

Introduction: Cuddeback Union Elementary School District is made up of a single-site, K-8 elementary school serving approximately 120 students. The district historically has a very low or 0 percentage of EL students, and currently has no EL students. Therefore, certain required metrics for particular state priorities related to high school students and EL students do not apply to our district.

Specifically:

Priority 4

- Share of students who are college and career ready
- Share of students who pass AP exams with 3 or higher
- Share of students determined to be prepared for college by the EAP
- Share of EL's that become English proficient
- EL reclassification rate

Priority 5

- High School dropout rate
- High school graduation rate

LEA: Cuddeback Union Elementary School Contact: Blaine Sigler, Superintendent, bsigler@humboldt.k12.ca.us, 707-768-3372 LCAP Year:2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stakeholders were involved in the LCAP development and annual review process throughout the year. Stakeholders were presented information related to LCAP and the annual review of progress in a variety of ways including newsletters, committee meetings, phone messages, written surveys, Town Hall style meetings, and individual conversations. Stakeholders representing all students including socioeconomically disadvantaged, EL, Foster Youth, and students with disabilities were invited to provide input throughout the process. The particular stakeholder group in question often determined the method used to communicate.</p>	<p>Stakeholders meetings had a guiding impact on the LCAP development process. Our parents, students, teachers, and community continue to have a long-standing supportive and trusting relationship with the school district based on years of the district doing what is best for the children of the district. Stakeholders feel a sense of ownership in the school. Parent stakeholders input showed that they continue to place value on providing a safe and nurturing</p>

<p>Cuddeback Union School District is a small, family-oriented single-site elementary school district with many opportunities for stakeholder interaction at prearranged specific meetings, and also during numerous informal “open door” type conversations in the office, hallway, or sporting events.</p> <p>Many of the stakeholders belong to multiple stakeholder groups (parent-staff-community-unduplicated) and their input and perspective often overlapped throughout the meeting session. CUSD has no collective bargaining unit for any employee category, so there was no involvement from such group.</p> <p>The LCAP development process involved different types of meetings or information gathering with stakeholders including: Staff Stakeholders (3-25-15, 4-29-15) Board Meeting Public Input (Jan-May) Board of Trustees Update/I (5-13-15) Parent/Student survey (April 2015) Open Community Invitation for Input: Parent Conferences (3-25-15) Spring Open House (4-23-15) Parent Advisory Group and PTO (3-9-15, 4-15-15) Student Input (3-18-15, 4-15-15)</p>	<p>environment. This group feels it is important to provide counseling services and school support staff for students. They also agreed with certificated and classified school staff that increased intervention services for struggling students, especially our unduplicated population, would improve student achievement. Teacher stakeholders and the Board want a commitment to CCSS implementation including professional development, collaboration, and materials.</p> <p>Many of the stakeholders belong to multiple stakeholder groups (parent-staff-community-unduplicated) and their input and perspective often overlapped throughout the meeting session.</p>
<p>Annual Update: Stakeholders are just learning the process of an annual update. Stakeholders were presented information and data related to current year LCAP goals to monitor progress and effectiveness of our goals and measures. Stakeholders considered the information discussed to determine what, if any, changes to propose for the next year’s plan. Because of the natural process involved with the stakeholders review, much of the review and analysis of the current year led logically to ideas and suggestions pertaining to future years LCAP measures and actions.</p> <p>The annual review process involved different types of meetings or information gathering with stakeholders including: School Staff Stakeholders (12-3-14, 1-14-15, 2-11-15, 2-25-15, 3-4-15) Board Meeting Public Input Opportunity (Jan-April)</p>	<p>Annual Update: The various stakeholder groups contributed greatly in refining or generating ideas for actions or expenditures in areas related to their greatest interests. Parent-based stakeholders seem to focus on school climate and student achievement. Teacher and staff stakeholder’s input guided the student achievement and parental involvement goals/actions in particular. Students wanted a continued effort to include extracurricular activities and student engagement. Our Board of Trustees, while maintaining an overriding interest in the fiscal feasibility of any actions within the district, greatly values Cuddeback’s history of</p>

<p>Board of Trustees Update (5-13-15) Parent/Student survey (April 2015) Open Community Invitation for Input: Parent Conferences (3-25-15) Parent Advisory Group and PTO (2-9-15, 3-9-15) Student Input (3-18-15, 4-15-15)</p>	<p>caring for the social and emotional well being of our students as well as obtaining high academic achievement.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in

Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

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

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

GOAL:	<p><u>Goal #1:</u> All students will achieve high academic standards, including students in identified subgroups of low-income, Foster Youth, and English Learners.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____</p>
Identified Need :	A significant number of students are not achieving high academic standards that the Cuddeback stakeholders expect of them. The percentage of students scoring at Proficient or Advanced on most recent state testing data is 43% in ELA and 51% in math.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. API score (when available) for 2015-16 will establish a baseline and provide important information about our potential growth. 2. Student SBAC scores (when available) will provide a baseline for future comparison. 	

	<p>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.</p> <p>4. This year will establish a baseline for student scores on new District Benchmarks in CCSS ELA and Math.</p> <p>5. This year will establish a baseline for student scores on state interim assessments to use as a starting point.</p> <p>6. GPA in academic subjects for 4-8 grade will increase by .15 on the 4.0 scale.</p> <p>7. RESULTS assessment scores for primary grades will reflect 80% of students at grade level or above by 2nd assessment</p> <p>8. School will score in excellent range on Facilities Inspection Tool report.</p> <p>9. Stakeholder survey will report 100% satisfactory with school facilities upkeep and maintenance.</p> <p>10. There will be no unresolved complaints on the District Williams report.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update and acquire appropriate technology and related services for students including devices, connectivity, and IT support	LEA-Wide	<input checked="" type="checkbox"/> ALL	\$6,000 RE 1100-4445 \$4,500 RS 0000-5922 \$4,680 RS 0000-5800
Purchase CCSS aligned instructional support materials until adoption curriculum is available		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 RS 0212 RS 6300
Acquire district math assessment program(s) K-8			\$2,000 RS 0000-4310
Utilize computer readiness/literacy program K-5			\$750

<p>Acquire district ELA assessment program(s) K-8</p> <p>Provide instructional assistants in classrooms to benefit low performing students</p> <p>Hire an Assessment Coordinator to better utilize RESULTS program, state interim assessments, and other local district assessments as developed</p> <p>Employ maintenance and custodial staff to ensure that school grounds and buildings are clean, well maintained, and in good repair</p> <p>Hire a .36 FTE Intervention Teacher to support low performing students</p>			<p>RS 6010-4310</p> <p>\$2,000</p> <p>RS 0000-4310</p> <p>\$6,476</p> <p>RS 0001-2100</p> <p>RS 5820-2100</p> <p>(.25 of FTE)</p> <p>\$500</p> <p>RS 1100-1311</p> <p>\$19,084</p> <p>RS 0000-2213/2214</p> <p>\$20,000</p> <p>RS 0000-4310/4374/4377/4381/5550/5560/5623/5800</p> <p>\$8,000</p> <p>RS 0000-1105/3000</p> <p>(.18 FTE)</p>
<p>Hire a .36 FTE Intervention Teacher to support low performing students</p> <p>Provide instructional assistants in classrooms to benefit low performing and unduplicated students</p>	<p>LEA-Wide</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> X Other Subgroups:(Specify) <u> </u> Students with disabilities</p>	<p>\$8,000</p> <p>RS 0000-1105/3000</p> <p>(.18 FTE)</p> <p>\$13,915</p>

<p>Acquire appropriate intervention resources and materials for RSP - Tier 2&3</p> <p>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</p> <p>Certificated Teacher time: Each teacher tutors and provides academic support 1 hr/day/wk in ASES program</p> <p>Teacher-based after school intervention Teachers spend time after school (not ASES) providing intervention/remediation to unduplicated students (4 teachers x 1 hr/day x 140 days x \$48/hr)</p>		<p>RS 0001-2100</p> <p>\$800 RS 0000-4310</p> <p>\$3,780 RS 6010-2100</p> <p>\$2,000 RS 6010-4310</p> <p>\$3,200 RS 6010-1100</p> <p>\$26,880 RS 0000-1100</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. API score (when available) will meet growth required by SBE for this year. 2. Student SBAC scores (when available) will improve over the previous year. Measurable outcome will be refined as more details are available regarding student SBAC scores and target levels. 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 on District Benchmarks in CCSS ELA and Math will improve by a reasonable rate.
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	<p>5. Student scores on state interim assessments will show progress of academic growth and achievement.</p> <p>6. GPA in academic subjects for 4-8 grade will increase by .10 on the 4.0 scale.</p> <p>7. RESULTS assessment scores for primary grades will reflect 80% of students at grade level or above by 2nd assessment</p> <p>8. School will score in excellent range on Facilities Inspection Tool report.</p> <p>9. Stakeholder survey will report 100% satisfactory with school facilities upkeep and maintenance. Percentage of students with access and enrolled in core subject areas</p> <p>10. There will be no unresolved complaints on the District Williams report.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<p>Update and acquire appropriate technology and related services for students including devices, connectivity, and IT support</p> <p>Purchase CCSS aligned instructional support materials until adoption curriculum is available</p> <p>Acquire district math assessment program(s) K-8</p> <p>Utilize computer readiness/literacy program K-5</p> <p>Acquire district ELA assessment program(s) K-8</p>	LEA-Wide	<input checked="" type="checkbox"/> ALL		
		OR:		
		<input type="checkbox"/> Low Income pupils	<input type="checkbox"/> English Learners	\$6,000
		<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Redesignated fluent English proficient	RE 1100-4445
		<input type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>		\$4,500
			RS 0000-5922	
			\$4,680	
			RS 0000-5800	
			\$5,000	
			RS 0212	
			RS 6300	
			\$2,000	
			RS 0000-4310	
			\$750	
			RS 6010-4310	
			\$2,000	

<p>Provide instructional assistants in classrooms to benefit low performing students</p> <p>Hire an Assessment Coordinator to better utilize RESULTS program, state interim assessments, and other local district assessments as developed</p> <p>Employ maintenance and custodial staff to ensure that school grounds and buildings are clean, well maintained, and in good repair</p> <p>Hire a .36 FTE Intervention Teacher to support low performing students</p>			<p>RS 0000-4310</p> <p>\$6,476</p> <p>RS 0001-2100</p> <p>RS 5820-2100 (.25 of FTE)</p> <p>\$500</p> <p>RS 1100-1311</p> <p>\$19,084</p> <p>RS 0000-2213/2214</p> <p>\$20,000</p> <p>RS 0000-4310/4374/4377/4381/5550/5560/5623/5800</p> <p>\$8,000</p> <p>RS 0000-1105/3000 (.18 FTE)</p>
<p>Hire a .36 FTE Intervention Teacher to support low performing students</p> <p>Provide instructional assistants in classrooms to benefit low performing and unduplicated students</p> <p>Acquire appropriate intervention resources and materials for RSP - Tier 2&3</p>		<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups:(Specify) Students with disabilities</p>	<p>\$8,000</p> <p>RS 0000-1105/3000 (.18 FTE)</p> <p>\$13,915</p> <p>RS 0001-2100</p> <p>\$800</p> <p>RS 0000-4310</p>

<p>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: Each teacher tutors and provides academic support 1 hr/day in ASES program Teacher-based after school intervention Teachers spend time after school (not ASES) providing intervention/remediation to unduplicated students (4 teachers x 1 hr/day x 140 days x \$48/hr)</p>		<p>\$3,780 RS 6010-2100 \$2,000 RS 6010-4310 \$3,200 RS 6010-1100 \$26,880 RS 0000-1100</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. API score (when available) will meet growth required by SBE for this year. 2. Student SBAC scores (when available) will improve over the previous year. Measurable outcome will be refined as more details are available regarding student SBAC scores and target levels. 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 on District Benchmarks in CCSS ELA and Math will improve by a reasonable rate. 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. 9. Stakeholder survey will report 100% satisfactory with school facilities upkeep and maintenance.
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	Percentage of students with access and enrolled in core subject areas 10. There will be no unresolved complaints on the District Williams report.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update and acquire appropriate technology and related services for students including devices, connectivity, and IT support Purchase CCSS aligned instructional support materials until adoption curriculum is available Acquire district math assessment program(s) K-8 Utilize computer readiness/literacy program K-5 Acquire district ELA assessment program(s) K-8 Provide instructional assistants in classrooms to benefit low performing students Hire an Assessment Coordinator to better utilize RESULTS		<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$6,000 RE 1100-4445 \$4,500 RS 0000-5922 \$4,680 RS 0000-5800 \$5,000 RS 0212 RS 6300 \$2,000 RS 0000-4310 \$750 RS 6010-4310 \$2,000 RS 0000-4310 \$6,476 RS 0001-2100 RS 5820-2100 (.25 of FTE) \$500

<p>program, state interim assessments, and other local district assessments as developed</p> <p>Employ maintenance and custodial staff to ensure that school grounds and buildings are clean, well maintained, and in good repair</p> <p>Hire a .36 FTE Intervention Teacher to support low performing students</p>		<p>RS 1100-1311</p> <p>\$19,084 RS 0000-2213/2214 \$20,000 RS 0000-4310/4374/4377/4381/5550/5560/5623/5800</p> <p>8,000 RS 0000-1105/3000 (.18 FTE)</p>
<p>Hire a .36 FTE Intervention Teacher to support low performing students</p> <p>Provide instructional assistants in classrooms to benefit low performing and unduplicated students</p> <p>Acquire appropriate intervention resources and materials for RSP - Tier 2&3</p> <p>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</p> <p>Certificated Teacher time: Each teacher tutors and</p>	<p><u> </u> ALL</p> <hr/> <p>OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> X Other Subgroups: (Specify) <u> </u> Students with disabilities</p>	<p>\$8,000 RS 0000-1105/3000 (.18 FTE)</p> <p>\$13,915 RS 0001-2100</p> <p>\$800 RS 0000-4310</p> <p>\$3,780 RS 6010-2100</p> <p>\$2,000 RS 6010-4310</p> <p>\$3,200</p>

<p>provides academic support 1 hr/day in ASES program</p> <p>Teacher-based after school intervention Teachers spend time after school (not ASES) providing intervention/remediation to unduplicated students (4 teachers x 1 hr/day x 140 days x \$48/hr)</p>		<p>RS 6010-1100</p> <p>\$26,880 RS 0000-1100</p>
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<p>GOAL:</p>	<p>Goal #2 All students will be taught by highly qualified teachers focused on implementing the new California State Standards.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Teachers, classified staff, and students are entering year 2 of the new California State Standards implementation process and will need support in all aspects to make a successful transition.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 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 NCLB/ Highly Qualified requirements.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers who teach content in all required areas of study.		<input checked="" type="checkbox"/> ALL	\$414,751
Provide teachers professional development related to CCSS			inc stats & H/W RS 1400-1100 RS 0000-1100 RS 0000-1140 RS 0000-3411 RS 000-3000 RS 1400-3000
Implement peer observation program			\$2,500 RS 4035-5210 \$2,500 RS 0000-5210
Provide regular teacher collaboration time to work with colleagues on CCSS PD and implementation 2 hrs/wk x 36 wk x \$50/hr x 7 teachers		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500 RS 0000-1104 RS 0000-1301 \$25,200 RS 0000-1100 RS 1400-1100 RS 6500-1104
Provide substitute teachers to allow for related CCSS professional development opportunities			\$1,500 RS 4035-1140 RS 0000-1140
Develop & implement teacher evaluation process incorporating professional teaching standards			\$500 RS 0000-1303
Increase classroom walk-thrus and informal observations with an emphasis on CCSS			\$1,200 RS 0000-1303

Provide professional development for teachers related to intervention/differentiation		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	\$1,500 RS 0000-5210 RS 0000-5720 RS 4035

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 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 NCLB/ Highly Qualified requirements.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers who teach content in all required areas of study		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$414,751 inc stats & H/W RS 1400-1100 RS 0000-1100 RS 0000-1140
Provide teachers professional development related to CCSS			\$2,500 RS 4035

<p>Implement peer observation program</p> <p>Provide regular teacher collaboration time to work with colleagues on CCSS PD and implementation 2 hrs/wk x 36 wk x \$50/hr x 7 teachers</p> <p>Provide substitute teachers to allow for related CCSS professional development opportunities</p> <p>Develop & implement teacher evaluation process incorporating professional teaching standards</p> <p>Increase classroom walk-thrus and informal observations with an emphasis on CCSS</p>			<p>\$2,500 RS 0000-8550</p> <p>\$500 RS 0000-1104 RS 0000-1301</p> <p>\$25,200 RS 0000-1100 RS 6500-1104</p> <p>\$1,500 RS 4035-1140 RS 0000-1140</p> <p>\$500 RS 0000-1303</p> <p>\$1,200 RS 0000-1303</p>
<p>Provide professional development for teachers related to intervention/differentiation</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,500 RS 0000-5210 RS 0000-5720 RS 4035</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 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
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	<p>documented by completion certificates, conference registrations, materials purchased, sign in sheets.</p> <p>4. Teachers will benefit from increased collaboration time regarding CCSS implementation with colleagues, as documented by meeting agendas and teacher written feedback.</p> <p>5. 100% of all teachers are highly qualified with no misassignments, as verified by quarterly Williams reports and documented compliance with NCLB/ Highly Qualified requirements.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ highly qualified teachers who teach content in all required areas of study</p> <p>Provide teachers professional development related to CCSS</p> <p>Implement peer observation program</p> <p>Provide regular teacher collaboration time to work with colleagues on CCSS PD and implementation 2 hrs/wk x 36 wk x \$50/hr x 7 teachers</p> <p>Provide substitute teachers to allow for related CCSS professional development opportunities</p> <p>Develop & implement teacher evaluation process incorporating professional teaching standards</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$414,751 inc stats & H/W RS 1400-1100 RS 0000-1100 RS 0000-1140</p> <p>\$2,500 RS 4035 \$2,500 RS 0000-8550</p> <p>\$500 RS 0000-1104 RS 0000-1301</p> <p>\$25,200 RS 0000-1100 RS 6500-1104</p> <p>\$1,500 RS 4035-1140 RS 0000-1140</p> <p>\$500 RS 0000-1303</p>

Increase classroom walk-thrus and informal observations with an emphasis on CCSS			\$1,200 RS 0000-1303
Provide professional development for teachers related to intervention/differentiation		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with disabilities</u>	\$1,500 RS 0000-5210 RS 0000-5720 RS 4035

GOAL:	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.	Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Stakeholders value a welcoming, "family" and community appeal at our school. Parental involvement has been declining in recent years and stakeholders feel that parental involvement is key to student engagement.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	1. Student attendance rate will increase by .5% over previous year 2. Chronic absenteeism rate will decrease by 1% over previous year 3. Student expulsion and suspension rates will decrease by 1% over previous year 4. Middle school dropout rate for this year will establish baseline and rate will decrease in following years. 5. Percentage of students experiencing successful outcomes from counseling/Healthy Start services will increase over previous year as tracked and reported by program staff. 6. # of parent volunteers in classrooms and school events will increase over previous year as tracked and reported by classroom teachers and event group coordinators.	

	<p>7. Parent participation and involvement in decision-making meetings such as LCAP, Board, Parent Advisory Group, PTO, Site Council will be tracked to establish a baseline this year and increase in following year as monitored and reported through meeting attendance records.</p> <p>8. # of community-involved events at school will increase over previous year.</p> <p>9. Percent of students recognized at monthly awards assemblies for achievement not limited to core academics will establish a baseline this year and increase in following year.</p> <p>10. Percent of students participating in co-curricular/enrichment/extracurricular programs will be used as baseline level for following year. Student participation will be monitored by participation records, rosters, sign in sheets maintained by program or activity coordinator.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use PowerSchool to monitor student attendance and discipline rates	LEA-Wide	<u> X </u> ALL	\$3,050 RS 0000-5800
Effectively utilize SARB referral process for chronic absentee students			\$40 RS 0000-5950
Mailings			\$500 RS 0000-5800
SARB Coordinator			\$1,250 RS 0000-1303
Principal's time (25 hrs x \$50/hr)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,080 RS 0000-2406
District secretary to provide additional support to increase attendance			\$40 mailings RS 0000-5950
Educate parents on aspects of regular student attendance: legal, educational, funding			\$50 materials RS 0000-4310
Mailings			
Materials			

<p>Teacher's time</p>		<p>\$672 RS 0000-1100</p>
<p>Principal's time</p>		<p>\$500 RS 0000-1303</p>
<p>Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee</p>		<p>\$2,200 RS 0000-5800 RS 0000-2406 RS 0000-1303</p>
<p>Use annual parent & student surveys to gather feedback</p>		<p>\$100 RS 0000-4310</p>
<p>Increase community involvement on campus through events like a Staff & Community Reception, Reinstate our Volunteer Appreciation Day</p>		<p>\$500 RS 0000-4310</p>
<p>Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & planning time)</p>		<p>\$1000 RS 0000-1100</p>
<p>Provide appropriate athletic opportunities for students at all grade levels</p>		<p>\$3,500 RS 1100-1900/2160</p>
<p>Hold regular award assemblies to recognize student achievements</p>		<p>\$500 RS 0000-4310</p>
<p>Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, GATE to engage students</p>		<p>\$2,500 RS 0209 \$6,500</p>

<p>Offer ASES enrichment programs after school</p> <p>Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Center Arts</p> <p>Provide social and emotional counseling services for students</p>			<p>RS 6010-1102 \$2,000 RS 9034</p> <p>\$3,000 RS 6010-4310 RS 6010-5800</p> <p>\$1,250 RS 0209 RS 9034 RS 0000-5800</p> <p>\$10,520 RS 0000-1205 (.2 FTE)</p>
<p>Provide early academic, social, and emotional intervention services for primary grades, including providing assistance coordinating health, medical, and other necessary resources for students and families.</p> <p>Provide 1:1 social and emotional counseling services for students</p>	<p>LEA-Wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u></p>	<p>\$10,000 RS 0001-2200/3000 RS 9012-2200/3000</p> <p>\$10,520 RS 0000-1205 (.2 FTE)</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Student attendance rate will increase by .5% over previous year 2. Chronic absenteeism rate will decrease by .5% over previous year 3. Student expulsion and suspension rates will decrease by .5% over previous year 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
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	<p>tracked and reported by program staff.</p> <p>6. # of parent volunteers in classrooms and school events will increase over previous year as tracked and reported by classroom teachers and event group coordinators.</p> <p>7. Parent participation and involvement 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.</p> <p>8. # of community-involved events at school will increase over previous year by 1 event.</p> <p>9. Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics, will increase by 5%.</p> <p>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.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use PowerSchool to monitor student attendance and discipline rates	LEA-Wide	<input checked="" type="checkbox"/> ALL	\$3,050 RS 0000-5800
Effectively utilize SARB referral process for chronic absentee students		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40 RS 0000-5950
Mailings			\$500 RS 0000-5800
SARB Coordinator			\$1,250 RS 0000-1303
Principal's time (25 hrs x \$50/hr)			\$1,080 RS 0000-2406
District secretary to provide additional support to increase attendance			\$40 mailings RS 0000-5950
Educate parents on aspects of regular student attendance: legal, educational, funding			

Mailings		\$50 materials
Materials		RS 0000-4310
Teacher's time		\$672
Principal's time		RS 0000-1100
		\$500
		RS 0000-1303
		\$2,200
Utilize multiple forms of school to home communications:		RS 0000-5800
automated phone messages, notes, newsletter, email, digital		RS 0000-2406
marquee		RS 0000-1303
		\$100
Use annual parent & student surveys to gather feedback		RS 0000-4310
		\$500
Increase community involvement on campus through events		RS 0000-4310
like a Staff & Community Reception, Reinstate our Volunteer		
Appreciation Day		
		\$1000
Establish regular weekly/monthly schedules for volunteers in		RS 0000-1100
each classroom (teacher scheduling & planning time)		
		\$3,500
Provide appropriate athletic opportunities for students at all		RS 1100
grade levels		
		\$500
Hold regular award assemblies to recognize student		RS 0000-4310
achievements		

<p>Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, GATE to engage students</p> <p>Offer ASES enrichment programs after school</p> <p>Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Center Arts</p> <p>Provide social and emotional counseling support for students</p>			<p>\$2,500 RS 0209 \$6,500 RS 6010-1102 \$2,000 RS 9034</p> <p>\$3,000 RS 6010</p> <p>\$1,250 RS 0209 RS 9034 RS 0000-5800</p> <p>\$10,520 RS 0000-1205 (.2 FTE)</p>
<p>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.</p> <p>Provide 1:1 social and emotional counseling services for students</p>	<p>LEA-Wide</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups:(Specify) <u> </u>Students with disabilities</p>	<p>\$10,000 RS 0001-2100/2200 RS 9012-2200/3000</p> <p>\$10,520 RS 0000-1205 (.2 FTE)</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Student attendance rate will increase by .25% over previous year 2. Chronic absenteeism rate will decrease by .5% over previous year 3. Student expulsion and suspension rates will decrease by .5% over previous year
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	<p>4. Middle school dropout rate will maintain at 0% or decrease from previous year.</p> <p>5. Percentage of students experiencing successful outcomes from counseling/Healthy Start services will increase over previous year as tracked and reported by program staff.</p> <p>6. # of parent volunteers in classrooms and school events will increase over previous year as tracked and reported by classroom teachers and event group coordinators.</p> <p>7. Parent participation and involvement 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.</p> <p>8. # of community-involved events at school will maintain from previous year.</p> <p>9. Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics, will increase by 3%.</p> <p>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.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use PowerSchool to monitor student attendance and discipline rates	LEA-Wide	<u> </u> ALL	\$3,050 RS 0000-5800
Effectively utilize SARB referral process for chronic absentee students		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	\$40 RS 0000-5950
Mailings			\$500 RS 0000-5800
SARB Coordinator			\$1,250 RS 0000-1303
Principal's time (25 hrs x \$50/hr)			\$1,080 RS 0000-2406
District secretary to provide additional support to increase attendance			\$40 mailings

<p>Educate parents on aspects of regular student attendance: legal, educational, funding</p> <ul style="list-style-type: none"> Mailings Materials Teacher's time Principal's time 		<p>RS 0000-5950</p> <p>\$50 materials RS 0000-4310</p> <p>\$672 RS 0000-1100</p> <p>\$500 RS 0000-1303</p>
<p>Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee</p>		<p>\$2,200 RS 0000-5800 RS 0000-2406 RS 0000-1303</p>
<p>Use annual parent & student surveys to gather feedback</p>		<p>\$100 RS 0000-4310</p>
<p>Increase community involvement on campus through events like a Staff & Community Reception, Reinstate our Volunteer Appreciation Day</p>		<p>\$500 RS 0000-4310</p>
<p>Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & planning time)</p>		<p>\$1000 RS 0000-1100</p>
<p>Provide appropriate athletic opportunities for students at all grade levels</p>		<p>\$3,500 RS 1100</p>
<p>Hold regular award assemblies to recognize student achievements</p>		<p>\$500 RS 0000-4310</p>

<p>Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, GATE to engage students</p> <p>Offer ASES enrichment programs after school</p> <p>Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Center Arts</p> <p>Provide 1:1 social and emotional counseling support for students</p>			<p>\$2,500 RS 0209 \$6,500 RS 6010-1102 \$2,000 RS 9034</p> <p>\$3,000 RS 6010</p> <p>\$1,250 RS 0209 RS 9034 RS 0000-5800</p> <p>\$10,520 RS 0000-1205 (.2 FTE)</p>
<p>Provide early academic, social, and emotional intervention services for primary grades, including providing assistance coordinating health, medical, and other necessary resources for students and families.</p> <p>Provide 1:1 social and emotional counseling services for students</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with disabilities</p>	<p>\$10,000 RS 0001-2100/2200 RS 9012-2200/3000</p> <p>\$10,520 RS 0000-1205 (.2 FTE)</p>
		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Goal #1 All students will achieve high academic standards, including students in identified subgroups of low-income, Foster Youth, and English Learners.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Metric	Outcome	Actual Annual Measurable Outcomes:	1. 0% Teacher Misassignments 2. Fit Report 3. API score not available from SBE for 2014-15 or 2015-2016 4. SBAC scores information when available after 2015 testing 5. All (100%) students have access to available standards-aligned materials. CUSD adopted CCSS Math materials this year (2014-15) 6. New district benchmarks have not been fully developed as yet. We are trying to closely align benchmarks with new CCSS content and materials. 7. Number of F's in Grades 4-8: 18 F grades 7.25% 8 students 12.9% Overall GPA Grades 4-8: 3.1	
	1. Rate of Teacher Misassignment 2. Facilities in good repair 3. API score 4. Students SBAC scores (when available) 5. Percentage of students having access to standards aligned instructional materials 6. District Benchmarks in CCSS ELA and Math, 7. GPA in academic subjects	2014-2015 academic year establishes a baseline for many metrics including SBAC results and API associated with it. 5. District will be adopting available math CCSS materials this year. 6. Students will establish a baseline for District Benchmarks related to CCSS. 7. Number of failing grades will be less than previous year and establishes basis for the next year. Student GPA will increase 5% over previous year.			

	<p>8. Dibels scores</p> <p>9. EL reclassification rate and English proficiency rates</p> <p>10. Percentage of students with access and enrolled in core subject areas</p>	<p>8.Primary students will increase levels on DIBELS and RESULTS assessments.</p> <p>9. District will evaluate the number and needs of EL students this year</p>		<p>8. District used RESULTS assessments and did not use Dibels assessment any longer. RESULTS scores as baseline:</p> <table border="0"> <tr> <td><u>1st Assessment</u></td> <td></td> <td><u>2nd Assessment</u></td> </tr> <tr> <td>16%</td> <td>Above Level</td> <td>25%</td> </tr> <tr> <td>35%</td> <td>At Level</td> <td>39%</td> </tr> <tr> <td>49%</td> <td>Below Level</td> <td>36%</td> </tr> </table> <p>9. District had 1 EL student served in the regular classroom</p> <p>10. All (100%) students have access to and enrolled in core subjects.</p>	<u>1st Assessment</u>		<u>2nd Assessment</u>	16%	Above Level	25%	35%	At Level	39%	49%	Below Level	36%
<u>1st Assessment</u>		<u>2nd Assessment</u>														
16%	Above Level	25%														
35%	At Level	39%														
49%	Below Level	36%														

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

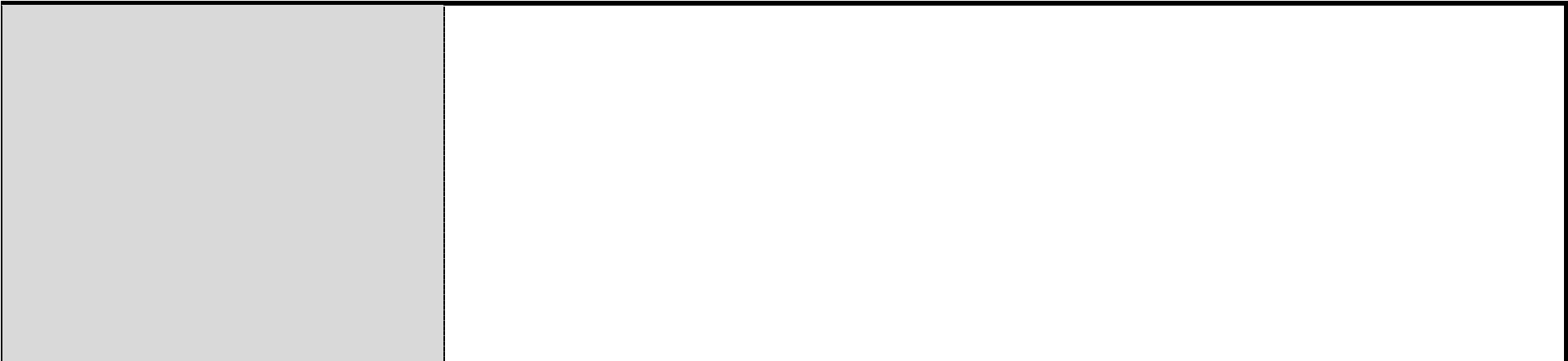
Provide teachers with CCSS professional development	Teacher professional development: \$5,213 Funding Source: 4035	Teachers were provided with CCSS professional development opportunities in math and ELA	\$5,213
Update and acquire appropriate technology for students	Update/increase technology: \$12,000 Funding Source: 7405, 1100	District purchased laptops to replace outdated computers for students District contracted IT support with FUHS to replace outdated infrastructure components	\$11,955 \$2,000
Adopt and purchase CCSS aligned instructional material	CCSS instructional materials: \$20,000 Funding Source: 7405, 6300	New CCSS aligned math textbooks and materials were purchased	\$18,641
Provide teacher collaboration time for professional development	Collaboration Time: \$7,000 Funding Source: 0000-1100, 0000-1140, 6500-1104	Teachers have a student early release day for collaboration monthly. A 2.5 hour block is utilized for topics including CCSS, SBAC, curriculum content articulation, assessments, intervention,	\$7,000
Acquire district math assessment program(s) K-8	Online math assessment program: \$2,000 Funding Source: 0000-4310	District is still in the process of selecting an appropriate assessment program for CCSS math. No action has been taken on this to date.	\$0
Acquire & implement computer readiness/literacy program K-5	Implement online program: \$1,000 Funding Source: 6010	District purchased Keyboarding Without Tears program to develop computer literacy skills in K-5	\$650

<p>Acquire district ELA assessment program(s) K-8</p> <p>Utilize DIBELS, 6 Minute Solution, and other current district assessments</p>	<p>ELA assessments: \$1,000 Funding Source: 0000-4310, 6300</p> <p>Assessment coordinator - collaboration time: \$500 Funding Source: 1100</p>	<p>District is still in the process of selecting an appropriate assessment program for ELA. Multiple online programs have been reviewed for consideration (NWEA, Accelerated Reader, publisher programs) however none purchased to date.</p> <p>Unable to find an appropriate coordinator for curriculum assessment so far. Teachers have taken on these duties individually for their students. District intends to hire an assessment coordinator for next school year.</p>	<p>\$0</p> <p>\$0 RS 1100</p>
<p>Scope of service: LEA-Wide</p>		<p>Scope of service: LEA-Wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Provide appropriate level of instructional assistants in classrooms</p>	<p>Instructional assistants: \$18,345 Funding Source: 0001-2100, 5820-2100</p>	<p>Instructional assistants in K and all combination classes</p>	<p>\$25,281 RS 0001-2100 RS 5820-2100</p>
<p>Provide early intervention services for primary grades</p>	<p>Social, academic, health issues intervention and training, PIP: \$0 Funding Source: 0001 Note: Funding for services is previously listed from RS 0001</p>	<p>Primary school support for all primary (K-3) grades PIP Added K-3 academic intervention program aide. This is a service that supports our population of high risk students from Title 1.</p>	<p>\$5,757 RS 0001-2200 (\$2,700 from RS 3010)</p>
<p>Acquire appropriate intervention resources and materials for RSP - Tier 2&3</p>	<p>Intervention materials: \$1,500 Funding Source: 0000-4310</p>	<p>Acquired intervention materials to support K-3 grade program and 4-6 grade non-IEP students receiving intervention within the RSP room</p>	<p>\$1,220 0000-4310</p>
<p>Utilize after-school program (ASES) for intervention services and curriculum support</p>	<p>Curriculum support & intervention materials, ASES personnel: \$6,000 Funding Source: 6010-4310, 6010-5800</p>	<p>3 ASES employees spend 1 hour daily providing curriculum support to students ASES purchased curriculum materials (skill reinforcement activities, enrichment materials) to engage students Teachers tutoring 1hr/day after school with ASES program students</p>	<p>\$5,985 RS 6010-5800 \$1,500 RS 6010-4310 \$3,051 RS 6010-1100</p>

<p>Teacher-based after school intervention</p>	<p>Teacher-based after school intervention: \$33,600 Funding Source: 0000-1100 Note: 140 days x 1 hr x 5 teachers x \$48/hr</p>	<p>Teachers provide intervention/remediation after school to students outside of ASES program</p>	<p>\$28,800 RS 0000-1100</p>
<p>Provide Tier 2 and Tier 3 intervention services utilizing Resource Teacher and Resource instructional assistants during regular school day</p>	<p>Tier 2-Tier 3 intervention services - Instructional Assistants: \$7,960 Funding Source: 6500 Note: Non-IEP students receiving 960 mins/wk = 16hrs/wk = .4 FTE \$19,900 avg total cost x .4 FTE = \$7,960</p>	<p>Resource instructional assistants provide Tier 2 / Tier 3 services to non-IEP, high risk students during the regular school day</p>	<p>\$5,205 RS 6500-2100</p>
	<p>2- Tier 3 intervention services Coordinating, Implementation, by SPED Teacher: \$8,640 Funding Source: 6500 Note:</p>	<p>SPED teacher plans, coordinates, and implements Tier 2 / Tier 3 interventions services program for instructional assistants to deliver</p>	<p>\$10,200 RS 6500-1104</p>

	6 hrs/wk x 24 wks x \$60/hr = \$8,640 SPED Teacher		
Scope of service: <input type="checkbox"/> ALL	LEA-Wide	Scope of service: <input type="checkbox"/> ALL	LEA-Wide
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>One area of needed change determined from stakeholders review of this goal will be to increase the interventions services available to struggling students. The school staff stakeholders recommended that the district hire a part time intervention teacher to address the academic needs of these students, the majority of which are low income and students with disabilities. This was also a concern mentioned by some parents as a need for our school.</p> <p>Another change after review is in how to quantify certain measures or metrics. Because of Cuddeback’s relatively small enrollment, measures that use “# of” will be replaced by “% of” so fluctuations in enrollment don’t give inaccurate data. For instance, “number of failing grades” will change to “% of failing grades”</p> <p>Also, the district will implement improved CCSS aligned assessments as they become available for benchmarking student achievement throughout the year with the idea that these formatted assessments will also prepare students for the SBAC format to improve student test scores. The district is planning to purchase and utilize a district wide data and assessment program for math and ELA.</p>		



Original GOAL from prior year LCAP:	<p>Goal #2 All students will be taught by highly qualified teachers maintaining high professional standards.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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	<u>Metric</u>	<u>Outcome</u>		
Expected Annual Measurable Outcomes:	<p>1. Rate of Teacher Misassignments</p> <p>2. Percentage of Teachers Fully Implementing CCSS Content and Methodology</p>	<p>This year establishes a Baseline for many metrics for the following years.</p> <p>1. District has 0 teacher misassignments and are enrolled in all core subject areas</p> <p>2. 50% of class lessons will be based in CCSS format and content</p>	Actual Annual Measurable Outcomes:	<p>1. 0% Teacher Misassignments</p> <p>2. Approximately 50-60% of all lessons delivered have the majority of lesson components based in CCSS methodology and structure.</p> <p>3. District provided all teachers access to professional</p>

	<p>3. Teachers Trained in CCSS at Grade Level and Subject Matter</p> <p>4. Formal Evaluations based on Teaching Standards</p> <p>5. Percent of Students Access to available standards- aligned instructional materials</p> <p>6. Percentage of students with access and enrolled in all core subject areas</p>	<p>3. Increase Teacher Professional Development time related to CCSS</p> <p>5. District will be adopting math CCSS curriculum materials for students and teachers this year</p>	<p>development in CCSS math with adopted textbook publisher. K-4 teachers attended CCSS PD on math fluency (Kim Sutton)</p> <p>4. Changes to the teacher evaluation format are evolving as CCSS implementation occurs, but no changes as yet.</p> <p>5. New CCSS math textbooks and materials adopted for K-8 in 2014-15. All students have access to available CCSS aligned materials.</p> <p>6. All (100%) students accessed and enrolled in core subject areas.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Employ highly qualified teachers	Teacher Salary/Compensation: \$392,573 Funding Source: 0000-1100/3000	District employees 6 full time highly qualified teachers, a .6 FTE SPED teacher, and various credentialed, qualified substitutes as needed to instruct students	\$458,307 inc stats & H/W RS 0000-1100 RS 6500-1104 RS 0000-1140
Provide teachers professional development related to CCSS	Professional Development for CCSS: \$5,000 Funding Source: 4035	Teachers were given multiple opportunities for professional development. The funding for this action has been noted previously under Goal #1	See Goal #1

<p>Implement peer observation program</p>	<p>Substitute time to allow teachers to observe other teachers: \$1,000 Funding Source: 0000-1140/1303</p>	<p>Teachers are interested in this idea, but we have been unable to schedule this yet. This will remain a plan we intend to implement.</p>	<p>\$0</p>
<p>Provide teacher collaboration time</p>	<p>No additional cost: \$0 Funding Source: 0000-1100, 06500-1104 Note: Funding for service is listed in previous goal</p>	<p>Teachers take part in monthly collaboration meetings as noted under Goal #1</p>	<p>See Goal #1</p>
<p>Provide substitute teachers to allow for related CCSS professional development opportunities</p>	<p>Substitutes/Teacher Release time: \$2,000 Funding Source: 0000-1104, 4035</p>	<p>Teachers are encouraged to attend professional development training and supported by qualified substitute teachers during that time</p>	<p>\$1,250 RS 0000-1140 RS 4035-1140</p>
<p>Develop & implement teacher evaluation process incorporating professional teaching standards</p>	<p>Principal's Time: \$750 Funding Source: 0000-1303</p>	<p>This is an on-going process. Our current teacher evaluation format is based on the professional teaching standards. District is determining how to best incorporate CCSS practices into the evaluation process.</p>	<p>\$500 RS 0000-1303</p>
<p>Increase classroom walk-thrus and informal observations with an emphasis on CCSS</p>	<p>Principal's time: \$1,200 Funding Source: 0000-1303</p>	<p>Principal visits classrooms on both scheduled and unscheduled basis to observe teaching practices and support appropriate student interaction in class</p>	<p>\$1,200 RS 0000-1303</p>
<p>Scope of service:</p>	<p>LEA-Wide</p>		
<p><u>X</u>_ALL</p>	<p><u>X</u>_ALL</p>		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide professional development for teachers related to intervention/differentiation		Professional Development Certificated: \$2,000 Funding Source: 4035, 0000	Teachers and school counselor have utilized professional development opportunities related to intervention and differentiation strategies		\$1,100 RS 0000-5210 RS 4035
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A significant change that teacher stakeholders embrace is the addition of more collaboration time on a regular basis. By implementing a weekly early release instead of a monthly, teaching staff gains 4 hours of collaboration/professional development time monthly. By utilizing mandated costs reimbursement funds, the district plans to provide more professional development opportunities for teachers, especially related to CCSS implementation and PD aimed at better serving students in need including low income, EL, Foster Youth, and Students with disabilities. Expenses related to these actions are delineated in LCAP.			

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #3 All students will have access to a safe, nurturing educational environment rich in parental involvement</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1. Student attendance rates 2. Chronic absenteeism rates 3. Dropout rates Student expulsion, suspension and discipline rates 4. Students accessing counseling services <p>Students/families utilizing Healthy Start services,</p> <ol style="list-style-type: none"> 5. Parent/guardian volunteers in classrooms and at school events 6. Parent conference attendance rates 7. Parent attendance rate at PTO meetings/school board meetings/SSC meetings 	<p>Outcome</p> <ol style="list-style-type: none"> 1. Student attendance rate will increase over previous year 2. Chronic absenteeism rate will decrease over previous year 3. Student expulsion and suspension rates will decrease over previous year 4. More students will experience successful outcomes from counseling/Healthy Start services over previous year 5. # of parent volunteers in classrooms and school events will be tracked and increase over previous year 7. Parent attendance rate at school meetings will be monitored and increase over 	<p>Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. Student attendance rate thru P-2 is 95.58% as compared to 96.17% for same period in previous year. 2. Chronic absenteeism rate thru P-2 is 7.5% 3. Student suspension rate: 2.5% Student expulsion rate: 0% 4. 30 students received personal counseling from credentialed school counselor this year to date. 40 students receive small group counseling services from credentialed counselor. 100% of K-3 students receive small group counseling from school support staff 16 students from 9 families receive Healthy start services i.e; Medi-cal assistance, food, clothing 5. This has been very difficult to track. Parent volunteers are active in classrooms and school events. 6. Parent conference overall attendance rate: 94%

	8. Parent surveys	previous year		7. PTO meeting attendance is up to 9 to 10 people each monthly meeting.
	9. Community-involved events at school	9. # of community-involved events at school will increase over previous year		8. 100% of surveys returned "Agree" or "Somewhat Agree" on School Climate questions.
	10. # of students participating in extracurricular activities, # of students involved in enrichment programs (ASES)	10. # of students participating in curricular/enrichment/extracurricular programs will increase over previous year		9. # of community events increased – added Lip Sync, monthly Mobile Outreach program, 4H meetings, LL practices
	11. Condition of Facilities	11. FIT Report		10. # of students participating in these programs: sports (105), GATE (5), music (15), EXCEL After School program (65)
				11. FIT report Excellent, Parent surveys 100% "Agree" or "Somewhat Agree" that school is well maintained

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use PowerSchool to monitor student attendance and discipline rates	Power School subscription: \$2,900 Funding Source: 0000-5800	District continues to utilize PowerSchool system to monitor student rates	\$3,050 RS 0000-5800
Effectively utilize SARB referral process for chronic absentee students	Mailings, materials: \$150 Funding Source: 0000-4310 Principal's Time: \$800	Principal utilizes SARB process by sending letters to families, making phone calls, attending SARB hearings	\$40 mailings RS 0000-5950 \$1,250 Principal's time RS 0000-1303

<p>District secretary to provide additional support to increase attendance</p>	<p>Funding Source: 0000-1303 Note: 20 hrs x \$40</p>	<p>District secretary provides support services to increase attendance</p>	<p>25hrs x \$50</p>
<p>Educate parents on aspects of regular student attendance: legal, educational, funding</p>	<p>District secretary time: \$2,880 Funding Source: 0000-2406 Note: 4hr/wk x \$20/hr x 36 wks = \$2,880</p> <p>Increase mailings, notices, educational materials related to attendance: \$350 Funding Source: 0000-5950, 0000-1302</p>	<p>All District personnel are working to educate parents and students on the importance of regular attendance.</p> <p>Teacher: 7 x 2hrs x \$48 Principal: 10hrs x \$50 (non SARB)</p>	<p>\$1,080 RS 0000-2406</p> <p>\$40 mailings RS 0000-5950</p> <p>\$50 materials RS 0000-4310</p> <p>\$672 teacher time RS 0000-1100</p> <p>\$500 Principal time RS 0000-1303</p>
<p>Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee</p>	<p>Alert Now system, digital marquee operation, web page support:</p>	<p>District uses many forms of school to home communication to reach out to families including automated phone messages, digital marquee, notes to students, social media, web site, mailings, monthly newsletter, email</p>	<p>\$2,200 RS 0000-5800 RS 0000-2406 RS 0000-1303</p>

	<p>\$2,000 Funding Source: 0000-5800, 0000-2406 Note: Alert Now \$500 Marquee training and operation \$1000 Web support \$500</p>		
<p>Use annual parent & student surveys to gather feedback</p>	<p>Materials: \$100 Funding Source: 0000-4310</p>	<p>Family surveys are distributed annually at parent conference or Open House and their use and teachers or principal distributing them explains importance to our school in person.</p>	<p>\$100 RS 0000-4310</p>
<p>Publicly recognize volunteers at monthly assemblies and reinstate our VIP appreciation day</p>	<p>Awards, Luncheon materials: \$300 Funding Source: 1100</p>	<p>VIP appreciation day luncheon has not been reinstated as yet.</p>	<p>\$0</p>
<p>Establish regular weekly/monthly schedules for volunteers in every classroom</p>	<p>Teacher scheduling time: \$500 Funding Source: 0000- 1100</p>	<p>Teachers are utilizing volunteers in classrooms; also planning and overseeing appropriate educational interactions for volunteers to work with students</p>	<p>\$1000 RS 0000-1100 planning time</p>
<p>Use social media to publicize school events - Open House, Carnival, Teacher Conferences, Fundraisers, Assemblies, Holiday Programs, School Board Meetings</p>	<p>Secretary Time: \$400 Funding Source: 0000- 2406</p>	<p>Social media PR for school events and programs is being coordinated by PTO and EXCEL</p>	<p>\$0</p>
<p>Incorporate food/dinner at school/community events to increase attendance</p>	<p>Food - paper supplies: \$500</p>	<p>School has offered food/dinner at community events when appropriate. A sponsoring group like PTO, class trip, athletic group usually provides food. School provides incidentals</p>	<p>\$250 RS 0000-4310</p>

<p>Encourage classroom-based community service projects</p>	<p>Funding Source: 000-4310</p> <p>No additional cost: \$0</p>	<p>and supplies as needed.</p> <p>Classes perform service projects associated with holidays, veteran's groups, people in need, environmental issues</p>	<p>\$0</p>
<p>Promote weekly school spiritwear days for students and staff</p>	<p>No additional cost: \$0</p>	<p>PTO promotes a Spirit Store with school spirit items to purchase for students and staff</p>	<p>\$0</p>
<p>Provide appropriate athletic opportunities for students at all grade levels</p>	<p>Coaches stipends: \$3,500 Funding Source: 1100</p>	<p>School provides many athletic opportunities for students at all grade levels</p>	<p>\$3,000 RS 1100</p>
<p>Hold regular award assemblies to recognize student achievements</p>	<p>Awards/Prizes: \$500 Funding Source: 0000-4310</p>	<p>School conducts assemblies at mid trimester and trimester end to recognize student achievement in academics, character, athletics, attendance, and accomplishments</p>	<p>\$750 RS 0000-4310</p>
<p>Offer co-curricular opportunities like student government, science fair, REEF, music program, GATE to engage students</p>	<p>Gate coordinator - materials: \$5,000 Funding Source: 0209 Music teacher: \$6,500 Funding Source: 6010</p>	<p>Cuddeback funds co-curricular programs GATE, Music, Artist in the Classroom, Watershed education, REEF</p>	<p>\$5,705 RS 0209 \$6,500 RS 6010-1102 \$2,000 RS 9034</p>
<p>Offer ASES enrichment programs after school</p>	<p>Enrichment materials: \$2,500 Funding Source: 6010-4310</p>	<p>Provide ASES enrichment programs covering a wide variety of science, visual and performing arts, math, ELA, technology</p>	<p>\$3,000 RS 6010</p>

<p>Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Center Arts</p> <p>Provide social and emotional counseling support for students</p> <p>Ensure school grounds and buildings are well maintained and in good repair</p>	<p>Storytellers, Visual/Perform Arts presentations: \$1,200 Funding Source: 6010-5800/5801</p> <p>Counselor Salary inc H/W cost (.2 FTE): \$12,578 Funding Source: 0001-1205</p> <p>Facilities upkeep: \$30,000 Funding Source: Fund 14, 0000-2213, 0000-4377/4381</p>	<p>Provide students with opportunities to experience Visual and Performing Arts</p> <p>Provide social and emotional support for students (There was no H/W cost for this employee)</p> <p>Ensure the facilities are well maintained and in good repair</p>	<p>\$1,050 RS 0209 RS 9034</p> <p>\$5,050 RS 0000-1205 (.1 FTE)</p> <p>\$18,765 RS 0000-2213/2214 \$20,000 RS 0000-4310/4374/4377/ 4381/5550/5560/ 5623/5800</p>
<p>Scope of service:</p>	<p>LEA-Wide</p>	<p>Scope of service:</p>	<p>LEA-Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Create "parent packet" of available resources from support agencies for students and families in need and utilize a Coordinator to administer process</p>	<p>Printed materials, Parent resource coordinator:</p>	<p>Designated a Parent and Community coordinator to organize and facilitate and administer resources, services and information for students/families in need</p>	<p>\$1,600 RS 9012</p>

<p>Individual and small group curriculum support and interpersonal counseling, play to learn groups</p> <p>Provide 1:1 and small group counseling services</p> <p>District secretary to provide additional support to increase attendance</p>	<p>\$1,600 Funding Source: 9012 Note: Printed materials \$100 Support person to coordinate \$1,500 2hrs/wk x 36 wks</p> <p>Primary pupil support: \$6,309 Funding Source: 0001-2200</p> <p>Counselor: \$12,578 Funding Source: 0001-1205 Note: Counselor sal and H/W (.2 FTE) for high needs population</p> <p>District secretary time: \$2,880 Funding Source: 0000-2406 Note: 4hr/wk x \$20/hr x 36 wks = \$2,880</p>	<p>Provide individual and small group interpersonal counseling and curriculum support for K-8 students</p> <p>Provide social and emotional 1:1 and small group counseling for at risk students</p> <p>District secretary provides support services to increase attendance</p>	<p>\$6,308 RS 0001-2200/3000</p> <p>\$15,150 RS 0000-1205 (.3FTE)</p> <p>\$1,080 RS 0000-2406</p>
<p>Scope of service:</p>	<p>LEA-Wide</p>	<p>Scope of service:</p>	<p>LEA-Wide</p>

<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Like previously mentioned in earlier changes section, metrics that quantify increasing/decreasing a number of students will be changed to increasing/decreasing a % of students. Also, after the stakeholder annual review, PTO and the district plan to coordinate efforts and resources to build a “student activities” kiosk on campus as a place to promote school-sponsored events and engage student/community involvement. The district Superintendent/Principal and administrative staff will continue actions to increase attendance rates. Actions will include parent and student education to promote awareness of the importance of regular attendance related to the issues of student achievement, student engagement, and funding for programs and services.</p>		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$80,003</u>
<u>For 2015-2016</u>	
<p>Cuddeback Union School District expects an increase in funding for supplemental/concentration grant of \$80,003 for 2015-2016 academic year. This amount is dedicated to better serve the 46% of students representing our unduplicated low-income, Foster Youths, English Learners, and Students with disabilities attending our District. CUSD is a single site district consisting of Cuddeback Union Elementary School with approximate enrollment of 118 K-8 students. Our small population is a leading factor in determining that we provide the services listed as S/C funded in a schoolwide manner.</p> <p>Specific services aimed at improving the academic, social, and emotional well-being of our supplemental/concentration funded students include providing instructional assistants in core classes, a part time academic intervention teacher, after-school intervention and curriculum support, 1:1 counseling services, and primary early intervention services. In addition, the District will enhance efforts to improve attendance among students in low-income, Foster Youth, and English Learner groups by dedicating time daily to monitor absences and notify parents of attendance issues according to California Education Code. Also, teachers will be supported with professional development related to progressing these students in particular.</p>	

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

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

9.66	%
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For 2015-2016
Cuddeback Union School District plans to increase or improve services as described in section 3A to low-income, Foster Youth, and English Learners students by 9.66% as compared to services provided for all students in the 2015-2016 school year. This proportionality percentage represents \$80,003 of funding. Areas of focus for this funding include counseling services, academic intervention programs, student attendance, and professional development for teachers.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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