

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Cuddeback Union Elementary School District		
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Cuddeback Union School District is a small, single-site elementary school district located in Carlotta serving approximately 130 students in grades TK through 8<sup>th</sup>. Nestled in the rural Van Duzen River Valley, the district boundaries run the 12 miles along Highway 36 from Yager Creek to Grizzly Creek. Most of the students living within the boundaries live within one mile of the highway.

The district is known for maintaining a family-like culture where teachers, staff, and administration know virtually every child by name. Many current parents at our school were once students in the same classrooms that their children now attend. Parents are welcomed and have many opportunities to interact and be involved on campus. Parents often mention the positive school climate and well-rounded approach to education at Cuddeback School as highly valued pieces they appreciate in their child's experience.

Attributed mainly to school size and culture, the district has roughly a 40% interdistrict population of students. These students demographics are very representative of the in-district children and the school population overall. Cuddeback's student body identifies as approximately 80% white, 7% Hispanic, 6% American Indian or Alaskan Native, and 6% as 2 or more races. Students with disabilities represent 12% of school enrollment; with 2 EL's, and no Foster youth currently enrolled.

The decline of the timber industry has significantly impacted the town of Carlotta over many years. Once, multiple employment opportunities were present as lumber mills, country stores, and restaurants supported the town. Today one small restaurant is all that remains. The impact of the recent focus of farm-related agriculture and legal cannabis cultivation is undetermined at this point, but could have a substantial effect in future years.

As an elementary district, there are metrics associated with state priorities that do not apply to our district:

Implementation of State Standards: Access to SS and ELD standards for EL's

Pupil Achievement: % of students successfully completing A-G courses, % of students successfully completing CTE sequences or programs of study that align, % of students who pass AP exams with 3 or higher, % of students determined to be prepared for college by the EAP, % of EL's making progress towards English Proficiency on the CELDT; EL Reclassification rate

Student Engagement: High school dropout rates, High school graduation rates

Also, due to the small size of the district, detailed information on state indicators is not available related to English Learners, some Students with Disabilities, or any race/ethnicity subgroup other than white. There are

currently no Foster youth enrolled at Cuddeback, so there is no data there either.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Highlights of the current year's LCAP include:

- Acquiring standards-aligned ELA curriculum in all grade levels to be implemented in next year's academic plan
- Providing instructional assistants (aides) in classrooms to support unduplicated students and students with disabilities
- Providing social and emotional counseling support for all students, including our unduplicated students and students with disabilities

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Cuddeback USD is proud that it provides a safe educational environment for students and staff. Stakeholder input (surveys, meetings, conversations) shows that our positive school climate is a valued strength and top priority for the school. The district plans to continue providing counseling and support services for all students.

District stakeholders recognize the progress on Goal 2 – *Delivering quality education...implementing New Standards...Developing 21<sup>st</sup> century learners*. District has purchased new ELA curriculum K-8 and upgraded technology on site. CUSD plans to provide teachers necessary training related to new ELA curriculum, and continue to purchase new computers and learning devices for students.

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

The LCFF Evaluation Rubrics identified the Suspension Rate as an area of concern. The data used in the evaluation is from 2014-15 and represents the district suspending 4 students as compared to the 1 student in prior year. The LEA has historically maintained a very low suspension rate by utilizing alternative options to suspension on campus and providing social and emotional counseling to support and educate students.

The district demonstrated a major need to improve on state assessments in both ELA and Math according to the state Evaluation Rubrics. The Rubrics noted the ELA Assessment rating for All Students showed a performance level of 31 points below level 3 with a 16 point decline from the previous year. The LEA focused on using new standards-aligned curriculum this year and the district will purchase all new standards-aligned ELA curriculum for grades K-8 for use in Fall 2017.

The Math Assessment rating as reported for All Students scored at 35 points below level 3 with a nearly 7 point decline from previous year. For 2016-17, the district increased staffing and restructured math classes to provide straight grade math classes for K-6. The district will continue to provide and fund professional development and training for teachers in ELA and math.

On the local level, stakeholders agree that increased preparation, practice, and performance on state assessments are essential. Providing resources for materials, training, and formalized ongoing benchmark assessment is top priority.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

Although there were no performance gaps identified in the LCFF Evaluation Rubrics for any student groups according to the state criteria of groups performing 2 levels below All Students, our Students with Disabilities group did score 46 points (ELA) and 56 points (Math) lower on CAASPP testing than All Students. The main contributing factor in the significant decline of scores by this group was due to a change in testing procedures to allow Students with Disabilities greater access to test in a less restrictive environment.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

CUSD plans to increase and improve services for unduplicated students in a variety of ways. The most significant is to provide an additional classroom teacher in the primary grades. By lowering the average class size from nearly 24 students per classroom to less than 18 (-25%), the student groups of most need gain in learning opportunities and conducive learning environment.

The district will provide instructional assistants (classroom aides) to improve the classroom learning opportunities for unduplicated students by allowing for more 1:1 and small group interactions.

Unduplicated students also benefit from continued social and emotional counseling and intervention offered by the district.

The district will improve before school breakfast services (availability, menu options) which benefit low income students, as those unduplicated students represent 73% of all breakfast meals.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,518,108
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,274,960

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$31,998 – Preschool Program (RS 0012)  
 \$64,493 – Prop 39 (RS 6230)  
 \$33,069 – STRS On-Behalf Pension Contributions (RS 7690)  
 \$113,588 – Central Office (general administration, superintendent, legal fees, insurance, district contracts)

\$1,085,683	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 1</h2>	All students will achieve high academic standards, including students in identified subgroups of Low-Income, Foster Youth, Students with Disabilities, and English Learners.
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

2. Student SBAC/CAASPP scores will improve over the previous year. The percent of students meeting or exceeding the standards will increase by 5% in ELA and Math over last year's 40% and 41% respectively..
3. 100% of students have access to standards aligned instructional materials as reported in the annual School Board resolution regarding sufficiency of standards-aligned instructional materials.
4. Student scores will show a reasonable improvement rate on District Benchmarks in CCSS ELA and Math.
5. Student scores on state interim assessments will show progress of academic growth and achievement.
6. GPA in academic subjects for 4-8 grade will increase by .10 on the 4.0 scale.
7. RESULTS assessment scores for primary grades will reflect 80% of students at grade level or above by 2nd assessment
8. School will score in excellent range on Facilities Inspection Tool report.

### ACTUAL

2. NOT MET: Overall student CAASPP scores did not improve. Scores decreased to 34% and 36% met or exceeded standards in ELA and Math respectively. 3<sup>rd</sup>-5<sup>th</sup> grades scores regressed the most significantly.
3. MET: All students have access to standards-aligned curriculum adopted to date. District is purchasing new ELA curriculum to be in place for 2017-18 at all grades.
4. NOT MET: District is only now purchasing program and establishing consistent benchmarks throughout grade levels. Teachers/grade levels use a variety of benchmarking tools currently. Student data reported from those shows a wide range of growth/improvement that is difficult to compile. This has been a disappointing and frustrating outcome.
5. MET: Interim tests were used in some way in most classrooms this year. Those students showed growth particularly in Math across grade levels utilizing interim and practice tests.

9. Stakeholder survey will report 95% satisfactory with school facilities upkeep and maintenance.

10. There will be no unresolved complaints on the District Williams report.

6. NOT MET: The overall GPA in academic subjects for grades 4-8 decreased by .04 from previous year from 3.01 to 2.97. The number of failing grades (F's) in grades 4-8 decreased from 14 (7.25%) last year to 6 (2.24%) through 2<sup>nd</sup> trimester this year. No student earned more than 1 F.

7. NOT MET: Results assessment scores for primary grades show that 78% of students are at or above grade level by 2<sup>nd</sup> assessment, which is a 6% improvement over previous year.

8. MET: Cuddeback continues to score in the excellent range on FIT report with the exception of the Healthy Start building. That building is undergoing repair in summer 2017.

9. MET: Data collected on stakeholder survey reported 100% agreed that facilities and maintenance at school was satisfactory. Stakeholders would like to increase the size of our gym however.

10. MET: There were no unresolved complaints related to quarterly Williams reports for CUSD at July 2016, October 2016, January 2017, or April 2017 CUSD Board meetings.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p>PLANNED</p> <p>Acquire district math assessment program(s) K-8</p>	<p>ACTUAL</p> <p>District did not purchase/implement LEA wide math assessment program. Experimented with various formats, currently utilizing a free version of growth assessment program.</p>
Expenditures	<p>BUDGETED</p> <p>\$2,000</p> <p>RS 0000-4310</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> Acquire district ELA assessment program(s) K-8</p>	<p><b>ACTUAL</b> District did not purchase/implement LEA wide ELA assessment program. Experimented with various formats, currently utilizing a free version of growth assessment program.</p>
Expenditures	<p><b>BUDGETED</b> \$2,000 RS 0000-4310</p>	<p><b>ESTIMATED ACTUAL</b> \$0</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Provide instructional assistants in classrooms to benefit low performing students</p>	<p><b>ACTUAL</b> District funded instructional assistants in classrooms to benefit low performing students through 1:1 and small group support.</p>
Expenditures	<p><b>BUDGETED</b> \$15,319 RS 5820 (REAP)</p>	<p><b>ESTIMATED ACTUAL</b> \$15,319 REAP</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Employ a Curriculum &amp; Assessment Coordinator to oversee ELA adoption and coordinate primary and upper grades assessments, state interim assessments, Student Study Teams, and other local district assessments as developed.</p>	<p><b>ACTUAL</b> District employed 2 Coordinators: One to oversee ELA adoption and coordinate primary and upper grades state testing and district level assessments; one to oversee Student Study Teams and intervention services.</p>
Expenditures	<p><b>BUDGETED</b> \$1,500 RS 1100 - 1311</p>	<p><b>ESTIMATED ACTUAL</b> \$1,500 (Lottery)</p>

Action **5**

Actions/Services	<p><b>PLANNED</b> Employ maintenance and custodial staff to ensure that school grounds and buildings are clean, well maintained, and in good repair</p>	<p><b>ACTUAL</b> District employed maintenance and custodial staff. There was a 1 month period without a full time maintenance person during a transition.</p>
Expenditures	<p><b>BUDGETED</b> \$19,084 RS 0000-2213/2214  \$20,000 RS 0000-4310/4374/4377/4381/5550/5560/5623/5800</p>	<p><b>ESTIMATED ACTUAL</b> \$20,758 RS 0000-2213/2214  \$31,550 RS 0000-4310/4374/4377/4381/5550/5560/5623/5800</p>

Action **6**

Actions/Services	<p><b>PLANNED</b> Employ a .5 FTE Intervention Teacher to support low performing students</p>	<p><b>ACTUAL</b> District did employ a .5 FTE Intervention Teacher to support low performing unduplicated students.</p>
Expenditures	<p><b>BUDGETED</b> \$11,936 RS 0000-1105/3000 (.25 FTE)  \$11,936 RS 0001-1105/3000 (.2 FTE)  SUPPL/CONC</p>	<p><b>ESTIMATED ACTUAL</b> \$13,340 (Unrestricted LCFF) (.2 FTE)  \$13,340 (LCFF – Supp/Conc) (.2 FTE)  SUPPL/CONC</p>

Action **7**

Actions/Services	<b>PLANNED</b> Provide instructional assistants in classrooms to benefit low performing unduplicated students	<b>ACTUAL</b> District employed 4 instructional assistants in classrooms to benefit low performing unduplicated students.
	<b>BUDGETED</b> \$20,296 RS 0001  SUPPL/CONC	<b>ESTIMATED ACTUAL</b> \$22,500 (LCFF – Supp/Conc)  SUPPL/CONC

Action **8**

Actions/Services	<b>PLANNED</b> Acquire appropriate intervention resources and materials for Tier 2&3 in Intervention Program and RSP	<b>ACTUAL</b> District has continued to purchase materials to support Tier 2&3 intervention for unduplicated students and Students with disabilities.
	<b>BUDGETED</b> \$500 RS 0000 4310  SUPPL/CONC	<b>ESTIMATED ACTUAL</b> \$389 (LCFF – Supp/Conc)

Action **9**

Actions/Services	<b>PLANNED</b> Utilize after-school program (ASES) for intervention services and curriculum support. ASES Staff: 2 ASES employees tutor 1hr/day x 5 day x 36 wks  Materials: provide core curriculum support materials to reinforce/enrich classroom curriculum  Certificated Teacher time: Teachers tutor and provide academic support 1 hr/day x 3 days x 32 wks in ASES program	<b>ACTUAL</b> ASES staff provided intervention/support for students on a regular schedule to students: 2 ASES employees tutor 1hr/day x 5 day x 36 wks  ASES program provided key core curriculum support materials to reinforce and enrich curriculum.  Teachers provided academic tutoring to students after school.
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Expenditures

BUDGETED	ESTIMATED ACTUAL
\$3,780 RS 6010-2100	\$3,780 ASES Classified Staff
\$2,000 RS 6010-4310	\$2340 ASES Materials
\$2,800 RS 6010-1100	\$2,000 ASES Certificated Support

Action

# 10

Actions/Services

PLANNED	ACTUAL
Teacher-based after school intervention  Teachers spend time after school (not ASES) providing intervention/remediation to unduplicated students  (3 teachers x 1 hr/day x 108 days x \$57/hr)	Teacher-based after school intervention allowed teachers to spend time after school (not connected to ASES) providing intervention/remediation to unduplicated students on a regularly scheduled basis established by each teacher.  (3 teachers x 1 hr/day x 108 days x \$57/hr)

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$18,468 RS 0000-1100 (Unrestricted), RS 1400-1100 (EPA)  SUPPL/CONC	This cost of \$18,468 is accounted for in Teacher Salaries under Goal #2. RS 0000 (Unrestricted), RS 1400 (EPA)

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The crux of the actions and services associated with Goal 1 (Achieving high academic standards) involve providing support for low performing students. The district was able to fully implement the plan to provide a .5 FTE intervention teacher and intervention support from teachers and after school staff. Teacher feedback on the intervention program is very positive and even students voice appreciation of the extra support from teachers and after school. Finding qualified, available persons to employ as instructional assistants is a major challenge. The district was able to nearly provide necessary level of instructional assistants to support learners. Stakeholders often mention the value of having aides in the classrooms. The district also had a difficult time finding a program for ELA/Math assessment and progress monitoring, therefore struggling to adopt uniform district benchmarks in those areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The intervention teacher was able to serve 10 low performing students this year. Of those students, 4 reached grade level reading proficiency, and 3 others made improved growth toward grade level based on reading assessments conducted by intervention and regular classroom teachers. Teachers report increased confidence in once struggling readers after intervention services were provided. The district was unable to provide amount of instructional aides in the 4<sup>th</sup>-8<sup>th</sup> grades as planned. The current classroom/grade level configuration uses mixed grade level (combination) classes. These, added with lack of uniform ELA/Math assessment program may be responsible for a slight decline in GPA among those grades, from 3.01 previous year to 2.97 this year. The positive response to the support efforts however resulted in fewer failing grades (F’s) from previous year from 14 to 6.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a significant material difference between budgeted and actual expenditures related to facilities maintenance (G1, A5). The district experienced \$5,960 higher than expected costs for floor cleaning/waxing to refurbish classrooms and cafeteria during the year. The maintenance staff also undertook a major project to cleanup facilities of old, broken, unusable furniture and stored materials, which required additional costs of \$1,500 in personnel and disposal costs. Repair work and extensive testing of the water system also increased expenditures in this area by \$2,150.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis of the Evaluation Rubrics related to ELA Assessment shows our district indicator is red for all groups. The state report for math is yellow, with socio-economically disadvantaged student group as orange. This data has led to a new outcome reflecting desired growth on CAASPP scores LEA wide (G1, Metrics/Outcomes).

**Goal  
2**

The district will deliver to all students a high quality education focused on Implementation of New California State Standards, Digital Learning, Developing 21st Century Learners, Preparing Students for Success in High School, and Highly Qualified Teachers.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL N/A

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. All students, including students with disabilities, will have access to and be enrolled in required areas of study, as well as opportunities in the visual and performing arts, as verified by teacher schedules, class listings, and class rosters.
2. 100% of students and teachers have access to and use available CCSS adopted curriculum materials as demonstrated by annual School Board resolution of sufficiency of standard-aligned instructional materials.
3. All teachers will receive training in CCSS subject matter at teaching grade level in available content and performance standards, as documented by completion certificates, conference registrations, materials purchased, sign in sheets.
4. Teachers will benefit from increased collaboration time regarding CCSS implementation with colleagues, as documented by meeting agendas and teacher written feedback.
5. 100% of all teachers are highly qualified with no misassignments, as verified by quarterly Williams reports and documented compliance with state credentialing requirements.

### ACTUAL

1. MET: All students, including unduplicated students and students with disabilities are enrolled in classes offering core academic courses at Cuddeback. Studies include learning opportunities in the Arts within the classroom and through outside educational settings.
2. MET: 100% of students and teachers have access to available CCSS adopted curriculum materials. This is verified by annual School Board resolution of sufficient standards-aligned instructional materials approved at October 2016 meeting. In addition to standards-aligned math curriculum, the district piloted new standards-aligned K-6 ELA curriculum and is purchasing ELA materials to implement in 2017-18.
3. MET: Teachers took part in various trainings involving ELA, Science, Math and methodologies related to CCSS. Teachers attended conferences and collaborative workshops presented by CDE, HCOE, and outside vendors/publishers.
4. MET: Certificated staff participated in weekly collaboration on site during Early Release Wednesdays. Teachers value this collaboration covering monitoring progress of unduplicated students and students with disabilities (SPED), new standards implementation, grade span ELA/math articulation, student study and intervention, peer mentoring, state assessments, and other curriculum issues. One teacher also participated in ERV-based collaboration in ELA with other local districts.
5. MET: There are no teacher misassignments according to personnel documents and all quarterly Williams reports filed by district.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p><b>PLANNED</b> District will continue to employ highly qualified teachers who teach content in all required areas of study</p>	<p><b>ACTUAL</b> District employed 6 highly qualified classroom teachers, one (.6 FTE) SPED teacher to deliver appropriate subject matter to all grade levels TK-8.</p>
Expenditures	<p><b>BUDGETED</b> \$496,469 inc stats &amp; H/W, RS 1400 (EPA), RS 0000 (Unrestricted), RS 6500 (Special Education)</p>	<p><b>ESTIMATED ACTUAL</b> \$504,665 inc stats &amp; H/W,  (LCFF, EPA, SPED)</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> Provide teachers professional development related to CCSS content and implementation</p>	<p><b>ACTUAL</b> District was able to provide teachers professional development opportunities related to CCSS content and implementation.</p>
Expenditures	<p><b>BUDGETED</b> \$1,500 RS 4035 (Title II)  \$5,800 RS 6264 (Educator Effectiveness)</p>	<p><b>ESTIMATED ACTUAL</b> \$937 (Title 2)  \$3,512 (Educator Effectiveness)</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Provide regular teacher collaboration time to work with colleagues on site and interdistrict for CCSS PD and Implementation</p>	<p><b>ACTUAL</b> Teachers meet weekly under direction of Principal to collaborate and work with colleagues on site and interdistrict for CCSS professional development and implementation.</p>
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	2 hrs/wk x 36 wk x \$57/hr x 7 teachers	
Expenditures	<p><b>BUDGETED</b></p> <p>\$28,728</p> <p>RS 0000-1100, RS 1400-1100, RS 6500-1104</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>The cost associated for this action is included in teacher salaries listed in G1, A1.</p>

Action **4**

Actions/Services	<p><b>PLANNED</b></p> <p>Provide substitute teachers to allow for related CCSS professional development opportunities</p>	<p><b>ACTUAL</b></p> <p>District pays for substitute teachers to allow for related CCSS professional development opportunities for teachers.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$1,500</p> <p>RS 4035-1140, RS 0000-1140</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$453</p> <p>(Title 2)</p>

Action **5**

Actions/Services	<p><b>PLANNED</b></p> <p>Develop &amp; implement teacher evaluation process incorporating professional teaching standards</p>	<p><b>ACTUAL</b></p> <p>Superintendent/Principal continues to implement evaluation process to reflect the most current professional teaching standards and best practices for certificated staff.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$500</p> <p>RS 0000 1303</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$500</p> <p>Principal's Salary</p>

Action **6**

Actions/Services	<p><b>PLANNED</b></p> <p>Increase classroom walk-thrus and informal observations with an emphasis on CCSS</p>	<p><b>ACTUAL</b></p> <p>Supt/Principal able to increase walk-thrus, informal observations, and classroom visits to focus on implementation of new academic standards.</p>
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Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$1,200 RS 0000-1303	\$1,200 Principal's Salary

Action **7**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	Update and acquire appropriate technology and related services for students including devices, infrastructure and connectivity, and IT support	District has been active in updating and acquiring appropriate technology and related services for students including devices, infrastructure and connectivity, and IT support.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$13,000 RE 1100-4445/4453	\$6,850 (Lottery)
	\$2,000 RS 0000-5922	\$2,700 (LCFF Unrestricted)
	\$11,000 RS 0000-5819	\$8,936 (LCFF Unrestricted)

Action **8**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	Utilize computer readiness - computer literacy programs appropriately designed for K-8 grade levels	District utilizes various age and grade level computer literacy programs to improve computer and keyboard skills.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$1,200 RS 0000-4310	\$895 RS 0000 Unrestricted

Action **9**

Actions/Services	<b>PLANNED</b> Purchase new state adopted standard aligned (CCSS) ELA curriculum and materials.	<b>ACTUAL</b> District has purchased new standards-aligned ELA curriculum for all grades.
	<b>BUDGETED</b> \$13,000 RS 0212,  \$12,000 RS 6300, \$5,000 RS 1100	<b>ESTIMATED ACTUAL</b> \$13,100 (Instructional Materials)  \$15,000 (Lottery – Restricted),  \$8,600 (Lottery - Unrestricted)
Expenditures		

Action **10**

Actions/Services	<b>PLANNED</b> District will support implementation of new science standards (STEM) by purchasing curriculum materials for classrooms.	<b>ACTUAL</b> District was able to support STEAM implementation via purchasing materials and supplies for teachers to conduct hands-on activities in the classrooms.
	<b>BUDGETED</b> \$2,000 RS 1100 (Lottery)  \$1,000 RS 0000 -4310	<b>ESTIMATED ACTUAL</b> \$483 (Lottery) \$679 RS 0000 Unrestricted
Expenditures		

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the actions/services for Goal 2 (Deliver high quality education...) were partially implemented this year. While the district continued the most important piece, to employ high quality teachers, there were challenges to acquiring the professional development opportunities in all areas and grade levels. Teachers did value the conferences and workshops they were able to attend, and there is evidence of increased CCSS standards-aligned materials and practices taking place in classrooms. Also, the district was successful in utilizing new standards-aligned ELA materials K-6 via a free pilot program, although the new curriculum we are purchasing for school wide implementation is from different publishers. A considerable amount of teacher training is related to the new curriculum and will occur in 2017-18.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All metrics were met for this goal. 100% of students were taught by high quality teachers in all areas of study. After a full year of instruction using new standards-aligned ELA curriculum, we expect CAASPP scores to increase. 100% of all students will receive instruction and have access to new standards-aligned ELA materials for 2017-18 academic year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A material difference in expenditures of approximately \$8,000 related to updating technology for students (G2, A7) results from under spending on planned computer updates to the computer lab and our I.T. contractor being unable to provide those support services temporarily while hiring new staff.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Data on class size and combination grades results in a new action to hire a 1 FTE teacher to reduce class size and more efficiently deliver grade appropriate instruction (G2, Actions). There will be an increase in PD expenditures for 2017-18 directly related the adoption of new standards-aligned ELA curriculum (G2, actions/services). The district will require an increase in computer technology in order to replace our outdated computer lab and reestablish the area as a 21 <sup>st</sup> century learning center (Goal 2, actions/services).

**Goal  
3**

All students will have access to a safe, nurturing, learning environment, rich in parental involvement that supports student academic, social, and emotional development.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

1. Student attendance rate will increase by .25% over previous year's rate of 95.76% to approach 96%
2. Chronic absenteeism rate will decrease by 1.0% over previous year's rate of 5.65%
3. Student suspension rate will decrease by 1% over previous year or remain < 2%. The expulsion rate will remain at 0%
4. Middle school dropout rate will maintain at 0% or decrease from previous year.
5. Percentage of students experiencing successful outcomes from counseling/Healthy Start services will increase over previous year as tracked and reported by program staff. (Current levels: H.S. - 11 families, 20 students; Counseling - 1:1 26 students, small group 60 students)
6. # of parent volunteers in classrooms and school events will increase over previous year, including parents of unduplicated students and students with disabilities, as tracked and reported by classroom teachers and event group coordinators. Current information shows overall parent involvement at near 33%, and we aim to reach 40% parental involvement.
7. Parent participation and involvement in decision-making meetings, including parents of unduplicated students and students with disabilities, such as LCAP, Board, Parent Advisory Group, PTO, Site Council will increase over the previous year as monitored and reported through meeting attendance records. Efforts will result in an increase of 3 to 5 parents per group.
8. # of community-involved events at school will maintain or increase over previous year by 1 event.
9. Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics, will increase by 5%.

**ACTUAL**

1. NOT MET: As of P2 attendance report, school wide attendance rate is 95.90%. This is an increase of .14%.
2. NOT MET: Chronic absenteeism rate as of P2 is 6.71% (9 students), an increase of 1.06% (about 1.5 students). Note that 4 of 9 students are Kinders.
3. MET: Suspension rate as of P2 is 0%. Expulsion rate is 0%. No students suspended or expelled at this date.
4. MET: Middle school dropout rate remains at 0%.
5. MET: All TK-3 students (66) receive regular small group counseling and primary intervention on regular schedule via school support personnel. Healthy Start services support 10 families/19 students this year. Credentialed school counselor serves 46 students in small group, and has been able to offer 50 students personal counseling.
6. MET: Through observation and teachers tracking data, parent volunteerism and participation has increased overall. Teachers, event coordinators, coaches, and school staff report 92% of parents attending at least 1 event on campus this year, and 74% attending/participating in 3 or more campus activities. Volunteers tend to participate in greater quantities in the primary grades than upper grades. Stakeholder survey results confirm the school's data.
7. MET: Parent membership records and participation in PTO shows an increase over last year. Parent Advisory Committee increased by 5 members, PTO active participation increased by several (3 to 5), SSC participation remained as previous year. Parent and community participation

10. Percent of students participating in co-curricular/enrichment/extracurricular programs will increase over previous year. Student participation will be monitored by participation records, rosters, sign in sheets maintained by program or activity coordinator.

and attendance at School Board meetings and specific stakeholder input meetings ranged from 0 to 8 parents and community members. Attendance at various meetings and events suggests that parents are more interested in quality/quantity of activities and events than in the actual governance decision-making.

8. MET: The school continues to be an active community resource. Groups such as 4H, Little League, Community Neighborhood Watch, and monthly Mobile Outreach use facilities. The school has added an additional major community dinner event on campus this year. The school continues to offer opportunities for community involvement like Fall Carnival & Auction, Lip Sync, Community dinners, music/choir performances, sporting events, county elections.

9. MET: Teachers and Admin staff have focused efforts on recognizing student success. Teacher classroom records 2-4 students from each class are recognized for achievement other than core academics (character traits, out of school accomplishments, attendance, citizenship, community involvement) at regular awards assemblies. Approx. 20 students are recognized via our Winners Ticket system at each assembly, and another 2 students earn Extraordinary Student awards each assembly as nominated by teachers in each grade span TK-3 and 4-8 grades.

10. NOT MET: Program records indicate the number of students participating in these programs: Athletics – 59 (45%); Pee Wee BB – 26 (65%); EXCEL - 66 (49%); GATE - 5 (7.5%); Choir - 14 (21%). There was mixed success in that the district was able to offer a choir program not available last year. 12 students participated in science-based opportunities outside of class. Athletics decreased this year as the school did not have enough students for a Boys Varsity BB team and lower participation than usual in Cross Country. Small grade size in 7<sup>th</sup>/8<sup>th</sup> likely accounts for low numbers.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	<b>PLANNED</b> Use PowerSchool to monitor student attendance and discipline rates	<b>ACTUAL</b> District continues to contract with PowerSchool to maintain Student Information System to compile attendance and discipline data.
	<b>BUDGETED</b> \$3,050 RS 0000-5800	<b>ESTIMATED ACTUAL</b> \$ 3,149 RS 0000 Unrestricted

Action **2**

Actions/Services	<b>PLANNED</b> Effectively utilize SARB referral process for chronic absentee students. Mailings SARB Coordinator Principal's time (25 hrs x \$50/hr)	<b>ACTUAL</b> The District contributes funding for membership in a regional consortium for SARB services, including a SARB Coordinator, referral process, and record maintenance. The Principal sits on the SARB and regularly contacts parents regarding attendance and chronic absenteeism.
	<b>BUDGETED</b> \$40 RS 0000-5950  \$750 RS 0000 5800  \$1,250 RS 0000-1303	<b>ESTIMATED ACTUAL</b> \$20 Postage/Mailings  \$500 SARB ERV Consortium  \$1,750 Principal's Time

Action **3**

Actions/Services	<b>PLANNED</b> District secretary to provide additional support to increase attendance.	<b>ACTUAL</b> Secretary monitors absences, makes phone calls home, manages Independent Study Program.
	<b>BUDGETED</b> \$1,200 RS 0000-2406	<b>ESTIMATED ACTUAL</b> \$1,480 Secretary's Salary

Action **4**

Actions/Services	<p><b>PLANNED</b> Educate parents on aspects of regular student attendance: legal, educational, funding.</p> <p>Materials Teacher's time Principal's time</p>	<p><b>ACTUAL</b> Staff spends time throughout the year to educate parents on importance of regular student attendance. (Assemblies, Parent night, parent conferences, newsletters, phone)</p>
Expenditures	<p><b>BUDGETED</b> \$200 materials RS 0000-4310</p> <p>\$856 RS 0000 1100 (Teachers)</p> <p>\$500 RS 0000 1303 (Principal)</p>	<p><b>ESTIMATED ACTUAL</b> \$226 materials RS 0000-4310</p> <p><i>Costs previously included in Salaries from (G2, A1)</i> \$3,876 (\$57/hr x 2hrs x 34wks) Teacher's Salary</p> <p>\$1,280 (\$64/hr x 20 hrs.) Principal's Salary (Principal)</p>

Action **5**

Actions/Services	<p><b>PLANNED</b> Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee.</p>	<p><b>ACTUAL</b> District utilizes several means to maintain school to home communication. These include Blackboard Connect automated phone messaging system, note/newsletters, digital marquee, school website, SARC. Administrative costs associated include Principal and Secretary time.</p>
Expenditures	<p><b>BUDGETED</b> \$2,200 RS 0000-5800 (Auto Phone, Marquee)</p> <p>RS 0000-2406 (Secretary)</p> <p>RS 0000-1303</p>	<p><b>ESTIMATED ACTUAL</b> \$2,050 (Blackboard, SIA) (RS 0000 Unrestricted)</p> <p>\$1,200 Secretary's Salary</p> <p>\$1,000</p>

(Principal)	Principal's Salary
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Action **6**

Actions/Services	<p><b>PLANNED</b> Use annual parent &amp; student surveys to gather feedback, online and paper forms of surveys</p>	<p><b>ACTUAL</b> District subscribes to Survey Monkey to gather stakeholder input via online surveys.</p>
Expenditures	<p><b>BUDGETED</b> \$250 RS 0000-4310</p>	<p><b>ESTIMATED ACTUAL</b> \$165</p>

Action **7**

Actions/Services	<p><b>PLANNED</b> Increase community involvement on campus through events like a Staff &amp; Community Appreciation Days, Back to School family picnic, increased Community Center use, supporting established events on site</p>	<p><b>ACTUAL</b> District continues to encourage community involvement on campus in several ways: open/active communication to invite participants, public recognition of volunteers, offering food at public events.</p>
Expenditures	<p><b>BUDGETED</b> \$500 RS 0000 4310</p> <p>\$880 RS 9012-2200</p>	<p><b>ESTIMATED ACTUAL</b> \$412 RS 0000 4310</p> <p>\$1,280 RS 9012-2200</p>

Action **8**

Actions/Services	<p><b>PLANNED</b> Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling &amp; planning time: 4hrs/wk x 36 wks x \$57/hr)</p>	<p><b>ACTUAL</b> Teachers maintain a schedule for, and actively recruit as needed, volunteers for their various classroom needs. Costs involve teacher scheduling/planning/coordinates time.</p>
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Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$8,208 RS 000-1100	\$8,208

Action **9**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	Provide appropriate athletic opportunities for students at all grade levels. District provides coaches and athletic director.	Cuddeback offers co-ed Cross Country to TK-8 grades. School also offers co-ed volleyball and boys/girls basketball for grades 5-8. Pee Wee BB is available for co-ed students grades 2-4.  District provides an Athletic Director and Coaches. Reduced expenditures reflect that there was no boys Varsity BB team due to lack of students, and AD resigned part way through the year. Also, 2 BB coaches declined to take the stipend, insisting on volunteering their services.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$4,500 RS 1100 (Lottery)	\$2,700 Lottery

Action **10**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	Hold regular award assemblies to recognize student achievements in academics, character, attendance, arts, and other accomplishments. Provide awards and certificates for students.	District has regularly scheduled awards assemblies at mid-trimester and trimester end to recognize student accomplishments.  School provides prizes, awards, certificates for students.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$750 RS 0000 4310	\$810 RS 0000 Unrestricted

Action **11**

Actions/Services	<p><b>PLANNED</b> Offer ASES enrichment programs after school to compliment and expand curriculum areas.</p>	<p><b>ACTUAL</b> Cuddeback offers numerous enrichment activities to all grade levels K-8 in after school program (ASES) in various subject areas, including science, visual/performing arts, math, computer technology, language arts, and social studies.</p>
Expenditures	<p><b>BUDGETED</b> \$4,500 RS 6010-2100/2200/4310 (ASES)</p>	<p><b>ESTIMATED ACTUAL</b> \$4,200 Salaries/wages  \$305 Materials</p>

Action **12**

Actions/Services	<p><b>PLANNED</b> Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Story Tellers, Lip Sync, Center Arts</p>	<p><b>ACTUAL</b> District provided many opportunities to experience the Arts: Puppet Performances, Story Tellers, HSU Center Arts shows, Art Library on Loan, Jazz Festival.</p>
Expenditures	<p><b>BUDGETED</b> \$2,200 RS 0209, RS 1100-5800, RS 9034, RS 0000-5800</p>	<p><b>ESTIMATED ACTUAL</b> \$5,284 (GATE \$3,605) (Watershed Ed. \$296) (Contracted Services \$1,383)</p>

Action **13**

Actions/Services	<p><b>PLANNED</b> Provide social and emotional counseling support for students thru 1:1 and small group counseling</p>	<p><b>ACTUAL</b> District employs a .4 FTE counselor to support students with social and emotional needs.</p>
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Expenditures

**BUDGETED**  
\$11,330 (.2 FTE)  
RS 0000-1205,  
(Counselor Salary/Stats)

**ESTIMATED ACTUAL**  
\$16,730 (Salary & Health Benefits)  
Counselor opted in for H/W benefits this year accounts for additional cost.

Action **14**

Actions/Services

**PLANNED**  
Provide early academic, social, and emotional intervention services for primary grades, including providing assistance coordinating health, medical, and other necessary resources for unduplicated students and families.

**ACTUAL**  
The district was able to employ a Healthy Start Director and school support personnel to provide academic, social, and emotional services for primary grades, including providing assistance coordinating health, medical, and other necessary resources for unduplicated students and families.

Expenditures

**BUDGETED**  
\$9,711  
RS 0001-2200  
  
\$3,017  
RS 9012-2200/3000  
  
SUPPL/CONC

**ESTIMATED ACTUAL**  
\$9,711  
RS 0001-2200  
  
\$3,017  
RS 9012-2200/3000  
  
SUPPL/CONC

Action **15**

Actions/Services

**PLANNED**  
Provide 1:1 and small group social and emotional counseling services for students, including necessary and appropriate technology and curriculum materials

**ACTUAL**  
District did provide 1:1 and small group social and emotional counseling services for students, including necessary and appropriate technology and curriculum materials

Expenditures

**BUDGETED**  
\$11,330 (.2 FTE)  
RS 0000-1205,  
(Counselor Salary/Stats)  
\$1,422 RS 1100-4310/4445 (Lottery)

**ESTIMATED ACTUAL**  
\$16,730 (Salary & Health Benefits)  
RS 0001-1205  
Counselor opted in for H/W benefits this year accounts for additional cost.

SUPP/CONC

S/C

Action **16**

Actions/Services

**PLANNED**  
Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, cooking club, GATE to engage students

**ACTUAL**  
District employs a .4 FTE counselor to support students with social and emotional needs.

Expenditures

**BUDGETED**  
\$3,500 RS 0209 (Gate)  
\$6,500 RS 6010-1102 (ASES)  
\$1,025 RS 9034 (Environmental Ed)  
\$1,000 RS. 1100-1311 (lottery)

**ESTIMATED ACTUAL**  
\$16,730 (Salary & Health Benefits)  
Counselor opted in for H/W benefits this year accounts for additional cost.

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>This is an area of strength for the district. Providing a safe and engaging learning environment is a top priority at Cuddeback and overall the district reached full implementation of actions and services related to achieving this goal. The district employs a talented counseling and support staff to ensure students physical and emotional well being. Student and parent engagement is high due to many opportunities to be a part of the school community. Our after school extended learning program offers fantastic enrichment opportunities for students. Due to a relatively small student population, it has proven challenging to offer a wide array of co-curricular opportunities. Students and club coordinators can only participate in a reasonable number of clubs, groups, cohorts.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The inviting and supportive climate at Cuddeback including the efforts of the counselor, teachers, administration, and school support personnel effectively account for an increase in attendance rate of .14% over the previous year to 95.90%. The district fell short of a hopeful goal of .25% increase, but positive gains were made. Responses on parent surveys show that 70% of parents identify the school climate as it’s greatest strength.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The report shows a material difference in (G3, A4) related to teacher and principal time and salary of over \$3,750 due to an updated calculation of time/cost. The actual dollars are already accounted for in certificated salaries in (G2, A1) and don’t represent an actual difference in expenditures. The under spent athletic budget (G3, A9) is due to that there was no boys Varsity BB team due to lack of students, and AD resigned part way through the year. Also, 2 BB coaches declined to take the stipend, insisting on volunteering their services. A \$3,084 increase over planned expenditures in (G3, A12) is due to the inclusion of GATE in that action. Employee costs were significantly different for the counselor in (G3, A13) due to a \$5,400 increase in H&amp;W cost for that position.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>After analyzing the actions related to this goal, and gathering stakeholder input as well, the district plans to increase the opportunities students have for co-curricular enrichment (G3,A13). This includes opportunities within the academic day and after school in the way of clubs, learning groups/classes, and leader/project based objectives. The district views this as an important component for student engagement and student learning.</p>

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Due to the small size of Cuddeback USD, there are numerous opportunities to communicate and consult with our stakeholders. Credentialed and classified staff provided input and discussion regularly at weekly/monthly meetings. Consultation with students took place all throughout the year. Student observations, conversations, class meetings, and program participation all were very insightful means to review, analyze, and plan our LCAP. Regular interaction ensures that all students, including our unduplicated and students with disabilities populations, had opportunities to be heard. Parent and community stakeholders had opportunities to participate in the process through monthly Board meetings, PTO and Parent Advisory Group meetings, numerous community school events on campus (Open House, Dinners, Programs, etc.). Online surveys, written information, automated phone updates also reach our families on a regular basis throughout the year. With a school our size, there is opportunity to interact with virtually all stakeholders numerous times throughout the year. Invaluable information is gleaned through informal and unscheduled conversations and discussions with stakeholders in the hallways, cafeteria, or at basketball games. CUSD is able to carry on its daily operations without any collective bargaining units, therefore no input was gathered from such.

The varied and numerous meetings and input gathering sessions with stakeholder groups included, but not limited to, these opportunities:

Certificated Staff (10/12/16, 12/7/16, 1/18/17, 2/15/17, 3/8/17, 4/12/17, 5/10/17)

Classified Staff (11/2/16, 1/11/17, 2/1/17, 3/8/17, 4/12/17)

DAC/PAC (12/5/16, 2/9/17, 2/6/17, 3/13/17, 4/10/17, 5/15/17)

School Board (10/12/16, 11/9/16, 12/15/16, 1/18/17, 2/8/17, 3/8/17, 4/12/17, 5/10/17, 6/21/17, 6/22/17)

Public/Community (10/12/16, 11/9/16, 12/15/16, 1/18/17, 2/8/17, 3/8/17, 4/12/17, 5/3/17, 5/10/17, 5/11/17, 6/21/17, 6/22/17)

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The input from stakeholders is used to guide the development of our district's LCAP. While the bulk of the feedback contributed by stakeholders generally reinforces the vision and direction of the district, it is a useful tool to evaluate our progress and reassess priorities moving forward.

A significant result of parent and teacher stakeholder shared input identified a need to hire an additional teacher for 2017-18. This action becomes a top priority to address the district's vision to reduce class size to better serve our unduplicated (low income) students and maintain a positive and supportive school climate. Expanding our teaching staff allows for more straight grade level classrooms and eliminates the need to split grades as well. Staff, students, and parents all realize the benefits of this, and are eager for this to happen.

Another result of stakeholder contribution is this year's plan will further the districts commitment to 21<sup>st</sup> century learning with more collaboration amongst teachers, utilization of new standards-aligned curriculum, and continuing to place a priority on acquiring technology for our students.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b>Goal 1</b>	All students will achieve high academic standards, including students in identified subgroups of Low-Income, Foster Youth, Students with Disabilities, and English Learners.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

A significant number of students are not achieving high academic standards that the Cuddeback stakeholders expect of them. The percentage of students meeting or exceeding the state standards on 2015 CAASPP testing is 41% in ELA and 40% in math.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student CAASPP scores	ELA: 31 points below Level 3 Math: 35 points below Level 3	ELA: +10 points toward Level 3 Math: +10 points toward Level 3	ELA: < 20 points from Level 3 Math: < 20 points from Level 3	ELA: < 15 points from Level 3 Math: < 15 points from Level 3
All Students will have access to standards aligned instructional materials as reported in the annual School Board resolution regarding sufficiency of standards-aligned instructional materials.	100% of students have access	100% of students have access	100% of students have access	100% of students have access

Student scores on District Benchmarks in CCSS ELA and Math	50% of students score "at or above" grade level	10% additional students will test "at or above" grade level each year	> 60% of students will test "at or above" grade level each year	> 65% of students will test "at or above" grade level each year
Student scores on state interim assessments	33% of students score at appropriate level	40% of students score at appropriate level	50% of students score at appropriate level	> 50% of students score at appropriate level
GPA in academic subjects for 4-8 grade	2.97 overall in 4 <sup>th</sup> -8 <sup>th</sup> grades	> 3.04 GPA Overall	> 3.10 GPA Overall	> 3.10 GPA Overall
RESULTS assessment scores for primary grades	78% of Primary students "at or above" grade level	80% of Primary students "at or above" grade level	80% of Primary students "at or above" grade level	80% of Primary students "at or above" grade level
School will score in excellent range on Facilities Inspection Tool report.	Excellent *(Healthy Start Bldg.)	Excellent	Excellent	Excellent
Stakeholder survey will report 100% satisfactory with school facilities upkeep and maintenance.	100% Satisfactory rating on facilities upkeep and maintenance	100% Satisfactory	100% Satisfactory	100% Satisfactory
Students will have access and be enrolled in a broad course of study.	100% of students had access and enrolled in broad course of study	100% of students had access and enrolled in broad course of study	100% of students had access and enrolled in broad course of study	100% of students had access and enrolled in broad course of study
There will be no unresolved complaints on the District Williams report.	0 unresolved claims	0 unresolved claims	0 unresolved claims	0 unresolved claims

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Acquire/Utilize district math assessment program(s) K-8		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500	Amount:	Amount:
Source: LCFF Base Grant (RS 0000)	Source:	Source:
Budget Reference: Materials and supplies	Budget Reference:	Budget Reference:

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Acquire/Utilize district ELA assessment program(s) K-8		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500	Amount:	Amount:
Source: LCFF Base Grant (RS 0000)	Source:	Source:
Budget Reference: Materials and supplies	Budget Reference:	Budget Reference:

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide instructional assistants in classrooms to benefit low performing students primarily directed at unduplicated students		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p>Amount</p> <p>3a. \$23,129 3b. \$15,523</p>	<p>Amount</p> <p></p>	<p>Amount</p> <p></p>
<p>Source</p> <p>3a. LCFF Supplemental (RS 0001) 3b. REAP (RS 5820)</p>	<p>Source</p> <p></p>	<p>Source</p> <p></p>
<p>Budget Reference</p> <p>Classified salaries &amp; benefits</p>	<p>Budget Reference</p> <p></p>	<p>Budget Reference</p> <p></p>

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Employ a Progress Monitoring Coordinator to oversee and manage CAASPP assessments, CELDT assessments, Student Study Teams, and other local district academic progress assessments.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount \$2,331

Amount

Amount

Source Lottery (RS 1100, Func 2700)

Source

Source

Budget Reference Certificated salaries & benefits

Budget Reference

Budget Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
5a. Employ facilities maintenance personnel to ensure that school grounds and buildings are clean, well maintained, and in good repair 5b. Employ custodial staff 5c. Purchase materials and supplies 5d. Hire appropriate outside contractors, agreements, utilities		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> 5a. \$13,433 5b. \$17,762 5c. \$18,232 5d. \$41,991	<b>Amount</b>	<b>Amount</b>
<b>Source</b> LCFF Base Grant (function 8xxx)	<b>Source</b>	<b>Source</b>
<b>Budget Reference</b> 5ab. Classified salaries & benefits 5c. Materials & supplies (4xxx) 5d. Services (5xxx, except 5909/5922)	<b>Budget Reference</b>	<b>Budget Reference</b>

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Maintain home to school transportation for students 6a. Employ bus driver 6b. Supplies and fuel 6c. Maintain & operate school bus	No training costs	No training costs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> 6a. \$45,852 6b. \$6,598 6c. \$6,202	<b>Amount</b> 6a. \$46,584 6b. \$6,598 6c. \$6,202	<b>Amount</b> 6a. \$47,353 6b. \$6,598 6c. \$5,433
<b>Source</b> LCFF Base Grant Transportation (RS 0210)	<b>Source</b> LCFF Base Grant Transportation (RS 0210)	<b>Source</b> LCFF Base Grant Transportation (RS 0210)
<b>Budget Reference</b> 6a. Classified salary & benefits 6b. Transportation supplies, fuel 6c. Maintenance contract	<b>Budget Reference</b> 6a. Classified salary & benefits 6b. Transportation supplies, fuel 6c. Maintenance contract	<b>Budget Reference</b> 6a. Classified salary & benefits 6b. Transportation supplies, fuel 6c. Maintenance contract

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] __ Low income_____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:_____	<input type="checkbox"/> Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Acquire appropriate support resources and materials for Tier 2&3 Intervention & RSP		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,592	Amount:	Amount:
Source: Title 1 (RS 3010)	Source:	Source:
Budget Reference: Material & supplies (43xx)	Budget Reference:	Budget Reference:

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize after-school program (ASES) for academic intervention services and curriculum support 8a. Employ ASES instructional assistants 8b. Certificated teachers provide academic tutoring after school 8c. Provide core curriculum support materials to reinforce/enrich classroom curriculum 8d. Student travel expenses 8e. Indirect		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	8a. \$59,581 8b. \$3,308 8c. \$1,966 8d. \$2,039 8e. \$2,000	<b>Amount</b>	<b>Amount</b>
<b>Source</b>	ASES Grant (RS 6010)	<b>Source</b>	<b>Source</b>

Budget Reference

- 8a. Classified salaries & benefits
- 8b. Certificated salaries & benefits
- 8c. Materials & supplies
- 8d. Contract services
- 8e. Indirect

Budget Reference

Budget Reference

## Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All     Students with Disabilities     [Specific Student Group(s)] Low Income

Location(s)

- All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Employ a .43 FTE Intervention Teacher to support low performing students		

### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$22,091	Amount:	Amount:
Source: Title 1	Source:	Source:

Budget Reference

Teacher salaries & benefits

Budget Reference

Budget Reference

# Action 10

## For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

## For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will employ instructional aides to assist students with disabilities		

### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$42,299	Amount:	Amount:
Source: Special Education (RS 3310 & 6500)	Source:	Source:
Budget Reference: Classified salaries and benefits	Budget Reference:	Budget Reference:

New

Modified

X Unchanged

## Goal 2

The district will deliver to all students a high quality education focused on Implementation of New California State Standards, Digital Learning, Developing 21st Century Learners, Preparing Students for Success in High School, and Highly Qualified Teachers.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL N/A

### Identified Need

Our students and teachers are still in the process of implementing new state standards and need district support in obtaining adopted curriculum, support materials, and professional development to ensure an effective transition. Technology and infrastructure has historically been limited at Cuddeback.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students, including students with disabilities, will have access to and be enrolled in required areas of study, as well a opportunities in the visual and performing arts.	100% of students access and enrolled	100% of students access and enrolled	100% of students access and enrolled	100% of students access and enrolled

<p>100% of students and teachers have access to and use available CCSS adopted curriculum materials as demonstrated by annual School Board resolution of sufficiency of standard-aligned instructional materials.</p>	<p>100% of students and teachers have access to new standards-aligned curriculum materials</p>	<p>100% of students and teachers have access to new standards-aligned curriculum materials</p>	<p>100% of students and teachers have access to new standards-aligned curriculum materials</p>	<p>100% of students and teachers have access to new standards-aligned curriculum materials</p>
<p>All teachers will receive training in CCSS subject matter at teaching grade level in available content and performance standards, as documented by completion certificates, conference registrations, materials purchased, sign in sheets.</p>	<p>All teachers provided some amount of training in new standards curriculum content</p>	<p>100% of teachers receive PD related to newly adopted ELA curriculum</p>	<p>100% of teachers receive standards-aligned PD</p>	<p>100% of teachers receive standards-aligned PD</p>
<p>District will provide teachers with collaboration time regarding CCSS implementation with colleagues, as documented by meeting agendas and teacher written feedback.</p>	<p>Teachers provided 2 hours/wk collaboration time</p>	<p>Teachers provided 2 hours/wk collaboration time</p>	<p>Teachers provided 2 hours/wk collaboration time</p>	<p>Teachers provided 2 hours/wk collaboration time</p>

100% of all teachers are highly qualified with no misassignments, as verified by quarterly Williams reports.

100% of all teachers are highly qualified with no misassignments

100% of all teachers are highly qualified with no misassignments

100% of all teachers are highly qualified with no misassignments

100% of all teachers are highly qualified with no misassignments

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide teachers professional development related to CCSS		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,384	Amount:	Amount:
Source: Title 2	Source:	Source:
Budget Reference: Travel & Conferences (obj 5210)	Budget Reference:	Budget Reference:

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide regular teacher collaboration time to work with colleagues on CCSS PD and implementation		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Costs referenced in G2, A9	Amount
Source	G2, A9	Source
Budget Reference	G2, A9	Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Provide substitute teachers to allow for related CCSS professional development opportunities

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount \$7,678

Amount

Amount

Source LCFF Base Grant (RS 0000)

Source

Source

Budget Reference Substitute teachers salaries & benefits (obj 1140, 3xx1)

Budget Reference

Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will employ Principal to oversee all areas of curriculum, teacher & staff evaluations, student achievement, stakeholder engagement, and related administrative duties		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$81,326	Amount:	Amount:
Source: LCFF Base Grant (RS 0000)	Source:	Source:
Budget Reference: Principal salaries & benefits	Budget Reference:	Budget Reference:

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Update and acquire appropriate technology and related services for students including devices, infrastructure and connectivity, and IT support		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>6a. 7,576 6b. 7,529 6c. 12,000</p>	<p><b>Amount</b></p> <p></p>	<p><b>Amount</b></p> <p></p>
<p><b>Source</b></p> <p>6a. Lottery (RS 1100) 6b. LCFF Base Grant (RS 0000) 6c. LCFF Base Grant (RS 0000)</p>	<p><b>Source</b></p> <p></p>	<p><b>Source</b></p> <p></p>
<p><b>Budget Reference</b></p> <p>6a. Computers &amp; Equipment (obj 44xx) 6b. Telephone/Internet (obj 5909 &amp; 5922) 6c. Inter-LEA contracts (I.T. support, obj 5819)</p>	<p><b>Budget Reference</b></p> <p></p>	<p><b>Budget Reference</b></p> <p></p>

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize computer readiness - computer literacy programs appropriately designed for K-8 grade levels		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,200	Amount:	Amount:
Source: Lottery (RS 6300) – Instructional materials	Source:	Source:
Budget Reference: Materials & supplies	Budget Reference:	Budget Reference:

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

District will support implementation of new science standards (STEM) by purchasing curriculum materials for classrooms.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

8a. \$2,000  
8b. \$1,000

Amount

Amount

Source

8a. Lottery (RS 6300) –  
Instructional materials  
8b. LCFF Base Grant (RS 0000)

Source

Source

Budget Reference

Materials & supplies

Budget Reference

Budget Reference

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will continue to employ highly qualified teachers who teach content in all required areas of study		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>9a. \$347,986 9b. \$167,512 9c. \$56,018</p>	<p>Amount</p>	<p>Amount</p>
<p>Source</p> <p>9a. LCFF Base Grant (RS 0000) 9b. EPA (RS 1400) 9c. SPED (RS 6500)</p>	<p>Source</p>	<p>Source</p>
<p>Budget Reference</p> <p>Teacher salaries &amp; benefits</p>	<p>Budget Reference</p>	<p>Budget Reference</p>

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will hire an additional teacher to reduce class sizes to better serve unduplicated students in primary grades.		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<b>Amount</b> 10a. \$36,316 10b. \$36,316	<b>Amount</b>  	<b>Amount</b>  
<b>Source</b> 10a. LCFF Base Grant (RS 0000) 10b. LCFF Supplemental (RS 0001)	<b>Source</b>  	<b>Source</b>  
<b>Budget Reference</b> Teacher salaries & benefits	<b>Budget Reference</b>  	<b>Budget Reference</b>  

New Modified Unchanged

## Goal 3

All students will have access to a safe, nurturing, learning environment, rich in parental involvement that supports student academic, social, and emotional development.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8COE  9  10

LOCAL N/A

### Identified Need

Stakeholders value a welcoming, "family" and community appeal at our school. Stakeholders feel that parental involvement is key to student engagement and success and a hallmark of Cuddeback School. Parent and staff input indicated that a relatively small percentage of parents are the voice of the school. Group wants more parents and students involved in decision making and planning events and activities at school. Also, our chronic absenteeism rate of 5.65% is an area of concern for all stakeholders.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student attendance rate	95.90% ADA Rate	96.15% ADA Rate	> 96% ADA Rate	>96% ADA Rate
Chronic absenteeism rate	6.71% Chronic Absenteeism Rate	< 5.00% Chronic Absenteeism Rate	< 4.00% Chronic Absenteeism Rate	< 4.00% Chronic Absenteeism Rate
Student suspension rate and Student expulsion rate	0% Suspension Rate 0% Expulsion Rate	< 2.00% Suspension Rate 0% Expulsion Rate	< 2.00% Suspension Rate 0% Expulsion Rate	< 2.00% Suspension Rate 0% Expulsion Rate
Middle school dropout rate	0% Middle School Dropout Rate	0% Middle School Dropout Rate	0% Middle School Dropout Rate	0% Middle School Dropout Rate
Student survey on safety and school connectedness conducted annually	92% of students respond feeling safe and connected at school	100% of students respond feeling safe and connected at school	100% of students respond feeling safe and connected at school	100% of students respond feeling safe and connected at school
Percentage of students experiencing	Healthy Start: 11 families (29 students)	Healthy Start: 11 families (29 students)	Healthy Start: 11 families (29 students)	Healthy Start: 11 families (29 students)

successful outcomes from counseling/ Healthy Start services will maintain or increase over previous year as tracked and reported by program staff.	K-3 Groups: All students Individual-small group: 29	K-3 Groups: All students Individual-small group: 29	K-3 Groups: All students Individual-small group: 29	K-3 Groups: All students Individual-small group: 29
Parent volunteers in classrooms and school, including parents of unduplicated students and students with disabilities, as tracked and reported by classroom teachers and event group coordinators.	33%	40%	>40%	>40%
Parent participation and involvement, including parents of unduplicated students and students with disabilities, in decision-making meetings such as LCAP, Board, Parent Advisory Group, PTO, Site Council will increase over the previous year as monitored and reported through meeting attendance records.	14 Parents/Guardians total (only counted once)	18 Parents/Guardians total (only counted once)	20 Parents/Guardians total (only counted once)	>20 Parents/Guardians total (only counted once)
# of community-involved events at school will maintain or increase over previous year by 1 event.	12 open community events	>12 events	>12 events	>12 events

<p>Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics</p>	<p>90% of students receive at least 1 award annually</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>Percent of students participating in co-curricular/enrichment/extracurricular programs. Student participation will be monitored by participation records, rosters, sign in sheets maintained by program or activity coordinator</p>	<p>64% of students participating in 1 or more such program</p>	<p>70%</p>	<p>&gt;70%</p>	<p>&gt;70%</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Use PowerSchool CSIS to monitor student attendance and discipline rates		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,150	Amount:	Amount:
Source: LCFF Base Grant (RS 0000)	Source:	Source:
Budget Reference: Contracted services (obj 5800)	Budget Reference:	Budget Reference:

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Effectively utilize SARB referral process for chronic absentee students. 2a. Mailings 2b. SARB Coordinator 2c. Principal		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> 2a. \$1000 2b. \$500 2c. Referenced in G2,A4	<b>Amount</b>	<b>Amount</b>
<b>Source</b> LCFF Base Grant (RS 0000)	<b>Source</b>	<b>Source</b>
<b>Budget Reference</b> 2a. Postage (5950) 2b. Contracted services (5819)	<b>Budget Reference</b>	<b>Budget Reference</b>

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will employ secretary to provide services to support increased attendance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$62,447	Amount:	Amount:
Source: LCFF Base Grant	Source:	Source:
Budget Reference: Secretary salaries & benefits	Budget Reference:	Budget Reference:

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Offer enrichment programs to compliment and expand curriculum with a wide variety of learning opportunities for all students		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	4a. Costs associated referenced in G1,A8 4b. \$3,731 4c. \$31 4d. \$138	<b>Amount</b>	<b>Amount</b>
<b>Source</b>	4a. G1,A8 4b. GATE (RS 0209) 4c. GATE (RS 0209) 4d. GATE (RS 0209)	<b>Source</b>	<b>Source</b>
<b>Budget Reference</b>	4a. G1,A8 4b. Certificated salaries and benefits 4c. Materials and supplies	<b>Budget Reference</b>	<b>Budget Reference</b>

4d. Contract services

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Center Arts, Cuddeback Lip Sync		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> 5a. \$2,000 5b. \$1,000	<b>Amount</b> _____	<b>Amount</b> _____
<b>Source</b> LCFF Base Grant (RS 0000)	<b>Source</b> _____	<b>Source</b> _____
<b>Budget Reference</b> 5a. Contracted services (obj 5800) 5b. Student field trips (obj 5801)	<b>Budget Reference</b> _____	<b>Budget Reference</b> _____

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	7a. \$3,000 7b. G2,A4 7c. G3,A3	Amount	Amount
Source	LCFF Base Grant (RS 0000)	Source	Source
Budget Reference	7a. Contracted services 7b. Principal 7c. Secretary	Budget Reference	Budget Reference

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Use annual parent & student surveys to gather feedback, online and paper forms of surveys		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>8a. \$250 8b. G2,A4</p>	<p>Amount</p> <p></p>	<p>Amount</p> <p></p>
<p>Source</p> <p>LCFF Base Grant (RS 0000)</p>	<p>Source</p> <p></p>	<p>Source</p> <p></p>
<p>Budget Reference</p> <p>8a. Contracted services 8b. Principal</p>	<p>Budget Reference</p> <p></p>	<p>Budget Reference</p> <p></p>

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain high level of community involvement on campus through events like a Staff & Community Appreciation Days, Back to School family picnic, increased Community Center use, supporting established events on site		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>9a. \$1,000 9b. Costs referenced in G3,A15</p>	<p><b>Amount</b></p> <p>_____</p>	<p><b>Amount</b></p> <p>_____</p>
<p><b>Source</b></p> <p>9a. LCFF Base Grant (RS 0000) 9b. G3,A15</p>	<p><b>Source</b></p> <p>_____</p>	<p><b>Source</b></p> <p>_____</p>
<p><b>Budget Reference</b></p> <p>9a. Materials &amp; supplies 9b. G3,A15</p>	<p><b>Budget Reference</b></p> <p>_____</p>	<p><b>Budget Reference</b></p> <p>_____</p>

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

[ACTIONS/SERVICES](#)

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & monitoring time)

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

Amount Costs referenced in G2,A9

Amount

Amount

Source G2,A9

Source

Source

Budget Reference G2,A9

Budget Reference

Budget Reference

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide appropriate athletic opportunities for students at all grade levels, including providing coaches and athletic director.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> 11a. \$1,772 11b. \$4,391	<b>Amount</b> _____	<b>Amount</b> _____
<b>Source</b> Lottery (RS 1100, funct 4200)	<b>Source</b> _____	<b>Source</b> _____
<b>Budget Reference</b> 11a. Coaches & Director salaries & benefits (Certificated) 11b. Coaches & Director salaries & benefits (Classified)	<b>Budget Reference</b> _____	<b>Budget Reference</b> _____

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

Hold regular award assemblies to recognize student achievements in academics, character, attendance, arts, and other accomplishments. Provide awards, certificates, luncheons for these students.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount    \$1,000

Amount

Amount

Source    LCFF Base Grant (RS 0000)

Source

Source

Budget Reference    Materials & supplies

Budget Reference

Budget Reference

Action **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, cooking club, GATE to engage students

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount

13a. Cost referenced in G3,A4  
13b. \$5,906

Amount

\_\_\_\_\_

Amount

\_\_\_\_\_

Source

13a. G3,A4  
13b. ASES (RS 6010)

Source

\_\_\_\_\_

Source

\_\_\_\_\_

Budget Reference

13a. G3,A4  
13b. Music teacher salaries & benefits

Budget Reference

\_\_\_\_\_

Budget Reference

\_\_\_\_\_

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Provide early academic, social, and emotional intervention services for primary grades, including providing assistance coordinating health, medical, and other necessary resources for unduplicated students and families.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount

15a. \$10,175  
15b. \$42,197  
15c. \$3,503

Amount

Amount

Source

15a. LCFF Supplemental (RS 0001)  
15b. DHS-Calworks Grant (RS 9012)  
15c. DHS-Calworks Grant (RS 9012)

Source

Source

Budget Reference

15a. Pupil support – classified salaries & benefits  
15b. Pupil support - classified salaries & benefits  
15c. Contract services

Budget Reference

Budget Reference

Action **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide 1:1 and small group social and emotional counseling services for students, including unduplicated students		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>16a. \$17,415 16b. \$17,415</p>	<p><b>Amount</b></p> <p></p>	<p><b>Amount</b></p> <p></p>
<p><b>Source</b></p> <p>16a. LCFF Supplemental (RS 0001) 16b. LCFF Base Grant (RS 0000)</p>	<p><b>Source</b></p> <p></p>	<p><b>Source</b></p> <p></p>
<p><b>Budget Reference</b></p> <p>16a. Guidance counselor – certificated salaries &amp; benefits (function 3110) 16b. Guidance counselor – certificated salaries &amp; benefits (function 3110)</p>	<p><b>Budget Reference</b></p> <p></p>	<p><b>Budget Reference</b></p> <p></p>

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 80,068	<u>Percentage to Increase or Improve Services:</u>	8.28 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Cuddeback Union School District is a small, rural single school district of approximately 133 K-8 students. Our unduplicated student population represents 44% of all students. The relatively small unduplicated student population spread across all grades is a key factor in determining that the district provides increased or improved services in a school wide manner. Primary expenditures totaling \$87,035 to support our unduplicated students for 2017-18 include:

- Hiring an additional teacher to reduce class sizes to benefit unduplicated students \$36,316
- Providing instructional assistants to benefit low performing unduplicated students \$23,129
- Employing counselor to provide social and emotional counseling services to unduplicated students \$17,415
- Provide school support personnel to offer health & family services and social/emotional intervention \$10,175 directed at unduplicated students

All of these above services have demonstrated over time to benefit the academic performance and social well being of unduplicated students.

