

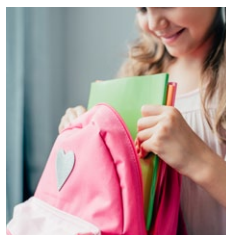
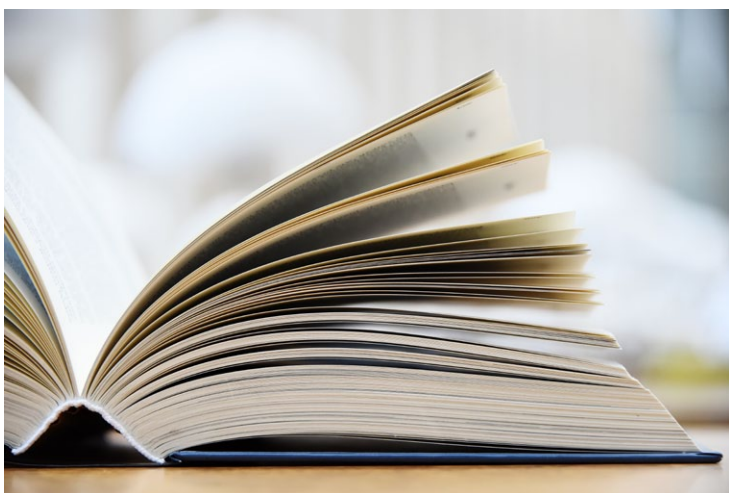
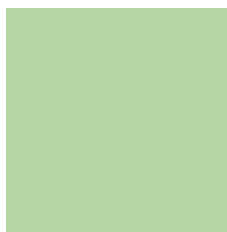
Cuddeback Elementary School

Grades TK-8
CDS Code 12-62737-6007728

Blaine Sigler
Superintendent/Principal
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www.humboldt.k12.ca.us/cuddeback_sd



Cuddeback Union Elementary School District

300 Wilder Road Carlotta, CA 95528 ▪ (707) 768-3372 ▪ www.humboldt.k12.ca.us/cuddeback_sd



Principal's Message

We know that we are not the biggest, but our goal is to be one of the best!

Cuddeback Elementary School is a small, rural school nestled among the trees and mountains in Carlotta. Children riding the bus to school pass through ancient redwood forests and alongside fertile pastureland. Cuddeback has been delivering quality education to area children at the current location since 1958. We currently serve approximately 145 students in TK-8. It is the only school in the Cuddeback Union School District. While many of our families still make their living from the natural resources of the Van Duzen watershed area, many others make the short commute to businesses located in nearby Fortuna and Eureka. Cuddeback School has a long history of providing an outstanding and complete education in all facets of a child's life: academic, social, physical and emotional.

Our small, rural setting provides a beautiful, nonthreatening location for our school. Students are free to concentrate on the task of learning in this peaceful, supportive environment. To complement the setting, our caring and encouraging staff is considerate of all students and their unique abilities. A culture of respect and fairness for all is taught and cultivated in all classrooms and throughout all aspects of campus. We are proud that our students and staff are very accepting of new personalities, and the transition for new students is usually short and trouble-free. Our students take this responsibility to heart and demonstrate their commitment by participating in antibullying campaigns and peer mediation to resolve conflicts.

The highly qualified teaching staff is dedicated to providing a challenging and enriching curriculum to all students. Teaching practices encompass many different modalities in order to reach all types of student learning. Cuddeback is focused on delivering an education to students embodying the new California State Standards. Teachers are knowledgeable and aware of the changing demands that the new global marketplace and technology-rich future places on students, and they are preparing students to meet those demands. Our academic programs develop lifelong learners, well-practiced in collaboration and problem solving. Facilitating the development of these life skills for students is a primary focus.

Our teachers utilize current technology in their instruction and make sure to get that technology into the student's hands. Cuddeback kids access digital resources and curriculum in various subjects. On a daily basis, students are able to connect technology with their education via tablets and desktop and mobile computer labs with high-speed internet access.

Cuddeback School operates its own on-site preschool serving 3- and 4-year-olds. The preschool is California state-licensed, and all facilities are maintained in compliance with appropriate regulations. Many parents travel from outside of the district to have their child attend Cuddeback preschool. This preschool program allows for seamless integration into our kindergarten, as young children are already familiar with the overall facilities, culture and, hopefully, some familiar adult faces.

Another noteworthy program at Cuddeback School is our after-school program EXCEL. We offer this daily after-school extended learning program for students that incorporates academic learning, access to school materials, a healthy snack and an exercise/activity period. In addition to getting academic support, students study engaging, hands-on learning units in content areas such as science, nutrition, fine arts, foreign language, agriculture and computers. EXCEL offers various enrichment opportunities as well as regular field trips to area points of interest. EXCEL is very well attended, and parents find it to be a highly valuable resource.

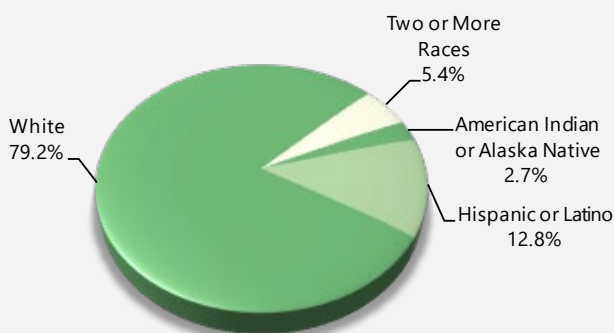
We are very proud of our school culture at Cuddeback. Our students interact with respect for each other. We have fantastic parent involvement that creates a strong sense of school community and family atmosphere that children and adults alike appreciate. Our teaching staff is dedicated to delivering high-quality instruction and growing as professionals in their craft to continue to develop all facets of your child's education.

Enrollment by Student Group

The total enrollment at the school was 149 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	47.00%
English learners	0.70%
Students with disabilities	12.80%
Foster youth	0.70%
Homeless	0.00%



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Mission Statement

The board of trustees, staff and community collaboratively are committed to providing an effective instructional environment that promotes critical and independent thinking and nurtures the intellectual, emotional, social and physical needs of all students.

Board of Trustees

Erik Bess
Todd Calvo
Harry Dibble
Jacob Morss
Leonard Ward, Jr.

Cuddeback School—Where kids come first!



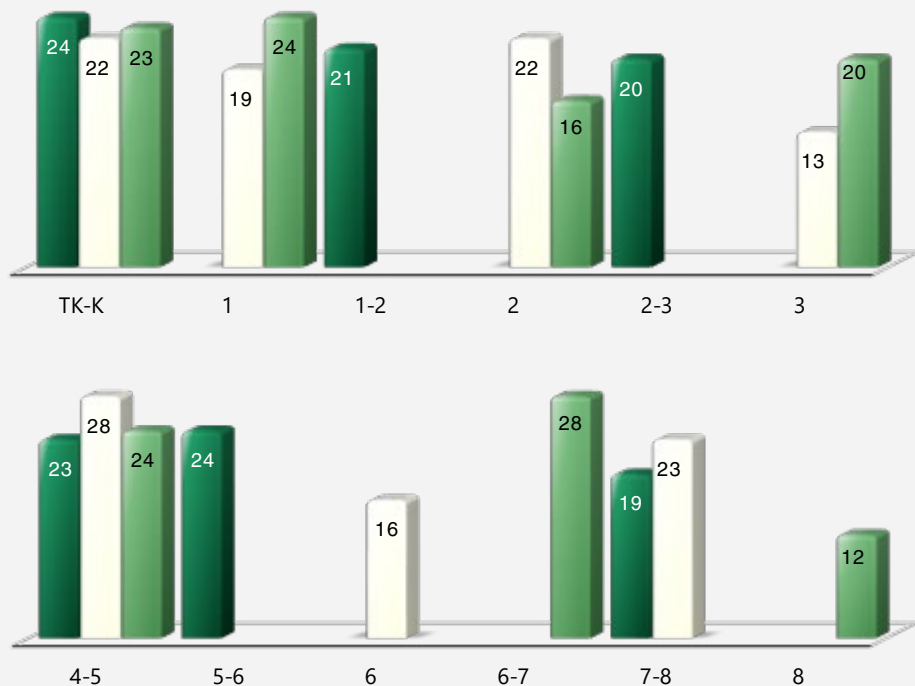
Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data

■ 16-17 □ 17-18 ■ 18-19



Number of Classrooms by Size

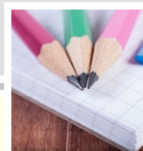
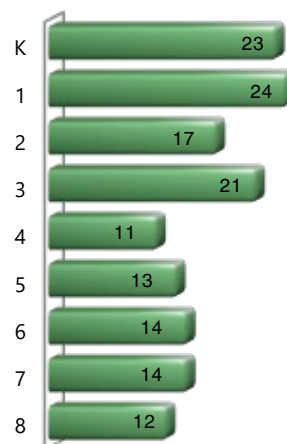
Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K		1			1			1	
1				1				1	
1-2		1							
2					1		1		
2-3	1								
3				1			1		
4-5		1			1			1	
5-6		1							
6				1					
6-7								1	
7-8	1				1				
8							1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Cuddeback ES

	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

Cuddeback Union ESD

	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Cuddeback ES		Cuddeback Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Cuddeback ES		Cuddeback Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	35%	53%	35%	53%	50%	51%
Mathematics	28%	31%	28%	31%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Cuddeback ES	
		Grade 5	Grade 7
Four of six standards		14.3%	28.6%
Five of six standards		21.4%	14.3%
Six of six standards		42.9%	21.4%

✧ Not applicable.

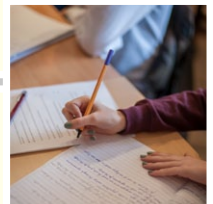
California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	84	83	98.81%	1.19%	53.01%
Male	36	36	100.00%	0.00%	55.56%
Female	48	47	97.92%	2.08%	51.06%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	68	67	98.53%	1.47%	50.75%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	43	43	100.00%	0.00%	53.49%
English learners	❖	❖	❖	❖	❖
Students with disabilities	17	17	100.00%	0.00%	58.82%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	84	83	98.81%	1.19%	31.33%
Male	36	36	100.00%	0.00%	36.11%
Female	48	47	97.92%	2.08%	27.66%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	68	67	98.53%	1.47%	26.87%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	43	43	100.00%	0.00%	30.23%
English learners	❖	❖	❖	❖	❖
Students with disabilities	17	17	100.00%	0.00%	41.18%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

Our newly adopted math and English language arts (ELA) programs are based on new California State Standards. While grades 3-8 use ELA materials from the state-approved list, our TK-2 grades use the Super Kids program from Zaner-Bloser publishing. This high-quality, highly effective curriculum was not on the CDE approved list of ELA materials; however, the district curriculum selection committee examined several state offerings and found this curriculum to be the most appropriate.

Textbooks for all subjects are available to students in each classroom. The District Board of Trustees conducted a public hearing in October 2019 to affirm the sufficiency of instructional materials and that each pupil, including English learners, has their own textbook to use in class and to take home.

All regular classes incorporate visual and performing arts in the regular classroom. In addition, we traditionally offer chorus and band classes when a qualified music teacher can be found. The district has not been able to find a credentialed music teacher in last two years.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Zaner-Bloser, McGraw-Hill and EMC	2017
Mathematics	McGraw-Hill	2014
Science	Scott Foresman and Prentice Hall	2007
History/social science	McGraw-Hill	2019

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Professional Development

Teachers in need of improvement are assisted by both mentor coaches and administration in formulating and implementing professional-development plans. Our beginning teachers actively participate in the state's Beginning Teacher Support and Assessment program. All teachers participate in ongoing professional development related to their teaching positions, current California Department of Education programs and professional interests.

In addition, our teachers have regularly scheduled release time weekly to collaborate on topics related to curriculum, departmental planning, student assessment, standards implementation and many others that affect student achievement. While much of the professional development is conducted at workshops and conferences during the school year, at least three days per year are devoted to professional development outside the 180-day student calendar.

Most recently, our teachers' professional development has been focused on implementing the new California State Standards into our classrooms. The staff at Cuddeback School welcomes any opportunity to cultivate and hone educational practices with the goal of improving our students' education experience. Our teachers model continuing education and lifelong learning for our students, and they are excited and energized to prepare themselves and our students for the demanding and dynamic world ahead of them.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	3	3	3	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	10/9/2019

Types of Services Funded

These programs and supplemental educational services (SES) are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE)
- Primary Intervention Program (PIP)
- Speech and Language
- Special Education
- Title I (Basic Grant)
- EXCEL (after-school program)
- Preschool
- Music program (choir, band)
- Title II (Teacher and Principal Training and Recruiting)
- Healthy Start Community Center
- Student Counseling Services



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		9/20/2019
Date of the most recent completion of the inspection form		9/20/2019

Parental Involvement

Cuddeback School realizes that parental and family involvement is an important factor in ensuring a successful educational experience for students. This connection between the school and home is key in developing and maintaining the close family-like relationships we have come to know in the Cuddeback community. Parents are welcomed and encouraged to take an active role in their child's education and in our school activities. There are many opportunities to get involved with your child's education at Cuddeback, whether you choose to participate in the classroom, in an extracurricular area or in some other leadership capacity.

We encourage parents to be a part of shaping and guiding our school's direction. There are opportunities to take part in District Board Meetings and Committees, or sit on a Parent and Stakeholder Advisory Group. Your input is very important, as realistically, Cuddeback is your school too.

Our largest area for parental involvement is with the Cuddeback Parent Teacher Organization (PTO). This dynamic group is definitely a "hands-on" experience. PTO organizes and runs many different programs and activities that directly benefit and provide funding for our students, teachers and school. Some of the fund-raising activities PTO does throughout the year include:

- Back-to-school barbecue dinner
- Leprechaun on the Lawn
- Fall carnival and auction
- Pancake breakfasts
- School dances
- Tacos 4 Technology
- Santa's workshop

While many of these fundraisers have obvious benefits for students associated with the event, funds raised are used additionally to provide resources for teachers and the school in general. PTO donates funds to every classroom for teacher needs, such as technology and curriculum materials; it provides uniforms and other costs for athletics; and it sponsors socioeconomically disadvantaged students and families in time of need. Being a member of this active organization is a great way to be involved with the school while offering very necessary and appreciated support of our students.

It is common to see parent (and grandparent) volunteers at Cuddeback who enjoy focusing on classroom activities. Parents can volunteer in classrooms on a regularly scheduled basis or help with special projects and field trips as needed. Either way, teachers welcome the assistance, and students benefit from the extra attention. Parents interested in leadership, policy development and governance have been an essential part of curriculum committees, teacher and administrator recruitment panels, School Site Council, and serve as members of the school board. There really is something for everyone who wants to be an involved member of the Cuddeback School community.

School Facilities

The Cuddeback Union Elementary School District facilities were completed in December 1958. The school building provides adequate space for students and the community. The school consists of nine classrooms, a multipurpose room, a Community Center building and a library media center, which is housed in the sole portable building on campus. The library/computer lab portable building is over 20 years old and will need replacing soon. Our Healthy Start Community Center was refurbished and improved in summer 2017. Modernized, multileveled play-ground equipment was added in 2003, and newer equipment was added as recently as 2016. The equipment is regularly inspected and complies with the required playground safety regulations.

Each classroom has integrated technology with high-speed Wi-Fi access available. Students connect via one of our mobile laptop or iPad stations or with their own devices. In addition to our school's main library, age-appropriate libraries are in each classroom so students have daily access to grade-appropriate library books.

The District Governing Board ensures students have a clean and safe school. The entire facility is cleaned on a daily basis. School buildings, equipment and playground areas are monitored for safety and repair on a regularly scheduled basis.

Cuddeback School takes great pride in the condition of its facilities. Our environment is clean and very safe for our student body. All the facilities are in proper working order. The students are well supervised at all times, and Cuddeback goes above and beyond to ensure the safety of the children. We strongly believe a clean and safe facility has a direct impact on the attitude the students have toward their education.

All visitors are required to sign in when arriving on campus. The administrator, teachers and instructional assistants are assigned specific places on campus to monitor at all times when students are present. Adults carry radios while on duty.

The district utilized the California Clean Energy Jobs Act (Proposition 39) funding to deliver energy-efficient upgrades to our facilities. This five-year program brought improvements to the facility infrastructure and increased our ability to use energy more efficiently. We installed campus-wide lighting upgrades in January 2017. All classrooms have new energy-efficient furnaces in place. Proposition 39 also funded new energy-efficient refrigeration components for the walk-in cooler in the cafeteria. A 23-kilowatt solar energy system was installed during the 2018-19 school year.



Parental Involvement

Continued from page 8

We believe that a key component of getting parents involved is keeping parents informed: We start the school year with a back-to-school night for families, teachers host parent conferences twice a year to discuss student progress and we are proud of our themed open house held each spring. We also make every effort to keep parents involved and informed when they are not on campus: Newsletters go home each month with important communication, such as calendar items; breakfast and lunch menus; and an array of information on various topics including student safety, state assessments, and available student programs. We utilize PowerSchool, our online student information system, for parents to stay abreast of student progress. Parents can use this secure site to access information on their student's overall grades, daily assignments, behavior and attendance. For any emergency or short-notice announcements, parents can expect to be contacted by our Blackboard Connect automated phone system with a personalized message from the principal.

And, of course, parents are welcome to call the school with any questions that arise, or stop by to talk with the principal in person.

Strong parental involvement is certainly more the norm than the exception at Cuddeback Elementary School. And whatever your comfort level or availability or expertise is, we are happy to have you as an important part of our Cuddeback School community!

For more information on how to become involved, contact PTO President Lindsy Reback or Superintendent Blaine Sigler at (707) 768-3372.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data			
	Cuddeback Union ESD	Cuddeback ES			
Teachers	19-20	17-18	18-19	19-20	
With a full credential	9	9	9	9	
Without a full credential	0	0	0	0	
Teaching outside subject area of competence (with full credential)	0	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data			
		Cuddeback ES			
Teachers		17-18	18-19	19-20	
Teacher misassignments of English learners		0	0	0	
Total teacher misassignments		0	0	0	
Vacant teacher positions		0	0	0	

✧ Not applicable.

School Safety

Even though Cuddeback School is located in a quiet country setting, we are always prepared for an emergency or disaster. Cuddeback School has policies and plans in place to ensure the safety of our students, and these plans are reviewed and updated yearly. These plans cover emergencies such as fire, earthquakes, lockdowns and power outages and include policies regarding visitors to our campus. We have an excellent relationship with our local volunteer fire department and sheriff's office, and the departments are ready to respond to any type of emergency that may arise. Emergency drills are practiced at school on a regular basis. Administration, staff, and students debrief following these drills to discuss and implement ways to make our procedures more effective and efficient. Updating and fine-tuning the school safety plan is an ongoing process that occurs regularly and as needed. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.4
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	0.6



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2017-18 Fiscal Year	
	Cuddeback Union ESD	Similar Sized District
Beginning teacher salary	\$40,585	\$45,252
Midrange teacher salary	\$47,232	\$65,210
Highest teacher salary	\$70,224	\$84,472
Average elementary school principal salary	✱	\$107,614
Superintendent salary	\$85,500	\$124,686
Teacher salaries: percentage of budget	24%	31%
Administrative salaries: percentage of budget	6%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cuddeback ES	\$9,537	\$52,594
Cuddeback Union ESD	\$9,537	\$52,594
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+27.0%	-19.0%

✱ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$13,263
Expenditures per pupil from restricted sources	\$3,726
Expenditures per pupil from unrestricted sources	\$9,537
Annual average teacher salary	\$52,594

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

PUBLISHED BY:

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