

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**The Cutten Elementary School District is a TK – 6 school district; therefore, some portions of the state priorities and the associated, required metrics are not applicable:**

**Priority 4 – Student Achievement**

- API growth and Subgroup Performance (2015 – 16)
- Share of students who are college and career ready
- Share of students who pass Advanced Placement exams
- Share of students determined prepared for college by the Early Assessment Program

**Priority 5 – Student Engagement**

- Middle and high school school dropout rates
- High school graduation rates

**Priority 8 – Other Pupil Outcomes**

- Concurrent enrollment in community college classes
- Graduation rate of McKinney-Vento student
- Number of students receiving Seal of Biliteracy

\*\* The district does not have collective bargaining units.

**Note: The district typically averages 3 – 7 EL students, 1 – 3 foster youth, 3 – 5 homeless youth, and 12 – 15 R-FEP students each year. District enrollment = 570 students. The Cutten Elementary School District consists of two sites – Ridgewood School is grades TK – 2, and Cutten School is grades 3 – 6.**

**LEA: Cutten Elementary School District    Contact: Julie Osborne Superintendent/Principal    josborne@humboldt.k12.ca.us    707 441-3900    LCAP Year: 2015-16**

**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 2015 – 2016 LCAP
<ul style="list-style-type: none"> <li>• Nov. 10 – Mar. 27 On-line &amp; paper/pencil parent/guardian survey Invitation to respond delivered personally by all teachers to parents/guardians during teacher conferences; links on district web site; Info. included in <i>Ridgewood Record &amp; Tiger Tracks</i>, the weekly school paper bulletins, hard copies and on-line versions</li> <li>• Dec. 8 School board meeting – overview &amp; update</li> <li>• May 4 - 8 Classified staff written survey</li> <li>• Feb. 24 School Site Council / LCAP Advisory – update &amp; input</li> <li>• Feb. 25 Certificated staff district meeting – update &amp; input</li> <li>• Mar. 9 School board meeting – update &amp; input</li> <li>• Mar. 16 – 20 Parent written survey &amp; Town Hall meeting invitation – during parent conferences</li> <li>• Mar. 26 Town Hall Meeting – update &amp; input School social worker phone invitations to parents of under-represented children</li> <li>• Apr. 9 School board meeting – update &amp; input</li> <li>• May 4 – 15 Student on-line survey, grades 4 - 6</li> <li>• May 11 School board meeting – update &amp; input</li> <li>• May 26 School Site Council / LCAP Advisory – input resulting in Superintendent’s written response</li> <li>• June 8 School board meeting – public hearing</li> <li>• June 9 School board meeting – adoption</li> </ul>	<p><b>Input from stakeholders validated current practices and supported their continuance:</b></p> <ul style="list-style-type: none"> <li>• Parent surveys reflected a high level of satisfaction with existing programs / climate / conditions – and support the following:               <ul style="list-style-type: none"> <li>– no teacher miss-assignments</li> <li>– classroom assistants</li> <li>– high rate of parent involvement,</li> <li>– full-time music program</li> <li>– staff / administrator accessibility</li> <li>– social work support</li> <li>– open / frequent communication</li> <li>– small class size</li> </ul> </li> <li>– priority 1 – basic services</li> <li>– priority 4 – standard achievement</li> <li>– priority 3 – parent involvement</li> <li>– priority 7 – course access</li> <li>– priority 3 – parent involvement</li> <li>– priority 5 – student engagement,</li> <li>– priority 3 – parent involvement between home and school &amp; priority 5 – student engagement</li> <li>– Priorities 1, 2, 4, 5, 6, 7, &amp; 8</li> </ul> <p><b>Needs:</b></p> <ul style="list-style-type: none"> <li>• Continue to add access to technology; upgrade, support, and enhance infrastructure; plan for replacement &amp; repair; and support professional development               <ul style="list-style-type: none"> <li>– Priorities 1, 2, 4, 5, 6, 7, &amp; 8 – other pupil outcomes</li> </ul> </li> <li>• Support Common Core State Standards implementation as funds and high quality curricula become available               <ul style="list-style-type: none"> <li>– priority 2 – implement CCSS for all</li> </ul> </li> <li>• Implement deferred maintenance projects &amp; enhance site safety               <ul style="list-style-type: none"> <li>– priority 1 – basic services</li> </ul> </li> <li>• Certificated staff spoke to the need for a vice principal at Cutten School; added to the list to research and implement as funding comes available in the future; office space is also non-existent at this point.</li> <li>• Expand Tier II Targeted Intervention Program (TIP) to full-year program</li> <li>• Install and implement student information system to access attendance, achievement and behavior data through out the year</li> <li>• Consider addition of CCSS-related interim assessments to go along with student progress summaries</li> <li>• Stakeholder input suggested establishing a teacher librarian position in the third year out – 2017-18, although this is a highly tentative possibility based upon CCSS implementation, the status of technology upgrades, the availability of certificated teacher, greater needs which may arise related to standards implementation, and budget limitations.</li> </ul>

<p><b>Annual Update Process 2014 - 2015:</b></p> <p>At the school board meetings, site council meetings, staff meetings, and the Town Hall meeting noted above, the 2014 – 15 LCAP was reviewed for implementation status, costs, effectiveness, and possible changes for 2015 – 16. The parent, staff and student surveys and the Town Hall meeting also reflected input regarding current year actions and services, and suggestions for future services. At every parent teacher conference, teachers extended personal invitations to respond to the surveys, and to attend the Town Hall meeting. Parents were handed an LCAP survey at their conference. The School Social Worker also called parents of children who are underrepresented in district events to ensure a representative turnout.</p>	<p><b>Annual Update 2014 - 15:</b></p> <ul style="list-style-type: none"><li>• LCAP corrections relating to clarification of state-required template terms, metrics, outcomes and actions were reviewed and will be integrated into the 2015 – 16 plan.</li><li>• Due to a lack of substitutes, the professional development plan was not fully implemented , and the Leadership Team is reviewing other delivery means, including on-line coursework and summer institutes/workshops</li><li>• Many actions needed more implementation time; there was consensus to roll those into the 2015-16 LCAP and following years. The Ridgewood Internet infrastructure project and the Targeted Intervention Program (TIP) are two examples</li><li>• Some metrics are not yet available, such as CAASPP, CHKS, and API scores, so beyond setting baselines, this information will not be used to determine if outcomes were achieved for 2014 – 15</li><li>• The increased, heavy demand for student achievement and attendance data retrieval at any point during the school year were underscored during this process; the student information system purchase and implementation in 2015 – 16 will greatly enhance access</li><li>• The Leadership Team updated 2014 – 15 assessments, and continue to research CCSS-aligned assessments for implementation in 2015 – 16. Some of the actions will have to be reconsidered depending upon decisions made at the state and federal levels regarding API and AYP.</li></ul>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

**Guiding Questions:**

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



<p><b>GOAL</b></p>	<p><b>Goal 1</b>  <b>Increase student achievement levels, improving the foundation for college and career readiness.</b></p>		<p>Related State and/or Local Priorities:            1 <u>X</u> 2 <u>X</u> 3__ 4 X 5__ 6__ 7<u>X</u> 8<u>X</u>            COE only: 9__ 10__            Local: Specify _____</p>
<p><b>Identified Need:</b></p>	<p>1. Ridgewood did not meet AYP in 2013; Cutten was at risk 73% met/exceeded ELA standards 80% met/exceeded math standards            2. Common Core State Standards (CCSS) – aligned curriculum            3. Improved physical education program            4. Increased arts opportunities            5. Professional development – CCSS NGSS, and ELA/ELD Framework implementation,</p>		
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b></p>	<p>Ridgewood and Cutten Schools</p>	
	<p><b>Applicable Pupil Subgroups:</b></p>	<p>All Students</p>	
<p><b>Goal 1 LCAP Year 1: 2015-16</b>  <b>Increase student achievement levels, improving the foundation for college and career readiness.</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>1.1 Number of highly qualified teachers / appropriate teacher assignments            1.2 Local multiple measures of student achievement            1.3 CAASPP scores            1.4 5<sup>th</sup> grade Science California Standards Test scores            1.5 API scores            1.6 Class size            1.7 English learner re-designation - CELDT            2.1 Math and ELA materials purchase &amp; implementation            3.1 5<sup>th</sup> grade physical fitness scores            4.1 Participation rates in arts opportunities            5.1 Professional development (PD) registration/attendance/ records</p>	<p><b><u>Outcome</u></b></p> <p>1.1 100% (one teacher is not CLAD certified) / maintain 100% appropriate teacher assignments            1.2 1% increase in achievement in math and ELA for all groups, except for low income (LI) students, students with disabilities, foster youth, and homeless youth, who will show a 2% increase            1.2 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history-social science, science, the arts, health, and physical education            1.3 2015 scores set the baseline for future growth            1.4 75% or more score proficient/advanced            1.5 TBD by SBE 2015            1.6 Class size 1:24 or less, grades TK – 3; 28 or less, 4 – 6            1.7 EL students advance one proficiency level until reclassification occurs            2.1 Math materials purchased 2014 – 15; ELA 2016-17            3.1 1% increase in fifth grade students meeting six of six fitness standards            4.1 100% students receiving music instruction            5.1 95% certificated staff participating in California Standards, the ELA/ELD Framework and Next Generation Science Standards PD</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Students taught by highly qualified certificated teachers; provide BTSA support as needed; employ administrator staffing sufficient to support the school program</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>25.0 FTE teacher salaries, principal &amp; principal / superintendent            • \$1,817,988            • LCFF            • 0000-1100             BTSA            • \$4,000            • 0000-1150</p>
<p>1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment– 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>.10 FTE program coordinator            • \$4,450            • LCFF base            • 0000-1133</p>
<p>1.3 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools</p>	<p><input type="checkbox"/> ALL ----- OR:  <input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth        <input checked="" type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify) <u>Hispanic / Latino</u></p>	<p>.20 FTE program coordinator            • \$8,891            • LCFF supplemental            • 0001-1150             .5 hour daily per 25 classroom assistants            • \$30,000            • LCFF supplemental funds            • 0001-2100             Assessment/instructional materials            • \$500            • LCFF supplemental funds            • 0001-5800</p>

<p>1.4 Maintain special education and speech and language services</p>	<p>Ridgewood and Cutten Schools</p>	<p><u>__ALL</u> -----                  __Low Income pupils    __English Learners                  __Foster Youth            __Re-designated fluent English proficient                  __Other                      <b>Subgroups:(Specify) <u>SWD</u></b></p> <p><b>SWD</b> = students with disabilities who receive services via an Individualized Educational Plan</p>	<p>1.5 FTE resource teacher salary                  • \$96,086                  Spec. Educ. &amp; Title I                  • 3310-1104                  • 6500-1104                  3010-1100</p> <p>.80 speech and language therapist salary                  Special Education                  • \$45,959                  • 6500-1104                  3310-1104</p> <p>1.25 FTE special ed. assistant salary                  Special Education                  • \$19,006                  • 3310-2103                  • 6500-2103</p>
<p>1.5 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom;</p> <ul style="list-style-type: none"> <li>• maintain GSA class sizes of 24:1, grades TK – 2; and 28 or less, grades 3 – 6</li> <li>• maintain classroom assistants in every classroom 3 hrs daily</li> </ul>	<p>Ridgewood and Cutten Schools</p>	<p><u>X ALL</u> -----                  __Low Income pupils    __English Learners                  __Foster Youth            __Re-designated fluent English proficient                  __Other                      Subgroups:(Specify)_____</p>	<p>1.0 FTE teacher &amp; assistant salary                  additional class – tentative – based upon enrollment                  • \$74,000                  • LCFF                  • 0000-1100</p> <p>Classroom assistants                  • \$190,000                  • LCFF &amp; Title I                  • 0000-2100                  • 3010-2100</p>
<p>1.6 Provide GATE services, grades 4 – 6</p>	<p>Cutten School</p>	<p><u>X ALL</u> 4 – 6 grade students who meet GATE qualifying criteria -----                  __Low Income pupils    __English Learners                  __Foster Youth            __Re-designated fluent English proficient                  __Other                      Subgroups:(Specify)_____</p>	<p>Increase GATE teacher from .20 to .25 FTE                  • \$14,300                  • LCFF                  • 0000-1133</p>

<p>1.7 Research and implement formative and summative multiple measures assessment tools</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Re-designated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Leadership team stipend                  • \$2,000                  • Title I                  • 3010-1134</p> <p>Assessment tools (DIBELS, etc.)                  • \$3,000                  • LCFF                  • 0000-4391</p>
<p>1.8 Staff libraries for increased access for students, staff, and families</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Re-designated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Maintain 1.375 FTE tech/aide support                  • \$36,362                  • LCFF                  • 0000-2216</p>
<p>1.9 Provide instructional materials for EL &amp; R-FEP students as determined by individual need</p>	<p>Ridgewood and Cutten Schools</p>	<p>___ALL -----                  ___Low Income pupils    <input checked="" type="checkbox"/> English Learners                  ___Foster Youth        <input checked="" type="checkbox"/> Re-designated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Instructional materials                  • \$656                  • Title III                  • 4203-4310</p>
<p>2.1 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum  Next Generation Science Standards (NGSS)</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Re-designated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Purchase ELA &amp; social studies consumable materials                  • \$12,000                  • Lottery-Instructional materials                  • 6300-4110</p> <p>Research NGSS materials</p>
<p>3.1 Implement physical education program to promote healthy lifestyle and physical activity</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Re-designated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Update SPARKS TK – 2 program                  • \$1,200                  • LCFF                  • 0000-1301</p> <p>Purchase equipment                  • \$3,000                  • LCFF                  • 0000-4400</p> <p>Research 3 – 6 program                  • \$0 cost</p>

<p>4.1 Provide increased cross-curricular arts opportunities in partnership with community groups</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Support community fine &amp; performing arts activities</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF \$ Donations</li> <li>• 0000-4391</li> <li>• 0015-4391</li> </ul>
<p>4.2 Maintain 1.0 FTE music teacher position</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>1.0 FTE teacher salary</p> <ul style="list-style-type: none"> <li>• \$53,891</li> <li>• LCFF</li> <li>• 0000-1102</li> <li>• 0202-1102</li> </ul>
<p>5.1 Support professional development – CA Standards (CCSS) implementation</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Leadership Team Stipend</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-1134</li> </ul> <p>Registration fees, etc</p> <ul style="list-style-type: none"> <li>• \$6,000</li> <li>• LCFF</li> <li>• 3010-5210</li> </ul>

**Goal 1 LCAP Year 2: 2016 – 2017**

**Increase student achievement levels, improving the foundation for college and career readiness.**

Expected Annual Measurable Outcomes:	<b>Metric</b>	<b>Outcome</b>
	1.1 Number of highly qualified teachers / appropriate teacher assignments	1.1 Maintain 100% highly qualified / appropriate teacher assignments
	1.2 Local multiple measures of student achievement	1.2 1% increase in achievement in math and ELA for all groups, except for low income (LI) students, students with disabilities, foster youth, and homeless youth, who will show a 2% increase
	1.3 CAASPP scores	1.2 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history-social science, science, the arts, health, and physical education
	1.4 5 <sup>th</sup> grade Science California Standards Test scores	1.3 2015 scores set the baseline for future growth; not available as of this writing
	1.5 API scores	1.4 75% or more score proficient/advanced
	1.6 Class size	1.5 Baseline set by SBE 2015 – not available as of this writing
	1.7 English learner re-designation - CELDT	1.6 Class size 24:1 or less, grades TK – 3; 28 or less, 4 – 6
	2.1 Math and ELA materials purchase & implementation	1.7 EL students advance one proficiency level until reclassification occurs
	3.1 5 <sup>th</sup> grade physical fitness scores	2.1 ELA materials purchase 2016-17
	4.1 Participation rates in arts opportunities	3.1 1% increase in fifth grade students meeting six of six fitness standards
	5.1 Professional development registration/attendance/ records	4.1 100% students receiving music instruction
		5.1 95% certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Students taught by highly qualified certificated teachers; provide BTSA support as needed; employ administrator staffing sufficient to support the school program  BTSA = Beginning Teacher Support and Assessment induction program	Ridgewood and Cutten Schools	<u>X</u> ALL ----- OR: ___Low Income pupils    ___English Learners ___Foster Youth        ___Redesignated fluent English proficient ___Other                    Subgroups:(Specify)_____	25.0 FTE teacher, principal & principal/superintendent salaries • \$1,840,988 • LCFF • 0000-1100  BTSA • \$4,000 • LCFF • 0000-1150

<p>1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> <b>ALL</b> ----- OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>.05 FTE program coordinator • \$3,000 • LCFF • 0000-1133</p>
<p>1.3 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction – 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools</p>	<p>__ALL ----- OR: <input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners <input checked="" type="checkbox"/>_Foster Youth <input checked="" type="checkbox"/>_Re-designated fluent English proficient __Other Subgroups:(Specify) <u>Hispanic / Latino</u></p>	<p>.25 FTE program coordinator • \$8,891 • LCFF supplemental funds • 0001-1133</p> <p>.5 hour daily per 25 classroom assistants • \$30,000 • LCFF supplemental funds • 0001-2100</p> <p>Assessment/instructional materials • \$500 • LCFF supplemental funds • 0001-5800</p>
<p>1.4 Maintain special education and speech and language services</p>	<p>Ridgewood and Cutten Schools</p>	<p>__ALL ----- __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other <b>Subgroups:(Specify) <u>SWD</u></b></p>	<p>1.5 FTE resource teacher salary • \$96,086 • Title I &amp; Spec. Educ. • 3310-1104 • 6500-1104 3010-1100</p> <p>.80 speech and language therapist salary • \$45,959 • Special Education • 3310-1104 • 6500-1104</p>

			<p>1.25 special ed. assistant salary</p> <ul style="list-style-type: none"> <li>• \$19,005</li> <li>• 3310-2103</li> <li>• 6500-2103</li> </ul>
<p>1.5 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom;</p> <ul style="list-style-type: none"> <li>• maintain GSA class sizes of 24:1, grades TK – 2; and 28 or less, grades 3 – 6</li> <li>• maintain classroom assistants in every classroom 3 hrs daily</li> </ul>	<p>Ridgewood and Cutten Schools</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>__Low Income pupils    __English Learners          __Foster Youth        __Redesignated fluent English proficient          __Other                    Subgroups:(Specify)_____</p>	<p>1.0 FTE teacher &amp; assistant salary additional class – tentative – based upon enrollment</p> <ul style="list-style-type: none"> <li>• \$74,000</li> <li>• LCFF supplemental</li> <li>• 0000-1100</li> </ul> <p>Classroom assistants</p> <ul style="list-style-type: none"> <li>• \$190,000</li> <li>• LCFF supplemental &amp; Title I</li> <li>• 0000-2100</li> <li>• 3010-2100</li> </ul>
<p>1.6 Provide GATE services, grades 4 – 6</p>	<p>Cutten School</p>	<p><u>X</u> ALL 4 – 6 grade students who meet GATE qualifying criteria</p> <p>-----</p> <p>__Low Income pupils    __English Learners          __Foster Youth        __Redesignated fluent English proficient          __Other                    Subgroups:(Specify)_____</p>	<p>Maintain GATE teacher at .30 FTE</p> <ul style="list-style-type: none"> <li>• \$15,788.25</li> <li>• LCFF</li> <li>• 0000-1133</li> </ul>
<p>1.7 Research and implement formative and summative multiple measures assessment tools</p>	<p>Ridgewood and Cutten Schools</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>__Low Income pupils    __English Learners          __Foster Youth        __Redesignated fluent English proficient          __Other                    Subgroups:(Specify)_____</p>	<p>Leadership team stipend</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• Title I</li> <li>• 3010-1134</li> </ul> <p>Assessment tools (DIBELS, etc.)</p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• LCFF base</li> <li>• 0000-4391</li> </ul>



<p>1.8 Staff libraries for increased access for students, staff, and families</p> <p>Research/consider .50 FTE teacher librarian position for 2017 - 18</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>-</p>	<p>Maintain 1.50 FTE tech/aide support</p> <ul style="list-style-type: none"> <li>• \$42,962</li> <li>• LCFF base</li> <li>• 0000-2216</li> </ul>
<p>1.9 Provide instructional materials for EL &amp; R-FEP students as determined by individual need</p>	<p>Ridgewood and Cutten Schools</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p><input type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Instructional materials</p> <ul style="list-style-type: none"> <li>• \$656</li> <li>• Title III</li> <li>• 4203-4310</li> </ul>
<p>2.1 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum</p> <p>Research Next Generation Science Standards curriculum</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Purchase consumable materials</p> <ul style="list-style-type: none"> <li>• \$12,000</li> <li>• Lottery – restricted</li> <li>• 4203-4310</li> </ul> <p>Initial purchase ELA curriculum</p> <ul style="list-style-type: none"> <li>• \$100,000 (estimate)</li> <li>• LCFF base</li> <li>• 0212-4110</li> </ul>
<p>3.1 Implement physical education program to promote healthy lifestyle and physical activity</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Implement 3 – 6 curriculum</p> <ul style="list-style-type: none"> <li>• Cost TBD</li> </ul> <p>Purchase equipment</p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• LCFF</li> <li>• 0000-4400</li> </ul>
<p>4.1 Provide increased cross-curricular arts opportunities in partnership with community groups</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Support community fine &amp; performing arts activities</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Students taught by highly qualified certificated teachers; provide BTSA support as needed; employ administrator staffing sufficient to support the school program	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	25.0 FTE teacher, principal, & principal/superintendent salaries • \$1,864,988 • LCFF • 0000-1100  BTSA • \$4,000 • 0000-1134
1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	.05 FTE program coordinator • \$3,000 • LCFF base • 0000-1133
1.3 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction	Ridgewood and Cutten Schools	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) <u>Hispanic / Latino</u>	.25 FTE program coordinator • \$8,891 • LCFF supplemental funds • 0001-1150  .5 hour daily per 25 classroom assistants • \$30,000 • LCFF supplemental funds • 0001-2100  Assessment/instructional materials • \$500 • LCFF supplemental funds • 0001-5800

<p>1.4 Maintain special education and speech and language services</p>	<p>Ridgewood and Cutten Schools</p>	<p><u>__ALL</u> -----                  __Low Income pupils    __English Learners                  __Foster Youth        __Redesignated fluent English proficient                  __Other                    <b>Subgroups:(Specify) <u>SWD</u></b></p>	<p>1.5 FTE resource teacher salary                  • \$96,086                  • Spec. Educ. &amp; Title I                  • 3310-1104                  • 6500-1104                  3010-1100</p> <p>.80 speech and language therapist salary                  • Special Education                  • \$45,959                  • 6500-1104</p> <p>1.25 FTE special ed. assistant salary                  • \$19,006                  • Special Education                  • 3310-2103                  • 6500-2103</p>
<p>1.5 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom;</p> <ul style="list-style-type: none"> <li>• maintain GSA class sizes of 24:1, grades TK – 2; and 28 or less, grades 3 – 6</li> <li>• maintain classroom assistants in every classroom 3 hrs daily</li> </ul>	<p>Ridgewood and Cutten Schools</p>	<p><u>X</u> <u>ALL</u> -----                  __Low Income pupils    __English Learners                  __Foster Youth        __Redesignated fluent English proficient                  __Other                    Subgroups:(Specify)_____</p>	<p>1.0 FTE teacher &amp; assistant salary additional class – tentative – based upon enrollment                  • \$74,000                  • LCFF                  • 0000-1100</p> <p>Classroom assistants                  • \$190,000                  • LCFF &amp; Title I                  • 0000-2100                  • 3010-2100</p>
<p>1.6 Provide GATE services, grades 4 – 6</p>	<p>Cutten School</p>	<p><u>X</u> <u>ALL</u> 4 – 6 grade students who meet GATE qualifying criteria -----                  __Low Income pupils    __English Learners                  __Foster Youth        __Redesignated fluent English proficient                  __Other                    Subgroups:(Specify)_____</p>	<p>Maintain GATE teacher at .30 FTE                  • \$15,788.25                  • LCFF                  • 0000-1133</p>

<p>1.7 Research and implement formative and summative multiple measures assessment tools</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Leadership team stipend  <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• Title I</li> <li>• 3010-1134</li> </ul> <p>Assessment tools (DIBELS, etc.)  <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul> </p> </p>
<p>1.8 Staff libraries for increased access for students, staff, and families</p> <p>Establish .50 FTE teacher librarian position (highly tentative)  <ul style="list-style-type: none"> <li>• Salary TBD; not currently budgeted – this is a “placeholder” item to prompt discussion with stakeholders</li> </ul> </p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p> <p style="text-align: center;">-</p>	<p>Maintain 1.50 FTE tech/aide support  <ul style="list-style-type: none"> <li>• \$42,962</li> <li>• LCFF</li> <li>• 0000-2216</li> </ul> <p>Establish .50 FTE teacher librarian position (<i>highly tentative</i>)  <ul style="list-style-type: none"> <li>• Salary TBD; not currently budgeted</li> </ul> </p> </p>
<p>1.9 Provide instructional materials for EL &amp; R-FEP students as determined by individual need</p>	<p>Ridgewood and Cutten Schools</p>	<p><input type="checkbox"/> ALL -----  <input type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Instructional materials  <ul style="list-style-type: none"> <li>• \$656</li> <li>• Title III</li> <li>• 4203-4310</li> </ul> </p>
<p>2.1 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum</p> <p>Next Generation Science Standards curriculum – if adopted</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Purchase consumable materials  <ul style="list-style-type: none"> <li>• \$12,000</li> <li>• Lottery-restricted</li> <li>• 6300-4110</li> </ul> <p>Possible purchase NGSS materials  <ul style="list-style-type: none"> <li>• Costs TBD</li> <li>• LCFF</li> </ul> </p> </p>

<p>3.1 Implement physical education program to promote healthy lifestyle and physical activity</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Consider .50 FTE PE teacher <b>(Cutten School)</b></p> <ul style="list-style-type: none"> <li>• Cost TBD</li> <li>• LCFF</li> </ul> <p>Purchase equipment</p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• LCFF base</li> <li>• 0000-4400</li> </ul>
<p>4.1 Provide increased cross-curricular arts opportunities in partnership with community groups</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Support community fine &amp; performing arts activities</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>
<p>4.2 Maintain 1.0 FTE music teacher</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>1.0 FTE teacher salary</p> <ul style="list-style-type: none"> <li>• \$53,891</li> <li>• LCFF</li> <li>• 0000-1102</li> <li>• 0202-1102</li> </ul>
<p>5.1 Support professional development – CA Standards implementation</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL -----                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Leadership Team Stipend</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-1134</li> </ul> <p>Registration fees, etc</p> <ul style="list-style-type: none"> <li>• \$6,000</li> <li>• Title I</li> <li>• 3010-5210</li> </ul>

<b>GOAL:</b>	<b>Goal 2</b> <b>Ensure a safe and welcoming learning environment where students are connected and engaged in their education.</b>	Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8  COE only: 9__ 10__  Local: Specify _____
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<b>Identified Need :</b>	1. District positive behavior support system implementation and support 2. Well-maintained and safe facilities 3. Strong connection between families and school 4. Greater health & wellness focus		
<b>Goal Applies to:</b>	<b>Schools:</b>	Ridgewood and Cutten Schools	
	<b>Applicable Pupil Subgroups:</b>	All Students	

**Goal 2 LCAP Year 1: 2015 – 2016**  
**Ensure a safe and welcoming learning environment where students are connected and engaged in their education.**

	<u>Metric</u>	<u>Outcome</u>
<b>Expected Annual Measurable Outcomes:</b>	1.1 Suspension / expulsion rates	1.1 Reduce suspension rate by .01%; Maintain 0.0% expulsion rate
	1.2 California Healthy Kids Survey (CHKS) results	1.2 CHKS 2014 – 15 sets baseline for 2015 – 16
	2.1 Facility Inspection Tool	2.1 Maintain “good” or “excellent” standards per FIT reports
	2.2 Williams Report	2.2 Maintain “no complaints” status
	2.3 Custodian staffing levels	2.3 Maintain 2014 – 15 staffing levels
	3.1 Attendance rates 97%	3.1 Achieve .5% increase in attendance rates
	3.2 Chronic absenteeism rate .013%	3.2 Achieve .005 decrease in chronic absenteeism
	3.3 Parent / guardian participation rates	3.3 Parent / guardian participation rates – all groups, SWD, LI, EL, RFEP, foster and homeless proportionate representation 98% teacher conferences; 50% survey response rate overall; LCAP Town Hall meeting – increase attendance by 10%
	4.1 School meals served	4.1 2% Increase in number of breakfasts & lunches served

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide school social work and/or behavioral aide services	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Increase services by .4 to 1.4 FTE • \$71,929 • LCFF • 0000-1205
1.2 Focus school social work services on unduplicated count students	Ridgewood and Cutten Schools	<input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify) <u>Hispanic/Latino</u>	.10 FTE of SSW services mentioned in Goal 2, 1.1 • \$5,224 • LCFF supplemental • 0000-1205
1.3 Implement district-wide positive behavior support system	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	.20 FTE teacher – program oversight & data entry • \$12,000 • 0000-1150  Coach stipend • \$3,000 • 0000-1132  PBIS team stipends • \$5,000 • 0000-1133  <i>Second Step</i> program materials • \$6,500 • 0000-4310  Professional development • \$2,000 • 0000-5210  All of the above are funded by the Humboldt Bay School Climate Transformation Grant



<p>1.4 Support the <i>No Bully</i> program</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Re-designated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Staff training and materials          • \$500          • LCFF          • 0000-5210</p>
<p>1.5 Administer the CHKS</p>	<p>Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Re-designated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Survey cost          • \$180          • LCFF          • 0000-4391</p>
<p>2.1 Provide adequate maintenance/custodial staffing levels</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Re-designated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Maintain 1.0 FTE maintenance/custodial director          • \$44,100          • LCFF          • 0000-2213</p> <p>Maintain 2.92 FTE custodial          • \$111,393          • LCFF          • 0000-2213 &amp; 2214</p>
<p>2.2 Purchase equipment and supplies necessary to adequately maintain and repair school sites, and for classroom use (other than curricular materials)</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Re-designated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Maintenance / Custodial - Equipment &amp; supply costs          • \$17,000          • LCFF          • 0000-4374</p> <p>Classroom supplies          • \$20,000          • LCFF          • 0000-4310</p>
<p>2.3 Plan for deferred maintenance projects</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Redesignated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Cutten bus barn roof replacement          • \$26,000          • LCFF          • 0230-5800</p> <p>Flooring replacement          • \$10,000          • LCFF          • 0230-5800</p>

			<p>Energy efficiency projects – HVAC, lighting, window coverings TBD</p> <ul style="list-style-type: none"> <li>• \$54,000</li> <li>• Prop 39</li> <li>• 6230-5800</li> </ul>
<p>2.4 Improve site safety</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>Install surveillance cameras both sites</p> <ul style="list-style-type: none"> <li>• \$4,000</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p>Extend fencing - Cutten</p> <ul style="list-style-type: none"> <li>• \$15,000</li> <li>• LCFF base</li> <li>• 0000-5800</li> </ul>
<p>3.1 Provide services to support parents in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>Child care</p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF &amp; PTA</li> <li>• 0015-4310</li> </ul> <p>Trainer stipends</p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF &amp; PTA</li> <li>• 0000-5800</li> </ul> <p>Meeting supplies</p> <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• LCFF &amp; PTA</li> <li>• 0000-4310</li> </ul>
<p>3.2 Provide services to support parents in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools</p>	<p><input type="checkbox"/> ALL</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth        <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify) <u>Hispanic/Latino</u></p>	<p>Childcare, interpreter services, meeting supplies</p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• Medi-cal</li> <li>• 5640-4310</li> </ul>
<p>3.3 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings</p> <p>Research new phone system with expanded features such as voicemail</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>Utilize <i>Blackboard Connect</i></p> <ul style="list-style-type: none"> <li>• \$1,500</li> <li>• LCFF base</li> <li>• 0000-5800</li> </ul> <p>Implement SchoolWise student information system</p>

			<ul style="list-style-type: none"> <li>• \$8,835</li> <li>• LCFF &amp; Microsoft Vouchers</li> <li>• 9011-5800</li> </ul> <p>2.0 FTE school secretary – support for all school functions; frequently first point of community contact</p> <ul style="list-style-type: none"> <li>• \$35,898 (exclusive of salary attributed to transportation)</li> <li>• LCFF</li> <li>• 0000-2406</li> </ul>
4.1 Enhance school meal program (beyond attention given to reducing the \$23,000 contribution to the cafeteria program from the general fund)	Ridgewood and Cutten Schools	<p><b>X</b> ALL</p> <p>__Low Income pupils    __English Learners</p> <p>__Foster Youth        __Redesignated fluent English proficient</p> <p>__Other                    Subgroups:(Specify)_____</p>	<p>Increase assistant staffing by .25 FTE to .65</p> <ul style="list-style-type: none"> <li>• \$6,150</li> <li>• LCFF</li> <li>• 13-5310-2212</li> </ul> <p>Offer garden-fresh produce</p> <ul style="list-style-type: none"> <li>• Cost TBD</li> <li>• LCFF &amp; donations</li> <li>• 13-5310-4710</li> </ul>
4.2 See Goal 1, 3.1 – all three years – <i>Implement physical education program to promote healthy lifestyle and physical activity</i>			

**Goal 2 LCAP Year 2: 2016 – 2017**

**Ensure a safe and welcoming learning environment where students are connected and engaged in their education.**

Expected Annual Measurable Outcomes:	<b><u>Metric</u></b>	<b><u>Outcome</u></b>
	<p>1.1 Suspension / expulsion rates</p> <p>1.2 CHKS results</p> <p>2.1 Facility Inspection Tool</p> <p>2.2 Williams Report</p> <p>2.3 Custodian staffing levels</p> <p>3.1 Attendance rates</p>	<p>1.1 Reduce suspension rate by .01%; Maintain 0.0% expulsion rate</p> <p>1.2 CHKS 2014 – 15 sets baseline for 2015 – 16</p> <p>2.1 Maintain “good” or “excellent” standards per FIT reports</p> <p>2.2 Maintain “no complaints” status</p> <p>2.3 Maintain 2014 – 15 staffing levels</p>

	<p>3.2 Chronic absenteeism rate</p> <p>3.3 Parent / guardian participation rates</p> <p>4.1 School meals served</p>	<p>3.1 Achieve .5% increase in attendance rates</p> <p>3.2 Achieve .005 decrease in chronic absenteeism</p> <p>3.3 Parent / guardian participation rates – all groups, SWD, LI, EL, RFEP, foster and homeless proportionate representation 98% teacher conferences; 50% survey response rate overall; LCAP Town Hall meeting – increase attendance by 10%</p> <p>4.1 2% Increase in number of breakfasts &amp; lunches served</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Provide school social work and/or behavioral aide services</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>Maintain services at 1.4 FTE</p> <ul style="list-style-type: none"> <li>• \$71,929</li> <li>• LCFF</li> <li>• 0000-1205</li> </ul>
<p>1.2 Focus school social work services on unduplicated count students</p>	<p>Ridgewood and Cutten Schools</p>	<p><input type="checkbox"/> ALL</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth        <input checked="" type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify) <u>Hispanic/Latino</u></p>	<p>.20 FTE of SSW services mentioned in Goal 2, 1.1</p> <ul style="list-style-type: none"> <li>• \$10,448</li> <li>• LCFF supplemental</li> <li>• 0001-1205</li> </ul>
<p>1.3 Implement district-wide positive behavior support system</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>.20 FTE teacher – program oversight &amp; data entry</p> <ul style="list-style-type: none"> <li>• \$12,000</li> <li>• 0001-1150</li> </ul> <p>Coach stipend</p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• 0000-1132</li> </ul> <p>PBIS team stipends</p> <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• 0000-1133</li> </ul> <p>Professional development</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• 0000-5210</li> </ul> <p>All of the above are funded by the</p>

			Humboldt Bay School Climate Transformation Grant
1.4 Support the <i>No Bully</i> program	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Staff training and materials • \$500 • LCFF • 0000-5210
1.5 Administer the CHKS	Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Survey cost • \$180 • LCFF • 0000-4391
2.1 Provide adequate maintenance/custodial staffing levels	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Maintain 1.0 FTE maintenance/custodial director • \$44,100 • LCFF • 0000-2213  Maintain 2.92 FTE custodial • \$111,388 • LCFF • 0000-2213 & 2214
2.2 Purchase equipment and supplies necessary to adequately maintain and repair school sites, and for classroom use (other than curricular materials)	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Maintenance / Custodial - Equipment & supply costs • \$17,000 • LCFF • 0000-4400  Classroom supplies • \$20,000 • LCFF • 0000-4310

<p>2.3 Plan for deferred maintenance projects</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Flooring replacement  <ul style="list-style-type: none"> <li>• \$12,000</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> <p>Energy efficiency projects – HVAC, lighting, window coverings TBD  <ul style="list-style-type: none"> <li>• \$54,000</li> <li>• Prop 39</li> <li>• 6230-5800</li> </ul> <p>Cutten School exterior painting  <ul style="list-style-type: none"> <li>• Costs TBD - bidding process</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> </p></p></p>
<p>2.4 Improve site safety</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Extend fencing - Ridgewood  <ul style="list-style-type: none"> <li>• \$30,000</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> </p>
<p>3.1 Provide services to support parents in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Child care  <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF &amp; PTA</li> <li>• 0015-4310</li> </ul> <p>Trainer stipends  <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF &amp; PTA</li> <li>• 0000-5800</li> </ul> <p>Meeting supplies  <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• LCFF &amp; PTA</li> <li>• 0000-4310</li> </ul> </p></p></p>
<p>3.2 Provide services to support parents in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools</p>	<p><input type="checkbox"/> ALL  <input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth        <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify) <u>Hispanic/Latino</u></p>	<p>Childcare, interpreter services, meeting supplies  <ul style="list-style-type: none"> <li>• \$500</li> <li>• Medi-Cal</li> <li>• 5640-4310</li> </ul> </p>

<p>3.3 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Utilize <i>Blackboard Connect</i></p> <ul style="list-style-type: none"> <li>• \$1,500</li> <li>• LCFF base</li> <li>• 0000-5800</li> </ul> <p>Support SchoolWise student information system</p> <ul style="list-style-type: none"> <li>• \$2,900</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p>2.0 FTE school secretary – support for all school functions; frequently first point of community contact</p> <ul style="list-style-type: none"> <li>• \$35,898 (exclusive of salary attributed to transportation)</li> <li>• LCFF</li> <li>• 0000-2406</li> </ul>
<p>4.1 Enhance school meal program (beyond attention given to reducing the \$23,000 contribution to the cafeteria program from the general fund)</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• Maintain staffing at .65</li> <li>• \$6,510</li> <li>• LCFF</li> <li>• 13-5310-2210</li> </ul> <p>Offer garden-fresh produce</p> <ul style="list-style-type: none"> <li>• Cost TBD</li> <li>• LCFF &amp; donations</li> <li>• 13-5310-4710</li> </ul>
<p>4.2 See Goal 1, 3.1 – all three years – Implement physical education program to promote healthy lifestyle and physical activity</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL                  ___Low Income pupils    ___English Learners                  ___Foster Youth        ___Redesignated fluent English proficient                  ___Other                    Subgroups:(Specify)_____</p>	<p>Goal 1, 3.1</p>

**Goal 2 LCAP Year 3: 2017 - 2018**

	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Suspension / expulsion rates                      1.2 CHKS results                      2.1 Facility Inspection Tool</p>	<p>1.1 Reduce suspension rate by .01%; Maintain 0.0% expulsion rate                      1.2 CHKS 2014 – 15 sets baseline for 2015 – 16</p>

	2.2 Williams Report 2.3 Custodian staffing levels 3.1 Attendance rates 3.2 Chronic absenteeism rate 3.3 Parent / guardian participation rates 4.1 School meals served	2.1 Maintain “good” or “excellent” standards per FIT reports 2.2 Maintain “no complaints” status 2.3 Maintain 2014 – 15 staffing levels 3.1 Achieve .5% increase in attendance rates 3.2 Achieve .005 decrease in chronic absenteeism 3.3 Parent / guardian participation rates – all groups, SWD, LI, EL, RFEP, foster and homeless proportionate representation 98% teacher conferences; 50% survey response rate overall; LCAP Town Hall meeting – increase attendance by 10% 4.1 2% Increase in number of breakfasts & lunches served	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide school social work and/or behavioral aide services	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Maintain services at 1.4 FTE • \$71,929 • LCFF • 000-1205
1.2 Focus school social work services on unduplicated count students	Ridgewood and Cutten Schools	<input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	.20 FTE of SSW services mentioned in Goal 2, 1.1 • \$10,448 • LCFF • 0000-1205



<p>1.3 Implement district-wide positive behavior support system</p> <p>Consider .50 vice principal position to provide further support for Tiger Pride (PBIS), and for instructional leadership</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other    Subgroups:(Specify)_____</p>	<p>.20 FTE teacher – program oversight &amp; data entry</p> <ul style="list-style-type: none"> <li>• \$12,000</li> <li>• 0001-1150</li> </ul> <p>Coach stipend</p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• 0000-1132</li> </ul> <p>PBIS team stipends</p> <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• 0000-1133</li> </ul> <p>Professional development</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• 0000-5210</li> </ul> <p>All of the above are funded by the Humboldt Bay School Climate Transformation Grant</p>
<p>1.4 Support the <i>No Bully</i> program</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other                    Subgroups:(Specify)_____</p>	<p>Staff training and materials</p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF</li> <li>• 0000-5210</li> </ul>
<p>1.5 Administer the CHKS</p>	<p>Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other                    Subgroups:(Specify)_____</p>	<p>Survey cost</p> <ul style="list-style-type: none"> <li>• \$180</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>
<p>2.1 Provide adequate maintenance/custodial staffing levels</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                    Subgroups:(Specify)_____</p>	<p>Maintain 1.0 FTE maintenance/custodial director</p> <ul style="list-style-type: none"> <li>• \$44,100 incl. all benefits</li> <li>• LCFF</li> <li>• 0000-2213</li> </ul> <p>Maintain 2.92 FTE custodial</p> <ul style="list-style-type: none"> <li>• \$111,388</li> <li>• LCFF</li> <li>• 0000-2213, 2214</li> </ul>

<p>2.2 Purchase equipment and supplies necessary to adequately maintain and repair school sites, and for classroom use (other than curricular materials)</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Re-designated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Maintenance / Custodial - Equipment &amp; supply costs          • \$17,000          • LCFF          • 0000-4400</p> <p>Classroom supplies          • \$20,000          • LCFF          • 0000-0000-4310</p>
<p>2.3 Plan for deferred maintenance projects</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Re-designated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Flooring replacement          • \$12,000          • LCFF          • 0230-5800</p> <p>Energy efficiency projects – HVAC, lighting, window coverings TBD          • \$54,000          • Prop 39          • 6230-5800</p> <p>Ridgewood School exterior painting          • Costs TBD - bidding process          • LCFF          • 0230-5800</p>
<p>2.4 Improve site safety</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Re-designated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Playground paving - Cutten          • Costs TBD          • LCFF          • 0230-5800</p>
<p>3.1 Provide services to support parents in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL          ___Low Income pupils    ___English Learners          ___Foster Youth        ___Re-designated fluent English proficient          ___Other                    Subgroups:(Specify)_____</p>	<p>Child care          • \$500          • LCFF &amp; PTA          • 0015-43100</p> <p>Trainer stipends          • \$500          • LCFF &amp; PTA</p>

			<ul style="list-style-type: none"> <li>• 0000-5800</li> <li>Meeting supplies               <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• LCFF &amp; PTA</li> <li>• 0000-43100</li> </ul> </li> </ul>
<p>3.2 Provide services to support parents in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools</p>	<p><input type="checkbox"/> ALL</p> <p><input checked="" type="checkbox"/> Low Income pupils      <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth              <input checked="" type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                              Subgroups:(Specify) <u>Hispanic/Latino</u></p>	<p>Childcare, interpreter services, meeting supplies</p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF &amp; Medi-cal funds</li> <li>• 5640-4310</li> </ul>
<p>3.3 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils      <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth              <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                              Subgroups:(Specify) _____</p>	<p>Utilize <i>Blackboard Connect</i> or <i>SchoolWise</i> mass notification system</p> <ul style="list-style-type: none"> <li>• \$1,500</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p>Support <i>SchoolWise</i> student information system</p> <ul style="list-style-type: none"> <li>• \$2,900</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p>2.0 FTE school secretary – support for all school functions; frequently first point of community contact</p> <ul style="list-style-type: none"> <li>• \$35,898</li> <li>• LCFF</li> <li>• 0000-2406</li> </ul> <p>Install new phone system, depending upon cost</p>
<p>4.1 Enhance school meal program (beyond attention given to reducing the \$23,000 contribution to the cafeteria program from the general fund)</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils      <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth              <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other                              Subgroups:(Specify) _____</p>	<ul style="list-style-type: none"> <li>• Maintain staffing at .65</li> <li>• \$6,510</li> <li>• LCFF</li> <li>• 13-5310-2210</li> </ul> <p>Offer garden-fresh produce</p> <ul style="list-style-type: none"> <li>• Cost TBD</li> <li>• LCFF &amp; donations</li> <li>• 13-5310-4710</li> </ul>

<p>4.2 See Goal 1, 3.1 – all three years – <i>Implement physical education program to promote healthy lifestyle and physical activity</i></p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify) _____</p>	<p>Goal 1, 3.1</p>
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<p>GOAL:</p>	<p><b>Goal 3</b> Increase access to, and competence in the use of 21<sup>st</sup> Century learning tools, resources, and skills for all staff and students</p>	<p>Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9__ 10__  Local : Specify _____</p>
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<p>Identified Need :</p>	<ol style="list-style-type: none"> <li>1. Internet infrastructure upgrades to Ridgewood and Cutten Schools</li> <li>2. Increased access to technology for students and staff</li> <li>3. Tech support for equipment and staff</li> <li>4. Professional development – tentatively based upon the SAMR model (as determined by the Leadership Team)</li> </ol>
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<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Ridgewood and Cutten Schools</p>
	<p>Applicable Pupil Subgroups:</p>	<p>All Students</p>

**Goal 3 LCAP Year 1: 2015 – 2016**  
Increase access to, and competence in the use of 21<sup>st</sup> Century learning tools, resources, and skills for all staff and students

<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b></p> <ol style="list-style-type: none"> <li>1.1 Internet infrastructure site report &amp; construction documents</li> <li>2.1 Inventory lists</li> <li>2.2 Grade level usage &amp; CAASPP testing schedules</li> <li>3.1 Tech aide / support staffing levels</li> <li>4.1 Professional development registration/attendance/ records</li> </ol>	<p><b>Outcome</b></p> <ol style="list-style-type: none"> <li>1.1 Complete Ridgewood Internet infrastructure upgrade and maintain Cutten infrastructure robustness</li> <li>2.1 1:2, student : device ratio grades 3 - 6; review TK – 2 needs Support services and library enhancements</li> <li>3.1 Sufficient support so technology is incorporated seamlessly into all school functions – classroom, support services, maintenance, library, administration</li> <li>4.1 100% of certificated staff, and 80% of classified staff will participate in high quality professional development activities</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Upgrade Ridgewood School Internet infrastructure for improved access; maintain Cutten Internet infrastructure</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Upgrade Ridgewood cabling</p> <ul style="list-style-type: none"> <li>• \$72,300</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p>Install Ridgewood Internet switches/hubs</p> <ul style="list-style-type: none"> <li>• \$10,000</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> <p>Establish strong Ridgewood wireless backbone</p> <ul style="list-style-type: none"> <li>• \$4,000</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p>Install network security appliance / software suite – Ridgewood.</p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul>
<p>2.1 Provide 1:1 student devices – Cutten School Ridgewood TK – 2 needs, TBD</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Bring devices to 1:2 students, grades 3 – 6; 120 additional</p> <p>Grade TK – 2, 84 additional devices</p> <ul style="list-style-type: none"> <li>• \$40,800</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul> <p>4 charging carts – grades 3 – 6</p> <ul style="list-style-type: none"> <li>• \$6,200</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul> <p>Replace aging/obsolete technology</p> <ul style="list-style-type: none"> <li>• \$15,000</li> <li>• LCFF, Microsoft vouchers, &amp; donations</li> <li>• 0000-4400</li> </ul>

			<ul style="list-style-type: none"> <li>• 9011-4450</li> </ul>
2.2 Provide devices and software for unduplicated count students to support classroom learning and TIP	Ridgewood and Cutten Schools	<p><input type="checkbox"/> ALL</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth        <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify)</p>	<ul style="list-style-type: none"> <li>• Purchase software / apps</li> <li>• \$500</li> <li>• LCFF supplemental, Medi-cal</li> <li>• 0001-4450</li> <li>• Purchase devices</li> <li>• \$1,600</li> <li>• LCFF supplemental, Medi-cal</li> <li>• 5640-4310</li> </ul>
3.1 Provide adequate tech support	Ridgewood and Cutten Schools	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• Maintain tech support at 1.25 FTE</li> <li>• \$27,499</li> <li>• LCFF</li> <li>• 0000-2900</li> </ul>
4.1 Provide focused, individualized professional development	Ridgewood and Cutten Schools	<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> <li>• Leadership Team Stipend</li> <li>• \$4,000</li> <li>• LCFF</li> <li>• 0000-1134</li> <li>• 3010-1134</li> <li>• Registration fees, etc</li> <li>• \$3,000</li> <li>• LCFF</li> <li>• 0000-5210</li> </ul>

**Goal 3 LCAP Year 2: 2016 – 2017**

Increase access to, and competence in the use of 21<sup>st</sup> Century learning tools, resources, and skills for all staff and students

Expected Annual Measurable Outcomes:	<u>Metric</u>		<u>Outcome</u>
		1.1 Internet infrastructure site report & construction documents 2.1 Inventory lists 2.2 Grade level usage & CAASPP testing schedules 3.1 Tech aide / support staffing levels 4.1 Professional development registration/attendance/ records	1.1 Maintain Cutten and Ridgewood infrastructure robustness 2.1 1:2, student : device ratio grades 3 - 6; review TK – 2 needs Support services and library enhancements 3.1 Sufficient support so technology is incorporated seamlessly into all school functions – classroom, support services, maintenance, library, administration 4.1 100% of certificated staff, and 80% of classified staff will participate in high quality professional development activities
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Upgrade Ridgewood School Internet infrastructure for improved access; maintain Cutten Internet infrastructure	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Renew Ridgewood and Cutten network security subscription – cost included in 2015 – 16 installation
2.1 Provide 1:1 student devices – Cutten School Ridgewood TK – 2 needs, TBD	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Bring devices to 1:1 students, grades 3 – 6; 100 additional Grade TK – 2, TBD <ul style="list-style-type: none"> <li>• \$34,000</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul> 4 charging carts – grades 3 – 6 <ul style="list-style-type: none"> <li>• \$6,200</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul> Replace aging/obsolete technology <ul style="list-style-type: none"> <li>• \$15,000</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul>

<p>2.2 Provide devices and software for unduplicated count students to support classroom learning and TIP</p>	<p>Ridgewood and Cutten Schools</p>	<p><input type="checkbox"/> ALL  <input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth        <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)</p>	<p>Purchase software / apps  <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF supplemental, Medi-cal</li> <li>• 0001-4450</li> </ul> <p>Purchase devices  <ul style="list-style-type: none"> <li>• \$1,600</li> <li>• LCFF supplemental, Medi-cal</li> <li>• 5640-4310</li> </ul> </p> </p>
<p>3.1 Provide adequate tech support</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Increase tech support from 1.25 to 1.5 FTE  <ul style="list-style-type: none"> <li>• \$37,317</li> <li>• LCFF</li> <li>• 0000-2900</li> </ul> </p>
<p>4.1 Provide focused, individualized professional development</p>	<p>Ridgewood and Cutten Schools</p>	<p><input checked="" type="checkbox"/> ALL  <input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth        <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other                      Subgroups:(Specify)_____</p>	<p>Leadership Team Stipend  <ul style="list-style-type: none"> <li>• \$4,000</li> <li>• LCFF</li> <li>• 0000-1134</li> <li>• 3010-1134</li> </ul> <p>Registration fees, etc  <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• LCFF</li> <li>• 0000-5210</li> </ul> </p> </p>

**Goal 3 LCAP Year 3: 2017 - 2018**

Increase access to, and competence in the use of 21<sup>st</sup> Century learning tools, resources, and skills for all staff and students

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>1.1 Internet infrastructure site report &amp; construction documents                  2.1 Inventory lists                  2.2 Grade level usage &amp; CAASPP testing schedules                  3.1 Tech aide / support staffing levels                  4.1 Professional development registration/attendance/ records</p>	<p>1.1 Maintain Ridgewood and Cutten infrastructure robustness                  2.1 1:2, student : device ratio grades 3 - 6; review TK – 2 needs Support services and library enhancements                  3.1 Sufficient support so technology is incorporated seamlessly into all school functions – classroom, support services, maintenance, library, administration                  4.1 100% of certificated staff, and 80% of classified staff will participate in high quality professional development activities</p>



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Upgrade Ridgewood School Internet infrastructure for improved access; maintain Cutten Internet infrastructure	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Renew Ridgewood and Cutten network security subscription • \$1,600 • LCFF • 0000-5800
2.1 Provide 1:1 student devices – Cutten School Ridgewood TK – 2 needs, TBD	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Replace aging/obsolete technology • \$20,000 • LCFF & donations • 0000-4400
2.2 Provide devices and software for unduplicated count students to support classroom learning and TIP	Ridgewood and Cutten Schools	<input type="checkbox"/> ALL <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Purchase software / apps • \$500 • LCFF supplemental, Medi-cal • 0001-4450  Purchase devices • \$1,600 • LCFF supplemental, Medi-cal • 5640-4310
3.1 Provide adequate tech support	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Maintain tech support at 1.5 FTE • \$37,317 • LCFF • 0000-2900
4.1 Provide focused, individualized professional development	Ridgewood and Cutten Schools	<input checked="" type="checkbox"/> ALL <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other                      Subgroups:(Specify)_____	Leadership Team Stipend • \$4,000 • LCFF • 0000-1134 • 3010-1134 Registration fees, etc. • \$3,000 • LCFF • 0000-5210

## 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?

<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal 1</b>                  Increase achievement levels, improving the foundation for college and career readiness.</p>		<p>Related State and/or Local Priorities:                  1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u>                  COE only: 9__ 10__                  Local : Specify _____</p>												
<p>Goal Applies to:</p>	<p>Schools: Ridgewood and Cutten Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>All Students and Subgroups</p> <ul style="list-style-type: none"> <li>• Socio- economically disadvantaged (SED – now LI, or low income)</li> <li>• English Learners</li> <li>• Students with disabilities</li> <li>• Foster youth</li> <li>• Homeless youth</li> </ul>													
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b></p> <p>Ridgewood did not meet AYP in 2013; Cutten was at risk</p> <ul style="list-style-type: none"> <li>√ STAR (no longer in use)</li> <li>√ SBAC (future)</li> <li>√ local multiple measures</li> </ul> <p>Local multiple measures scores</p> <p>SBAC scores 2015</p> <p>Achievement gap between all students and LI</p> <ul style="list-style-type: none"> <li>√ STAR</li> <li>√ SBAC (future)</li> <li>√ local multiple measures</li> </ul> <p>Stakeholders recommend:</p> <ul style="list-style-type: none"> <li>√ CCSS aligned materials,</li> <li>√ smaller class sizes,</li> <li>√ consistent EL instruction for the 7 – 10 EL students,</li> <li>√ more 1:1 and small group intervention</li> <li>√ improved physical education</li> <li>√ more arts opportunities</li> </ul>	<p><b>Outcome</b></p> <p>1% increase in achievement in math and ELA for all groups except for socio-economically disadvantaged (SED) students, students with disabilities, foster youth, and homeless youth, who will show a 2% increase</p> <p>EL students advance one proficiency level until reclassification occurs</p> <p>10% progress towards grade 3, 24:1 class size</p> <p>2% increase in number of 5th grade students achieving healthy fitness levels</p>	<p><b>Actual Annual Measurable Outcomes:</b></p> <p>Baselines for SBAC will be released June 30.</p> <p>Local multiple measures scores are fully disaggregated at the end of each school year. As of the second trimester, the following represents the number of students at or above grade level:</p> <table border="0"> <tr> <td>Writing</td> <td>56%</td> <td>baseline, year-end:</td> <td>72%</td> </tr> <tr> <td>Reading</td> <td>71%</td> <td></td> <td>75%</td> </tr> <tr> <td>Math</td> <td>74%</td> <td></td> <td>80%</td> </tr> </table> <p>EL proficiency is ultimately determined by CELDT testing, which takes place in October. Of the 15 R-FEP students, 11 tested at or above grade level in reading at the second trimester. Of the 3 EL students, one tested at or above grade level in reading at the second trimester.</p> <p>Progress towards 24:1 grade 3 class size: 100% progress achieved</p> <p>32.1% baseline for 6 of 6 standards met: the district can measure 5 of 6 (we do not calculate body mass index; this is calculated by CDE)</p> <p>CCSS-aligned math materials were purchased and placed in every classroom.</p>	Writing	56%	baseline, year-end:	72%	Reading	71%		75%	Math	74%		80%
Writing	56%	baseline, year-end:	72%												
Reading	71%		75%												
Math	74%		80%												

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement CCSS curriculum Both schools All students	Initial CCSS math materials purchase • \$50,000 (estimate) • LCFF • CCSS implementation funds  Purchase ELA, social studies & science consumable & support materials • \$17,000 • LCFF  Staff development opportunities, release time subs, mentor teacher stipend & materials • \$15,000 • Title I • CCSS funds	<ul style="list-style-type: none"> <li>• Purchased CCSS math curriculum grades K – 6 At the time the 2014-15 LCAP had to be submitted, the actual cost of the materials was not available.</li> <li>• Purchased ELA, social studies and science consumable materials; as the Houghton Mifflin, social studies and FOSS science materials “age” fewer teachers are using these materials, and are replacing them with researched-based, CCSS-related materials</li> <li>• Two full day professional development days were staged to support the new mathematics curriculum implementation and to review and adopt multiple measures writing rubrics. Mentor teachers (or the Leadership Team – the actual name) provided direction for all professional development in CCSS implementation and new technology, research and support for multiple measures. The total expense, \$8,000, appears in different places in the 2014-15 LCAP, broken out by the related task. Many opportunities were offered to staff to attend professional development workshops outside the district</li> </ul>	\$81,127 LCFF & CCSS implementation funds   \$5,000 Restricted lottery funds   \$8,000 Leadership team \$6,654 PD expense LCFF
Institute more formal RTI, TK - 6 Both schools All students	Materials and staff development • \$2,000 • LCFF	<ul style="list-style-type: none"> <li>• Staff development for classroom assistants providing direct instruction took place during their regularly scheduled time</li> <li>• Materials costs – progress monitoring books and supplies</li> </ul>	\$0

<p>Provide GATE services 4 – 6 Cutten School Grades 4 - 6</p>	<p>.20 FTE GATE teacher • \$13,000 • LCFF</p>	<ul style="list-style-type: none"> <li>• GATE teacher offered instruction to 52 4 – 6 grade students</li> </ul>	<ul style="list-style-type: none"> <li>• \$13,797 LCFF</li> </ul>
<p>Provide increased opportunities for differentiation Both Schools All Students</p>	<p>GSA / class sizes 1:24 grades TK – 2 1:25 grade 3 1:28 grades 4 – 6 • Additional teacher • \$74,000 • GSA / LCFF Classroom assist's at 3 hrs daily • \$187,000 • LCFF • Title I</p>	<ul style="list-style-type: none"> <li>• Additional teacher hired to reduce class size in grades 4 – 6, and to reach 24:1 in grades TK – 3</li> <li>• Assistants in every classroom, 3 hours daily</li> </ul>	<p>\$66,500 • additional teacher \$190,346 • 25 classroom aides LCFF Title I</p>
<p>Research and implement screening, diagnosis, and summative assessment (multiple measures) tools Both schools All students</p>	<p>Mentor teacher stipend • \$4,000 • LCFF Assessment tools • \$3,000 • LCFF</p>	<p>Mentor teacher (Leadership Team) stipend • DIBELS</p>	<p>\$4,000 stipend \$575 materials LCFF</p>
<p>Provide increased cross-curricular arts opportunities in partnership with community groups Both schools All students</p>	<p>Partner with PTA &amp; community groups for theater &amp; fine arts opportunities • \$2,000 • Donations</p>	<ul style="list-style-type: none"> <li>• Drama Club support – busing and rental fees</li> </ul>	<p>\$1,446 LCFF</p>
<p>Staff libraries for increased access to students, staff and families Both schools All students</p>	<p>Library aide 1.375 FTE • \$32,000 • LCFF</p>	<ul style="list-style-type: none"> <li>• Ridgewood and Cutten libraries are staffed at a 1.375 FTE level, increasing access to the Cutten library before and after school, and during recess and lunch. Ridgewood library staffing increased to 19 hours weekly.</li> </ul>	<p>\$39,859 LCFF</p>
<p>Rejuvenate / implement physical education program to promote healthy lifestyle and physical activity Both Schools All Students</p>	<p>Update TK – 2 SPARKS program Research 3 – 6 program • \$1,200 • LCFF</p>	<ul style="list-style-type: none"> <li>• TK – 2 SPARKS program was not updated</li> <li>• Equipment purchased</li> </ul>	<p>\$150 LCFF</p>

Scope of service: Ridgewood and Cutten Schools		Scope of service: Ridgewood and Cutten Schools	
X ALL		X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Focus intervention for underachieving: as determined by RTI <input checked="" type="checkbox"/> SED (now LI – low income) <input checked="" type="checkbox"/> EL students <input checked="" type="checkbox"/> Homeless students <input checked="" type="checkbox"/> Foster students <input checked="" type="checkbox"/> RFEP students  Provide instructional materials for EL & RFEP students as needed	Provide 1:1 or small group instruction <ul style="list-style-type: none"> <li>• \$30,000</li> <li>• LCFF supplemental grant</li> <li>• Title III</li> </ul> Purchase instructional materials <ul style="list-style-type: none"> <li>• \$500</li> <li>• Title III</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning in February, .30 teacher assigned to provide planning, training and oversight to the Targeted Intervention Program (TIP)</li> </ul> 20 of 25 classroom assistants each work an additional 30 minutes daily in a ratio of 1:3 or fewer students  <ul style="list-style-type: none"> <li>• No additional instructional materials for the five EL students (two moved mid-year) were required beyond the \$99 Rosetta Stone license for one sixth grade student</li> </ul>	\$10,392 LCFF supplemental   \$99 LCFF supplemental
Scope of service: Ridgewood and Cutten Schools		Scope of service: Ridgewood and Cutten Schools	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>• Due to a lack of a student information system and CCSS-based interim assessments, there is insufficient easily accessible information to base mid-year, data-driven decisions for instruction beyond a key measure of reading success, reading fluency, and scores recorded on student progress summaries. Because of this, a student information system will be purchased and implemented in 2015 – 16, and research into a system such as <i>Illuminate</i> and <i>NWEA</i> will move forward, with the intention of 2015 – 16 implementation.</li> <li>• 2014 – 15 was a pilot/planning year for the Targeted Intervention Program (TIP), which targets LI, EL, foster youth, R-FEP, homeless youth, underachieving Hispanic/Latino students (about 14% of enrollment) and, given space, other underachieving students who are not served through special education, but need Tier II support. This program will expand to serve students all year in reading, the top priority, and then in writing and math, based upon need, and staff and space availability. As the Leadership Team and the program coordinator research and determine math CCSS assessments and research-based interventions, these will be implemented.</li> </ul>		

- Because there are no SBAC scores or benchmarks, and AYP and API demands are not yet determined, there may be a need to change actions or services when SBAC data is reviewed.
- Physical education will receive heightened attention, especially since staff input is requesting increased support for health fitness and lifelong wellness instruction
- LCAP corrections relating to clarification of state-required template terms, metrics, outcomes and actions were reviewed and will be integrated into the 2015 – 16 plan.
- The professional development plan could not be wholly realized due to an acute shortage of substitute teachers countywide. The Leadership Team is considering alternate means to support PD, including evening, summer and on-line opportunities

Original GOAL from prior year LCAP:	<b>Goal 2</b> Ensure a safe and welcoming learning environment where students are connected and engaged in their education		Related State and/or Local Priorities: 1__X 2__ 3_X 4__ 5_X 6_X 7__8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Both Sites Applicable Pupil Subgroups:	All All Subgroups • Socio-economically disadvantaged (SED – now referred to as LI, or low-income students) • English Learners • Students with disabilities • Foster youth • Homeless youth	
Expected Annual Measurable Outcomes:	<u>Metric</u> Behavior plan lacks positive district-wide intervention piece  Underutilized SARB/truancy Intervention  97% attendance rate  CHKS  .04 suspension rate .00 expulsion rate	<u>Outcome</u> School-wide TIGER Pride traits recognition  Fully-implemented No Bully® program  1% increase in attendance rate  One additional social and educational parent event with free child care  Enhanced site safety features: bus cameras, alarm system, safety locksets	Actual Annual Measurable Outcomes:  <ul style="list-style-type: none"> <li>• Because no students required the intervention, the No Bully® program was not utilized.</li> <li>• Twice-weekly Ridgewood School and once-monthly Cutten School community-building assemblies with positive actions recognized took place.</li> <li>• Although not a “measurable outcome” included in the 2014 – 15 LCAP, the district began implementation of the Humboldt Bay School Climate Transformation Grant. 98% of certificated and classified staff took part in professional development.</li> <li>• Beyond what is typically provided to parents and families (carnival, camping under the stars, family arts night, etc), no parent social/educational parent events were offered.</li> </ul>

	<p>Stakeholder Input</p> <ul style="list-style-type: none"> <li>√ 22% return rate – paper</li> <li>√ 34% return rate – tech survey online</li> <li>√ Town Hall meeting – 28 stakeholders</li> <li>√ Certificated input 100%</li> <li>√ Classified input 6%</li> </ul> <p>Facilities Inspection Tool: Good</p> <p>Understaffed custodial &amp; maintenance</p> <p>Stakeholders recommend:</p> <ul style="list-style-type: none"> <li>√ site safety improvements</li> <li>√ truancy support</li> <li>√ increased connection with less -involved parents</li> <li>√ greater health &amp; wellness focus</li> </ul>	<p>1.0 FTE maintenance / custodial director position</p> <p>.25 FTE increase in custodial services</p> <p>USDA-compliant meal program</p> <p>5% increase in stakeholder survey return rate and town hall participation</p> <p>Administer CHKS – set baseline</p>		<ul style="list-style-type: none"> <li>• Attendance rate: 98%</li> <li>• CHKS baseline set June 2015</li> <li>• Suspension rate: .04</li> <li>• Expulsion rate: .00</li> </ul> <p>Stakeholder Input</p> <ul style="list-style-type: none"> <li>• 23% return rate – Paper &amp; online survey</li> <li>• Tech online survey – offered by PTA 2013 – 14; not during 2014 – 15</li> <li>• Town Hall meeting – 49 stakeholders present</li> <li>• Certificated input 100%</li> <li>• Classified input – 7%</li> </ul> <p>USDA – compliant meal program w/some enhancements</p> <p>Facilities Inspection Tool: Good</p> <p>See Actions / Services for custodian / maintenance staffing and site safety enhancements</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Restore school social worker to full-time / add services	Additional .20 FTE school social worker, 1.0 FTE position <ul style="list-style-type: none"> <li>• \$14,300 additional</li> <li>• LCFF / supplemental grant</li> </ul>	<ul style="list-style-type: none"> <li>• School social worker staffing brought to 1.0 FTE, although the .30 hire did not begin until February due to an injury</li> </ul>	\$6,369 additional \$50,350 total LCFF / Supp
Provide services to support parents in attending parent education, informational meetings, school events and in volunteering at the school	Child care, trainings, meeting supplies <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> </ul>	<ul style="list-style-type: none"> <li>• Child care and dinner provided for LCAP Town Hall meeting and kindergarten orientation</li> </ul>	\$700 LCFF
Communicate regularly with parent/guardians through website, mass notification system, mailings and meetings to improve attendance All Students Both Schools	Blackboard Connect or similar program <ul style="list-style-type: none"> <li>• \$1,500</li> <li>• LCFF</li> </ul> Research new	<ul style="list-style-type: none"> <li>• Blackboard Connect implemented</li> <li>• Student information system researched and poised for 2015 – 16 implementation</li> </ul>	\$1,500 LCFF



	<ul style="list-style-type: none"> <li>phone system</li> <li>No cost</li> </ul>	<ul style="list-style-type: none"> <li>No research on a new phones system, other than as part of the Ridgewood School Internet infrastructure upgrade</li> </ul>	
Implement district-wide positive intervention wide strategies such as PBIS and Second Step	<ul style="list-style-type: none"> <li>Research, materials and training</li> <li>\$10,000</li> <li>LCFF</li> <li>Medi-cal funds</li> </ul>	<ul style="list-style-type: none"> <li>After the 2013 – 14 LCAP was submitted, the Cutten School District was included in a successful grant submission – the Humboldt Bay Area School Climate Transformation Grant administered by Eureka City Schools, the neighboring school district. No movement took place regarding this service until April, 2015 – professional development for certificated staff</li> </ul>	<ul style="list-style-type: none"> <li>\$2,900 salaries LCFF</li> <li>\$408 supplies LCFF</li> </ul>
Fully implement No Bully ® program	<ul style="list-style-type: none"> <li>Staff training and materials</li> <li>\$500</li> <li>LCFF or grant</li> </ul>	<ul style="list-style-type: none"> <li>No Bully ® program was not utilized; no need indicated</li> </ul>	<ul style="list-style-type: none"> <li>\$0</li> </ul>
Fund maintenance / custodian director position 1.0 FTE	<ul style="list-style-type: none"> <li>Increase position by .25 FTE</li> <li>\$15,500 (increase)</li> <li>LCFF</li> </ul>	<ul style="list-style-type: none"> <li>The position increased from .75 FTE to 1.0 FTE</li> </ul>	<ul style="list-style-type: none"> <li>\$43,210 LCFF</li> </ul>
Increase custodial staffing	<ul style="list-style-type: none"> <li>Increase services by .60 FTE</li> <li>\$29,500 (increase)</li> <li>LCFF</li> </ul>	<ul style="list-style-type: none"> <li>Custodial services increased to 2.92 FTE</li> </ul>	<ul style="list-style-type: none"> <li>\$109,160 LCFF</li> </ul>
Increase site safety	<ul style="list-style-type: none"> <li>Install bus cameras, alarm system, safety locksets</li> <li>\$28,000</li> <li>LCFF</li> <li>Donations</li> </ul>	<ul style="list-style-type: none"> <li>Installed safety locksets on Ridgewood and Cutten School sites</li> <li>Installed bus monitoring system, two buses</li> <li>Installed Ridgewood School alarm system</li> </ul>	<ul style="list-style-type: none"> <li>\$12,670 LCFF</li> <li>\$14,000 Donation</li> <li>\$4,100 LCFF</li> <li>\$3,858 LCFF</li> </ul>
Enhance meal program to exceed USDA requirements	<ul style="list-style-type: none"> <li>Provide more appealing entrees</li> <li>No add'l cost</li> <li>Provide garden- fresh produce</li> <li>Cost TBD - donations</li> </ul>	<ul style="list-style-type: none"> <li>Additional fruit and vegetable choices, more palatable bread choices, and organic burrito offered</li> </ul>	<ul style="list-style-type: none"> <li>\$0</li> </ul>
Scope of service:	Ridgewood & Cutten Schools	Scope of service:	Ridgewood & Cutten Schools

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Expand school social worker (SSW) services  Provide services to support parents in attending parent education, informational meetings, school events and in volunteering at the school	Assign .10 FTE SSW to homeless, foster & LI students • \$7,200 • LCFF supplemental grant  Childcare, interpreter services, meeting supplies, training • \$500 • LCFF Supplemental grant • Medi-cal funds	<ul style="list-style-type: none"> <li>The school social worker is the homeless and foster youth liason; responsibilities include removing barriers to learning, which comprise assisting LI (formerly SED) families and students to access services ranging from laundry tokens to community assistance services</li> <li>Any services required did not generate a cost beyond the SSW's time</li> </ul>	\$5,030 LCFF supplemental  \$0
Scope of service: <input type="checkbox"/> Ridgewood and Cutten Schools		Scope of service: <input type="checkbox"/> Ridgewood and Cutten Schools	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>Increased and improved monitoring for truancy and chronic absenteeism via a newly-implemented student information system; increased support by the school social workers to assist families who struggle to get their children to school</li> <li>In-depth planning for a data-supported Positive Behavior Intervention System, and possible mid-year program implementation supported by the Humboldt Bay Area School Climate Transformation grant</li> <li>The parent and student survey will be rewritten for easier disaggregation related directly to the LCAP goals</li> <li>Additional site safety needs will be addressed including extended fencing, surveillance camera installation, and playground paving in the future</li> <li>Deferred maintenance projects will receive attention – flooring replacement, painting, etc.</li> <li>Possible Prop 39 energy efficiency changes/modifications will go into effect</li> </ul>		

- Enhanced partnership between the school, PTA and Cutten Ridgewood Student Foundation to provide additional social and educational opportunities for family / parent involvement in the school program

Original GOAL from prior year LCAP:	<p><b>Goal 3</b>                  Increase access to and competence in the use of 21st Century learning tools, resources and skills for all staff and students.</p>		Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5__ 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Ridgewood and Cutten Schools	
Expected Annual Measurable Outcomes:	<p><b>Metric</b></p> Infrastructure site report ✓ Ridgewood ✓ Cutten  Future Ridgewood modernization project – DSA approved plans  SBAC & Local Multiple Measures  Stakeholders recommend: ✓ Ridgewood infrastructure update ✓ Cutten & Ridgewood wireless backbone ✓ 1:1 student devices ✓ possible computer lab overhaul, depending upon future SBAC demands ✓ professional development ✓ Greater connection between	<p><b>Outcome</b></p> 1% increase in achievement in math and ELA for all groups except for socio-economically disadvantaged (SED) students, students with disabilities, foster youth, and homeless youth, who will show a 2% increase  Increased access: ✓ Improved Ridgewood bandwidth ✓ Wireless access at both sites ✓ 1 cart per grade level access to 25 – 30 devices, grades TK – 6  Continued and expanded use of mass notification system by groups	<p><b>Actual Annual Measurable Outcomes:</b></p> Local multiple measures scores are fully disaggregated at the end of each school year. At the second trimester, the following represents the number of students at or above grade level as recorded on student progress summaries: Writing 56% baseline, year-end: 72% Reading 71% 75% Math 74% 80%  Baselines for SBAC will be released June 30.  ✓ Ridgewood School Internet infrastructure upgrade designed and bid awarded for 2015 – 16 installation; wireless system is based upon the upgrade completion ✓ Wireless network installed at Cutten School ✓ 200 Chromebooks and cart/cupboard storage purchased for K – 6: additional TK device purchase still under review  <i>Blackboard Connect</i> continued to notify families of emergency and outreach information  These <i>italicized</i> outcomes are not necessarily quantifiable, other than

	<p>school &amp; parents</p>	<p><i>Increased opportunities for CCSS creativity, collaboration, critical thinking &amp; communication</i></p> <p><i>Increased opportunities to use technology and digital media strategically and capably to support achievement</i></p> <p><i>Strengthened differentiation</i></p> <p>Focused professional development for all staff resulting in improved instruction</p>		<p>student access to research and productivity tools increased from 30 computers in the computer lab, to a total of 170 Chromebooks and desktop devices for a student body of 310 students at Cutten School, and Ridgewood School added 77 Chromebooks to those already in classrooms – or seven per classroom</p> <p>A certificated full-day plus district meeting time was devoted to expanding teacher skills and the means to incorporate the technology into instruction to make transformational learning opportunities that might not be as effective without the technology</p>
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Upgrade Ridgewood School Internet infrastructure for improved access</p> <p>Ridgewood School</p>	<p>Upgrade infrastructure</p> <ul style="list-style-type: none"> <li>• \$45,000</li> <li>• CCSS implementation funds</li> <li>• LCFF</li> </ul>	<p>Design and bidding process completed; most upgrade expense will be found in 2015 - 2016</p>	<p>\$1,500 architect fee</p> <p>\$1,000 Project posting fee</p> <p>LCFF</p>	
<p>Establish strong wireless backbone</p> <p>All Students Both Schools</p>	<p>Install wireless access points throughout the sites</p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• CCSS implementation funds</li> <li>• LCFF</li> </ul>	<p>Wireless infrastructure installed at Cutten School</p>	<p>\$2,810</p> <p>LCFF</p>	
<p>Provide 1:1 student devices – eventual goal</p> <p>All Students Both Schools</p>	<p>Purchase one class set devices &amp; cart per grade level</p> <ul style="list-style-type: none"> <li>• \$68,000</li> <li>• CCSS implementation funds</li> <li>• Microsoft Voucher program</li> <li>• LCFF</li> </ul>	<p>Purchased 200 Chromebooks, four charging carts, and eight charging cabinets</p> <p>1:1 headphones purchased – Cutten School</p>	<p>\$70,802</p> <p>LCFF</p> <p>CCSS implementation funds</p>	

Increase tech support All Students Both Schools		position to 1.25 FTE • \$10,700 • LCFF	Because the device acquisition happened gradually over the school year, the full additional tech support was not required. A consultant assisted us with the Chromebook purchase and enrollment, plus the wireless infrastructure installation.	\$2,455 LCFF	
Provide focused, individualized professional development All Staff		Training and materials • \$5,000 • LCFF • CCSS implementation funds • Title I	District meeting training and full-day training with Colby Smart of HCOE took place during regular contract time, incurring no additional costs	\$1,000 CCSS implementation	
Scope of service:	Both Schools All Students		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Provide instructional software for EL for RFEP students		Purchase software • \$500 • LCFF supplemental grant • Microsoft voucher program	Purchased one Rosetta Stone license for a sixth grade EL student (one of three in the district); RFEP students received increased access to devices – software was free	\$99 LCFF supplemental	
Scope of service:	Ridgewood and Cutten Schools		Scope of service:	Cutten School	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> <li>• We will move forward with the Ridgewood School Internet infrastructure upgrade, wireless network installation, and content filtering / security suite implementation.</li> <li>• As the number of devices at both sites increase, tech support at Cutten School will shift to reflect less time spent in student instruction to teacher support / device and infrastructure maintenance</li> </ul>			

- SBAC testing schedules and the resulting scores will need review to assess how additional devices will be deployed.
- With the expansion in the number of devices, a deftly-designed plan for replacing aging/obsolete devices must be designed and put into action.
- Expanded opportunities for technology-focused, individualized professional development is essential

**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:	\$330,667
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**2015 - 2016**

Cutten School District has an unduplicated count of 44.99% as determined by CALPADs. Utilizing the BASC calculator, our 2015-16 LCFF base is \$3,836,008 and our supplemental funds are \$330,667, or 8.62% of the LCFF base allocation of \$3,836,008. The growth in 2015-16 is \$276,093, and is based upon GAP funding figure of 53.08% for 2015-16.

Supplemental funds will be used for:

- School social worker (a 1.20 FTE position) to target pupils to reduce or remove obstacles to learning, support regular attendance, provide access to and coordinate school and community resources, and to collaborate with stakeholders to foster success. A school social worker is the designated foster youth and homeless youth liaison. Refer to the following sites for information supporting the need for and the effectiveness of school social workers: <http://sswaa.site-ym.com/?600> ; [http://www.naswdc.org/advocacy/documents/issue\\_brief-child\\_welfare.pdf](http://www.naswdc.org/advocacy/documents/issue_brief-child_welfare.pdf); <http://www.naswdc.org/advocacy/school/documents/Education%20of%20Children%20and%20Youths.pdf>
  
- Supplemental funds enable us to reduce class size across all grades. The following websites provide research data supporting reduced class size as a strategy to improve instruction for unduplicated students and to all students: <http://www.classsizematters.org/research-and-links/> ; <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>
  
- The enhanced RTI program, **Targeted Intervention Program**, (TIP) provides quality direct instruction to underachieving students; LI, EL, foster and homeless students, and pupils with disabilities are the first priority, and if there are any openings, other underachieving students are served. Oversight is provided by the Resource Specialist Teacher, with 0.3 FTE dedicated to this program. The RST trains instructors (classroom assistants assigned to the classroom three hours each day), provides lesson plans, establishes progress-monitoring protocols, and collaborates with classroom teachers and other support providers. The enhanced RTI program supports the equitable assignment of resources, and will assure that students are receiving research-based, quality instruction. For more information: <http://www2.oregonrti.org/files/u9/FuchsFuchsWhatisRTIArticle.pdf> ; <http://www.centeroninstruction.org> ; [http://stage.fcrr.org/publications/publicationspdf/critical\\_elements.pdf](http://stage.fcrr.org/publications/publicationspdf/critical_elements.pdf)

\$ 76,490	Smaller class size
\$183,377	Classroom aides / intervention aides – 1:1 or small group Targeted Intervention Program (TIP)
\$ 71,929	School social worker
\$331,796	Total supplemental factor funds

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.

8.62	%
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**For 2015-16**

The District will expend all of its \$331,796 Supplemental factor funds on the support services described above in 3A. These funds will increase intervention and counseling services provided by the social worker for students with the greatest needs. Supplemental funding will also increase support for low income, EL and FY students who need academic intervention provided by instructional assistants in every classroom, and through the Targeted Intervention Program. Increasing intervention and support services across the district will fulfill our proportionality obligation. The proportionality percent required for Cutten School District is 8.62% of the base LCFF funds. The remaining LCFF monies are to be spent on base services to all students.

Increasing intervention and support services across the district will fulfill our proportionality obligation. The proportionality percent required for Cutten School District is 8.62% of the base LCFF funds. The remaining LCFF monies are to be spent on base services to all students.

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



**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]