

Introduction:

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 pass AP exams with 3 or higher

Share of students determined to be prepared for college by the EAP

Share of ELs who become English proficient

EL reclassification rate

Priority 5

High School dropout rate

High school graduation rate

LEA: Cuddeback Union Elementary

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LCAP Year: 2016-17

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 provided many opportunities to involved in the LCAP development a process. Stakeholders were presented information related to LCAP progress and their input gathered on future plans development in a variety of ways including newsletters, PowerPoint presentation, staff and committee meetings, phone messages, online 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. Feedback from students was gathered through online surveys, and more pointedly through the many interactions the principal and teachers have throughout the year with students. The particular stakeholder group in question often determined the method used to share information and gather input. Stakeholders were made aware of relevant metrics, actions, and expenditures along the way as they pertained to the various groups, goals, or actions under consideration.</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 Superintendent's office, hallway, or campus 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 stakeholder groups including these meetings and/or input opportunities:</p> <p>Staff Stakeholders (3-16-16, 4-6-16, 4-20-16, 4-27-16)</p> <p>Public Input Sessions (Jan-May 2016 CUSD Board meetings)</p> <p>Board of Trustees Update & Input Sessions (Jan-May 2016 CUSD Board meetings)</p> <p>Parent/Student survey (March 2016)</p>	<p>Stakeholder input was varied and covered a wide area of topics this year. The general summary of all stakeholder input is they want Cuddeback to maintain the small school, caring environment mission while progressing into the 21st century learning center necessary for our students to be successful.</p> <p>Parents and teachers value the practice of providing instructional assistants in classrooms and maintaining a commitment to counseling and support services on campus. Parent group expressed a desire to hire an additional teacher if class sizes continue to increase in order to keep our customary small class sizes. Parent and community stakeholders also see a need to increase technology into the curriculum to be competitive and prepared for high school, college, and career. The Board supports the increased use of technology and a continued drive to full implemetation of new state standards, and wants those areas to be reflected in LCAP.</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>

Parent Advisory Group (3-23-16)

PTO Meeting (3-9-16, 5-2-16)

Open Community Invitation for Input:

- Parent Conferences (3-23-16)
- Spring Open House (4-21-16)

Annual Update:

Various stakeholder groups were presented information and data related to current year (2015-16) LCAP goals, actions, and expenditures to monitor our progress so far and determine the effectiveness of our plan. Information was presented in a format fitting each group; students utilized online surveys and group Q&A, while certificated and classified staff conducted reviews in staff meetings and by studying expenditures with the Superintendent in his office. Parent stakeholders and the PAG were presented current data in Town Hall meeting and had opportunities for input via surveys, public meetings, and "open door" policy.

The annual update process involved different types of meetings or information gathering with stakeholder groups including these meetings and/or input opportunities:

- School Staff Stakeholders (1/13/16, 1/27/16, 2/10/16, 3/16/16)
- Board Meeting Public Input Opportunity (Jan-March 2016)
- Parent & Student Stakeholder survey (March 2016)
- Town Hall Meeting (3/23/16)

Because of the natural process involved with the stakeholders review, much of the annual update review and analysis of the current year led logically to ideas and suggestions pertaining to future years LCAP measures and actions.

Annual Update:

Stakeholder input was useful in analyzing our progress on the goals and outcomes for this year. The interaction with various stakeholders is valuable because each group's input offers a different guiding perspective to the development of the district's goals and actions..

Some students and parents expressed concern about not having as many extracurricular activities available to them, especially music. The district remains committed to finding a music teacher for next year. Parent and student stakeholders also valued the services provided by the counseling and school support staff for helping them feel safe. According to information collected at stakeholder meetings and online surveys, both parents and students alike feel connected and appreciated at school and want to keep services related to school climate. The Board also recognized that our efforts to maintain a positive school climate are the backbone of Cuddeback's identity and a significant reason for recent enrollment growth.

Teachers and School Board both acknowledged that the district has made strides in implementing new state standards, but feel that a continued emphasis on obtaining training and materials is needed. These stakeholders feel it is important to further concentrate on all aspects of student achievement.

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:	All students will achieve high academic standards, including students in identified subgroups of Low-Income, Foster Youth, Students with Disabilities, and English Learners.	Related State and/or Local Priorities: X 1 _2 _3 X 4 _5 _6 _7 _8 Local: x
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Identified Need:	A significant number of students are not achieving high academic standards that the Cuddeback stakeholders expect of them. The percentage of students meeting or exceeding the state standards on 2015 CAASPP testing is 41% in ELA and 40% in math.		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>2. Student SBAC/CAASPP scores will improve over the previous year. The percent of students meeting or exceeding the standards will increase by 5% in ELA and Math over last year's 40% and 41% respectively..</p> <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. Student scores will show a reasonable improvement rate on District Benchmarks in CCSS ELA and Math.</p> <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 95% 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

Acquire district math assessment program(s) K-8	LEA-Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,000 RS 0000-4310
Acquire district ELA assessment program(s) K-8	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,000 RS 0000-4310
Provide instructional assistants in classrooms to benefit low performing students	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,319 RS 5820 (REAP)
Employ a Curriculum & Assessment Coordinator to oversee ELA adoption and coordinate primary and upper grades assessments, state interim assessments, Student Study Teams, and other local district assessments as developed.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 RS 1100 -1311

Employ maintenance and custodial staff to ensure that school grounds and buildings are clean, well maintained, and in good repair	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$19,084 RS 0000- 2213/2214 \$20,000 RS 0000- 4310/4374/4377 /4381/5550/556 0/5623/5800
Employ a .5 FTE Intervention Teacher to support low performing students	LEA-wide Grades: K, 1st, 2nd, 3rd, 4th	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$11,936 RS 0000- 1105/3000 (.25 FTE) \$11,936 RS 0001- 1105/3000 (.25 FTE) SUPPL/CONC
Provide instructional assistants in classrooms to benefit low performing unduplicated students	LEA-wide Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$20,296 RS 0001 SUPPL/CONC

<p>Acquire appropriate intervention resources and materials for Tier 2&3 in Intervention Program and RSP</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$500 RS 0000-4310 SUPPL/CONC</p>
<p>Utilize after-school program (ASES) for intervention services and curriculum support</p> <p>ASES Staff: 2 ASES employees tutor 1hr/day x 5 day x 36 wks</p> <p>Materials: provide core curriculum support materials to reinforce/enrich classroom curriculum</p> <p>Certificated Teacher time: Teachers tutor and provide academic support 1 hr/day x 3 days x 32 wks in ASES program</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$3,780 RS 6010-2100 \$2,000 RS 6010-4310 \$2,800 RS 6010-1100</p>
<p>Teacher-based after school intervention</p> <p>Teachers spend time after school (not ASES) providing intervention/remediation to unduplicated students</p> <p>(3 teachers x 1 hr/day x 108 days x \$57/hr)</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$18,468 RS 0000-1100 (Unrestricted), RS 1400-1100 (EPA) SUPPL/CONC</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. District will meet growth indicators required by SBE for this year. 2. Student SBAC/CAASPP scores will improve over the previous year. The percent of students meeting or exceeding the standards will increase by 5% in ELA and Math over the previous year. 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 improve with a target of 3.25 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. Percentage of students with access and enrolled in core subject areas 10. There will be no unresolved complaints on the District Williams report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Acquire/Utilize district math assessment program(s) K-8	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$2,000 RS 0000-4310

Acquire/Utilize district ELA assessment program(s) K-8	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,000 RS 0000-4310
Provide instructional assistants in classrooms to benefit low performing students	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,319 RS 5820 (REAP)
Hire an Assessment Coordinator to better utilize RESULTS program, state interim assessments, and other local district assessments as developed.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500 RS 1100- 1311
Employ maintenance and custodial staff to ensure that school grounds and buildings are clean, well maintained, and in good repair	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$19,084 RS 0000- 2213/2214 \$20,000 RS 0000- 4310/4374/4377 /4381/5550/556 0/5623/5800

<p>Provide instructional assistants in classrooms to benefit low performing unduplicated students.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$20,296 RS 0001-2100</p>
<p>Acquire appropriate support resources and materials for Tier 2&3 Intervention & RSP</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500 RS 0000-4310</p>
<p>Utilize after-school program (ASES) for intervention services and curriculum support</p> <p>ASES Staff: 2 ASES employees tutor 1hr/day x 5 day x 36 wks</p> <p>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 in ASES program</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,780 RS 6010-2100</p> <p>\$2,000 RS 6010-4310</p> <p>\$3,200 RS 6010-1100</p>

<p>Teacher-based after school intervention</p> <p>Teachers spend time after school (not ASES) providing intervention/remediation to unduplicated students</p> <p>(3teachers x 1 hr/day x 108 days x \$57/hr)</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$18,468 RS</p> <p>0000-1100 (Unrestricted), RS 1400 (REAP)</p>
<p>Employ a .5 FTE Intervention Teacher to support low performing students</p>	<p>LEA-wide</p> <p>Grades: K, 1st, 2nd, 3rd, 4th</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$11,936 RS</p> <p>0000-1105/3000 (.25 FTE)</p> <p>\$11,936 RS</p> <p>0001-1105/3000 (.25 FTE)</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. District will meet growth indicators required by SBE for this year. 2. Student SBAC/CAASPP scores will improve over the previous year. The percent of students meeting or exceeding the standards will increase by 5% in ELA and Math over the previous year.. 3. 100% of students have access to standards aligned instructional materials as reported in the annual School Board resolution regarding sufficiency of standards-aligned instructional materials. 4. Student scores will show a reasonable improvement rate on District Benchmarks in CCSS ELA and Math. 5. Student scores on state interim assessments will show progress of academic growth and achievement. 6. GPA in academic subjects for 4-8 grade will continue positive growth toward target of 3.35 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 95% satisfactory with school facilities upkeep and maintenance. 10. There will be no unresolved complaints on the District Williams report. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Employ a Curriculum & Assessment Coordinator to oversee ELA adoption and coordinate primary and upper grades assessments, state interim assessments, Student Study Teams, and other local district assessments as developed.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500 RS 1100-1311</p>

Provide instructional assistants in classrooms to benefit low performing students	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$15,319 RS 5820 (REAP)
Utilize district math assessment program(s) K-8	LEA-Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,000 RS 0000-4310
Utilize district ELA assessment program(s) K-8	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,000 RS 0000-4310
Employ maintenance and custodial staff to ensure that school grounds and buildings are clean, well maintained, and in good repair	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$19,084 RS 0000- 2213/2214 \$20,000 RS 0000- 4310/4374/4377 /4381/5550/556 0/5623/5800

<p>Employ a .5 FTE Intervention Teacher to support low performing students</p>	<p>LEA-wide Grades: K, 1st, 2nd, 3rd, 4th</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$11,936 RS 0000-1105/3000 (.25 FTE) \$11,936 RS 0001-1105/3000 (.25 FTE)</p>
<p>Teacher-based after school intervention</p> <p>Teachers spend time after school (not ASES) providing intervention/remediation to unduplicated students</p> <p>(3 teachers x 1 hr/day x 108 days x \$57/hr)</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$18,468 RS 0000 (Unrestricted), RS 1400 (EPA)</p>
<p>Acquire appropriate intervention resources and materials for Tier 2&3 in Intervention Program and RSP</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$1,000 RS 0000-4310</p>

<p>Utilize after-school program (ASES) for intervention services and curriculum support</p> <p>ASES Staff: 2 ASES employees tutor 1hr/day x 5 day x 36 wks</p> <p>Materials: provide core curriculum support materials to reinforce/enrich classroom curriculum</p> <p>Certificated Teacher time: Teachers tutor and provide academic support 1 hr/day x 3 days x 32 wks in ASES program</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$3,780 RS 6010-2100</p> <p>\$2,000 RS 6010-4310</p> <p>\$2,800 RS 6010-1100</p>
<p>Provide instructional assistants in classrooms to benefit low performing unduplicated students</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$20,296 RS 0001</p>

GOAL:	The district will deliver to all students a high quality education focused on Implementation of New California State Standards, Digital Learning, Developing 21st Century Learners, Preparing Students for Success in High School, and Highly Qualified Teachers.			Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local: N/A
Identified Need:	Our students and teachers are still in the process of implementing new state standards and need district support in obtaining adopted curriculum, support materials, and professional development to ensure an effective transition. Technology and infrastructure has historically been limited at Cuddeback.			
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<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 state credentialing requirements. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

District will continue to employ highly qualified teachers who teach content in all required areas of study	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$496,469 inc stats & H/W, RS 1400 (EPA), RS 0000 (Unrestricted), RS 6500 (Special Education)
Provide teachers professional development related to CCSS content and implementation	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 RS 4035 (Title II) \$5,800 RS 6264 (Educator Effectiveness)
Provide regular teacher collaboration time to work with colleagues on site and interdistrict for CCSS PD and implementation 2 hrs/wk x 36 wk x \$57/hr x 7 teachers	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$28,728 RS 0000-1100, RS 1400-1100, RS 6500-1104
Provide substitute teachers to allow for related CCSS professional development opportunities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 RS 4035-1140, RS 0000-1140

Develop & implement teacher evaluation process incorporating professional teaching standards	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500 RS 0000-1303
Increase classroom walk-thrus and informal observations with an emphasis on CCSS	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,200 RS 0000-1303
Update and acquire appropriate technology and related services for students including devices, infrastructure and connectivity, and IT support	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,000 RE 1100-4445/4453 \$2,000 RS 0000-5922 \$11,000 RS 0000-5819
Utilize computer readiness - computer literacy programs appropriately designed for K-8 grade levels	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,200 RS 0000-4310

<p>Purchase new state adopted standard aligned (CCSS) ELA curriculum and materials.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,000 RS 0212, \$12,000 RS 6300, \$5,000 RS 1100</p>
<p>District will support implementation of new science standards (STEM) by purchasing curriculum materials for classrooms.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 RS 1100 (Lottery) \$1,000 RS 0000-4310</p>

LCAP Year 2

<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
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Provide teachers professional development related to CCSS	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,500 RS 4035 (Title II) \$3,000 RS 6264 (Educator Effectiveness)
Provide regular teacher collaboration time to work with colleagues on CCSS PD and implementation 2 hrs/wk x 36 wk x \$57/hr x 7 teachers	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$28,728 RS 0000-1100, RS 1400-1100, RS 6500-1104
Provide substitute teachers to allow for related CCSS professional development opportunities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 RS 4035-1140, RS 0000-1140
Develop & implement teacher evaluation process incorporating professional teaching standards	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500 RS 0000-1303

Increase classroom walk-thrus and informal observations with an emphasis on CCSS	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,200 RS 0000-1303
Update and acquire appropriate technology and related services for students including devices, infrastructure and connectivity, and IT support	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$6,000 RE 1100 -4445/4453 \$2,000 RS 0000 -5922 \$11,000 RS 0000-5819
Utilize computer readiness - computer literacy programs appropriately designed for K-8 grade levels	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,200 RS 0000 -4310
District will support implementation of new science standards (STEM) by purchasing curriculum materials for classrooms.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,000 RS 1100 (Lottery) \$1,000 RS 0000 -4310

District will continue to employ highly qualified teachers who teach content in all required areas of study	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$499,000 inc stats & H/W, RS 1400 (EPA), RS 0000 (Unrestricted), RS 6500 (Special Education)
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LCAP Year 3

Expected Annual Measurable Outcomes:	<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
Update and acquire appropriate technology and related services for students including devices, infrastructure and connectivity, and IT support	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 RE 1100-4445/4453 \$2,000 RS 0000-5922 \$12,000 RS 0000-5819

Provide teachers professional development related to CCSS content and implementation	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4,500 RS 4035
Provide regular teacher collaboration time to work with colleagues on site and interdistrict for CCSS PD and implementation 2 hrs/wk x 36 wk x \$57/hr x 7 teachers	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$28,000 RS 0000-1100, RS 1400-1100, RS 6500-1104
Provide substitute teachers to allow for related CCSS professional development opportunities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 RS 4035-1140, RS 0000-1140
Develop & implement teacher evaluation process incorporating professional teaching standards	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500 RS 0000-1303

Maintain classroom walk-thrus and informal observations with an emphasis on CCSS	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,200 RS 0000-1303
Utilize computer readiness - computer literacy programs appropriately designed for K-8 grade levels	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,200 RS 0000-4310
District will support implementation of new science standards (STEM) by purchasing curriculum materials for classrooms until state adopted curriculum is available.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 RS 1100 (Lottery) \$1,000 RS 0000-4310
District will continue to employ highly qualified teachers who teach content in all required areas of study	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$499,000 inc stats & H/W, RS 1400 (EPA), RS 0000 (Unrestricted), RS 6500 (Special Education)

GOAL:	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 X 3 _4 X 5 X 6 _7 X 8 Local: N/A
Identified Need:	Stakeholders value a welcoming, “family” and community appeal at our school. Stakeholders feel that parental involvement is key to student engagement and success and a hallmark of Cuddeback School. Parent and staff input indicated that a relatively small percentage of parents are the voice of the school. Group wants more parents and students involved in decision making and planning events and activities at school. Also, our chronic absenteeism rate of 5.65% is an area of concern for all stakeholders.	
Goal Applies to:	Schools:	All Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Student attendance rate will increase by .25% over previous year's rate of 95.76% to approach 96% 2. Chronic absenteeism rate will decrease by 1.0% over previous year's rate of 5.65% 3. Student suspension rate will decrease by 1% over previous year or remain < 2%. The expulsion rate will remain at 0%. 4. Middle school dropout rate will maintain at 0% or decrease from previous year. 5. Percentage of students experiencing successful outcomes from counseling/Healthy Start services will increase over previous year as tracked and reported by program staff. (Current levels: H.S. - 11 families, 20 students; Counseling - 1:1 26 students, small group 60 students) 6. # of parent volunteers in classrooms and school events will increase over previous year, including parents of unduplicated students and students with disabilities, as tracked and reported by classroom teachers and event group coordinators. Current information shows overall parent involvement at near 33%, and we aim to reach 40% parental involvement. 7. Parent participation and involvement in decision-making meetings, including parents of unduplicated students and students with disabilities, such as LCAP, Board, Parent Advisory Group, PTO, Site Council will increase over the previous year as monitored and reported through meeting attendance records. Efforts will result in an increase of 3 to 5 parents per group. 8. # of community-involved events at school will maintain or increase over previous year by 1 event. 9. Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics, will increase by 5%. 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. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Use PowerSchool to monitor student attendance and discipline rates</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,050 RS 0000-5800</p>
<p>Effectively utilize SARB referral process for chronic absentee students.</p> <p>Mailings</p> <p>SARB Coordinator</p> <p>Principal's time (25 hrs x \$50/hr)</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40 RS 0000-5950</p> <p>\$750 RS 0000-5800</p> <p>\$1,250 RS 0000-1303</p>
<p>District secretary to provide additional support to increase attendance.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,200 RS 0000-2406</p>

<p>Educate parents on aspects of regular student attendance: legal, educational, funding.</p> <p>Materials</p> <p>Teacher's time</p> <p>Principal's time</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$200 materials RS 0000-4310</p> <p>\$856 RS 0000-1100 (Teachers)</p> <p>\$500 RS 0000-1303 (Principal)</p>
<p>Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$2,200 RS 0000-5800 (Auto Phone, Marquee)</p> <p>RS 0000-2406 (Secretary)</p> <p>RS 0000-1303 (Principal)</p>
<p>Use annual parent & student surveys to gather feedback, online and paper forms of surveys</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$250 RS 0000-4310</p>

<p>Increase community involvement on campus through events like a Staff & Community Appreciation Days, Back to School family picnic, increased Community Center use, supporting established events on site</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 RS 0000-4310 \$880 RS 9012-2200</p>
<p>Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & planning time: 4hrs/wk x 36 wks x \$57/hr)</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,208 RS 0000-1100</p>
<p>Provide appropriate athletic opportunities for students at all grade levels. District provides coaches and athletic director.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 RS 1100 (Lottery)</p>
<p>Hold regular award assemblies to recognize student achievements in academics, character, attendance, arts, and other accomplishments. Provide awards and certificates for students.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$750 RS 0000-4310</p>

Offer ASES enrichment programs after school to compliment and expand curriculum areas.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$4,500 RS 6010-2100/2200/4310 (ASES)
Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Story Tellers, Lip Sync, Center Arts	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$2,200 RS 0209, RS 1100-5800, RS 9034, RS 0000-5800
Provide social and emotional counseling support for students thru 1:1 and small group counseling	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,330 (.2 FTE) RS 0000-1205, (Counselor Salary/Stats)
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.	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	\$9,711 RS 0001-2200 \$3,017 RS 9012-2200/3000 SUPPL/CONC

<p>Provide 1:1 and small group social and emotional counseling services for students, including necessary and appropriate technology and curriculum materials.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$11,330 (.2 FTE) RS 0000-1205 (Counselor Salary/Stats) \$1,422 RS 1100-4310/4445 (Lottery) SUPPL/CONC</p>
<p>Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, cooking club, GATE to engage students</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,500 RS 0209 (GATE) \$6,500 RS 6010-1102 (ASES) \$1,025 RS 9034 (Environmental Ed) \$1,000 RS 1100-1311 (Lottery)</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Student attendance rate will increase by .25% over previous year's rate of 95.76% to approach 96% 2. Chronic absenteeism rate will decrease by 1.0% over previous year's rate of 5.65% 3. Student suspension rate will decrease by 1% over previous year or remain < 2%. The expulsion rate will remain at 0%. 4. Middle school dropout rate will maintain at 0% or decrease from previous year. 5. Percentage of students experiencing successful outcomes from counseling/Healthy Start services will increase over previous year as tracked and reported by program staff. (Current levels: H.S. - 11 families, 20 students; Counseling - 1:1 26 students, small group 60 students) 6. # of parent volunteers in classrooms and school events will increase over previous year, including parents of unduplicated students and students with disabilities, as tracked and reported by classroom teachers and event group coordinators. Current information shows overall parent involvement at near 33%, and we aim to reach 40% parental involvement. 7. Parent participation and involvement, including parents of unduplicated students and students with disabilities, in decision-making meetings such as LCAP, Board, Parent Advisory Group, PTO, Site Council will increase over the previous year as monitored and reported through meeting attendance records. Efforts will result in an increase of 3 to 5 parents per group. 8. # of community-involved events at school will maintain or increase over previous year by 1 event. 9. Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics, will increase by 5%. 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. 		
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 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,050 RS 0000-5800
Effectively utilize SARB referral process for chronic absentee students. Mailings SARB Coordinator Principal's time (25 hrs x \$50/hr)	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40 RS 0000-5950 \$750 RS 0000-5800 \$1,250 RS 0000-1303
District secretary to provide additional support to increase attendance.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,200 RS 0000-2406
Offer ASES enrichment programs after school	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 RS 6010 (ASES)

<p>Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Center Arts, Cuddeback Lip Sync</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,200 RS 0209, RS 1100-5800, RS 9034, RS 0000-5800</p>
<p>Educate parents on aspects of regular student attendance: legal, educational, funding.</p> <p>Materials</p> <p>Teacher's time</p> <p>Principal's time</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200 materials RS 0000-4310</p> <p>\$856 RS 0000-1100 (Teachers)</p> <p>\$500 RS 0000-1303 (Principal)</p>
<p>Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,200 RS 0000-5800 (Auto Phone, Marquee)</p> <p>RS 0000-2406 (Secretary)</p> <p>RS 0000-1303 (Principal)</p>

<p>Use annual parent & student surveys to gather feedback, online and paper forms of surveys</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250 RS 0000-4310</p>
<p>Maintain high level of community involvement on campus through events like a Staff & Community Appreciation Days, Back to School family picnic, increased Community Center use, supporting established events on site</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 RS 0000-4310 \$880 RS 9012-2200</p>
<p>Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & planning time: 4hrs/wk x 36 wks x \$57/hr)</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,208 RS 0000-1100 (Teacher Salary: time)</p>
<p>Provide appropriate athletic opportunities for students at all grade levels. District provides coaches and athletic director.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 RS 1100 (Lottery)</p>

<p>Hold regular award assemblies to recognize student achievements in academics, character, attendance, arts, and other accomplishments. Provide awards and certificates for students.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$750 RS 0000-4310</p>
<p>Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, cooking club, GATE to engage students</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,500 RS 0209 (GATE) \$6,500 RS 6010-1102 (ASES) \$1,025 RS 9034 (Environmental Ed) \$1,000 RS 1100-1311 (Lottery)</p>
<p>Provide social and emotional counseling support for students thru 1:1 and small group counseling</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$11,330 (.2 FTE) RS 0000-1205, (Counselor Salary/Stats)</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>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$9,711 RS 0001-2200 RS 9012-2200/3000</p>
<p>Provide 1:1 and small group social and emotional counseling services for students</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$11,330 (.2 FTE) RS 0000-1205 (Counselor Salary/Stats)</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Student attendance rate will increase by .25% over previous year's rate of 95.76% to approach 96% 2. Chronic absenteeism rate will decrease by 1.0% over previous year's rate of 5.65% 3. Student suspension rate will decrease by 1% over previous year or remain < 2%. The expulsion rate will remain at 0%. 4. Middle school dropout rate will maintain at 0% or decrease from previous year. 5. Percentage of students experiencing successful outcomes from counseling/Healthy Start services will increase over previous year as tracked and reported by program staff. (Current levels: H.S. - 11 families, 20 students; Counseling - 1:1 26 students, small group 60 students) 6. # of parent volunteers, including parents of unduplicated students and students with disabilities, in classrooms and school events will increase over previous year as tracked and reported by classroom teachers and event group coordinators. Current information shows overall parent involvement at near 33%, and we aim to reach 40% parental involvement. 7. Parent participation and involvement, including parents of unduplicated students and students with disabilities, in decision-making meetings such as LCAP, Board, Parent Advisory Group, PTO, Site Council will increase over the previous year as monitored and reported through meeting attendance records. Efforts will result in an increase of 3 to 5 parents per group. 8. # of community-involved events at school will maintain or increase over previous year by 1 event. 9. Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics, will increase by 5%. 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. 		
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	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,200 RS 0000-5800
Effectively utilize SARB referral process for chronic absentee students. Mailings SARB Coordinator Principal's time (25 hrs x \$55/hr)	LEA-Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40 RS 0000-5950 \$750 RS 0000-5800 \$1,350 RS 0000-1303
District secretary to provide additional support to increase attendance.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,080 RS 0000-2406

<p>Educate parents on aspects of regular student attendance: legal, educational, funding.</p> <p>Materials</p> <p>Teacher's time</p> <p>Principal's time</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$200 materials RS 0000-4310</p> <p>\$850 RS 0000-1100 Teacher Sal.</p> <p>\$500 RS 0000-1303 Principal Sal.</p>
<p>Use annual parent & student surveys to gather feedback, online and paper forms of surveys</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$250 RS 0000-4310</p>
<p>Maintain community involvement on campus through events like a Staff & Community Appreciation Days, Back to School family picnic, increased Community Center use, supporting established events on site</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$500 RS 0000-4310, \$880 RS 9012-2200</p>

<p>Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,200 RS 0000-5800, RS 0000-2406, RS 0000-1303</p>
<p>Provide appropriate athletic opportunities for students at all grade levels. District provides coaches and athletic director.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 RS 1100 (Lottery)</p>
<p>Offer ASES enrichment programs after school to compliment and expand curriculum areas.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 RS 6010- 2100/2200/4310 (ASES - EXCEL)</p>
<p>Provide 1:1 and small group social and emotional counseling services for unduplicated students</p>	<p>LEA-wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$11,330 (.2 FTE) RS 0000- 1205 (Counselor Salary/Stats)</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>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$9,711 RS 0001-2200 RS 9012-2200/3000</p>
<p>Provide social and emotional counseling support for students thru 1:1 and small group counseling</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$11,330 (.2 FTE) RS 0000-1205, (Counselor Salary/Stats)</p>
<p>Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & planning time: 4hrs/wk x 36 wks x \$57/hr)</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$8,208 RS 0000-1100 (Teacher Salary: time)</p>

<p>Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, cooking club, GATE to engage students</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,500 RS 0209 (GATE) \$6,500 RS 6010-1102 (ASES) \$1,025 RS 9034 (Environmental Ed) \$1,000 RS 1100-1311 (Lottery)</p>
<p>Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Center Arts, Cuddeback Lip Sync</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,200 RS 0209, RS 1100-5800, RS 9034, RS 0000-5800</p>
<p>Hold regular award assemblies to recognize student achievements in academics, character, attendance, arts, and other accomplishments. Provide awards and certificates for students.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$750 RS 0000-4310</p>

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?

Original Goal from prior year LCAP:	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: X 1 _2 _3 X 4 _5 _6 X 7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	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. 3. 100% of students have access to standards aligned instructional materials as reported in the		Actual Annual Measurable Outcomes:	1. API will not be available to schools this year so baseline will be established with next year's API. 2. CAASPP results indicated 40% of students met or exceeded standards in ELA and 41% in Math met or exceeded standards. 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. This year will establish a baseline for student scores on new District Benchmarks in CCSS ELA and Math.

5. This year will establish a baseline for student scores on state interim assessments to use as a starting point.

6. GPA in academic subjects for 4-8 grade will increase by .15 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.

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

annual School Board resolution regarding sufficiency of standards-aligned instructional materials approved at October 14, 2015 CUSD Board meeting.

4. Teachers at various grade levels used a variety of assessment and tracking plans in an attempt to find and adopt an appropriate benchmarking program. As there was not a uniform program utilized, there is not an achievement benchmark for this year. District benchmarks will be a priority for next year.

5. The majority of teachers did not use the state interim tests this year, as teachers are still becoming comfortable with the digital piece of state testing resources. The district intends to implement these resources to a greater extent in the future.

6. The overall GPA in academic subjects for grades 4-8 (the only grades at Cuddeback that earn ABC grades) decreased a bit this year, moving from 3.11 last year to 3.01 this year. The number of failing grades (F's) in grades 4-8 decreased from 18 last year (7.25%) to 14 this year (4.5%). The number of students earning F's remained at 8 students (6.45%) total.

7. The RESULTS assessments were conducted twice during the year for grades K-3. The data showed that 72% of K-3 students were at grade level or above grade level by the 2nd assessment in April as compared to 64% last year.

8. The Facilities Inspection Report conducted in September 2015 showed the district facilities scored in the excellent/exemplary range.

9. The parent and student stakeholder surveys tallied 89% were satisfied with the facilities upkeep and maintenance, and agreed with the progress on facilities projects conducted or planned in the near future. Virtually all of the respondents that were not satisfied with facilities cited recent issues with restroom plumbing as the reason. This issue is

		<p>currently being addressed.</p> <p>10. As demonstrated by the quarterly Williams reports accepted by the governing board at the October 2015, January 2016, and April 2016 CUSD Board meetings, there were no unresolved complaints against the district.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Update and acquire appropriate technology and related services for students including devices, connectivity, and IT support		\$6,000 RE 1100-4445 \$4,500 RS 0000-5922 \$4,680 RS 0000-5800	District acquired IT technician (.2 FTE) from FUHSD. District purchased internet filter system, internet connectivity hardware, and ipads and HP laptops for student use. District also added increased bandwidth capacity up to 150mb.	
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Purchase CCSS aligned instructional support materials until adoption curriculum is available		\$5,000 RS 0212 RS 6300	District purchased CCSS aligned instructional materials necessary for teachers and students to access new State Standards since no curriculum adoption has been approved at this time.		\$2,104 RS 0000 -4310, \$5,321 RS 6300- 4110/4310
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Acquire district math assessment program(s) K-8		\$2,000 RS 0000-4310	The district was not able to acquire or purchase a math assessment program that was appropriate or a program that met the criteria desired for teachers across the grade levels.		\$0
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Utilize computer readiness/literacy program K-5		\$750 RS 6010-4310	The district utilized a combination of purchased and no cost computer literacy programs throughout the K-8 grades. Primary grades used Edotyping Jr. and Keyboarding Without Tears to teach typing and computer skills. The 5-8 grades used a Edotyping and some free sites to develop these skills.		\$845 RS 0000-4310
Scope of service:	LEA wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Acquire district ELA assessment program(s) K-8		\$2,000 RS 0000-4310	District is still in the process of determining an appropriate ELA assessment program. District has explored online data programs without committing to one at this time. District is considering waiting until ELA adoption to see if a publisher related assessment program may be an appropriate alternative.		\$0
Scope of service:	LEA wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide instructional assistants in classrooms to benefit low performing students		\$6,476 RS 0001-2100 RS 5820-2100 (.25 of FTE)	The district met and exceeded its commitment to providing instructional assistants in the classrooms. Nearly all of the classrooms utilized aides to support low performing students.		\$16,473 RS 5820-2100/3000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hire an Assessment Coordinator to better utilize RESULTS program, state interim assessments, and other local district assessments as developed		\$500 RS 1100-1311	District hired a certificated teacher as the Assessment Coordinator to oversee Student Study Team process. The AC coordinates and organizes various assessments and reports for mainly primary grade students at this time.		\$500 RS 1100-1311
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Employ maintenance and custodial staff to ensure that school grounds and buildings are clean, well maintained, and in good repair		\$19,084 RS 0000-2213/2214 \$20,000 RS 0000-4310/4374/4377/4381/5550/5560/5623/5800	Added .125 FTE (1 hr/day) in custodial to existing maintenance/custodial staff. Added pest control services, highly increased water quality testing required by State, increased plumbing contracted services for water system pump repair and septic tank service.	\$21,561 RS 0000-2213/2214 \$27,534 RS 0000-4210/4374/4377/4381/5550/5560/5623/5570/5800
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Hire a .36 FTE Intervention Teacher to support low performing students		\$8,000 RS 0000-1105/3000 (.18 FTE)	District hired an Intervention Teacher (.36 FTE) to support low performing students in primary grades.	\$8,898 RS 0000-1105/3000 (.18 FTE)

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Provide instructional assistants in classrooms to benefit low performing and unduplicated students		\$13,915 RS 0001-2100	The district employed a bevy of instructional assistants throughout the various classrooms. There were instructional assistants in 5 of the 6 classrooms tasked with supporting low performing unduplicated students.		\$21,400 RS 0001-2100/3000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Acquire appropriate intervention resources and materials for RSP - Tier 2&3		\$800 RS 0000-4310	District purchased Intervention Program reading and assessment materials and resources necessary to get this program started.		\$1,872 RS 0000-4310

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: TK, K, 1st, 2nd, 3rd	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
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		\$3,780 RS 6010-2100 \$2,000 RS 6010-4310	Instructional assistants in the ASES after school program provide intervention and curriculum support for students each day (2 IA's x 1 hr/day x 5 days x 36 weeks). ASES also provides curriculum related materials to support and reteach classroom content.	\$4,428 RS 6010-2100/3000, \$1,910 RS 6010-4310	
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Certificated Teacher time: Each teacher tutors and provides academic support 1 hr/day/wk in ASES program		\$3,200 RS 6010-1100	Certificated Teacher Time: 3 teachers provide academic support 1 hr/day/week through ASES program.	\$2,200 RS 6010-1100	

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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)		\$26,880 RS 0000-1100	Teachers provide non-ASES after school intervention/remediation to unduplicated students (5 teachers x 1 hr/day x 100 days x \$57/hr)		\$28,500 RS 0000-1100/3000, RS 1400-1100/3000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>The district plans to increase the amount of academic intervention services available to low performing students, especially in the primary grades. An additional hour of intervention time will be added daily.</p> <p>The district intends to adopt a standards-aligned ELA curriculum in 2016-17 in time to implement the program for the majority of the academic year.</p> <p>Facilities and maintenance will rectify plumbing issues in the restrooms.</p> <p>Some components of this goal will be incorporated into Goal #2 as that goal is revised. Particularly measures and actions associated with technology and preparing students for 21st Century Learning.</p>
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Original Goal from prior year LCAP:	All students will be taught by highly qualified teachers focused on implementing the new California State Standards.	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups: All	

<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. 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. All students, including students with disabilities, are enrolled in core academic courses offered at Cuddeback, and have study of the arts within those courses. Access and enrollment is demonstrated by student enrollment records, teacher class schedules and student 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. The resolution was approved at October 14, 2015, meeting. The district adopted CCSS math curriculum in 2014-15 and plans to adopt ELA CCSS curriculum in 2016-17. 3. Teachers received training in ELA, math, writing, classroom methodolgies and strategies related to CCSS. Teachers trained by attending conferences, collaborative workshops, and utilizing on site and online resources. 4. Teachers had weekly collaboration during the scheduled early release days. Teachers benefitted from time spent with colleagues meeting regularly on SPED scheduling and student progress, grade span ELA/math planning and articulating, student achievement and progress, student study and intervention practices, peer mentoring (big buddies), and other curriculum content issues. 5. There are no teacher misassignments according to personnel documents and all quarterly Williams reports.
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Employ highly qualified teachers who teach content in all required areas of study.		\$414,751 inc stats & H/W RS 1400-1100 RS 0000-1100 RS 0000-1140 RS 0000-3411 RS 000-3000 RS 1400-3000	District employed 6 highly qualified regular ed classroom teachers and a .6 FTE Special Education teacher this year.		\$342,058 RS 0000-1100/3000, RS 1400-1100/3000, RS 6500-1104/3000 \$82,500 in H/W: OB 3411
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide teachers professional development related to CCSS		\$2,500 RS 4035-5210 \$2,500 RS 0000-5210	Provided teachers professional training in ELA focusing on CCSS practices.		\$4,359 RS 4035
Scope of service:	All Grades: All		Scope of service:	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implement peer observation program		\$500 RS 0000-1104 RS 0000-1301	The district did not start an internal peer observation program. The teachers were able to discuss best practices and strategies during the weekly collaboration time instead.		The cost of this action was absorbed into the teacher collaboration cost previously listed.
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		\$25,200 RS 0000-1100 RS 1400-1100 RS 6500-1104	District implemented a weekly early release day that provided teachers 2 hrs weekly for collaboration and professional development with colleagues.		\$25,200 RS 0000-1100, RS 1400-1100, RS 6500-1104

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide substitute teachers to allow for related CCSS professional development opportunities		\$1,500 RS 4035-1140 RS 0000-1140	District provided substitute teachers to allow regular teachers to attend professional development trainings.		\$700 RS 0000-1140
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop & implement teacher evaluation process incorporating professional teaching standards		\$500 RS 0000-1303	Superintendent did not dedicate significant time and energy on developing a remodeled evaluation process this year. There are efforts underway at state level to redesign teacher evaluations, so we are waiting to see what develops from those efforts.		\$0

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase classroom walk-thrus and informal observations with an emphasis on CCSS		\$1,200 RS 0000-1303	Principal was able to increase classroom visits and provide informal/situational observations related to CCSS implementation involving curriculum, classroom management, and strategies.		\$1,000 RS 0000 -1303
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide professional development for teachers related to intervention/differentiation		\$1,500 RS 0000-5210 RS 0000- 5720 RS 4035	This was covered as part of the PD in ELA already listed in previous action expenditures from RS 4035. The training addressed components of differentiation in the classroom for students of various academic levels and abilities.		This was covered as part of the PD in ELA already listed in previous action expenditures from RS 4035.
Scope of service:	All Grades: All		Scope of service:	All	
				Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	The district plans to increase teacher collaboration and professional development related to new state standards via other ERV districts and the county office. District will also utilize Educator Effectiveness funding to send teachers to classes and conferences related to implementing new state standards (CCSS). A major change for next year will be that components from Goal #1 will be included in this goal. This goal will be revised to focus on preparing students to be 21st Century Learners that are college and career ready, with attention to developing studednts that are ready to succeed in high school.				

Original Goal from prior year LCAP:	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 X 3 _4 X 5 X 6 _7 X 8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<ol style="list-style-type: none"> 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. 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. 8. # of community-involved events at school will increase over previous year. 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. 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 		<ol style="list-style-type: none"> 1. The student overall attendance rate (ADA) increased very slightly from 95.58% last year to 95.76% this year through the P-2 reporting period. This is an increase of 0.18%. The TK-3 grades showed improved attendance over last year, while the 4-8 grades regressed slightly. 2. Our chronic absentee rate through P-2 decreased from 7.5% last year to 5.65% this year. This is a decrease of 1.85% and represents 7 students missing more than 10% of school days. 3. The actual student suspension rate is 0.81% and the student expulsion rate remains 0%. This is the result of 1 student suspension. 4. The middle school dropout rate is 0%. 5. 100% of K-3 students receive small group counseling on a regular schedule from school support staff. 34 of students receive personal 1:1 counseling from credentialed school counselor this year. 45 students engage in small group counseling sessions with credentialed counselor. 11 families including 20 students benefit from Healthy Start services (Medi-cal assistance, weekly food distribution, clothing, community resource assistance). 6. Even with parent sign-in sheets and teacher monitoring, this is a difficult metric to track. Parent volunteers are active throughout the school, classrooms, and especially after school events. More specific questions related to volunteering will be included on next year's parent survey to assist in gathering information. 7. There is a small core of parents active and interested in governance issues (LCAP, School Board, Advisory Group). The attendance at these types of meetings ranged from 0 - 6 parents. Attendance at event-related meeting (fundraisers, community programs, etc) was much higher with up

	program or activity coordinator.		<p>to 80% of pertinent group represented.</p> <p>8. There are many community events held on campus in addition to school related fundraisers and program showcases. Examples are Mobile Outreach, 4H, Little League, and Community Neighborhood Watch. Overall the number of groups represented and number of events has increased over last year.</p> <p>9. Teacher records indicate that 2 to 3 students from each class earn recognition in areas other than core academics at each awards assembly (6 yearly). 10-15 additional recognitions are announced via our Responsibility Ticket system. 2 students earn Extraordinary Student awards each assembly as nominated by teachers in each grade span TK-3 and 4-8.</p> <p>10. The number of students participating in athletics: 78 (62%); EXCEL 65 (52%); GATE 5 (8%); Music 0 (0%). We were not able to fill a music teacher position so there was no music program at Cuddeback this year.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Use PowerSchool to monitor student attendance and discipline rates	\$3,050 RS 0000-5800	District contracts with PowerSchool to maintain our School Information System to compile attendance and discipline data.	\$3,050 RS 0000-5800	
Scope of service:	LEA-wide Grades: All	Scope of service:	LEA-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Effectively utilize SARB referral process for chronic absentee student.s Mailings SARB Coordinator Principal's time (25 hrs x \$50/hr)		\$40 RS 0000-5950 \$500 RS 0000-5800 \$1,250 RS 0000-1303	The district pays to be part of a regional consortium for SARB services. The consortium hired a SARB Coordinator to service ERV schools. The Principal regularly spends time contacting students and their parents when excessive absences occur.		\$500 RS 0000-5800, \$1,200 RS 0000-1303
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
District secretary to provide additional support to increase attendance		\$1,080 RS 0000-2406	The district hired a part time (.468 FTE) secretary to support daily school operational tasks, including attendance related tasks. (\$11/hr x 1hr/day x 5 days/wk x 32 wks). District secretary was then able to reduce her attendance related costs by 50%.		\$540 RS 0000-2406, \$1760 RS 0000-2400
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Educate parents on aspects of regular student attendance: legal, educational, funding. Mailings Materials Teacher's time Principal's time</p>		<p>\$40 mailings RS 0000-5950 \$50 materials RS 0000-4310 \$672 RS 0000-1100 \$500 RS 0000-1303</p>	<p>Principal and teachers all spent time educating parents on importance of attendance related to school funding, student achievement, and legal aspects. District subscribed to monthly newsletter related to student attendance.</p>	<p>\$40 RS 0000-5950, \$250 RS 0000-4310, \$672 RS 0000-1100, \$500 RS 0000-1303</p>
<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</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>District uses several means to maintain school to home communications including Blackboard Connect automated phone system, notes and newsletters, digital marquee, school website, and School Accountability Report Card. School Principal and secretary time is also a factor in this action.</p>	<p>\$3,600 RS 0000-5800, \$1,500 RS 0000-1303/2406</p>

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Use annual parent & student surveys to gather feedback		\$100 RS 0000-4310	District uses Survey Monkey to gather feedback from stakeholders by way of online surveys.		\$156 RS 0000-4310
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase community involvement on campus through events like a Staff & Community Reception, Reinstate our Volunteer Appreciation Day		\$500 RS 0000-4310	District encourages community involvement on campus in several ways: increased communications, providing food at events, public acknowledgement of volunteers and/or participants. Much of the costs for this is accounted for in other expenditure areas.		N/A

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & planning time)		\$1000 RS 0000-1100	Teachers have established regular volunteer schedules in their classrooms and to support classroom events as the need applies. Costs for this action involve teacher scheduling/planning/coordinating time. (\$57/hr x 4hr/wk x 36 wk)	\$8,208 RS 0000 -1100	
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide appropriate athletic opportunities for students at all grade levels		\$3,500 RS 1100- 1900/2160	District provides athletic opportunities for male and female students in all grade levels in cross country. Cuddeback also offers team volleyball and basketball to students in 5th-8th grades. Our PeeWee basketball program is designed for 2nd-4th graders. District also employed an Athletic Director to coordinate team athletic activities.		\$4,500 RS 1100 - 1900/2160/2308
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Hold regular award assemblies to recognize student achievements		\$500 RS 0000-4310	District holds regular scheduled awards assemblies to recognize student achievement in academics and other areas as well.		\$738 RS 0000- 4310/4393
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, GATE to engage students		\$2,500 RS 0209 \$6,500 RS 6010- 1102 \$2,000 RS 9034	The district employed a GATE coordinator to maintain all aspects of that program. District was unable to find a music teacher this year, but EXCEL increased science-related programs for students after school. Watershed education was limited due to limited grant funding.	\$3,507 RS 0209, \$1,373 RS 6010, \$450 RS 9034 \$500 RS 1100, \$650 RS 0000- 4310
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Offer ASES enrichment programs after school		\$3,000 RS 6010-4310 RS 6010- 5800	District provided many enrichment activities through ASES in various subject areas including science, visual and performing arts, math, computer technology.	\$3,460 RS 6010 - 2100/4310/5800

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide students opportunities to experience the Arts - Chamber Readers, Guest Artists, Musical Performances, Center Arts		\$1,250 RS 0209 RS 9034 RS 0000-5800	District provided student opportunities to experience various Arts program interactions including HSU Center Arts, guest artist in classrooms,	\$300 RS 0209, \$460 RS 6010-4310/5800 Portions of cost expenditures for this action are accounted for in other action expenditures.	
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide social and emotional counseling services for students		\$10,520 RS 0000-1205 (.2 FTE)	District employed a .4 FTE counselor to support students with social and emotional needs.		\$10,520 RS 0000-1205 (for .2 FTE)
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		\$10,000 RS 0001-2200/3000 RS 9012-2200/3000	The district employed a school support person to provide social, emotional, and academic intervention and support services for students. This person also provides assistance coordinating student health, medical, housing, and other essential resources for students and their families in need.		\$15,748 RS 0001-2200/3000, RS 9012-2200/3000
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

Provide 1:1 social and emotional counseling services for students		\$10,520 RS 0000-1205 (.2 FTE)	District employed a .4 FTE counselor to support students with social and emotional needs.		\$10,520 RS 0000-1205 (.2 FTE)
Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	The district is determined to hire a music teacher and re-establish that valuable component of education for our students. Increased watershed and environmental education is also planned for next year. Although the office assistant position will be eliminated for next year, the district will provide secretary and admin time to continue efforts to improve attendance. District increase funding and participation in SARB as needed to increase attendance. The district plans to be proactive in supporting positive peer interactions (anti-bullying) by increasing education in this area by way of curriculum program and/or guest presenters.				

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:	76680
<p>Cuddeback Union School District expects supplemental/concentration grant funding of \$76,680 for the 2016-2017 academic year. This amount is dedicated to better serve the 44% of our population representing our low-income students and Foster Youths. (There are no ELs in the district.) CUSD is a single site district consisting of Cuddeback Union Elementary School with approximate enrollment of 122 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. 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.

8.90	%
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Cuddeback Union School District plans to increase or improve services as described in section 3A to low-income and Foster Youth by 8.90% as compared to services provided for all students in the 2015-2016 school year. This proportionality percentage represents \$76,680 of funding. Areas of focus for this funding include counseling services, academic intervention programs, student attendance, and professional development for teachers as described above.

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).