

COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street
Cottonwood, California 96022

AGENDA FOR Tuesday, June 28, 2016, 6:30 P.M. **Special Board Meeting, West Cottonwood Library**

- 1.0 Call Special 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 Review of Consent Agenda
 - 5.1.1 Medical Billing Systems – Contract Agreement (pg 3-5)
 - 5.1.2 Approval to Hire **Doug Dickerson**- Custodial/ Maintenance Worker
 - 5.2 Approval of Consent Agenda
- 6.0 Discussion/Action Items:**
 - 6.1 Consider approval of the Local Control Accountability Plan (LCAP) for the 2016/17 year. (pg 6-63)
 - 6.2 Consider approval of the Local Educational Agency Plan (LEAP) for the 2016/17 year. (pg 64-70)
 - 6.3 Consider approval of the proposed 2016/2017 District Budgets. (See the June 21, 2016 Board Packet for a copy of the District's proposed budgets.)
 - 6.4 Consider approval of ELA/ELD adoption: McGraw/ Hill Wonders TK-4 and Study Sync 5-8.
 - 6.5 Consider approval of the revised 2016/17 School Calendar. (pg 71)
- 7.0 Information/ Communication Items:**
 - 7.1 Letters from K•COE ISOM for 2015/16 Audit (pg 72-76)
- 8.0 Closed Session: Adjournment to Closed Session during this meeting to consider and/or take action upon the following items:**
 - 8.1 Pursuant to Government Code Section 54957,
Public Employee Discipline/Dismissal/Release/Evaluation

Public Notice of Action Taken in Closed Session

9.0 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 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/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.

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MEDICAL BILLING SYSTEMS INC.

1175 Shaw Ave., #104 ~ PMB 330

CLOVIS, CA 93612

(888) 381-7066

(888) 381-4848 FAX

1. This agreement is made on July 1, 2016, between Medical Billing Systems (MBS) and Cottonwood Union School District (Client), and shall remain in force for **one (1) year.**
2. In consideration of the mutual promises set forth below, MBS and The Client agree as follows:

MBS agrees to do the following:

- (a) Prepare and submit for payment all of the Client's Medicaid and third party insurance claims, using CPT and HCPCS codes as appropriate.
- (b) Follow up on all claims (including rejected, lost, or delayed claims). This may include resubmissions, tracers, and claims inquiry forms.
- (c) Communicate as necessary with fiscal intermediaries and carriers.
- (d) Maintain accurate billing records of amounts billed, payments received, adjustments, and outstanding balances as submitted by each provider. MBS will provide financial reports to Client after paid Medicaid RAD's are received.
- (e) Monitor and make all reasonable efforts to improve ratio of outstanding billings to claims paid.
- (f) Maintain any clinical records insofar as they are germane to billings.
- (g) Forward to the Client any information relating to changes in government billing guidelines or other data having a significant impact on billing practices.
- (h) Take all steps as are reasonably feasible to maximize payment of claims for the Client's services. This includes 2 onsite visits per year to be arranged in advance by MBS and Client. An onsite visit may be considered a telephone conf. call with the agreement of both parties.
- (i) Submit all received claims within 45 days of receipt.

The Client agrees to do the following:

- (a) Provide to MBS all student data necessary to enable MBS to present claims for payment including, but not limited to, student's name, date of birth, dates of treatment, type of treatment, and provider's name.
- (b) Provide MBS with a list of IEP's with first, last, name, DOB and gender.
- (c) Sign an 835 Transaction Agreement to allow MBS to download RAD's from the Medi-Cal website.

MEDICAL BILLING SYSTEMS/CLIENT AGREEMENT

- (a) Pay MBS a flat rate not to exceed \$500.00 for fiscal 2016-2017. It will be invoiced on. June 15th. 2017.


Projected LEA income to Client will be \$5,000.00 for fiscal 2016-2017.

- (b) Pay MBS within THIRTY (30) days of receiving an MBS invoice or otherwise pay a late fee amounting to 1.50% per month (finance charge) on all invoices past due.
- (c) MBS has an additional ninety (90) days from date of termination of contract with Client, within which to pursue unpaid claims that were in existence at termination of contract. The Client will fully cooperate with and provide MBS with all information and data necessary to enable MBS to pursue collections during said 90 day period. In the event of audit MBS shall be liable only for return of the monies paid to MBS for the amount in question. MBS will assist in the audit process either onsite or via telephone with DHS / CMS. All source documents are the property of the Client and can be returned to the Client upon completion of the 90 days.

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- (d) The Client or MBS may terminate this Agreement without cause. The Client must inform MBS (via registered certified letter) of the request for termination. Termination would take place thirty (30) days after the signature by Douglas Buckner the CEO of MBS Inc.
 - (e) Client will sign a separate Business Associate Agreement (BAA) with MBS. This is required from DHS / CMS for HIPAA compliance.
3. This Agreement supersedes any and all other agreements and the covenants, promises, rights, and obligations in this document represent the entire agreement of the parties. No agreement, statement, or promise not contained in the Agreement shall be valid or binding on the parties.
4. The validity of this Agreement and of any of its terms or provisions, as well as the rights and duties of the parties under this Agreement, shall be construed in accordance with the laws of the State of California.

Parties in Agreement:



Douglas Buckner, CEO
Medical Billing Systems Inc.
6-21-16 (Date)

Authorized School/COE Representative

(Date)

§ 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: 2016-2017

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 revision of the 2016-17 LCAP. Through a series of informational, input gathering and strategic planning meetings throughout the 2015-16 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>June 23, 2015: Board Meeting to adopt LCAP for the 2015-16 school year. January 19, 2016: Board Mid-Year Study Session. Facilitated Community LCAP Advisory January 25, 2016: Parent Advisory Meeting at West Cottonwood Junior High February 1, 2016: English Learners (E.L.) Advisory Meeting February 29, 2016: Foster Parent Advisory Meeting March 2, 2016: CTA/Teachers Advisory Meeting March 7, 2016: Limited Income Advisory Meeting March 8, 2016: Classified Advisory Meeting – (Cafeteria workers, Instructional Aides, etc...) March 8, 2016: Classified Advisory meeting (Bus Drivers, etc...) March 14, 2016: Student Advisory Meetings at West Cottonwood Junior High March 22, 2016: Parent Advisory Meeting at North Cottonwood Elementary School March 23, 2016: Student Advisory Meetings North Cottonwood Elementary School April 12, 2016: Leadership Advisory/Retreat Meeting June 21, 2016: Board Meeting – Public Hearing for the 2016-17 LCAP June 28, 2016: Board Meeting – Board meeting to adopt final revision</p> <p>In addition, throughout 2015/16 school year the superintendent provided LCAP updates at each board meeting, Leadership, Principal and other staff meetings.</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 2016-17 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 2015-16 LCAP.</p> <p>Advisory meetings throughout the year of parents, staff, 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.</p> <p>The final steps for the 2015-16 school year was to provided opportunity for public input on 2016-17 LCAP before approval and final Board approval of 2016-17 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 2015/16 LCAP, as well as plans for the next three years. The various stakeholder groups throughout the 2015-16 school year included board members, staff, 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, teachers, Shasta County Office of Education, and community members input was used to create the 2016-17 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 21, 2016

Annual LCAP Board Approval: June 28, 2016

Annual Update:

CWUSD sought input from various stakeholder groups throughout the 2016-17 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. This process reconfirmed the specific areas of improvement for our school district. The themes: 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: 2016-17			
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%</p> <p>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</p> <p>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 Resupply curriculum consumables and provide replacements if needed Provide intervention materials. Adopt and purchase ELA/ELD curriculum.	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) _____	\$12,000 Unrestricted/Instructional Materials \$60,000 Unrestricted/Restricted Lottery/Instructional Materials \$185,000 Unrestricted/Textbooks
Intervention for All Students Continue to support previous year increase of resource teacher support time to 1.0 FTE from 0.5 FTE. Support Intervention for All model with resource teachers.	North	<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): Special Education Students	50% \$64,000 Supplemental/Concentration 50% 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) _____	\$212,000 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) _____	\$60,000 Supplemental/Concentration/Instructional Assistant 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, as well as provide training in Professional Learning Communities, technology, 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) _____	\$41,750 Title 1/ Conferences
Continue to 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) _____	\$60,000 Title 1/Teacher Salaries \$110,778 75% Unrestricted 25% 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) _____	No Cost
Support continuous school improvement summer training/collaboration	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) _____	\$10,500 Supplemental/Concentration/ Teacher Extra Duty
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 Continue to support increased 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) _____	\$188,744 Unrestricted/Instructional Materials \$10,000 Title 1 /Instructional Materials \$24,500 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) _____	No Cost: Continue to partnership with YMCA
Promote Reading/Early Literacy Promote reading Provide Librarians at both sites Support AR Club Support intrinsic and extrinsic motivation Support English Language Development Provide EL parent/ student support liaison Continue 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) _____	\$61,163 Supplemental/Concentration/Classified Salaries \$28,000 Supplemental/Concentration/Instructional Assistant Salaries
Beyond School Day Intervention Support Provide interventions (afterschool and summer school small group tutoring programs)	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) _____	\$13,000 Title 1/Personal Contacted Instruction \$2,000 Title 1/Instructional Materials
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 2: 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
Textbook/Instructional Materials: California State Standards Resupply curriculum and intervention consumables and provide replacements if needed Purchase Next Generation Science Standards Curriculum	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) _____	\$12,000 Unrestricted/Instructional Materials \$150,000 Unrestricted/Textbooks

Intervention for All Students Continue to support previous year increase of resource teacher support time to 1.0 FTE from 0.5 FTE. Support Intervention for All model with resource teachers.	West North	<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) Special Education	50% \$65,500 Supplemental/Concentration 50% 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) _____	\$255,000 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) _____	\$65,000 Supplemental/Concentration/Instructional Assistant 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, as well as provide training in Professional Learning Communities, technology, 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) _____	\$41,750 Title 1/Conferences
Continue to 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) _____	\$60,000 Title 1/Teacher Salaries \$110,778 75% Unrestricted 25% 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,	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) _____	No Cost

Rtl/intervention decisions for reteaching/advancement (cost associated with additional after school program hours)			
Support continuous school improvement summer training/collaboration	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) _____	\$10,500 Supplemental/Concentration/ Teacher Extra Duty
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 Continue to support increased 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 \$50,000 Unrestricted/Instructional Materials \$10,000 Title 1 /Instructional Materials \$24,500 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) _____	No Cost: Continue to partnership with YMCA
Promote Reading/Early Literacy Promote reading Provide Librarians at both sites Support AR Club Support intrinsic and extrinsic motivation Support English Language Development Provide EL parent/ student support liaison Continue 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) _____	\$65,000 Supplemental/Concentration/Classified Salaries \$28,000 Supplemental/Concentration/Instructional Assistant Salaries
Beyond School Day Intervention Support Provide afterschool, summer school and small group tutoring programs	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) _____	\$15,000 Title 1/Personal Contacted Instruction \$2,000 Title 1/Instructional Materials

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
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LCAP Year 3: 2018-19

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%</p> <p>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</p> <p>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> <p>District Metrics:</p> <p>Students in grades 1-3 will have a summer learning opportunity. Students will have access to school library in summer.</p> <p>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.</p> <p>Teachers are provided instructional assistance and support; (i.e., trained coaches, content experts, and specialist).</p> <p>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.</p> <p>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. <i>District/Schools will explore and develop opportunities for students including programs such as Visual and Performing Arts (VAPA), industrial arts, etc...</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Textbook/Instructional Materials: California State Standards Resupply curriculum and intervention consumables and provide replacements if needed	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
Intervention for All Students Continue to support previous year increase of resource teacher support time to 1.0 FTE from 0.5 FTE. Support Intervention for All model with resource teachers.	West North	<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): Special Education Students	75% \$68,000 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) _____	\$267,000 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) _____	\$68,000 Supplemental/Concentration/Instructional Assistant 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, as well as provide training in Professional Learning Communities, technology, 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) _____	\$41,750 Title 1/Conferences

Continue to 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) _____	\$60,000 Title 1/Teacher Salaries \$110,778 75% Unrestricted 25% 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) _____	No Cost
Support continuous school improvement summer training/collaboration	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) _____	\$10,500 Supplemental/Concentration/ Teacher Extra Duty
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 Continue to support increased 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) _____	\$50,000 Unrestricted/Instructional Materials \$10,000 Title 1 /Instructional Materials \$24,500 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) _____	No Cost: Continue to partnership with YMCA
Promote Reading/Early Literacy Promote reading Provide Librarians at both sites Support AR Club Support intrinsic and extrinsic	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) _____	\$68,000 Supplemental/Concentration/Classified Salaries

motivation Support English Language Development Provide EL parent/ student support liaison Continue Reading Club with translator Provide EL support			\$28,000 Supplemental/Concentration/Instructional Assistant Salaries
Beyond School Day Intervention Support Provide interventions like afterschool and summer school small group tutoring programs	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) _____	\$17,000 Title 1/Personal Contacted Instruction \$2,000 Title 1/Instructional Materials
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_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Increase information reaching parents and community. Increase positive culture/climate.		
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
LCAP Year 1: 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 thorough parent information evenings to aide in home-school communication Student will improve in skills through the use of highly qualified parent volunteers 5 th -8 th grade students will have access to behavioral counseling.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 hour per week) Administer local school climate surveys	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 \$1,000 Unrestricted/Postage

Continue to support of participation/use of School Info App	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) _____	\$500 Unrestricted/General Operating Expense
Community/Parent Involvement Continue to support and provide 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 Continue to support and provide professional development in Capturing Kids' Hearts Continue to support and provide positive behavior and 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) _____	\$1,250 Title 1/ Conferences \$3,000 Unrestricted/Instructional Materials
Provide Electives Continue to support and provide electives in VAPA, foreign language, Industrial Arts, etc...	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed	\$25,000 Supplemental/Concentration/Contracted Services
Languages of Appreciation Continue to support and 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: 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 thorough 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
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 hour per week) Administer local school climate surveys	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) _____	\$ (See Goal 1 under Continue to support previous year's increase tech support) Unrestricted/Contracted Services \$1,000 Unrestricted/Postage
Continue to support of participation/use of School Info App	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) _____	\$500 Unrestricted/General Operating Expense

Community/Parent Involvement Continue to support and provide 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 Continue to support and provide professional development in Capturing Kids' Hearts Continue to support and provide positive behavior and 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) _____	\$1,250 Title 1/ Conferences \$3,000 Unrestricted/Instructional Materials
Provide Electives Continue to support and provide electives in VAPA, foreign language, Industrial Arts, etc...	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed	\$25,000 Supplemental/Concentration/Contracted Services
Languages of Appreciation Continue to support and 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 3: 2018-19

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
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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 5 th -8 th grade students will have access to behavioral counseling.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 hour per week) Administer local school climate surveys	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) _____	\$ (See Goal 1 under Continue to support previous year's increase tech support) Unrestricted/Contracted Services \$1,000 Unrestricted/Postage
Continue to support of participation/use of School Info App	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) _____	\$500 Unrestricted/General Operating Expense
Community/Parent Involvement Continue to support and provide 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 Continue to support and provide professional development in Capturing Kids' Hearts Continue to support and provide positive behavior and 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) _____	\$1,250 Title 1/ Conferences \$3,000 Unrestricted/Instructional Materials

Provide Electives Continue to support and provide electives in VAPA, foreign language, Industrial Arts, etc...	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed	\$25,000 Supplemental/Concentration/Contracted Services
Languages of Appreciation Continue to support and 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

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 _____
Identified Need :	Facilities are in need of repair and restoration. Update School Safety Plans	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	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. 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.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Budgeted Expenditures		
Staffing Add 1.0 FTE Maintenance Staff/Maintenance Coordinator	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) _____
Major Facilities Work and Repair <i>North Cottonwood School</i> Redo flooring in children's bathrooms Safety gate & fence on playground by cafeteria Safety fencing: west end of building toward the bus circle. Compliance signage	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) _____
		\$66,000 Restricted (RRM)/Maintenance Operations Salaries and Benefits \$5,000 Restricted (RRM) Contracted Services \$6,000 Restricted (RRM) Contracted Services \$4,000 Restricted (RRM) Contracted Services \$3,000 Restricted (RRM) Contracted Services

Safety cameras			\$5,000 Restricted (RRM) Contracted Services
Area outside north of library made usable			\$8,500 Restricted (RRM) Contracted Services
Major Facilities Work and Repair West Cottonwood Junior High School Replace doors in main building, gym and music room Safety cameras Drain in front of 5th grade rooms Drainage issue west side of cafeteria New roof for gym Renovate/paint front of school and gym/music room area	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) _____	\$20,000 Restricted (RRM) Contracted Services \$5,000 Restricted (RRM) Contracted Services \$2,500 Restricted (RRM) Contracted Services \$15,000 Restricted (RRM) Contracted Services \$15,000 Restricted (RRM) Contracted Services \$20,000 Restricted (RRM) Contracted Services
Major Facilities Work and Repair Transportation Yard Update bus & base stations radios, add one to new truck	Transportation Yard	<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 Restricted (RRM) Contracted Services

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	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.		
	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Staffing Continue to provide 1.0 FTE Maintenance Staff/Maintenance Coordinator from 2016-17	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$66,000 Restricted (RRM)/Maintenance Operations Salaries and Benefits
Major Facilities Work and Repair North Cottonwood School Rekey the school Front gate for school safety Paint and small stucco repairs for all buildings Safety gate & fence on playground by cafeteria Repair outside tall lights (never worked) Fix fourth spot light on the ceiling in cafeteria & lift rental Safety fencing along the front of the school Kitchen painted with semi-gloss or gloss paint Kitchen ceiling repaired Pod computer lab wiring and table set up upgraded Install privacy panels for the urinals in all bathrooms	North	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$2,500 Restricted (RRM) Contracted Services \$10,000 Restricted (RRM) Contracted Services \$500 Restricted (RRM) Contracted Services \$6,000 Restricted (RRM) Contracted Services \$5,000 Restricted (RRM) Contracted Services \$500 Restricted (RRM) Contracted Services \$13,000 Restricted (RRM) Contracted Services \$500 Restricted (RRM) Contracted Services \$500 Restricted (RRM) Contracted Services \$3,000 Restricted (RRM) Contracted Services \$4,000 Restricted (RRM) Contracted Services
Major Facilities Work and Repair West Cottonwood Junior High School Drainage issue west side of gym Rekey the school	West	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$5,000 Restricted (RRM) Contracted Services \$1,500 Restricted (RRM) Contracted Services

Replace/repair pool decking Replace metal privacy strips "north side pool fence" 5 th grade pool side curb Concrete tetherball courts Clocks that sync to new bell system Repair/paint walkway between gym & workout room Replace windows			\$20,000 Restricted (RRM) Contracted Services \$150 Restricted (RRM) Contracted Services \$2,500 Restricted (RRM) Contracted Services \$2,000 Restricted (RRM) Contracted Services \$15,000 Restricted (RRM) Contracted Services \$2,500 Restricted (RRM) Contracted Services \$3,000 Restricted (RRM) Contracted Services
Major Facilities Work and Repair Transportation Yard Men's bathroom remodel Repair fencing Fix pot holes and reseal whole bus barn Update exterior lighting & install more lighting	Transportation Yard	_X_ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$2,000 Restricted (RRM) Contracted Services \$3,500 Restricted (RRM) Contracted Services \$15,000 Restricted (RRM) Contracted Services \$4,000 Restricted (RRM) Contracted Services

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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. 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Staffing Continue to provide 1.0 FTE Maintenance Staff/Maintenance Coordinator from 2016-17	LEA-Wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$66,000 Restricted (RRM)/Maintenance Operations Salaries and Benefits
Major Facilities Work and Repair North Cottonwood School Electrical plug for milk storage put other side of the wall	North	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$150 Restricted (RRM) Contracted Services
Major Facilities Work and Repair West Cottonwood Junior High School Continue concrete on ramp Fence front of school Landscape back bank "north side of parking lot" Replace floor tiles main hall Repair/replace sprinkler system "hardball field" Fence lower playground along the creek Fence west side of hardball field Repair/paint gym ceiling Asphalt playground area	West	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$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 \$50,000 Restricted (RRM) Contracted Services \$5,000 Restricted (RRM) Contracted Services
Major Facilities Work and Repair Transportation Yard	Transportation Yard	<u> X </u> ALL	

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.

Original GOAL from prior year LCAP:	Goal 1: Goal 1: Increase Academic Proficiency & Support Student Learning		Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____																																
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL																																		
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%	Actual Annual Measurable Outcomes:	See Attached: CWUSD 2015-16 End of Year LCAP Data report 100% of teachers are appropriately credentialed. 3 Teachers with provisional permits. All students have sufficient access to standards-aligned instructional materials: 100% of students have access to CCSS Math aligned instructional materials. 100% of teachers trained in State Standards ELA and Math. NGSS adoption postponed by state All English language learners were given additional support each day by English learners instructional assistant 6 students improved at least one performance level																																
	<table border="1"> <thead> <tr> <th colspan="4">SBAC Results - ELA Comparison Year and Grade by Grade Level % of Students Met/Exceeds Standards</th></tr> <tr> <th>Grade Level</th><th>2015</th><th>2016</th><th>Δ</th></tr> </thead> <tbody> <tr> <td>3rd</td><td>39%</td><td>38%</td><td>-1</td></tr> <tr> <td>4th</td><td>33%</td><td>43%</td><td>+10</td></tr> <tr> <td>5th</td><td>24%</td><td>36%</td><td>+12</td></tr> <tr> <td>6th</td><td>36%</td><td>32%</td><td>-4</td></tr> <tr> <td>7th</td><td>45%</td><td>61%</td><td>+16</td></tr> <tr> <td>8th</td><td>61%</td><td>58%</td><td>-3</td></tr> </tbody> </table>			SBAC Results - ELA Comparison Year and Grade by Grade Level % of Students Met/Exceeds Standards				Grade Level	2015	2016	Δ	3 rd	39%	38%	-1	4 th	33%	43%	+10	5 th	24%	36%	+12	6 th	36%	32%	-4	7 th	45%	61%	+16	8 th	61%	58%	-3
SBAC Results - ELA Comparison Year and Grade by Grade Level % of Students Met/Exceeds Standards																																			
Grade Level	2015	2016	Δ																																
3 rd	39%	38%	-1																																
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5 th	24%	36%	+12																																
6 th	36%	32%	-4																																
7 th	45%	61%	+16																																
8 th	61%	58%	-3																																

4. Pupil Achievement: Local Measures: revisions to plan included establishing a baseline and using data throughout year to inform instruction and students needs.

SBAC Results - Math Comparison Year and Grade by Grade Level % of Students Met/Exceeds Standards			
Grade Level	2015	2016	Δ
3 rd	34%	38%	+4
4 th	22%	23%	+1
5 th	25%	19%	+6
6 th	28%	29%	+1
7 th	29%	35%	+6
8 th	30%	37%	+7

CST Sciences results not available as of June 5, 2016.

ELA Fluency Assessments Results Comparison Year and Grade by Grade Level % of Students Benchmark at End of Year				
Grade Level	Assessment	2015	2016	Δ
K	sound	n/a	85%	n/a
	naming	n/a	43%	n/a
1 st	DIBELS	37%	48%	+11
2 nd	DIBELS	31%	46%	+15
3 rd	DIBELS	23%	52%	+29
4 th	DIBELS	16%	19%	+3
5 th	Treasures CBM	n/a	36%	n/a
6 th	Treasures CBM	n/a	32%	n/a
7 th	Treasures CBM	n/a	61%	n/a
8 th	Treasures CBM	n/a	58%	n/a

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

ELA AR STARS Assessments Results
Comparison Year and Grade by Grade Level
% of Students Benchmark at End of Year

Grade Level	2015	2016	Δ
1 st	45%	58%	+13
2 nd	51%	54%	+3
3 rd	39%	55%	+16
4 th	32%	45%	+13
5 th	28%	34%	+6
6 th	11%	26%	+14
7 th	31%	33%	+2
8 th	46%	43%	-3

API: n/a

Middle School dropout rate remained the same at 0.

District offered a variety of electives at West. Music program at North was extended to include K through 5th

The percent of students increase in the following grades 1st +10%, 2nd +15 % and 3rd +29%.

Reach Higher County-wide K-2 Math and K-3 Reading assessments will be examined to support early intervention for students when data becomes available.

District in partnership with the YMCA has created a summer school program including academic program and access to our libraries.

Both schools have increased core instructional time in ELA and math as well as additional instructional time for strategic support/intervention for all students.

	<p>as additional instructional time for strategic intervention support.</p> <p>Teachers are provided instructional assistance and support; (i.e., trained coaches, content experts, and specialist).</p> <p>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.</p> <p>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.</p> <p>District/Schools will explore and develop opportunities for students including programs such as Visual and Performing Arts (VAPA), industrial arts, etc...</p>		<p>All students in grades K-4 participated in an "Intervention for All" program. This program ensure each student at North Cottonwood School received 45 minutes a day in ELA to assist them reaching their potential weather intensive needs to advanced</p> <p>District has provide a 1.0 FTE Curriculum, Instructional and Intervention Coach at North and a1.0 FTE Assistant Principal: Curriculum, Instructional and Intervention at West</p> <p>District established an assessment matrix with cut points for proficiency, strategic and intensive groups for multiple measures.</p> <p>District supported one hour structured collaboration meeting twice a month.</p> <p>District offered a variety of electives. Music program at North was extended to include K through 5th</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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	\$60,000 Unrestricted/Textbooks	Provided curriculum (textbooks, teacher's editions and materials) for the two additional teachers hired to decrease class sizes. Resupplied curriculum consumables and provide replacements if needed. Provide intervention materials	\$78,000

Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		
Intervention for All Students Increase resource teacher support time to 1.0 FTE from 0.5 FTE. Support Intervention for All model with resource teachers.	75% \$93,834 Supplemental/Concentration 25% Special Education/Teacher Salaries		Increased resource teacher support time to 1.0 FTE from 0.5 FTE. Supported Intervention for All model with resource teachers.		\$60,500
Scope of service:	LEA Wide		Scope of service:	LEA-Wide	
<u> </u> ALL			<u> </u> ALL		
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>			OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>		
Increase small group support. Provide additional staff such as Instructional Assistants to allow teachers to work with small groups	\$210,900 Supplemental/Concentration/Instructional Assistant Salaries		Increased small group support. Provided additional staff such as Instructional Assistants to allow teachers to work with small groups		\$234,000
Scope of service:	LEA Wide		Scope of service:	LEA-Wide	

<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____		<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			
Increase kindergarten and first grade Instructional Assistant support		\$88,800 Supplemental/Concentration/Instructional Assistant Salaries		Increased kindergarten and first grade Instructional Assistant support	\$60,000
Scope of service:	K-1			Scope of service:	K-1
<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____				<u> </u> ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
Increase teacher support, if needed, (i.e., math or other content area) at West Cottonwood School		\$63,000 Unrestricted/Teacher Salaries		Increased teacher support, if needed, math teacher at West Cottonwood School	\$76,000
Scope of service:	West			Scope of service:	West
<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:				<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	

(Specify) _____				
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		\$6,000 Title 1/Teacher Salaries \$20,000 Unrestricted/Teacher Substitutes	Provided professional development and provide Team Collaboration/ Planning Time	\$25,000
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide Curriculum & Instructional Support/Coach C/I Coach for North AP:C/I/I for West		\$66,000 Title 1/Teacher Salaries \$99,500 75% Unrestricted 25% Title 1/Assistant Principal Salaries	Provided Curriculum & Instructional Support/Coach C/I Coach for North AP:C/I/I for West	\$60,000 \$109,300
Scope of service:	North West		Scope of service:	North West
<input type="checkbox"/> ALL			<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: Other Subgroups:			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) _____	

(Specify) _____				
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)		\$5,000 Unrestricted/Instructional Assistant Extra Duty	Provided weekly collaborative days(minimum day): Student data analysis, consistent assessments, pacing guides, RtI/intervention decisions for reteaching/advancement (no cost was associated with additional after school program hours)	\$240
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Provide additional PLC/Collaboration: 3 Day Summer PLC School Day/Sub PLC model	\$9,744 Supplemental/Concentration/ Teacher Extra Duty \$4,320 Unrestricted/Teacher Substitutes	Provided additional PLC/Collaboration: 3 Day Summer PLC School Day/Sub PLC model	\$34,500	

Scope of service: LEA Wide __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) _____		Scope of service: LEA-Wide __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) _____	
Smaller Class Sizes: Decrease class sizes by hiring two more teachers if applicable.	\$126,000 Unrestricted/Teacher Salaries	Decreased class sizes (added two additional teachers)	\$111,700
Scope of service: LEA Wide __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) _____		Scope of service: LEA-Wide __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) _____	
Technology <u>Upgrade hardware</u> Purchase Chrome books/carts <u>Purchase Software</u> Data Management system for student achievement	\$60,000 Unrestricted/Instructional Materials \$10,000 Lottery/Instructional Materials	<u>Upgraded hardware</u> Purchased Chrome books/carts <u>Purchased Software</u> Did not purchased Data Management system for student achievement assessments. Researched options and will purchase for 2016/17 school year	\$63,000 \$0

assessments Increase tech support	\$13,000 Unrestricted/Contracted Services	Increase tech support	\$24,000
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) _____		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) _____	
Early Childhood Education Establish a preschool to support early literacy and academic success.	\$20,000 Unrestricted/Instructional Materials	Established, in partnership with YMCA, a preschool to support early literacy and academic success.	\$0
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) _____		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) _____	
Promote Reading/Early Literacy Promote reading Librarians at both	\$77,570 Supplemental/Concentration/Classified Salaries	Promoted reading Librarians at both sites AR Club	\$80,700

sites AR Club Extrinsic motivation Create EL parent/ student liaison Create Reading Club with translator Provide EL support	\$10,000 Supplemental/Concentration/Instructional Assistant Salaries	Extrinsic motivation Create EL parent/student liaison Create Reading Club with translator Provide EL support	\$32,450
Scope of service: LEA Wide __ ALL		Scope of service: LEA-Wide __ 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) _____		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) _____	
After-School and Summer School Tutoring Provide afterschool and summer school small group tutoring	\$10,000 Title 1/Personal Contacted Instruction		\$8,000
Scope of service: LEA Wide <input checked="" type="checkbox"/> ALL		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) _____		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) _____	

Parent Education Provide parent education nights		\$3,225 Unrestricted/General Operating Expense	Provided parent education nights	\$136
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

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

The most effective practices based on analyzing our system, observation, feedback and lack of data from prior years, was to create a continuous school improvement model with clear direction from strategic planning, effective school research and essential school programs components. One of the crucial practices was to establish baseline data which helped us understand our students' progress.

This year provided our school district an opportunity to implement 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. 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

	<p>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.</p> <p>Additional support systems and programs to support learning will include be the continued additional instructional assistants to ensure interventions for all supports student achievement, reducing class sizes, upgrading technology, continue developing our partnership with the YMCA for our additional preschool option (This is addition to our state preschool), and parent education programs.</p> <p>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.</p> <p>All efforts will be monitored for results and adjusted as needed.</p>
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Original GOAL from prior year LCAP:	Goal 2: Increase Effective Communication /Connectedness and Promote a Positive Culture/Climate	Related State and/or Local Priorities: 1__ 2__ 3_X 4_ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Required Metrics for State Priorities: 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	Actual Annual Measurable Outcomes: See Attached: <i>CWUSD 2015-16 End of Year LCAP Data report</i> 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

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

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 2016.

The degree to which to quantify and qualify parental involvement is challenging. Conversations regarding specific methods are ongoing.

Student Attendance Comparison Year and by School			
	2014/15	2015/16	Δ
District	95.4%	94.9%	-0.5
North	95.1%	94.7%	-0.4
West	95.9%	95.2%	-0.7

Middle School dropout rate remained the same at 0. Will be verified by State Data Quest in April 2016.

Chronic Absenteeism (defined as absent >10% of school year) Comparison Year and by School			
	2014/15	2015/16	Δ
District	96	115	+19
North	51	73	+22
West	45	42	-3

Pupil Suspension rate decreased by 25%
2014-15: District-wide 36 students, North 18, West 18

	<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: 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>		<table border="1" data-bbox="1299 159 1976 370"> <thead> <tr> <th colspan="4">Student Suspensions Comparison Year and by School</th></tr> <tr> <th></th><th>2014/15</th><th>2015/16</th><th>Δ</th></tr> </thead> <tbody> <tr> <td>District</td><td>39</td><td>66</td><td></td></tr> <tr> <td>North</td><td>18</td><td>5</td><td>-13</td></tr> <tr> <td>West</td><td>20</td><td>60</td><td>+40</td></tr> </tbody> </table> <p>Pupil Expulsion rate will remain to 0 2014-15: 0</p> <p>Summer survey sent out to obtain baseline input.</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>West has fulltime counselor</p>	Student Suspensions Comparison Year and by School					2014/15	2015/16	Δ	District	39	66		North	18	5	-13	West	20	60	+40
Student Suspensions Comparison Year and by School																							
	2014/15	2015/16	Δ																				
District	39	66																					
North	18	5	-13																				
West	20	60	+40																				

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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	\$ (See Goal 1 under Continue to support previous year's increase tech support) Unrestricted/Contracted Services	Continued to add content to website.	\$ no cost

(stipend position 1 hour per week) Administer local school climate surveys		\$ No Cost		
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Increase participation/use of School Info App		\$1,500 Unrestricted/General Operating Expense	Increased participation/use of School Info App; school sites use app regularly to communicate with parents.	
Improve communication: Purchase 2 computers for parent use at West		\$2,000 Lottery/Instructional Materials	Improve communication: Purchase 2 computers for parent use at West	
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

Community/Parent Involvement Social events w/staff, Parents, Community (food)		\$1,500 Unrestricted/General Operating Expense	Social events w/staff, Parents, Community (food)	\$450
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Promote Positive Relations Provide professional development in Capturing Kids' Hearts		\$13,200 Unrestricted/Conference Expenses & Teacher Extra Duty	Provided professional development in Capturing Kids' Hearts	\$13,420
Ensure positive behavior and support: BEST, Promote college and career pathways/readiness		\$5,000 Unrestricted/Conference Expense	Ensured positive behavior and support: BEST, Promote college and career pathways/readiness	
Provide structure activities at recesses		\$2,000 Unrestricted/-Instructional Materials	Do not provide structure activities at recesses	
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Provide Electives Provide electives in VAPA, foreign language, Industrial Arts, etc...		\$25,000 Supplemental/Concentration/Contract ed Services	Provided electives in VAPA, foreign language, Industrial Arts, etc at West and North	\$9,050
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input type="checkbox"/> ALL			<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
Sunshine Provide district and site level awards, appreciation, recognition and team building activities		\$5,000 Unrestricted/General Operating Expense	Provide district and site level awards, appreciation, recognition and team building activities	\$0
Scope of service:	LEA Wide		Scope of service:	LEA-Wide
<input 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>The most effective practices identified during this last school year was the opportunity for parents to discuss their students' needs (reestablishment of site council meetings and E.L. parent advisory meetings) and a need to continue to build a positive culture and capacity to support communication in our district.</p> <p>During the 2015-16 LCAP update process, the stakeholders identified the need to restore the positive culture so</p>		

	<p>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 (RtI) 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>
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Original GOAL from prior year LCAP:	Goal 3: Provide Safe and Well-Maintained Facilities		Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5__ 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	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. 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.	Actual Annual Measurable Outcomes:	See Attached: <i>CWUSD 2015-16 End of Year LCAP Data report</i> Maintained Williams Act findings at 0 2014-15:0 Developed a monthly facilities safety checklist. Site councils exploring school climate surveys. Safety Plans being developed Our district created a 3-year facilities plan to address aging facilities and maintenance needs.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

Budgeted Expenditures		Estimated Actual Annual Expenditures	
Staffing Increase maintenance position 0.5 FTE staffing		\$25,000 Restricted (RRM)/Maintenance Operations Salaries	
Scope of service:	LEA-Wide	Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Major Facilities Work and Repair <i>North Cottonwood School</i>		\$56,387	
Replace/ Repair/ Switch out the auto flush systems in all bathrooms	\$3,000 Restricted (RRM) Contracted Services	Replace/ Repair/ Switch out the autoflush systems in all bathrooms	
Repair/flooring in all boy's bathrooms	\$5,000 Restricted (RRM) Contracted Services	Repair/flooring in all boy's bathrooms not done	
Reseal parking lot and add new asphalt to the small area on the playground and around the fence for a walkway to the bus	\$25,000 Restricted (RRM) Contracted Services	Reseal parking lot and add new asphalt to the small area on the playground and around the fence for a walkway to the bus	
Remove carpet and replace with tile flooring in kindergarten classrooms	\$25,000 Restricted (RRM) Contracted Services	Remove carpet and replace with tile flooring in kindergarten classrooms	
Scope of service:	North	Scope of service:	North

<u>X</u> ALL		<u>X</u> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
Major Facilities Work and Repair West Cottonwood Junior High School			
Replace doors to main building, gym and music room		\$20,000 Restricted (RRM) Contracted Services	\$48,194
Resurface Track		\$48,000 Restricted (RRM) Contracted Services	
Install concrete borders on track and long jump area.		\$10,000 Restricted (RRM) Contracted Services	
Install water flow restrictor for ball fields		\$16,000 Restricted (RRM) Contracted Services	
Repair/Replace sidewalks.		\$5,000 Restricted (RRM) Contracted Services	
Replace fence fabric around basketball courts		\$3,000 Restricted (RRM) Contracted Services	
Repair pie shaped planter		\$5,000 Restricted (RRM) Contracted Services	
Tint office windows		\$1,500 Restricted (RRM) Contracted Services	
Scope of service:	West	Scope of service:	West
<u>X</u> ALL		<u>X</u> 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) _____	
Major Facilities Work and Repair Transportation Yard Repair roll-up door Update bus and base stations radios and add one to new truck. Major Facilities Work and Repair East Cottonwood School Remove trees in garden area Repair drain/plumbing issue in main hallway boy's bathroom	\$1,000 Restricted (RRM) Contracted Services \$10,000 Restricted (RRM) Contracted Services \$2,000 Unrestricted (RRM) Contracted Services \$3,500 Unrestricted (RRM) Contracted Services	Major Facilities Work and Repair Transportation Yard Repair roll-up door Update bus and base stations radios and add one to new truck not done Major Facilities Work and Repair East Cottonwood School Remove trees in garden area Repair drain/plumbing issue in main hallway boy's bathroom	\$300 \$6,750
Scope of service: Transportation Yard East <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		Scope of service: Transportation Yard & East <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,	The most effective practices included creating a long-range facilities plan (resulting in a clear direction to restore		

<p>and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>and maintain our sites).</p> <p>District-wide facilities repair and restoration are needed as identified in the LCAP revision process. During the 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.</p> <p>In order to continue a safe environment climate for students, we move this goal into goal number 2 for the 2015/16 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>
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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	\$ 568,426
Based on preliminary Local Control Funding Formula (LCFF) calculations using P2 ADA for 2015-16, the district estimated to receive Supplemental Grant of \$568,426. 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.	
It is our belief that the most effective way to provide opportunities to these pupils is through these goals:	
Goal 1: Increase Academic Proficiency & Support Student Learning	
Goal 2: Increase Effective Communication /Connectedness and Promote a Positive Culture/Climate	
Goal 3: Provide Safe and Well-Maintained Facilities	
Cottonwood Union School District will specifically expend supplemental and concentration funds as follows:	
Goal 1 - Increase Academic Proficiency & Support Student Learning:	
Intervention for All:	
Continue to support resource teacher support time to 1.0 FTE from 0.5FTE (\$109,500 targeted)	
Continue to support small group support. Provide additional staff such as Instructional Assistants to allow teachers to work with small groups. (\$246,719 districtwide)	
Continue to support kindergarten and first grade instructional Assistant support (\$85,656 districtwide)	
Collaboration:	
Support continuous school improvement summer training/collaboration. (\$10,500 targeted)	
Promote Reading/Early Literacy:	
Provide librarians at both sites (\$61,163 districtwide)	

Support English Language Development

Provide EL parent/student support liaison (\$28,000 targeted)

Goal 2: Increase Effective Communication/Connectedness and Promote a Positive Culture/Climate

Provide Electives

Continue to support electives in VAPA, foreign language, Industrial Arts, etc... (\$25,000 districtwide)

Cottonwood Union School District has targeted these actions principally directed to the target pupils; however, all students benefit from ensuring a system of Interventions for All which is steep in Effective School Research and the Essential Program Components.

Cottonwood Union School District will provide an instructional program consistent with the Effective Schools Research and 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.

We are further 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 are redesigning our RTI program District wide principally directed for LI, Foster Youth and ELD students. The reasoning behind redesigning this program is to encompass more students than we currently reach as well as to ensure that ELD students spend 30 minutes of each day in a program designed to meet their needs. Finally, to communicate with parents of student's district wide through the use of technology and by organizing parent activities both during the day and in the evening to assist parents in developing strategies to assist their student. Parent programs will be designed specifically for ELD parents where appropriate. We have heard from families that want to assist in their child's education but that there are barriers to that occurring. We believe that this will begin to reduce the barriers that inhibit parent involvement. Additionally, programs will be developed to assist parents and community members to become volunteers at the school sites in a variety of ways depending on the strengths of the volunteer. Our 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 improvement plan. These actions and services are principally directed to the targeted pupils in need of these effective research based action and services. 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.

8.48	%
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Based on preliminary Local Control Funding Formula (LCFF) calculations using P-2 ADA for 2015-16, estimated supplemental grant in following years show that the Minimum Proportionality Percentage (MPP) for the district in 2016-17, 2017-18 and 2018-19, are fairly consistent at 8.48%, 9.15% and 10.11%, respectively.

The district plans to spend \$617,381 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. Out of the total LCFF dollars of \$7,167,144 this constitutes 8.6% of our funding and meets the 8.48% threshold of additional services provided.

With these funds we will continue to improve and increase our intervention and support systems as described above to target pupils.

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).

District Name: Cottonwood Union School District

CD Code: 4569955

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM

While the Elementary and Secondary Education Act (ESEA) of 1965 has been reauthorized as the Every Student Succeeds Act (ESSA) and signed into law on December 10, 2015, most of the provisions of the ESSA will not take effect until the 2017-18 school year. The Local Educational Agency (LEA) Plan process remains the same at this time.

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

The Standardized Testing and Reporting (STAR) program ended on July 1, 2013. The last three years (2011-12-13) of the California Standards Test (CST) state assessments indicated that our students were not meeting proficiency requirements in English/language arts and math, thus North Cottonwood School (Y3) and the district (Y2) were placed in Program Improvement status.

Cottonwood Union School District working with Shasta County of Education in 2011 reviewed and updated the district's LEA Plan; however, did not implement the plan.

In 2014/15 the Cottonwood School District adopted a strategic plan as part of the LCAP process to address district needs including multiple measures to monitor progress.

Currently, a strategic plan consolidating the Local Control Accountability Plan (LCAP), The Local Educational Agency Program (LEAP), Single Plans for Student Achievement (SPSA) and improvement science has been developed to ensure a comprehensive continuous school improvement plan meets the needs of every student (see attachment entitled, *A Blueprint for Student Success 2016/17 Cottonwood Union School District Local Educational Agency Plan(LEAP)/ Local Control Accountability Plan (LCAP)/ Single Plan for Student Achievement (SPSA) Coordination*).

A district site leadership team reviewed the 2011 LEA Plan as part of the 2015/16 LCAP process and concluded that the majority of the elements originally identified in the 2011 LEA Plan are consistent to the new strategic plan and were now in place. In summary the plan included the need to provide a guaranteed & viable curriculum, progress monitoring, and providing professional development and collaboration time and support.

A major component of our strategic plan is to monitor progress and develop the measures to be able to analyze progress and determine actions and services (see attachment entitled, *Cottonwood Union School District 2015-16 End of Year LCAP Data*).

Baseline data has been established in 2014/15 school year with first year comparisons available for the end of the 2015/16 school year for both state and local measures. The three most important measures of student achievement used are the California Assessment of Student Performance and Progress (SBAC), Reading Fluency assessments and Accelerated Reader STAR assessment (comprehension). Note: The STAR program (ended in 2013) was replaced by the California Assessment of Student Performance and Progress (CAASPP) System. STAR test results and CAASPP results cannot be reliably compared because CAASPP evaluates new standards that emphasize analytical thinking, problem solving and communications skills. We will analyze the new data summer through fall of 2016 as it becomes available.

To date this process has validated the action and services identified in the LCAP to meet the learning needs of all students.

Our strategic plan consolidating the LEAP and LCAP is based on effective school research and all the elements of the Essential Program Components required by the state. Our robust plan was developed and started in 2014/15 and significantly implemented in 2015/16.

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

Although the conditions of the AYP are changing, the Cottonwood Union School District is determined to help all students succeed and has goals to move all students toward proficiency in all subject areas. We will examine new state and local measures and identify specific target groups based on students' needs. The document entitled, *Cottonwood Union School District 2015-16 End of Year LCAP Data*, identifies specific targets and we will determine specific goals for 2016/17 as we examine the 2015/16 data.

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

Cottonwood Union School District is currently engaged in implementing Common Core State Standards as well as effective school research. Our staff has been actively attending professional development and working in collaborative teams towards our goals. Our district has developed an Intervention for All model and a Response to Intervention program targeting specific needs of each student. Cottonwood Union School District uses regularly scheduled collaborative time for teachers to work in Professional Learning Communities to guide curriculum, instruction, assessment and student services.

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>Please refer to Cottonwood Union School District's strategic plan for a comprehensive view of all the elements of our continuous improvement plan.</p> <p>California State Standards: Textbook/Instructional Materials</p> <p>Intervention For All</p> <p>Professional Development and support Instructional Curriculum Intervention Coach Assistant Principal: Instructional Curriculum Intervention:</p> <p>Collaboration</p> <p>Technology: support for software</p> <p>Early Childhood Education</p> <p>Promote Reading/Early Literacy</p> <p>Beyond School Day Intervention Support: Summer School Program and tutoring</p> <p>Parent Education</p> <p>Open Communication</p> <p>Community Parent Involvement</p>	<p>Supt. Principals Teachers Staff</p>	<p>August 2016- July 2017</p>	<p>See LCAP</p> <p>See LCAP</p> <p>\$41,750 Title 1 \$60,000 Title 1 \$21,100 Title 1 (25%)</p> <p>No cost</p> <p>\$10,000 Title 1</p> <p>No cost</p> <p>See LCAP</p> <p>\$13,000 Title 1</p> <p>See LCAP</p> <p>See LCAP</p> <p>See LCAP</p>

Promote Positive relations			See LCAP
Provides Electives			See LCAP
Language of Appreciation			See LCAP

5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<p>The Cottonwood Union School District Strategic plan:</p> <ul style="list-style-type: none"> ○ Provide professional development to deepen and expand the implementation of state standards in reading, writing, math, and Next Generation Science Standards. LEAP ○ Provide professional development on adopted core and intensive. ELA curriculum. LEAP ○ Provide professional development on use of district data system. LEAP ○ Provide professional development on use of ELD materials. LEAP ○ Provide professional development on district identified special education specific curricular materials. LEAP ○ Address the professional development needs of the instructional staff that will support effective instructional strategies. LCAP ○ Provide funds for conferences and other professional development. EPC, LEAP, LCAP 	Supt. Principals Teachers Staff	August 2016- July 2017	\$41,750 Title 1

<ul style="list-style-type: none"> ○ Provide training in Professional Learning Communities. LCAP ○ Provide ongoing instructional assistance and support through content experts, specialist and Curriculum & Instructional Support/Coaches. ESR, EPC, LCAP ○ Instructional materials-based PD and ongoing PD and support for instructional leaders to ensure the full implementation of the district-adopted programs and the EPC's. EPC, LCAP ○ Develop and expand teacher and student use of technology. LCAP ○ Provide professional development in Capturing Kids' Hearts for all staff. LCAP 			\$1,250 Title 1
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6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Cottonwood Union School District will facilitate a partnership with the YMCA and Project SHARE for Beyond School Day Support interventions. The programs will use research-based curriculum with focus on students who have specific needs.	Supt. Principals Teachers Staff	August 2016- July 2017	\$191,915	ASES Grant

7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Cottonwood Union School District will continue to promote parental involvement in an already supportive community.</p> <p>Parents are invited to volunteer and observe in classrooms.</p> <p>The district offers Back to School nights and Open Houses. These events allow parents to access curriculum and instructors allowing open communication between home and school.</p> <p>Teachers will have formal and informal conferences with all parents, which allows parents to be involved in monitoring student progress during the year and be involved in educational desciosn for their child.</p> <p>The school district and sites maintain websites which allow parents to be informed about school events and educational news</p>	Supt. Principals Teachers Staff	August 2016- July 2017	No cost to district	

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Cottonwood Union School District

County District Code: 4569955

Date of Local Governing Board Approval: June 28, 2016

District Superintendent: David Alexander, Ed.D.

Address: 20512 West First Street

City: Cottonwood

Zip Code: 96022

Phone: 530 347-3165

FAX: 530 347-0247

E-mail:
dalexander@cwusd.com

Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

Signature of Superintendent	Printed Name of Superintendent	Date
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

COTTONWOOD UNION SCHOOL DISTRICT

School Calendar 2016-2017

July 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	▲	▲	▲▲	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	★	15	16	17
18	19	20	21	22	23	24
25	26	27	★	29	30	

October 2016						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	★	13	14	15
16	17	18	19	20	☺	22
23	24	25	★	27		29
30	31					

November 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	★	★	★	★	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	★			

December 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	★	8	9	10
11	12	13	14	15	★	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



School starts
School ends

Aug. 18
June 6

STAFF WORK DAYS



Teachers: August 15-16, June 7
All Staff: August 17



HOLIDAYS/RECESSES

Labor Day Sept. 5
Veteran's Day Nov. 11
Thanksgiving Break Nov. 21-25
Winter Break Dec. 19 - Jan 2
Martin Luther King Day Jan. 16
Lincoln's Day Feb. 13
President's Day Feb. 20
No School March 17
Spring Break April 10-17
Memorial Day May 29



MINIMUM DAYS

School dismissed West- 12:30
North- 12:45

Collaboration Days-

Sept. 14, 28 Oct. 12, 26
Nov. 30 Dec. 7
Jan. 11, 25 Feb. 8, 22
Mar. 8, 22 Apr. 5, 26
May 10, 24
Parent Conferences- Nov. 7-10
Day Before Winter Break- Dec. 16
Last Day of School- June 6



WEST QUARTER ENDING DATES

1st Quarter (46) Oct. 21
2nd Quarter (43) Jan. 13
3rd Quarter (46) March 24
4th Quarter (45) June 6
180



NORTH TRIMESTER ENDING DATES

1st Trimester (51) Oct. 28
2nd Trimester (65) Feb. 24
3rd Trimester (64) June 6
180

January 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	★	12	☺	14
15	16	17	18	19	20	21
22	23	24	★	26	27	28
29	30	31				

20/100

February 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	★	9	10	11
12	13	14	15	16	17	18
19	20	21	★	23		25
26	27	28				

18/118

March 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	★	9	10	11
12	13	14	15	16	17	18
19	20	21	★	23	☺	25
26	27	28	29	30	31	

22/140

April 2017						
S	M	T	W	T	F	S
						1
2	3	4	★	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	★	27	28	29
30						

14/154

May 2017						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	★	11	12	13
14	15	16	17	18	19	20
21	22	23	★	25	26	27
28	29	30	31			

22/176

June 2017						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

4/180



June 17, 2016

Board of Trustees
Cottonwood Union Elementary School District
20512 West First Street
Cottonwood, CA 96022

Dear Board of Trustees:

We have been engaged to audit the financial statements of Cottonwood Union Elementary School District (the District) for the year ended June 30, 2016. A copy of the engagement letter for the year ended June 30, 2016, is enclosed for your reference. Please feel free to contact us if you have any questions regarding the audit engagement letter or this letter. Professional standards require that we provide you with the following information related to our audit.

The objectives of this correspondence are as follows:

- To discuss the auditors' responsibilities under auditing standards generally accepted in the United States of America (GAAS);
- To provide those charged with governance an overview of our engagement, including the planned scope and timing;
- To identify significant areas of accounting and auditing emphasis, and how we propose to address these areas; and
- To discuss the concept of materiality in planning and executing the audit.

Our Responsibility Under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (GAAP). Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of the audit we will consider the internal control of the District. Such considerations are solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Planned Scope and Timing of the Audit

Audit Planning and Risk Assessment

The initial phase of our audit involves various planning procedures, including the following:

- Developing an understanding of internal and external factors affecting the District, such as changes in management or regulation.
- Performing preliminary analytical procedures, covering all accounts, to identify any significant new accounts or programs and any significant changes from the prior year.
- Assessing various organizational risks such as those related to the District's operating characteristics and environment, information technology, financial characteristics and business strategies. This also involves discussing with management what they see as the significant risks to the District.
- Obtaining an understanding of the District's internal controls, including the control environment, management's risk-assessment process, management's consideration for internal controls, and management's internal control monitoring process.
- Performing an evaluation of the design of internal controls relating to each significant transaction cycle as well as financial reporting to identify weaknesses in the system of controls that may contribute to the risk of a material financial statement error occurring without detection.
- Assessing of fraud risk, including consideration of the requirements of AU-C 240, *Consideration of Fraud in a Financial Statement Audit*. This also includes conducting a fraud brainstorming session with all members of the audit team to discuss the potential for material misstatement due to fraud and to enforce the concept of approaching the audit with professional skepticism.
- Designing our audit procedures and taking into consideration our preliminary analytical procedures, various risk assessments, our understanding of the various aspects of the District's internal controls, and those audit areas that are considered to be significant.

Audit Fieldwork

Depending on the significant areas selected and the extent of testing that is determined to be appropriate during the planning process, we will perform audit procedures as part of our audit fieldwork. These procedures include inspection of documents, recalculation of various amounts, inquiry of appropriate personnel as well as other means to verify account balances. Significant accounts or risk areas are identified as follows:

- Cash and cash equivalents.
- Inventories.
- Accounts receivable and due from other governments.
- Capital assets.
- Accounts payable, due to other governments, and cut off.
- Long-term debt.
- Possible unrecorded liabilities.
- Revenue recognition.
- Student body funds.
- Cafeteria fund.
- Susceptibility of accounts to material misstatement arising from either error or fraud.
- Leasing transactions (including costs associated with new leasing arrangements).

Materiality

Financial Accounting Standards Board (FASB) Statement of Financial Accounting Concepts No. 2 (CON-2), *Qualitative Characteristics of Accounting Information*, defines materiality as the "magnitude of an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would have been changed or influenced by the omission or misstatement." In planning and performing the audit, we use professional judgment to determine a level of materiality. Factors considered in this evaluation include the components of the financial statements believed to be the most critical to users and the extent of adjustments detected in prior audits.

Audit Completion and Reporting

Once audit fieldwork has concluded, a complete final review will be performed of the audit workpapers, ensuring that any outstanding questions or issues have been resolved and that the testing and results are properly documented. Deliverables will be as follows:

- Draft financial statements, including footnotes.
- Draft letter of required communication to those charged with governance that includes information on the auditors' responsibility in performing the audit and significant findings noted during the audit process that are required to be reported, such as any significant or unusual transactions or any significant sensitive estimates.

All of the draft documents are reviewed with management and those charged with governance before the final financial statements and correspondence letters are issued.

Communication

Effective communication between the auditor and those charged with governance is emphasized in the recent audit standards, and we feel it is paramount to a truly effective and successful audit. For these reasons, we encourage you to contact us with any questions or concerns that you may have regarding any aspect of the audit. The following points may assist you in this critical communication effort:

- Are there any matters you feel warrant particular attention during the audit?
- Are there any areas where you request that additional or special procedures be performed?
- Describe how you exercise oversight of the District's internal controls.
- Describe your understanding of the risks of fraud at the District.
- Are you aware of any suspected or actual fraud at the District?
- Are there any other matters you think we should be aware of?

Our contact information is listed below, and we encourage you to maintain open communication with us regarding the above points and any other matters you deem appropriate.

Taen F. Saeteurn, CPA 530-241-2515 taen.saeteurn@kcoe.com

Board of Trustees
Cottonwood Union Elementary School District
June 17, 2016
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Closing

The information in this letter is intended solely for the use of those charged with governance of the District and is not intended to be and should not be used by anyone other than these specified parties.

We sincerely appreciate the opportunity to provide services to the District and hope you find the information included in this correspondence useful and informative. If you have any questions or wish to discuss any of the items further, please let us know.

Very truly yours,

KCoe Isom, LLP

KCoe Isom, LLP

Enclosure