.
- (8) Potential SELPA-wide costs in transferring a regional program

The sending and receiving LEAs shall provide, in a timely manner, information needed for the development of the program transfer plan, and provide information needed by the Program Advisory Council at least two weeks prior to the approval of the program transfer plan.

The date on which the transfer will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving LEA proposing the transfer has informed the other LEA and the SELPA Administrator on behalf of the Program Advisory Council, unless the SELPA Governing Board, in the case of an appeal, unanimously approve of the transfer taking effect on the first day of the first fiscal year following the date the sending or receiving LEA informed the other LEA.

Pursuant to the Shasta SELPA Local Plan, any Program Advisory Council member may appeal a Program Advisory Council decision to the SELPA Governing Board for a hearing and decision. The SELPA Governing Board decision is final. If either the sending or receiving LEA disagrees with the proposed transfer and either LEA initiates the SELPA alternative dispute resolution process, the matter shall be resolved pursuant to the alternative resolution process policy of the SELPA.

PROGRAM TRANSFER PLANNING AND APPROVAL PROCESS PROCEDURE

It is highly recommended that, as soon as possible in the initial phase of the program transfer planning process, the Governing Board representative, or designee, and key staff of the proposed receiving LEA

- Visit a regional program being considered for transfer.
- Meet with key staff of the proposed sending LEA to review planning elements associated with the program being considered for transfer.

Pursuant to SELPA policy, the following elements must be included in the program transfer plan developed by the LEA proposing the transfer involving staff of the sending and receiving LEAs in the development of the plan.

The program transfer plan must include all of the following:

- (1) Pupil needs and;
- (2) The functional continuation of the current individualized education programs of all affected pupils, including, but not limited to:
 - (a) Direct Instruction, including
 - Planning for staff development
 - (b) Related Services and Equipment
 - Medical needs, specialized health care needs
 - Behavioral plans, need for behavioral specialists
 - Age and developmentally appropriate equipment
 - Transportation for vocational placements
 - Length of bus rides
 - (c) Facilities
 - Toileting facilities and equipment
 - Age and developmentally appropriate facilities
 - Need for hydraulic lift equipment
- (3) The availability of the full continuum of services to affected pupils, including, but not limited to:
 - Considering access to services for students placed in the transferred program
 - Effect of new location on access to other regional programs
 - Referral procedures established for new students to the transferred program
 - SELPA-wide access to transferred program
- (4) The provision of services in the least restrictive environment from which affected pupils can benefit

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- (5) The maintenance of all appropriate support services, including, but not limited to:
- Nursing services, specialized health care, other support services listed on current IEPs
 - Qualified administrative support
 - Effect on remaining programs of sending LEA of transferring program and support staff
 - Planning for on-going staff training
- (6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.
- (7) The means through which parents and staff were represented in the planning process.
- (8) Potential SELPA-wide costs in transferring a regional program
- Estimate increased costs, if any, for other member LEA's if a regional SCOE-operated program is transferred to a district
 - In the phase-in period of the AB 602 funding formula, if funding is transferred with a program, address SELPA-wide equity of funding distribution.

Timelines:

The sending or receiving LEA proposing the transfer must inform the other LEA and the SELPA Administrator of the proposed transfer on or before June 30 of the second prior year before July 1 of the fiscal year in which the transfer is proposed to be effective. (Example: by June 30, 2013 of fiscal year 2013-14 for transfer effective July 1, 2015 of fiscal year 2014-15).

If the LEA proposing the transfer intends for the transfer to be effective in the immediately following fiscal year from the date of informing the other LEA and SELPA Administrator, sufficient time must be allowed to develop the program transfer plan, to provide time for Program Advisory Council deliberation of the plan, and to provide time for a SELPA Governing Board meeting if needed in case of an appeal. A six month period is recommended for this process. A transfer intended to be effective in the immediately following year from the date of informing the other LEA and SELPA Administrator requires the unanimous approval of the Program Advisory Council and if appealed to the SELPA Governing Board the unanimous approval of the SELPA Governing Board.

As early as feasible, the SELPA Director shall convene a meeting of key staff of the sending and receiving LEAs. The purpose of the meeting is to identify the information needed for development of the program transfer plan.