

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Cutten Elementary	Susan Ivey	sivey@cuttensd.org
	Superintendent	707-441-3930

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Our vision: Building a better world, one student at a time . . .

The Cutten School District, in partnership with our community, ensures that each student is empowered with the knowledge and skills necessary to meet challenges in an increasingly complex, competitive world.

We provide our students:

An opportunity to strive to full academic potential;

An appreciation of the arts and humanities;

An opportunity to learn about themselves and the world around them;

An opportunity to grow as responsible citizens of our community and our country;

A respect for the rights of the individual in a democratic society; and,

A sense of their own, unique value.

The Cutten School District has provided excellence and stability in educating children since 1891. About 35 years ago, the decision was made to change the district's two kindergarten – sixth grade schools into the current configuration, allowing us to focus instruction, materials, facilities, and staffing on the specific needs of each grade span, while keeping combination classes and services and materials duplication to a minimum. Transitional kindergarten through second grade students attend Ridgewood School, and third through sixth grade students attend Cutten School. Although we possess two CDS codes, we consider ourselves one school with two sites, separated from each other only by a 2.6 mile stretch of road. In light of this, and supported by the tightly-knit and extremely supportive community, the same families in attendance at both sites, and the highly collaborative staff, it is nearly impossible to talk about the

achievements and needs of one site without including the other site in the conversation. We are joined by a common vision, and a deep-seated commitment to the development of the whole child; the success of each site is dependent upon the other. An indication that our district is considered one of the most desired on the North Coast is that about 38% of our enrollment is comprised of interdistrict transfer students. Our families have a shared purpose; they value and actively support quality education for their children.

Priorities for the district over the past three decades include:

- ~ close relationships with parents / guardians, as evidenced by the award-winning PTA, the Cutten Ridgewood Student Foundation (CRSF) that has raised over \$300,000 for the schools just in the past few years, and the high number of parents / guardians present in classrooms, events, and on field trips
- ~ assistants in every classroom for at least three hours every day
- ~ high quality fine arts opportunities including a full-time music teacher, and supported by strong relationships with community groups, PTA, and CRSF
- ~ responsive support services team including school social workers, the special education team, and administrators, who regularly review the needs of every student and who attempt to allocate resources in the most timely and equitable way
- ~ ample access to administrators who maintain an open door policy and who are present at the vast majority of school events
- ~ dedicated, professional, hardworking, compassionate classified and certificated staff who strive to create a family /community climate

Statistically, of an enrollment of 604 students at this writing, spring 2018:

46.5% 2017 - 2018 LCFF funding -- unduplicated student count (socio-economically disadvantaged, foster and homeless youth)

16.8% Hispanic or Latino of Any Race

6.3% American Indian or Alaskan Native:

4.2% Asian

0.2% Pacific Islander

60% White

0.5% African American:

11.6% Two or More Races:

2.0% English Learners (12 students)

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

Priority 4 Student Achievement

API growth and Subgroup Performance - API no longer exists

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 8 Other Pupil Outcomes

Concurrent enrollment in community college classes

Graduation rate of McKinney-Vento students

Number of students receiving Seal of Biliteracy

Priority 5 Student Engagement

Middle and high school school dropout rates

High school graduation rates

LCAP Highlights

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

Key features of the 2018 - 20 LCAP as influenced by the 2017 - 2018 LCAP highlights include:

Goal 1 remains the same - Increase student achievement levels, improving the foundation for college and career readiness.

Goal 2 remains the same - Ensure a safe and welcoming learning environment where students are connected and fully-engaged in their education.

Enrollment projections and an increase in the demands on the special education program and regular education classes dictated the establishment of a special day class at Ridgewood School for grades TK - 2. In 2017 - 2018, we successfully implemented the special day class and were able to meet the needs of the burgeoning special education program. As a result, certificated resource staffing increased from 2.0 FTE to 3.0 FTE.

The food service manager has enhanced the school meal program by offering increased variety and more meals prepared on site. Meals continue to surpass minimum nutritional standards. The very limited kitchen facility still poses challenges.

The implementation of the National Geographic Reach for Reading ELA curriculum brought about major changes in how progress is reported. After a trial year in 2016 - 17 of implementing the provided assessments with fidelity, adjustments have been made with local measures used to assess progress. Formative assessments are used throughout the year to inform teachers of progress, and in designing and providing instruction throughout the school year and into the 2018 - 19 school year. Accelerated Reader was purchased in the spring of 2018 for grades 1 and 2 and will be fully implemented in grades 1 - 6 in 2018-19. Data from this program will be included in local measures.

The process for a General Obligation Bond measure was initiated in 2017-18 and will be put to voters on the November ballot. If the measure passes, the district will make significant improvements to facilities.

The Ridgewood Modernization project, originally approved in 2013, but unfunded, was re-submitted for approval in March 2018. If funded, the district will begin modernization of the commons area and the adjacent kindergarten classrooms.

Review of Performance

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

Greatest Progress

1. Staffing levels - we have no difficulty attracting and retaining highly qualified classroom, music, special education, and GATE teachers; every classroom teacher is assisted by an aide three hours daily; resource specialist teacher staffing was increased from 2.0 FTE to 3.0 FTE to serve the needs of children with IEPs, including students who benefit from a special day class setting.
2. ELA CAASPP -- Change: Overall = +3.9 (green); White = +3.9 (green) SED +9.8 (yellow); Hispanic +13.8 (yellow); SWD +9.8 (orange); Status change: White = +7.2 (green); Asian +22.8 (no color)
3. Math CAASPP increases -- Change: SED = +7 (yellow); Hispanic = +7.5 (yellow); White = +1.4 (yellow)
4. Suspension Rates -- Maintained/Decreased/Decreased Significantly: Asian = -3% (blue); Multiple Race = 0% (blue); Status Low/Very Low <2% an maintained or decreased: Asian = 0% (blue); Multiple Race = 0% (blue)
5. The California Healthy Kids Survey was administered to fifth grade students. The results show marked increase in the following ratings measured: academic motivation; caring adult relationships; high expectations; meaningful participation; feel safe at school; students treated fairly when they break school rules; and students treated with respect. The district's sweeping culture of community and caring has contributed to the high ratings. Particularly significant is that 91% of students feel safe at school all the time, and 94% of students feel they are always treated with respect.
6. The District began a "Hugs and High Fives" system, based on the Check-in, Check-out model, to provide a daily personal connection with identified students who exhibit problem behaviors and/or a disconnect to school. "Hugs and High Fives" provides frequent, consistent feedback and positive reinforcement.
7. We more than doubled the number of stakeholders attending our LCAP Community Meeting. We were able to garner a wide variety of suggestions, some of which will be incorporated in this year's LCAP.
8. The district's parent participation rate remains high, and the district met the target goal: 100% of parents participated in IEP meetings, and 98% of parents attended parent/teacher conference meetings.
9. There was a significant increase in the number of parents who responded to the LCAP survey this year. The number of responses is 107, an increase of 24 responses from the previous year.
8. Parent and student surveys, staff meeting and survey input, School Site Council / LCAP advisory group, and Community Meeting input from stakeholders validated current practices and supported their continuance:
 - Teachers appropriately assigned
 - priority 1 - basic services
 - Assistants in every classroom
 - priority 4 - standard achievement
 - High rate of parent involvement in the classroom and school events
 - priority 3 - parent involvement
 - Positive school climate / PBIS / Second Step implementation
 - priority 5 - student engagement, and
 - priority 6 - school climate
 - Full-time music program
 - priority 7 - course access
 - Staff / administrator accessibility
 - priority 3 - parent involvement

Social work support
priority 5 - student engagement
Open / frequent communication
priority 3 - parent involvement
priority 5 - student engagement
Small class size
priorities 1, 2, 4, 5, 6, 7, & 8
Access to technology
priorities 1, 2, 4, 5, 6, 7, & 8
Sufficient instructional materials
priority 1 - basic services
priority 2 - standards implementation
Targeted Intervention Program implementation
priority 4 - student achievement
Maintain robust technology infrastructure and access to technology
priorities 1, 2, 4, 5, 6, 7, & 8

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

Greatest Needs

Greatest needs according to Dashboard and local measures:

1. Reducing chronic absenteeism -- While absenteeism was up this year due to a particularly difficult cold and flu season, the number of students chronically absent rose as well. The 1.3 FTE school social worker time will direct greater focus on this issue, assisted by access to the student information system, which will be in its third year of use. District staff is designing an Attendance Incentive Program that provides for ways to encourage good attendance through education, celebrations, and rewards.
2. Increasing ELA and math CAASPP scores, especially in identified sub groups. Teachers and administrators will analyze test data, and will meet regularly to chart progress of those students whose test results are below the level of acceptance. Interim practice tests will be administered to students. Staff will develop intervention plans with specific strategies for improvement to meet the academic needs of students who are at risk. The district Leadership Team will continue to research and arrange training and materials targeting areas that indicate a need for improvement. Grade level teams will work together to develop strategies for improving instruction for the whole class and for individual students. A Math Assistance Program will be designed for students not meeting grade level standards.
3. Continued implementation of the ELA curriculum and fine-tuning of the standards-based report card to accurately and objectively report student progress in meeting year-end, exit goals.
4. Research and support for Next Generation Science Standards implementation. Curriculum is not ready for adoption until the fall of 2018. In the meantime, staff is researching new materials and adapting materials on hand.
5. Purchase History-Social Science curriculum. The newly published state-adopted HSS curriculum is available for preview at the county office of education. To begin the process, a district team will screen

the curriculum to narrow down the choices. Next, district teachers will screen the remaining curriculum and come to a decision about which is most suitable for our district.

6. Modernization of our school facilities. The district has re-submitted the Ridgewood School Modernization Project through the State of California Office of Public School Construction. This project was originally approved in 2013, and was placed on hold due to lack of funding. With Proposition 51, new funding has become available. Additionally, deferred maintenance funds will be used to complete repairs and replacement of deteriorating metal ramps, rain gutters, and fire alarm systems at both school sites.

7. Replace aging school buses. The district will purchase two 84-passenger school buses, one this year, and another next year.

8. Ridgewood School will be painted next year, and Cutten School the following year.

9. The telephone system at Ridgewood School will be replaced in the summer of 2018.

Greatest needs according to the State Dashboard include:

1. Increasing CAASPP scores

In 2017, none of our students were given the California Alternative Assessment. For 2018, at least six students will be taking the CAA. More test practice using the ELA and math CAASPP interim assessments will likely improve test scores for all subgroups, including socioeconomically disadvantaged and Hispanic youth.

2. Decreasing the suspension rate for students with disabilities

The full implementation of PBIS, especially for Tier II and Tier III students, and use of Restorative Practices, will provide an alternative to removing a student from the school learning environment.

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

Performance Gaps

We have concerns with the validity, reliability and methodology behind this new state metric. The calculation based on comparing a part (student group) to a whole (all students) to which it is a member is questionable. Our subgroups are so small in membership that the resulting gap metric is subject to wide swinging volatility year to year. One or two students can have a significant impact on a category. Finally, achievement measures involving students with disabilities being compared to a majority of students without disabilities suggests that students with moderate to severe learning disabilities will achieve the same academic outcomes and do so in the same time. The metric would be improved by measuring gaps between each district group and comparing how a matched group is doing statewide outside the district.

Suspension Rate - All Student Result = Yellow

Subgroups 2+ levels below

Students with Disabilities = Red

Hispanic = Red

Expand PBIS and Restorative Practice implementation; increase training for playground supervisors.

ELA Achievement - All Student Result = Green

Students with Disabilities = Orange

American Indian = Orange

Ensure Special Education curriculum alignment, and supplement as necessary. Implement tiered supports based on more frequent formative assessments.

Math Achievement - All Student Result = Yellow

Students with Disabilities = Red

Ensure SpEd curriculum alignment, and supplement as necessary. Provide targeted intervention with additional support in the classroom as push-in for low performing SpEd students.

Implement tiered supports based on more frequent formative assessments.

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

Increased or Improved Services

1. The number of foster youth varies in the district each year from zero to a high of four students. The school social worker is the foster youth liaison with the Humboldt County Office of Education. Depending upon the number of foster youth, SSW focus will increase accordingly.
2. Data from the California Dashboard indicates that students with disabilities and socioeconomically disadvantaged students are suspended proportionately more often. As mentioned above, Tier II (targeted supports) and Tier III (intensive supports) interventions through our PBIS program will be fully implemented. These interventions can be effective in working with students at risk for academic and/or behavioral concerns.
3. Funding an additional teacher helps class size stay low; research shows that elementary school students, at-risk students, and special-needs students receive greater benefit from small classes than other populations.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$6,198,052
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,041,499

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

\$1,156,553

Central administrative costs such as legal, audit fees, supplies, etc.; retiree benefits, after school program, STRS on-behalf; substitutes, crossing guards, donations, lottery expenses; utilities, IT support, restricted operational expenses (5XXX), Co-Op contract, regional special education, maintenance & operations expense; cell phone stipends. Planned actions include cafeteria transfer out.

DESCRIPTION	AMOUNT
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Total Projected LCFF Revenues for LCAP Year

\$5,026,564

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: NONE

Annual Measurable Outcomes

Expected

Metric: 1.1
Number of highly qualified teachers / appropriate teacher assignments

Baseline: 100% highly qualified, appropriate teacher assignments

17/18: Maintain 100% highly qualified, appropriate teacher assignments

Actual

Metric 1.1 MET
Number of highly qualified teachers / appropriate teacher assignments
Maintained 100% highly qualified, appropriate teacher assignments.

Expected

Metric: 1.2

Local multiple measures of student achievement

Second trimester scores - best possible indicator at the time the LCAP must be written; not indicative of the student achievement at year's end - meeting exit standards

Baseline: 2017 multiple measures indicated progress at the 2nd trimester - "progressing" or "met":

reading, 69%;

writing, 57%,

math, 70%

17/18: 1% increase in achievement in math and ELA for all groups -- multiple measures progress at the 2nd trimester - "progressing" or "met":

reading, 69%;

writing, 57%,

math, 70%

Actual

1.2 MET

Local multiple measures of student achievement

Multiple measures results at the 2nd trimester - "progressing" or "met":

reading, 70%;

writing, 61%,

math, 73%

Expected

Metric: 1.3 A broad course of study provided to all students

Baseline: 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 - as reflected in progress summaries

17/18: Maintain 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 - as reflected in progress summaries

Metric: 1.4
CAASPP scores

Baseline: CAASPP 2015 - 16 Met/Exceeded 2015 - 16

47% ELA

40% Math

ELA Dashboard

All students: Low/yellow (8.5 pts below level 3)

Socioeconomically disadvantaged: Low/yellow (32.1 points below level 3)

Hispanic: low/orange (30.6 points below level 3)

Math Dashboard

All students: Low/yellow (17.7 points below level 3)

Actual

1.3 MET

A broad course of study provided to all students

Maintained 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 - as reflected in multiple measures and site schedules.

Metric 1.4 MET FOR ALL OUTCOMES EXCEPT OVERALL MATH DASHBOARD
CAASPP scores

Actual: CAASPP 2016 - 17 Meet/Exceed

50% ELA MET

43% Math MET

ELA Dashboard

All students: increased (4.6 points below level 3) MET

Socioeconomically disadvantaged: increase (22.4 points below level 3) MET

Hispanic: yellow (16.8 points below level 3) MET

Math Dashboard

Expected

Socioeconomically disadvantaged: Low/yellow (42.1 points below level 3)

Hispanic: Low/red (45.3 points below level 3)

17/18: CAASPP 2016 - 17 Meet/Exceed

48% ELA

41% Math

ELA Dashboard

All students: increase (4.5 pts below level 3)

Socioeconomically disadvantaged: increase (28.1 points below level 3)

Hispanic: orange (26.6 points below level 3)

Math Dashboard

All students: increase (13.7 points below level 3)

Socioeconomically disadvantaged: increase (38.1 points below level 3)

Hispanic: increase (41.3 points below level 3)

Metric: 1.5

5th grade Science California Science Test scores

Baseline: California Science Test no longer exists.

CAST baseline set in 2018 - 19

17/18: CAST pilot test

2016 - 2017

Actual

All students: maintained (18.4 points below level 3) NOT MET (decrease of 4.7)

Socioeconomically disadvantaged: increase (35.1 points below level 3) MET

Hispanic: increase (38 points below level 3) MET

1.5 RESULTS NEXT YEAR

5th grade Science California Science Test scores

Fifth grade students participated in the CAST pilot test. The CAST baseline will be set in 2018-19.

Expected

Metric: 1.6
Class size.

Baseline: Class size 24:1 or less, grades TK-3
28 or less, 4 - 6

17/18: Maintain class size 24:1 or less, grades TK-3;
28 or less, 4 - 6

Metric: 1.7
English learner re-designation - CELDT

Baseline: This metric changed in 2016 - 2017.
9 EL (all in grades K - 2);
1 EL 4+ Not at Risk (grade 5 student with IEP);
9 RFEP = 19 Ever-EL
No students at risk.

17/18: Maintain “no students at risk”

Actual

1.6 MET
Class size
Maintained average class size of 21:1 in TK - 3, and 27:1 in grades 4 - 6.

1.7 EL PROGRESS NOT MEASURABLE DUE TO NEW TEST
English learner re-designation - New ELPAC test - Spring 2018
As of March 1, 2018: 12 EL students. All students making progress,
based on local measures.

Expected

Metric: 1.8
NGSS materials purchase & implementation

Baseline: District adaptation - FOSS materials and online curriculum

17/18: District adaptation - FOSS materials and online curriculum

Metric: 1.9
5th grade physical fitness scores

Baseline: 74% met six of six fitness standards

17/18: 75% - six of six fitness standards

Actual

Metric 1.8 Note: This outcome will be eliminated next year, and included as an Action.

NGSS materials purchase & implementation

During the 2017-18 school year, a .20 FTE curriculum development coordinator was hired to begin implementation. Teachers received training in how to utilize online curriculum. A Google Classroom was developed to provide teachers access to materials and curriculum that is NGSS-aligned. Each grade level was provided with science lessons using the Next Generation Science Standards. Staff was provided with a guide showing how the FOSS materials could be reorganized/utilized to meet the NGSS. Work has begun to adapt the FOSS kits until curriculum is available to preview and consider for adoption.

Metric 1.9 NOT MET

5th grade physical fitness scores

Spring 2017 scores show that an average of 72% met six of six fitness standards. More emphasis needs to be devoted to aerobic capacity, body composition, and upper body strength.

Expected

Metric: 1.10

Professional development registration / attendance records

Baseline: 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards

17/18: Maintain 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards

Metric: 1.11

Participation rates in arts opportunities

Baseline: 100% students receiving music instruction

17/18: Maintain 100% students receiving music instruction

Actual

Metric 1.10 MET

Professional development registration / attendance records
96% of certificated staff participated in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards.

Metric 1.11 MET

Participation rates in arts opportunities
100% of all students received music instruction, grades TK - 6.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.1
 a. Students taught by 25.0 highly qualified certificated teachers - no mis-assignments; employ administrator staffing sufficient to support the school program
 b. provide induction support as needed (2nd budget expenditure box) BTSA
 c. Supplies
 d. Services

1.1
 a. All students taught by highly qualified certificated teachers. An increase of .40 administrator was added to support the new Superintendent and school program.
 b. BTSA/teacher induction program support was provided to the two eligible teachers.
 c. We spent funds on materials and supplies to support teachers in their classrooms.
 d. The district purchased services to support instruction.

Amount
 a. 2,539,184
 b. 4,000
 c. 18,727
 d. 6,167

Source
 a. LCFF, Title II, REAP
 b. LCFF
 c. LCFF
 d. LCFF

Budget Reference
 a. Salaries & Benefits (1100, 1301, 1302, 1303)
 b. 0000-1134 - A100
 c. Materials & Supplies
 d. Other Services

1.1
 a. 2,480,296
 b. 4,000
 c. 5,000
 d. 4,000

Source
 a. LCFF, Title II, REAP
 b. LCFF
 c. LCFF
 d. LCFF

Budget Reference
 a. Salaries & Benefits (1100, 1301, 1302, 1303)
 b. 0000-1134 - A100
 c. Materials & Supplies
 d. Other Services

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.2
 Provide Tier 2 RTI / Targeted Intervention Program (TIP)
 0.10 FTE coordinator
 Program oversight and training, providing research-based

1.2 A highly-qualified, certificated teacher provided program oversight, training, research-based curriculum and assessment, and direct instruction through the Targeted

Amount
 8,339

Source
 LCFF

1.2
 Amount 6,280

Source LCFF

Budget Reference

Planned Actions/Services

curriculum and assessment - 1:1 or small group direct instruction.

Actual Actions/Services

Reading Intervention Program. Low achieving unduplicated count students received the highest priority (see Action 3) for service. Service began the first week of October after comprehensive initial assessments, a review of previous year achievement levels and unduplicated count students for the current year. As the year progressed, the TIP program served:

Trimester 1: 109 students in 26 groups 45% unduplicated students

Trimester 2: 100 students in 26 groups 46% unduplicated students

Trimester 3: 98 students in 26 groups 46% unduplicated students

As of March 23, 2018, 10 students exited upon reaching their goals

Budgeted Expenditures

Budget
Salaries & Benefits -1133-A100

Estimated Actual Expenditures

Salaries and Benefits - Salaries & Benefits, 1133-A100

Action 3

Planned Actions/Services

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 to unduplicated students and FY

- a. 0.30 FTE Coordinator
- b. 0.50 hour daily per 25 classroom assistants
- c. Assessment/instructional materials

Actual Actions/Services

1.3 A highly-qualified, certificated teacher provided program oversight, training, research-based curriculum and assessment, and direct instruction through the Targeted Reading Intervention Program. Low achieving unduplicated count students received the highest priority (see Action 2) for service. Service began the first week of October after comprehensive initial assessments, a review of previous year achievement levels and unduplicated count students in the current year. As the year progressed, the TIP program served:

Trimester 1: 109 students in 26 groups 45% unduplicated students

Trimester 2: 100 students in 26 groups 46% unduplicated students

Trimester 3: 98 students in 26 groups 46% unduplicated

Budgeted Expenditures

Amount

- a. 18,916
- b. 24,081
- c. 500

Source

- a. LCFF supplemental funds
- b. LCFF supplemental funds
- c. LCFF supplemental funds

Budget Reference

- a. 0001-1133 Salaries & Benefits (A100)
- b. 0001-2100 Salaries & Benefits (A100)
- c. 0001-5800 (A100)

Estimated Actual Expenditures

1.3
Amount

- a. 18,839
- b. 17,791
- c. 12,093

Source

- a. LCFF Supplemental funds
- b. LCFF Supplemental funds
- c. LCFF Supplemental funds

Budget Reference

- a. 0001-1133-A100 Salaries & Benefits
- b. 0001-2100-A100 Salaries & Benefits
- c. 0001-4310-A200 Supplies

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

students
As of March 23, 2018 10
students exited upon reaching
their goals.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.4
 Provide special education and speech and language services
 a. 2.0 FTE resource teacher salary
 b. 1.0 FTE speech and language pathology assistant & program oversight and 1.07 FTE Special Education Assistants
 c. Supplies

1.4 2.0 Special Education teachers provided Resource Program services and some Tier II services to Cutten and Ridgewood students. A contracted speech and language therapist conducted assessments and IEP meetings and provided supervision for the full time, 40 hr/week speech and language pathology assistant. A total of 65.5 hours per week assistants served the resource program.

Amount
 a. 185,761
 b. 88,973
 c. 1,150

 Source
 Special Education
 RS 6500 & 3310

 Budget Reference
 a. Salaries & Benefits (3310-1104 & 6500-1104)(FN 1120/1190)
 b. 6500-1104 (FN 1190),
 c. 6500-4310

1.4
 Amount
 a. 159,591
 b. 147,644
 c. 1,150

 Source
 a. Special Education, RS 6500 & 3310
 b. Special Education, RS 6500 & 3310
 c. Special Education, RS 6500 & 3310

 Budget Reference
 a. 3310-1104 & 6500-1104 (FN 1120/1190) Salaries & Benefits
 b. 6500-2900 (FN 1190), 6500-2900, 3310-2103, 6500-2103, 6500-2122, 6500-1104 Salaries & Benefits
 c. 6500-4310 Supplies

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.5
 Establish TK - 2 Special Day Class at Ridgewood School
 a. 1.0 FTE teacher
 b. 1.125 FTE assistants
 c. Books and Supplies
 d. Furniture and Equipment

1.5
 A TK - 2 Special Day Class was established at Ridgewood School beginning in the 2017-18 school year.
 a. 1.0 FTE teacher hired.
 b. 1.125 FTE assistant hired.
 c. Books and Supplies were purchased.
 d. Furniture and Equipment were purchased.

Amount
 a. 78,894
 b. 30,907
 c. 11,800
 d. 9,490

Source
 a. Special Education
 b. Special Education
 c. Special Education
 d. Special Education

Budget Reference
 a. Salary & Benefits (6500-1104) (FN 1110)
 b. Salary & Benefits (6500-2103) (FN 1110)
 c. 6500-Materials & Supplies (4xxx)
 d. 6500-Contract Services (5800)

1.5
 Amount
 a. 63,487
 b. 27,034
 c. 3,061
 d. 2,558

Source
 a. Special Education
 b. Special Education
 c. Special Education
 d. Special Education

Budget Reference
 a. 6500-1104 (FN 1110) Salaries & Benefits
 b. 6500-2103 (FN 1110) Salaries & Benefits
 c. 0000, 6500-Materials & Supplies (4XXX)
 d. 0000, 6500-Furniture & Equipment, Supplies (4310, 4400 & 4421)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.6
 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom
 a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6
 b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily

1.6
 a. Average class sizes of 21:1 in grades TK - 3, and 27:1 in grades 4 - 6 were maintained.
 b.1. Classroom aides were maintained in every classroom 3 hrs daily
 b.2. Classroom aides were maintained in every classroom 3 hrs daily

Amount
 a. 73,598
 b.1. 26,766
 b.2. 239,459

 Source
 a. LCFF - Supplemental
 b.1. LCFF - Supplemental
 b.2. Title I

 Budget Reference
 a. Salaries & Benefits (1100)(3xxx)
 b.1. Salaries & Benefits (2100-A100)(3xxx)
 b.2. Salaries & Benefits (2100-A100)(3xxx)

Amount
 a. 70,317
 b.1. 21,938
 b.2. 220,794
 Source
 a. LCFF Supplemental funds
 b.1. LCFF Supplemental funds
 b.2. Title I
 Budget Reference
 a. Salaries & Benefits (1100)(3XXX) (Part of Obj. 8980)
 b.1. Salaries & Benefits (2100-A100)(3XXX)
 b.2. Salaries & Benefits (2100-A100)(3XXX)

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.7
Provide GATE services, grades 4-6
0.30 FTE Teacher

1.7 Identified gifted students in grades 4 - 6 received small group instruction featuring increased core curriculum breadth, depth, complexity and novelty, two hours weekly November through April.

Amount 21,866

Source LCFF

Budget Reference Salaries & Benefits - 1133-A100

Amount 21,866
Source LCFF
Budget Reference Salaries & Benefits (1133-A100)

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.8
 Evaluate, monitor, and modify formative and summative multiple measures assessment tools
 a. Leadership Team Stipend
 b. Assessment tools (DIBELS etc.)

1.8 The Leadership Team, consisting of two teachers from each site, met weekly to evaluate, monitor and modify formative and summative multiple measures assessment tools and developed a tracking mechanism for multiple measures. The team also planned two district-wide professional development events, homework guidelines kindergarten through sixth grade, and technology scope and sequence. Assessment tools purchased were subscriptions to DIBELS and National Geographic eAssessments, and Developmental Reading Assessment (DRA).

Amount
 a. 4,000
 b. 3,000

 Source
 a. Title I
 b. LCFF

 Budget Reference
 a. 3010-1134
 b. 0000-4391 (A100)

Amount
 a. 4,000
 b. 2,070

 Source
 a. Title I
 b. LCFF

 Budget Reference
 a. 3010-1134
 b. 0000-4391(A100)

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.9
Staff libraries for increased access for students, staff, and families
1.50 FTE Library tech / aide

1.9 1.50 FTE Library tech / aide was maintained in the 2017-18 school year.
b. We purchased supplies.
c. Librarian techs attended conferences.

Amount
a. 61,654
b. 200
c. 70

Source
LCFF

Budget Reference
a. Salaries & Benefits (2216)(FN 2420)
b. Supplies
c. Travel

Amount
a. 59,483
b. 309
c. 105

Source
LCFF

Budget Reference
a. Salaries & Benefits (2216)(FN 2420)
b. Supplies (4XXX)
c. Travel/Conference (5XXX)

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.10
Provide instructional materials for unduplicated count students as determined by individual need

1.10 Instructional materials were purchased.

Amount 21,553

Source LCFF Supplemental Grant

Budget Reference 0001-4310

Amount \$0 (See Goal 1, Action 3 for expenditures)
Source LCFF
Budget Reference 0001-4310

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.11
 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum
 a. Consumable materials / eAssessments
 b. Purchase NGSS curriculum materials

1.11
 a. Consumable materials and e/Assessments were purchased.
 b. NGSS curriculum materials will be approved by CDE by November 2018.

Amount
 a. 12,000
 b. 200,000

 Source
 a. Lottery (restricted)
 b. LCFF, Lottery (restricted)

 Budget Reference
 a. 6300-4110
 b. 0000-4110 (80,000), 6300-4110 (\$120,000)

Amount
 a. 530
 b. 0

 Source
 a. Lottery (restricted)
 b. LCFF, Lottery (restricted)

 Budget Reference
 a. 6300-4110
 b. 0000-4110, 6300-4110

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.12
 Implement physical education program to promote healthy lifestyle and physical activity

1.12 SPARK curriculum for grades 3 - 6 was purchased. P.E. equipment for all grades was purchased as needed to implement the program.

Amount
 a. 3,000
 b. 1,000

 Source
 LCFF

 Budget Reference
 a. 0000-4400 - A100
 b. 0000-1132

Amount
 a. 5,280
 b. 1,000

 Source
 LCFF

 Budget Reference
 a. 6300-4110, 0000-4310 (A100)
 b. 0000-1132

Action 13**Planned Actions/Services**

1.13
Provide cross-curricular arts opportunities in partnership with community groups

Actual Actions/Services

1.13 Funds were used to rent the high school auditorium for the winter and spring music concerts, for the Cutten Drama Club production, and to supplement the cost of PTA-sponsored art docents and 3rd grade mask-making program.

Budgeted Expenditures

Amount
2,000

Source
LCFF

Budget Reference
0000-4391-A100

Estimated Actual Expenditures

Amount
1,156

Source
LCFF

Budget Reference
000-5612

Action 14**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

1.14
 Support professional development
 – CA Standards implementation,
 curriculum & instruction, including
 technology
 a. Leadership Team
 b. Registration Fees, Professional
 Development

1.14
 Professional development took
 place throughout the school
 year, including a day before
 school began and a
 "buyback" extended day training
 on January 17, 2018. The
 Leadership Team played a key
 role, at its weekly meetings, in
 tracking teacher needs, and
 planning for training
 opportunities.

Amount
 a. 4,000
 b. 15,689 & 2,500 & 21,921

 Source
 a. Title 1
 b. Educator Effectiveness Grant
 & LCFF & Title I

 Budget Reference
 a. 3010-1134
 b. 6264-5210 & 0000-5210 &
 3010-5210

Amount
 a. 4000
 b. 16,119; 1,840; 17,165

 Source
 a. Title I
 b. Educator Effectiveness Grant;
 LCFF; Title I

 Budget Reference
 a. 3010-1134
 b. 6264-5210; 0000-5210; 3010-
 5210

Action 15

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.15
Maintain 1.0 FTE music teacher

1.15
The 1.0 FTE music teacher provided weekly instruction to 26 classrooms TK-6, grades 3 - 6 choral program, and grades 4 - 6 musical instrument instruction and band.

Amount
a. 81,484
b. 170

Source
LCFF

Budget Reference
a. Salaries & Benefits (0000-1102 (GL 1228) & 0202-1102)
b. Repairs

Amount
a. 81,204
b. 155

Source
LCFF

Budget Reference
a. Salaries & Benefits (0000-1102 (GL 1228) & 0202-1102)
b. 0000-5635 (GL 1228)

Action 16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.16
Maintain Internet Infrastructure
Renew Ridgewood and Cutten network security subscription

1.16
A two year renewal was paid for in 2016-17 covering the 2017-18 school year. We purchased services for maintaining internet infrastructure.

Amount
1,600

Source
LCFF

Budget Reference
0000-5800

Amount
230

Source
LCFF

Budget Reference
0000-5800 (A200)

Action 17

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.17
 Replace aging / obsolete technology

1.17
 We replaced 9 desktop computer and two laptops.

Amount
 15,000

 Source
 LCFF

 Budget Reference
 0000-4400 (A100)

Amount
 8,400

 Source
 LCFF

 Budget Reference
 0000-4400 (A100)

Action 18

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.18
 Provide devices / apps for unduplicated count students to support classroom learning and TIP

1.18
 We purchased four surround sound systems and Greenfield Learning software.

Amount
 700

 Source
 LCFF Supplemental Grant

 Budget Reference
 0001-4450 (A200)

Amount
 5,102

 Source
 LCFF Supplemental Grant

 Budget Reference
 0001-4450 (A200), 0001-4400

Action 19

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.19
Provide tech support

1.19
We employed a .95 FTE computer technician to provide technology support to teachers and students. We utilized a consultant for services when issues arise that the computer technician needs support to resolve.

Amount
44,854

Source
LCFF

Budget Reference
Salaries & Benefits (0000-2900-A200)

Amount
43,327

Source
LCFF

Budget Reference
Salaries & Benefits (0000-2900-A200) & 0000-5800 (FN 7200)

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

During a time of acute teacher shortages, we maintained the necessary level of staffing in classrooms, reading intervention, special education, music, GATE, social work, and library to fully implement the core curriculum and to provide access to ELA, math, history-social science, science, the arts, health, and physical education for all. All students have access to the newly adopted English/language arts curriculum. Classroom aides were present in every classroom, the Tier II Targeted Intervention Program (TIP) is fully-implemented, class sizes were kept to below Ed Code standards, and the few EL students were supported as required.

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

CAASPP results from 2016 - 17, when compared to 2015 - 16 results, show an increase in ELA and mathematics achievement. Our new curriculum, professional development and TIP has effectively increased CAASPP scores. However, changes in math instruction are needed as well as focus on supports and accommodations for special education students. The TK - 2 grade Special Day class has effectively served identified students. Leadership team fine-tuned district multiple measures to provide more accurate data. The January professional development training increased teacher buy in and strengthened teacher networking and collaboration beyond grade level teams.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 Students taught by highly qualified certificated teachers

- a. Teachers - New hires were at beginning levels on the salary schedule. The district anticipated higher statutory benefit expenses that did not materialize.
- c. Supplies - We did not need to purchase as many supplies as anticipated.
- d. Services - We did not need to purchase the extent of services as originally anticipated.

1.2 Provide Tier 2 RTI/Targeted Intervention Program coordinator

The original projection of salary was overstated.

1.3 Provide .50 hour daily per 25 classroom assistants

b. Newer aides hired were placed at beginning levels on the salary schedule.

c. In addition to the purchase of assessment materials, the district purchased Fountas and Pinnell materials for intervention instruction.

1.4 Provide special education and speech and language services

a. Higher anticipated benefit expenses did not materialize.

b. Program oversight for speech and language pathology assistant - Program oversight expense was understated in original budget.

1.5 Establish a TK - 2 Special Day Class at Ridgewood School

a & b. The new teacher hired was placed at the beginning of the salary schedule.

c. Books and Supplies - District already had books and supplies in inventory so did not need to purchase anticipated quantity.

d. Furniture and Equipment - District already had furniture and equipment in inventory so did not need to purchase anticipated quantity.

1.6 Support differentiation through classroom teacher and aide

a. The new teacher was placed at the beginning of the salary schedule.

b. Maintain classroom aides - Newly hired aides were placed at the beginning of the salary schedule.

1.8 Evaluate, monitor, and modify formative and summative multiple measures assessment tools

b. National Geographic eAssessments were less costly than anticipated.

1.10 Instructional materials for unduplicated count students

District's purchase of intervention material for unduplicated count students is reflected in 1.1.3 c.

1.11 Implement CA Standards

a. Minimal consumables were needed. Some consumables were included in the price of the original order of curriculum. E-assessments purchase is reflected in Action 8.

b. Purchase NGSS curriculum materials

NGSS curriculum will not be approved by CDE until November 2018. District will consider purchase in 2018-19.

1.12 Implement physical education program

a. Curriculum increased in cost.

1.14

b. Registration Fees, Professional Development Training fees and associated costs were less than projected.

1.16 Renew network security subscription The renewal was paid in 2016-17 and was for two years.

1.17 Replace aging/obsolete technology Less need was realized this year.

1.18 Provide devices/apps for unduplicated count students Purchase of more surround sound systems than anticipated.

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

Goal 1, Action 4 The speech and language pathologist and her assistant submitted their resignations effective the end of this school year. Therefore, there will likely be a change in the way services are provided.

Goal 1, Action 5 Additional books, supplies, and furniture budgeted in 2017-18 will be purchased in 2018-19.

Goal 1, Action 11 NGSS materials will be available for adoption in the 2018-19 school year. Teachers will evaluate and determine if purchase is appropriate. The district will consider purchase of newly state adopted History-Social Science curriculum.

Goal 1, Action 16: The district will renew the network security subscription in 2018-19 at an estimated cost of \$1600.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Metric: 2.1

Suspension / expulsion rates

Baseline: Six students suspended, of an enrollment of 622 throughout the 2016 - 17 school year: .9%.

Dashboard data reflects the change from 2013 - 14 to 2014 - 15 (two school years prior to the 2016 - 2017 Annual Update)

All students 597: 1.7% medium/orange +.8, from 8 to 9 students

Socio-economically disadvantaged 271: 2.2% medium/yellow, same - 6 students

Students with disabilities 46: 6.5% very high/red + 6.5, from 0 to 3 students None of these students attended Cutten or Ridgewood Schools in 2016 to 2017.

Expulsion rate = 0%

17/18: Reduce suspension rate by one student to .8%

Dashboard data - (to be posted for the 2016 - 2017 school year in Fall 2017 - this metric is based upon very old data)

Move diagonally / to the right in each subgroup on the 5 x 5 Dashboard chart

Expulsion rate = 0%.

Metric: 2.1

Suspension / expulsion rates

2016-17:

All students 639: 1.3%, declined to yellow, +1.1% Increased

Socioeconomically disadvantaged 288: 2.1%, declined to orange, +1.7% Increased

Students with disabilities 59: 6.8%, declined to red, +5.1% Increased Significantly

Expulsion rate = 0%

Year to date:

All students 625: 1.3%, improved to green, 0% Maintained

Socioeconomically disadvantaged 269: 2.2%, improved to yellow, +.1% Maintained

Students with disabilities 56: 3.6%, improved to yellow, - 3.2%

Decreased Significantly

American Indian 39: 10.3%, declined to red, +8.3% Increased Significantly

Asian 25: 0%, blue, 0% Maintained

Hispanic 101: 0%, improved to blue, -3.7% Decreased Significantly

Two or More Races 70: 1.4%, declined to yellow, +1.4% Increased

White 362: .6%, green, +.1% Maintained

Expulsion rate = 0.16% (1/625)

Expected

Metric: 2.2

CHKS results

Baseline: 71% response rate (51 of 72 fifth grade students) reference survey data@wested.org;

School connectedness (high) 57%;

Academic motivation (high) 41%;

Caring adult relationships (high) 57%;

High expectations (high) 61%;

Meaningful participation (high) 10%;

Feel safe at school 76%;

Students well-behaved 51%;

Students treated fairly when break school rules 52%;

Students treated with respect 86%

17/18: Increase "high" ratings by 1% in all categories

School connectedness (high) 58%;

Academic motivation (high) 42%;

Caring adult relationships (high) 58%;

High expectations (high) 62%;

Meaningful participation (high) 11%;

Feel safe at school 78%;

Students well-behaved 52%;

Students treated fairly when break school rules 53%;

Students treated with respect 87%

Actual

Metric: 2.2

CHKS results See Goal 2 Action 4 for analysis

65% response rate (53 of 82 fifth grade students)

School connectedness (high) 50%; Goal not met

Academic motivation (high) 57%; Goal met

Caring adult relationships (high) 62%; Goal met

High expectations (high) 67%; Goal met

Meaningful participation (high) 17%; Goal met

Feel safe at school 91%; Goal met

Students well-behaved 34%; Goal not met

Students treated fairly when break school rules 66%; Goal met

Students treated with respect 94% Goal met

Expected

Metric: 2.3

Facility Inspection Tool

Baseline: "good" or "excellent" standards per FIT reports

17/18: Maintain "good" or "excellent" standards per FIT reports

Metric: 2.4

Williams Report

Baseline: "no complaints" status

17/18: Maintain "no complaints" status

Metric: 2.5

Custodian staffing levels

Baseline: Maintain 2014-15 staffing levels

17/18: Maintain 2014-15 staffing levels

Actual

Metric: 2.3 MET

Facility Inspection Tool

All FIT standards maintained at "good" at both school sites.

Metric: 2.4 MET

Williams Report

No Williams Settlement complaints filed.

Metric: 2.5 MET

Custodian staffing levels

Maintenance and custodial staffing levels maintained at 2014-15 levels

Expected

Metric: 2.6
Attendance rates

Baseline: Attendance rate at 2017 P2: 95.19%

17/18: Attendance rate at 2018 P2: 95.19%

Metric: 2.7
Chronic absenteeism rate

The CA Dashboard chronic absenteeism rate is to be determined sometime in the future - this metric will change

Baseline: Chronic absence rate at 2017 P2: 8.33%

17/18: Chronic absence rate at 2018 P2: 8%

Actual

Metric: 2.6 NOT MET
Attendance rates

Attendance rate at 2018 P2 is 94.69%. We did not meet our goal, due in part, to a significant flu season.

Metric: 2.7 NOT MET
Chronic absenteeism rate

Chronic absence rate at 2018 P2: 10.5%. 2.17 % increase
The district has developed a system of strategies to address absenteeism. Social workers monitor absenteeism and reach out to families of students who are in danger of chronic absenteeism, providing support. Administration participates in the process. Independent study contracts are offered, when appropriate, so that students may receive credit for attendance when missing five or more days. Notices about the importance of school attendance are included in the school weekly newsletters, as are tips for preventing illness. A district-wide attendance incentive program is being developed and will be implemented in 2018 - 19.

Expected

Metric: 2.8

Parent / guardian participation for all students including unduplicated students and decision making opportunity rates in IEP's, parent conferences, SSC and LCAP meetings

Baseline: Parent / Guardian participation rates, all groups: 98%
parent/teacher conference rate

Survey response - 83 parent response / 133 student response - 35%

100% participation in IEPs

LCAP community meeting - 20 participants

17/18: Parent / Guardian participation rates, all groups: 98%
parent/teacher conference rate

Survey response - 88 parent response / 140 student response

100% participation in IEPs

LCAP community meeting - 24 participants

Actual

Metric 2.8 MET

Parent/Guardian participation rates, all groups:

Parent/Teacher conference rate 98%

Survey responses: 103 parent response - increase of 15; 153 of 162
student response - increase of 13

100% participation in IEPs

There were 20 attendees, consisting of parents, staff, and board members at the December 2017 LCAP community meeting at which the Dashboard was shared. Parent attendance at the spring LCAP community meeting was 47, an increase of 33 participants.

Expected

Metric: 2.9
 School meals served

Baseline: 2016-2017 as of
 Total lunches.....24,768
 Total breakfasts.....5,584

17/18: 2017-2018 2% increase
 Total lunches.....25,263
 Total breakfasts.....5,696

Actual

Metric: 2.9 MET
 School meals served
 At P2 2017:
 Total lunches.....24,768
 Total breakfasts.....5,584
 At P2 2018: There was a 5% increase in school meals served
 Total lunches..... 25,992
 Total breakfasts..... 5,962

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.1 Provide school social work and/or behavioral services
 a. 1.1 FTE School Social Worker
 b. 2.22 FTE Temporary 1:1 Aides

2.1 Provided 1.5 FTE school social work services with responsibilities at both sites to remove barriers to learning, facilitate student study teams, and supervise social work interns. The full-time social worker retired in January, and two social work technicians and one .20 FTE school social worker to oversee the program were hired to finish out the school year. There was a smooth transition and no gaps in meeting student needs.

Amount
 a. 91,543
 b. 48,717

Source
 a. LCFF
 b. Special Education

Budget Reference
 a. Salaries & Benefits 0000-1205
 b. Salaries & Benefits 6500-2132, 2122, 2103

Amount
 a. 76,575
 b. 17,424

Source
 a. LCFF
 b. Special Education (RS 6500)

Budget Reference
 a. Salaries & Benefits 0000-1205, 0000-2900
 b. Salaries & Benefits 6500-2132

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.2 Focus school social work services on unduplicated count students - .20 FTE School Social Worker

2.2 The school social worker acted as the homeless and foster youth liaison, and assisted socio-economically disadvantaged families access to transportation, food, clothing and housing.

Amount
5,345

Source
LCFF Supplemental Grant

Budget Reference
Salaries & Benefits (0001-1205-A200)

Amount
7,909

Source
LCFF Supplemental Grant

Budget Reference
0001-1205-A200

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.3 Implement district-wide positive behavior support system

- a. Data Entry Clerk
- b. Facilitator Stipend
- c. Team Stipends
- d. Professional Development

All the above are funded by the Humboldt Bay School Climate Transformation Grant (HBSCTG)

2.3 The PBIS team met monthly, and discussed Tier I and Tier II strategies for staff and students. Data from behavior tracking forms was examined. Tier I and Tier II were implemented at both school sites. Morning circles are a routine part of classroom routines at least twice weekly at both sites. Tier II circles are utilized to help with inappropriate behaviors and social concerns. The team created Tiger Hugs and High-Fives programs for students who need a check-in or

Amount

- a. 4,236
- b. 3,000
- c. 7,000
- d. 1,750

Source
HBSCTG

Budget Reference

- a. Salaries & Benefits (0000-2900)
- b. Stipend (0000-1132)(A200)
- c. Stipends (0000-1133)(A200)
- d. 0000-5210

Amount

- a. 4,236
- b. 3,000
- c. 7,000
- d. -0-

Source
HBSCTG

Budget Reference

- a. Salaries & Benefits (0000-2900)
- b. Stipend (0000-1132)(A200)
- c. Stipends (0000-1133)(A200)
- d. 0000-5210

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

check-out with a trusted adult. These adults meet with students to set a goal for the day, check-in with the student's emotional state and encourage good behavior. Ongoing training throughout the year takes place as needed. Second Step lessons occur weekly in classrooms, and a puppet show presented by the social work staff occurs every Monday at Ridgewood School. There are grade level meetings to discuss the Second Step curriculum. Both schools have weekly assemblies where positive behavior is highlighted and the concepts behind PBIS reinforced. A data entry aide at .20 FTE has been maintained. Training for staff took place prior to the 2017-18 school year to launch a comprehensive Tier II intervention program at both school sites. A .20 FTE data entry aide has been maintained in enter, disaggregate, and

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

interpret data to plan and provide targeted intervention.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.4 Administer the CHKS

2.4 The CHKS was administered in spring, 2018. There was marked increase in the following ratings measured: academic motivation; caring adult relationships; high expectations; meaningful participation; feel safe at school; students treated fairly when they break school rules; and students treated with respect. The district's sweeping culture of community and caring has contributed to the high ratings. Particularly significant is that 91% of students feel safe at school all the time, and 94% of students feel they are always treated with respect. Ratings dropped in these two measurements: school connectedness and students are

Amount
180

Source
LCFF

Budget Reference
0000-4391 (A200)

Amount
180

Source
LCFF

Budget Reference
0000-4391-A200

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

well-behaved. The district will target both of these Key Indicators through the many strategies and programs already implemented, and will consider additional ways to improve students' perception in these areas. In addition, the district will provide parents with more information about the CHKS as a strategy to increase the student participation rate.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.5 Provide adequate maintenance/custodial staff and resources
 a. 3.92 FTE
 Maintenance/Custodial Staff
 b. Supplies
 c. Repairs

2.5 Maintenance and custodial staff provided adequate services at both sites.

Amount
 a. 260,281
 b. 44,655
 c. 4,090

 Source
 LCFF

 Budget Reference
 a. Salaries & Benefits (FN 81xx)
 b. Supplies
 c. Repairs (5xxx)

Amount
 a. 269,343
 b. 26,000
 c. 4,000

 Source
 LCFF

 Budget Reference
 a. Salaries & Benefits (FN 81XX)
 b. Supplies (4XXX)
 c. Repairs (5XXX)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.6 Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials)
 a. Classroom Supplies
 b. Classroom Desks

2.6 Equipment and supplies necessary to adequately maintain and repair school sites, and for classroom use (other than curricular materials) were purchased.

Amount
 a. 20,000
 b. 20,000

 Source
 a. LCFF
 b. LCFF

 Budget Reference
 a. 0000-4310 (A200)
 b. 0000-4421

Amount
 a. 12,000
 b. 20,497

 Source
 a. LCFF
 b. LCFF

 Budget Reference
 a. 0000-4310-A200
 b. 0000-4421-A200

Action 7

Planned Actions/Services

- 2.7
Plan for deferred maintenance projects
- a. Flooring replacement
 - b. Energy efficiency projects - HVAC, Lighting
 - c. Ridgewood School exterior painting
 - d. On-going Maintenance

Actual Actions/Services

2.7 Carpeting was replaced in two Ridgewood classrooms and two Cutten classrooms. All classroom and other facility lights have been replaced at Ridgewood. Classrooms 1 - 11 have new LED lights at Cutten School as of March 1, 2018. The exterior lights at Cutten School have been replaced with LED lights. The bidding process for contracting for exterior painting at Ridgewood School has begun.

Budgeted Expenditures

- Amount
- a. 14,606
 - b. 113,769
 - c. 36,000
 - d.1. 60,382
 - d.2. 79,698
- Source
- a. LCFF
 - b. Prop 39
 - c. LCFF
 - d. LCFF
- Budget Reference
- a. 0230-5800-A200
 - b. 6230-5800
 - c. 0230-5800-A200
 - d.1. Supplies, Equipment (RS 0230)
 - d.2. Repairs, Contract Services (RS 0230)

Estimated Actual Expenditures

- a. 13,591
 - b. 227,878
 - c. 36,000
 - d.1. 245
 - d.2. 14,829
- Source
- a. LCFF
 - b. Prop 39
 - c. LCFF
 - d. LCFF
- Budget Reference
- a. 0230-5800-A200
 - b. 6230-5800, 6230-4391
 - c. 0230-5800-A200
 - d.1. 0230-4XXX
 - d.2. 0230-5XXX

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.8 Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school

- a. Child care
- b. Trainer / Interpreter stipends
- c. Meeting supplies

2.8 Services that support parents are provided at PTA and Cutten Ridgewood Student Foundation events. When appropriate, child care is provided (by volunteers this year), as well as refreshments, handouts, prizes, and reading material. Two community LCAP meetings and a parent math night were held, sponsored by the district. Child care, student-centered activities, prizes, meals, refreshments, and informational hand-outs were provided.

Amount

- a. 500
- b. 500
- c. 1,000

Source

- a. PTA
- b. LCFF SC
- c. LCFF SC

Budget Reference

- a. 0015-4310-2000
- b. 0001-5800
- c. 0001-4310

Amount

- a. 0 (A volunteer provided childcare)
- b. 0
- c. 625

Source

- a. PTA
- b. LCFF Supplemental Funds
- c. LCFF Supplemental Funds

Budget Reference

- a. 0015-4310-2000
- b. 0001-5800
- c. 0001-4310

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.9 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings

- a. Blackboard Connect or SchoolWise mass notification system
- b. School Wise student information system
- c. 2.0 FTE school Secretaries-support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)
- d. Purchase new telephone system

2.9

- a. The Blackboard Connect contract was renewed for the 2017-18 school year. It was utilized throughout the year.
- b. Staff continues to become more familiar with the SchoolWise student information system, increasing its effectiveness in communicating with families and tracking attendance.
- c. 2.0 FTE School Secretaries were maintained.
- d. A new telephone system was purchased and installed at Cutten School in August, 2017.

Amount

- a. 1,500
- b. 2,900
- c. 70,842
- d. 25,000

Source

- a. LCFF
- b. LCFF
- c. LCFF
- d. LCFF

Budget Reference

- a. 0000-5800
- b. 0000-5800
- c. Salaries & Benefits (0000-2406)(A200)
- d. 0000-5909

Amount

- a. 1,000
- b. 3,427
- c. 71,611
- d. 9,873

Source

- a. LCFF
- b. LCFF
- c. LCFF
- d. LCFF

Budget Reference

- a. 0000-5800
- b. 0000-5800
- c. Salaries & Benefits 0000-2406-A200
- d. 0000-5909

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.10 Enhance school meal program

2.10 A cafeteria assistant's time was not increased by .07 FTE. However, a new cafeteria manager was hired in August 2017 with an increase from .8125 FTE to a full time position of 1.0 FTE . New equipment was either purchased or donated to allow the kitchen manager to broaden the variety of meals offered for both breakfast and lunch.

Amount
33,300

Source
LCFF SC

Budget Reference
0000-7616

Amount
33,300

Source
LCFF

Budget Reference
0000-7616

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

This service has always been provided; however this is the first time it is included in the LCAP Actions / Services

2.11 Provide bus transportation with the district, and field trip transportation including the purchase of one bus

- a. 0.75 FTE bus drivers
- b. 0.10 FTE business manager
- c. Fuel, vehicle maintenance
- d. Purchase one new bus

2.11 The district has provided bus transportation for students including fieldtrips. A new bus was purchased in late spring, 2018.

- a. 0.75 FTE bus drivers were maintained.
- b. 0.10 FTE business manager was maintained.
- c. Fuel and vehicle maintenance were maintained.
- d.1. One new school bus is ordered.
- d.2. Transportation encroachment from LCFF funds.

Amount

- a-1. 64,190
- a-2. 15,903
- b. 7,130
- c. 38,516
- d.1. 175,000
- d.2. 300,739

Source

- A-1 LCFF SC (RS0001)
- A-2-LCFF (RS 0210)
- b- LCFF (RS-0000)
- c-LCFF- (RS-0000)
- d- LCFF- (RS0000)

Budget Reference

- a-1. Salaries & Benefits (0210-2203)
- a-2. Salaries & Benefits (0210-2203)
- b. Supplies
- c. Services
- d.1 0210-6460
- d.2 0210-8988

Amount

- a.1. 51,304
- a.2. 15,000 (field trips)
- b. 9,722
- c. 15,000
- d.1. 116,800
- d.2. 300,739

Source

- a. LCFF (RS 0210)

Budget Reference

- a. Salaries & Benefits 0210-2203
- b. Salaries & Benefits 0210-2304
- c. Supplies (4XXX)
- d.1 0210-6460
- d.2 0210-8988

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Qualified staff for vacant aide positions were hired prior to the beginning of the 2017-18 school year. School social worker staffing was adequate to meet the needs of the most high-needs students and families. The transition of the social work program was smooth when one employee retired and two new employees were hired as replacements. Full time maintenance and custodial staffing is in place. PBIS Tier 1 is fully implemented and directs the culture of the school climate, and this year, Tier II has been implemented. The student information system, the mass notification system, secretarial staffing, and additional cafeteria staffing were in place all year. A new school bus was purchased. The full-time Facilities Manager has kept both campuses in good repair - three commercial ramps were replaced, emergency alarms were upgraded at one site, and other miscellaneous repairs were made to the facilities.

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

The school social work program supported the needs of the most high-needs children, families, and the staff. The needs of Tier I and Tier II students were met through district staff intervention, PBIS, and Second Step programs. There is a PBIS Team, which has developed district-wide expectations and shared language at both school sites. Social work groups were in place at both schools to help address social and peer interaction needs of identified students. Two teachers and one administrator attended a five-day training that focused on Restorative Practice. These staff members are now prepared to help guide the district in responding to conflicts and behavior issues by repairing harm and building relationships. The team will assist the district in further developing a strong learning community.

The Cutten District suspension rate in 2017-18 through March 2018 was at a very low 1.3%, compared to Humboldt County's suspension rate of 6.4%, and a statewide suspension rate of 3.6% according to CDE data reports. Suspension rates of students with disabilities and Hispanic students improved significantly.

Maintenance and custodial services maintained the school plant at a safe, healthy level. The student information system, the mass notification system, secretarial staffing, and additional food services manager staffing were in place all year. Parents have responded positively toward the mass notification system. There is a significant increase in the number of students eating meals through the Cafeteria Program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 Provide social work and/or behavioral services

- a. The composition of the social work program changed from 1.0 social worker to .2 social worker and two technicians resulting in lower wages paid out.
- b. There was a decrease in need for 1:1 aides.

2.2 Original budgeted expense was understated.

2.3 Implement PBIS

- d. Professional development expense paid directly by HBSCTG Grant resulting in zero paid by Cutten.

2.5 Provide adequate maintenance/custodial staff

- a. Step and column not counted in original budget projection.
- b. District had less need for supplies than anticipated.

2.6 Equipment and supplies to adequately support classrooms

- a. District had less need for supplies than anticipated.

2.7 Plan for deferred maintenance projects.

- b. Remaining balance of grant will be encumbered this year

d.1 The budget was overestimated.

- d.2 Various projects are in progress. The budget for the painting project was significantly overestimated. The budget will be revised.

2.8 Services that support parents at school events

- a. & b. Parents had no need for childcare or interpreter

2.9 Communicate effectively with parents

d. Replacement phone system significantly less than estimate in original projection.

2.11 Bus transportation for students

a. Original projection included other duties in bookkeeping error. FTE of .75 remains the same.

b. Original projection did not include benefits.

c. Bus maintenance contracts did not increase.

d. District received a grant which paid for 35% of new bus.

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

Goal 2, Metric 2.1

Strategies to decrease suspension rates will be identified as we participate in the process of Differentiated Assistance through the California Department of Education and partnering with our County Office of Education. A new Action /Service will be added to reflect this need.

Goal 2, Metric 2.7

The district will be looking at ways to decrease chronic absenteeism and will include a new Action / Service to reflect this.

Goal 2, Action 1a. will reflect a 1.3 FTE school social worker.

Action 1.b.will reflect less need for 1:1 aides, based on current special education enrollment.

Goal 2 Action 3 PBIS professional development will not have a cost because it is funded through the Humboldt Bay School Climate Transformation Grant.

Goal 2 Action 9d. will reflect the balance of the installation of phone system moved from this year to 2018-19.

Goal 2 Action 11 will reflect updated budget numbers.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

August 23, 2017 TK / K students are invited to a fourth orientation to meet their teacher and classmates, do a fun learning activity and take a short ride on a school bus.

Aug. 24, 2017 District Staff and Site Meetings - Review of dis-aggregated 2016 - 2017 CAASPP & local multiple measures results

August 30 Ridgewood School Back to School Night

August 31 Cutten School Back to School Night

August 30 - June 13 The Ridgewood Record & Tiger Tracks, weekly parent notes sent home on Wednesdays (and posted on line) to increase communication on school and community events, parent tips to increase student achievement and attendance

August 30 - June 13 Blackboard Connect, a mass notification system utilized to inform parents throughout the school year about important school events and meetings and in event of emergencies

Sept. 5 Link to parent LCAP survey posted on district web site

Sept. 11 School Board Meeting - Review of dis-aggregated 2016 - 2017 CAASPP & local multiple measures results

Oct. 4 Teachers facilitated giving a 5th & 6th grade student school climate survey

Oct. 9 School Board Meeting - Adoption of revised 2017-18 Plan and LCAP Local Indicator Report Priorities 1, 3, and 6

Oct. 9 Stakeholder Community Meeting

Oct. 13 Teacher Survey for Priority Two provided by CDE completed

Oct. 17 School Site Council / LCAP Advisory - Review of dis-aggregated 2017 - 2018 CAASPP & local multiple measures results

Oct. 25 Staff Meeting - Brainstorm strategies to reduce tardies and absenteeism. Discussed PBIS Tier II strategies and celebrations for positive behavior

Nov. 13 School Board Meeting - Approval of LCAP Local Indicator Report for Priority 2

Dec. 11 School Board Meeting - Progress on Actions and Services and Differentiated Assistance

Dec.13 Cutten School Site Meeting - Discussion on interim assessments and ways to encourage participation and effort for CAASPP testing

Dec. 22 District Staff In-service - LCAP discussion with certificated and classified employees (separately) on ways to increase parent/community engagement

Jan.16 District Staff Meeting - Teachers considered suggestions made by classified staff on ways to increase parent engagement and selected several to implement

Jan. 31 Cutten School Site Meeting - Discussion on TOMS scoring of interim assessments and learning about digital library to obtain exemplars for students

Feb. 6 Meeting with Lori Breyer to review data on chronic absenteeism

Feb. 8 - March 9 Meetings with parents who have students at risk for chronic absenteeism

March 7 Dr. Seuss TK / K Orientation Night with goal to welcome new families and give our incoming students a positive introduction to school.

March 12 - 16 Parent input - paper copy provided as well as access to online survey form on computers March 12 - 16 Parent Teacher conferences

March 21 District Staff Meeting - LCAP input for 2018 - 19

March 21 California Healthy Kids Survey given to fifty four 5th grade students

March 27 Stakeholder Community Meeting - LCAP input for 2018 - 19. Action ideas included

April 4 Cutten School Site Meeting - Discussion on interim assessments, signed CAASPP agreements, reviewed math assessment data from 2017 to strategize ways to increase student effort/achievement

April 4 Family Math Night

April 9 School Board Meeting - Discussion of March 27th LCAP community meeting, including review of staff and community input for 2018 - 19 Plan

April 24 School Site Council / LCAP Advisory - Share input from March 27th community meeting, prioritize suggestions, review budget and provide input for 2018 - 19 Plan

April 25 Cutten School Open House

May 2 Ridgewood School Open House

May 2 Incoming TK / K students and parents are invited to come to campus a third time and participate in Open House

May 10 Cutten School Site community workday - Increase parent involvement on campus

May 16 TK / K Information night for parents and a second opportunity for incoming students to visit our campus while experiencing music and structured play

May 22 School Site Council / LCAP Advisory - Final Review

June 4 - 8 Literacy Week

June 6 Third Grade Orientation - To provide a smooth transition for our students moving school sites, second grade students visit Cutten School to

meet teachers and receive a tour of the campus. That evening, their parents attend an orientation to learn about the 3rd grade curriculum and school routines. Students give their parents a tour of the campus.

June 11 School Board Meeting - Public Hearing

June 12 School Board Meeting - 2018 - 19 LCAP adoption

Impact on LCAP and Annual Update

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

Many of the programs we have put into place have been met with overwhelming approval by both staff and parents. Parents expressed the need for more parent education for ways to help their students academically. A Family Math Night and a Literacy Night were planned in response to input. Next year, we will offer three nights of parent education.

The district will explore homework support and intervention math support for grades K - 2. A remedial math curriculum will be considered.

A contract with the Humboldt County resource center for access to instructional materials and their extensive library will be considered. Teachers will be surveyed to determine interest.

Develop an Action to address attendance and truancy.

Respondents expressed an interest in providing more opportunities for students to benefit from the expertise of parents and community members. The district will explore the potential for offering after-school clubs and other learning opportunities.

Parent and student surveys, staff meeting and survey input, School Site Council / LCAP advisory group, and Community Meeting input from stakeholders validated current practices and supported their continuance:

Teachers appropriately assigned

priority 1 - basic services

Assistants in every classroom

priority 4 - standard achievement

High rate of parent involvement in the classroom and school events

priority 3 - parent involvement

Positive school climate / PBIS / Second Step

priority 5 - student engagement

Full-time music program

priority 7 - course access

Staff / administrator accessibility

priority 3 - parent involvement

Social work support

priority 5 - student engagement

Open / frequent communication

priority 3 - parent involvement

priority 5 - student engagement

Small class size

priorities 1, 2, 4, 5, 6, 7, & 8

Second Step & PBIS implementation

priority 5 - student engagement

priority 6 - school climate

Access to technology

priorities 1, 2, 4, 5, 6, 7, & 8

Sufficient instructional materials

priority 1 - basic services

priority 2 - standards implementation

Targeted Intervention Program implementation

priority 4 - student achievement

Maintain robust technology infrastructure and access to technology

priorities 1, 2, 4, 5, 6, 7, & 8

Needs / actions / services generated by stakeholders:

Support California Common Core State Standards, NGSS and new History-Social Science California Framework as funds / high quality curricula become available

priority 2 - standards implementation

Implement deferred maintenance projects and enhance site safety

priority 1 - basic services

Continue to implement high-quality, standards-based assessment; review online components

priorities 1, 2, 4 & 7

Fully implement PBIS Tier II district-wide; enhance Tier I and set the foundation for Tier III

priority 5 - student engagement

priority 6 - school climate

Continue to enhance and improve school meal program

priority 6 - school climate

Continue to upgrade site safety - parking lot, drop-off & dismissal procedures; fencing & site access

priority 1 - basic services

priority 6 - school climate

Improve CAASPP scores met/exceeded categories and multiple measures achievement levels

priority 4 - student achievement

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: NONE

Identified Need:

As determined by stakeholder input and data:

1. Improve CAASPP scores and local multiple measures scores. Students with disabilities and American Indian performance levels in both ELA and math indicate a need to concentrate on these subgroups.

ELA CAASPP met/exceed scores increased from 47% in 2015 - 2016 to 50% in 2016 - 2017.

According to the ELA Dashboard, scores for 2016 - 2017 (actions/services are written for the 2018 - 2019 and 2019 - 2020 school year):

All students: Medium/green 4.6 pts below level 3 / increased +3.9 points

Students with disabilities: Very low/orange 82.7 points below level 3 / increased +10.5

Socioeconomically disadvantaged: Low/yellow 22.4 points below level 3 / increased +9.8 points

Hispanic: Low/yellow 16.8 points below level 3 / increased +13.8 points

American Indian: Low/orange 48.3 points below level 3 / maintained -1.3 points

Math CAASPP met/exceeded scores increased from 40% in 2015 - 2016 to 43% in 2016 - 2017.

According to the Math Dashboard, scores for 2016 - 2017 (actions/services are written for the 2018 - 2019 and 2019 - 2020 school year):

All students: Medium/yellow 18.4 points below level 3 / decreased .7 points

Students with disabilities: Very low/red 100.5 points below level 3 / declined significantly -28.7

Socioeconomically disadvantaged: Low/yellow 35.1 points below level 3 / increased 7 points

Hispanic: Low/yellow 38 points below level 3 / increased 7.5 points

American Indian: Low/orange 35.5 points below level 3 / maintained -1.7

Local multiple measures scores 3% increase in achievement in math and 3% ELA at second trimester for all groups.

Multiple measures indicated progress at the 2nd trimester, and were: 2nd trimester 2018 multiple measures scores: reading, 70%; writing, 61%, and math, 73%.

2. Math intervention support; parent education to support student learning in math.

3. Common Core State Standards (CCSS) - aligned curriculum and assessment - Next Generation Science Standards (NGSS) and History-Social Science, greatest need.

4. Professional development - NGSS, physical education, and History-Social Science

5. Arts opportunities for all

6. Enrichment activities for all students

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

1.1
Number of highly qualified teachers / appropriate teacher assignments

100% highly qualified, appropriate teacher assignments

Maintain 100% highly qualified, appropriate teacher assignments

Maintain 100% highly qualified, appropriate teacher assignments

Maintain 100% highly qualified, appropriate teacher assignments

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

1.2
Local multiple measures of student achievement
Second trimester scores - best possible indicator at the time the LCAP must be written; not indicative of the student achievement at year's end - meeting exit standards

2017 multiple measures indicated progress at the 2nd trimester - "progressing" or "met":
reading, 69%;
writing, 57%,
math, 70%

1% increase in achievement in math and ELA for all groups -- multiple measures progress at the 2nd trimester - "progressing" or "met":
reading, 69%;
writing, 57%,
math, 70%

1% increase in achievement in math and ELA for all groups -- multiple measures progress at the 2nd trimester - "progressing" or "met":
reading, 70%;
writing, 58%,
math, 71%

1% increase in achievement in math and ELA for all groups -- multiple measures progress at the 2nd trimester - "progressing" or "met":
reading, 71%;
writing, 59%,
math, 72%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

1.2.1A broad course of study provided to all students

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 - as reflected in progress summaries

Maintain 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 - as reflected in progress summaries

Maintain 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 - as reflected in progress summaries

Maintain 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 - as reflected in progress summaries

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

1.3
CAASPP scores

CAASPP 2015 - 16
Met/Exceeded 2015 - 16
47% ELA
40% Math ELA Dashboard
All students: Low/yellow
8.5 pts below level 3
Socioeconomically
disadvantaged: Low/yellow
32.1 points below level 3
Hispanic: low/orange
30.6 points below level 3
Math Dashboard
All students: Low/yellow
17.7 points below level 3
Socioeconomically
disadvantaged: Low/yellow
42.1 points below level 3
Hispanic: Low/red
45.3 points below level 3

CAASPP 2016 - 17
Meet/Exceed
48% ELA
41% Math

ELA Dashboard
All students: increase
4.5 pts below level 3
Socioeconomically
disadvantaged: increase
28.1 points below level 3
Hispanic: orange
26.6 points below level 3

Math Dashboard
All students: increase
13.7 points below level 3
Socioeconomically
disadvantaged: increase
38.1 points below level 3
Hispanic: increase
41.3 points below level 3

CAASPP 2017 - 2018
Meet/Exceed
49% ELA
42% Math

ELA Dashboard
All students: increase
.5 pts below level 3
Socioeconomically
disadvantaged: increase
24.1 points below level 3
Hispanic: increase
22.6 points below level 3

Math Dashboard
All students: increase
9.7 points below level 3
Socioeconomically
disadvantaged: increase
34.1 points below level 3
Hispanic: increase
37.3 points below level 3

CAASPP 2018 - 2019
Meet/Exceed
50% ELA
43% Math

ELA Dashboard
All students: increase
3.5 pts above level 3
Socioeconomically
disadvantaged: increase
20.1 points below level 3
Hispanic: increase
18.6 points below level 3

Math Dashboard
All students: increase
5.7 points below level 3
Socioeconomically
disadvantaged: increase
30.1 points below level 3
Hispanic: increase
33.3 points below level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.5 5th grade Science California Science Test scores	California Science Test no longer exists. CAST baseline set in 2018 - 19	CAST pilot test - no student scores will be released 2016 - 2017	CAST field test 2017 - 2018	CAST - first year of reportable scores 2018 - 2019
1.6 Class size	Class size 24:1 or less, grades TK-3 28 or less, 4 - 6	Maintain class size 24:1 or less, grades TK-3; 28 or less, 4 - 6	Maintain class size 24:1 or less, grades TK-3; 28 or less, 4 - 6	Maintain class size 24:1 or less, grades TK-3; 28 or less, 4 - 6
1.7 English learner re-designation - CELDT	This metric changed in 2016 - 2017. 9 EL (all in grades K - 2); 1 EL 4+ Not at Risk (grade 5 student with IEP); 9 RFEP = 19 Ever-EL No students at risk.	Maintain "no students at risk"	Determine baseline of EL reclassification rate as measured by the ELPAC	Maintain or improve the EL reclassification rate as measured by the ELPAC.
1.8 NGSS materials purchase & implementation	District adaptation - FOSS materials and online curriculum	District adaptation - FOSS materials and online curriculum	NGSS materials purchase	NGSS materials in classrooms, Fall 2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.9 5th grade physical fitness scores	74% met six of six fitness standards	75% - six of six fitness standards	Maintain 75% - six of six fitness standards	Maintain 75% - six of six fitness standards
1.10 Professional development registration / attendance records	95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards	Maintain 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards	Maintain 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework, Next Generation Science Standards, Physical Education, and History Social Science	Maintain 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards
1.11 Participation rates in arts opportunities	100% students receiving music instruction	Maintain 100% students receiving music instruction	Maintain 100% students receiving music instruction	Maintain 100% students receiving music instruction

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1
 a. Students taught by 25.0 highly qualified certificated teachers - no mis-assignments; employ administrator staffing sufficient to support the school program
 b. provide induction support as needed (2nd budget expenditure box) BTSA

1.1
 a. Students taught by 27.4 highly qualified certificated teachers - no mis-assignments; employ administrator staffing sufficient to support the school program
 b. provide induction support as needed - BTSA

1.1
 a. Students taught by 27.4 highly qualified certificated teachers - no mis-assignments; employ administrator staffing sufficient to support the school program
 b. provide induction support as needed - BTSA

c. Supplies
d. Services

c. Supplies
d. Services

c. Supplies
d. Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. 2,539,184 b. 4,000 c. 18,727 d. 6,167 	<ul style="list-style-type: none"> a. 2,538,928 b. 4,866 c. 18,000 d. 4,500 	<ul style="list-style-type: none"> a. 2,538,928 b. 4,866 c. 18,000 d. 4,500
Source	<ul style="list-style-type: none"> a. LCFF, Title II, REAP b. LCFF c. LCFF d. LCFF 	<ul style="list-style-type: none"> a. LCFF, Title II, REAP, EPA b. LCFF c. LCFF d. LCFF 	<ul style="list-style-type: none"> a. LCFF, Title II, REAP, EPA b. LCFF c. LCFF d. LCFF
Budget Reference	<ul style="list-style-type: none"> a. Salaries & Benefits (1100, 1301, 1302, 1303) b. 0000-1134 - A100 c. Materials & Supplies d. Other Services 	<ul style="list-style-type: none"> a. 0000-1100, 1301, 1302, 1303; 4035-1100; 5820-1100; 1400-1100; 0000-1134 b. 0000-1134-A100 c. 0000-4310-A100 d. 0000-5800-A100 	<ul style="list-style-type: none"> a. 0000-1100, 1301, 1302, 1303; 4035-1100; 5820-1100; 1400-1100; 0000-1134 b. 0000-1134-A100 c. 0000-4310-A100 d. 0000-5800-A100

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.2
Provide Tier 2 RTI / Targeted Intervention Program (TIP)
0.10 FTE coordinator
Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction.

2018-19 Actions/Services

1.2
Provide Tier 2 RTI / Targeted Intervention Program (TIP)
0.10 FTE coordinator
Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction.

2019-20 Actions/Services

1.2
Provide Tier 2 RTI / Targeted Intervention Program (TIP)
0.10 FTE coordinator
Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,339	6,739	6,739
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries & Benefits -1133-A100	0000-1133-A100 (FN 2100)	0000-1133-A100 (FN 2100)

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

- 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 to unduplicated students and FY
 - a. 0.30 FTE Coordinator
 - b. 0.50 hour daily per 25 classroom assistants
 - c. Assessment/instructional materials

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

- 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 to unduplicated students and FY
 - a. 0.30 FTE Coordinator
 - b. 0.50 hour daily per 25 classroom assistants
 - c. Assessment/instructional materials

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

- 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 to unduplicated students and FY
 - a. 0.30 FTE Coordinator
 - b. 0.50 hour daily per 25 classroom assistants
 - c. Assessment/instructional materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. 18,916 b. 24,081 c. 500 	<ul style="list-style-type: none"> a. 19,402 b. 18,186 c. 500 	<ul style="list-style-type: none"> a. 19,402 b. 18,186 c. 500

Source	<ul style="list-style-type: none"> a. LCFF supplemental funds b. LCFF supplemental funds c. LCFF supplemental funds 	<ul style="list-style-type: none"> a. LCFF Supplemental Grant b. LCFF Supplemental Grant c. LCFF Supplemental Grant 	<ul style="list-style-type: none"> a. LCFF Supplemental Grant b. LCFF Supplemental Grant c. LCFF Supplemental Grant
Budget Reference	<ul style="list-style-type: none"> a. 0001-1133 Salaries & Benefits (A100) b. 0001-2100 Salaries & Benefits (A100) c. 0001-5800 (A100) 	<ul style="list-style-type: none"> a. 0001-1133-A100 b. 0001-2100-A100 c. 0001-5800-A100 	<ul style="list-style-type: none"> a. 0001-1133-A100 b. 0001-2100-A100 c. 0001-5800-A100

Action #4

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

Students to be Served

Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.4
Provide special education and speech and language services
a. 2.0 FTE resource teacher salary
b. 1.0 FTE speech and language pathology assistant & program oversight and 1.07 FTE Special Education Assistants
c. Supplies

1.4
Provide special education and speech and language services
a. 2.0 FTE resource teacher salary
b. 1.0 FTE speech and language pathologist and 1.25 FTE Special Education Assistants
c. Supplies
d. Other Operating Expenses

1.4
Provide special education and speech and language services
a. 2.0 FTE resource teacher salary
b. 1.0 FTE speech and language pathologist and 1.25 FTE Special Education Assistants
c. Supplies
d. Other Operating Expenses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 185,761 b. 88,973 c. 1,150 d. 3,170	a. 164,277 b. 108,895 c. 1,150 d. 9,742	a. 164,277 b. 108,895 c. 1,150 d. 9,742
Source	Special Education RS 6500 & 3310	Special Education RS 6500 & 3310	Special Education RS 6500 & 3310

Budget Reference

a. Salaries & Benefits (3310-1104 & 6500-1104)(FN 1120/1190)
 b. 6500-1104 (FN 1190)
 c. 6500-4310
 d. Other Operating Expense (5XXX)

a. 3310-1104; 6500-1104)(FN 1120/1190)
 b. 6500-1104 (FN 1190); 3310-2103; 6500-2103; 6500-2122
 c. 6500-4310
 d. 6500-5800 (FN 1120, 1190, 3120)

a. 3310-1104; 6500-1104)(FN 1120/1190)
 b. 6500-1104 (FN 1190); 3310-2103; 6500-2103, 6500-2122
 c. 6500-4310
 d. 6500-5800 (FN 1120, 1190, 3120)

Action #5

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

Students to be Served

Students with Disabilities

Location(s)

Specific Grade spans, TK - 2

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 1.5
 Establish TK - 2 Special Day Class at Ridgewood School
 a. 1.0 FTE teacher
 b. 1.125 FTE assistants
 c. Books and Supplies
 d. Furniture and Equipment

- 1.5
 Maintain TK - 2 Special Day Class at Ridgewood School
 a. 1.0 FTE teacher
 b. 1.122 FTE assistants
 c. Books and Supplies
 d. Furniture and Equipment

- 1.5
 Maintain TK - 2 Special Day Class at Ridgewood School
 a. 1.0 FTE teacher
 b. 1.122 FTE assistants
 c. Books and Supplies
 d. Furniture and Equipment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 78,894 b. 30,907 c. 11,800 d. 9,490	a. 67,568 b. 35,549 c. 7,500 d. 9,000	a. 67,568 b. 35,549 c. 7,500 d. 9,000
Source	a. Special Education b. Special Education c. Special Education d. Special Education	a. Special Education b. Special Education c. LCFF d. LCFF	a. Special Education b. Special Education c. LCFF d. LCFF

Budget Reference

a. Salary & Benefits (6500-1104)(FN 1110)
 b. Salary & Benefits (6500-2103)(FN 1110)
 c. 6500-Materials & Supplies (4310)
 d. 6500-Furniture (4421)

a. 6500-1104
 b. 6500-2103
 c. 0000-4310
 d. 0000-4421

a. 6500-1104
 b. 6500-2103
 c. 0000-4310
 d. 0000-4421

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.6
 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom
 a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6
 b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily

1.6
 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom
 a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6
 b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily

1.6
 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom
 a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6
 b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 73,598 b. 26,766 c. 239,459	a. 98,866 and 9,162 b. 232,413	a. 98,866 and 9,162 b. 232,413
Source	a. LCFF - Supplemental b. LCFF - Supplemental c. Title I	a. LFCC Supplemental b. Title I; LCFF	a. LFCC Supplemental b. Title I; LCFF

Budget Reference

a. Salaries & Benefits (1100) (3xxx) b. Salaries & Benefits (2100-A100)(3xxx) c. Salaries & Benefits (2100-A100)(3xxx)	a. 0001-1100; 0001-2100 b. 3010-2100-A100; 0000-2100-A100	a. 0001-1100; 0001-2100 b. 3010-2100-A100; 0000-2100-A100
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Action #7

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

Students to be Served

Location(s)

Specific Student Groups, Gifted & Talented

Specific Grade spans, 4 - 6

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.7
Provide GATE services, grades 4-6
0.30 FTE Teacher

1.7
Provide GATE services, grades 4-6
0.30 FTE Teacher

1.7
Provide GATE services, grades 4-6
0.30 FTE Teacher

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	21,866	25,408	25,408
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries & Benefits - 1133-A100	0000-1133-A100	0000-1133-A100

Action #8

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.8
Evaluate, monitor, and modify formative and summative multiple measures assessment tools
a. Leadership Team Stipend
b. Assessment tools (DIBELS etc.)

2018-19 Actions/Services

1.8
Evaluate, monitor, and modify formative and summative multiple measures assessment tools
a. Leadership Team Stipend
b. Assessment tools (DIBELS etc.)

2019-20 Actions/Services

1.8
Evaluate, monitor, and modify formative and summative multiple measures assessment tools
a. Leadership Team Stipend
b. Assessment tools (DIBELS etc.)

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

a. 4,000
b. 3,000

a. 4,866
b. 3,000

a. 4,866
b. 3,000

Source	a. Title I b. LCFF	a. Title I b. LCFF	a. Title I b. LCFF
Budget Reference	a. 3010-1134 b. 0000-4391 (A100)	a. 3010-1134-A100 b. 0000-4391-A100	a. 3010-1134-A100 b. 0000-4391-A100

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.9
 Staff libraries for increased access for students, staff, and families
 1.50 FTE Library tech / aide

1.9
 Staff libraries for increased access for students, staff, and families
 1.50 FTE Library tech / aide
 Certificated Librarian services through contract with HERC

1.9
 Staff libraries for increased access for students, staff, and families
 1.50 FTE Library tech / aide
 Certificated Librarian services through contract with HERC

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

a. 61,654
 b. 200
 c. 70

a. 61,250
 b. 200
 c. 70
 d. 700

a. 61,250
 b. 200
 c. 70
 d. 700

Source

LCFF

a. LCFF
 b. LCFF
 c. LCFF
 d. LCFF

a. LCFF
 b. LCFF
 c. LCFF
 d. LCFF

Budget Reference

a. Salaries & Benefits (2216)(FN 2420)
 b. Supplies
 c. Travel

a. 0000-2216-A100
 b. 0000-4391-A100
 c. 0000-5210
 d. 0000-5800-A100

a. 0000-2216-A100
 b. 0000-4391-A100
 c. 0000-5210
 d. 0000-5800-A100

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

1.10
Provide instructional materials for unduplicated count students as determined by individual need

2018-19 Actions/Services

Provide instructional materials for EL & R-FE students as determined by individual need

2019-20 Actions/Services

Provide instructional materials for EL & R-FE students as determined by individual need

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	21,553	24,819	24,819
Source	LCFF Supplemental Grant	LCFF Supplemental Grant	LCFF Supplemental Grant
Budget Reference	0001-4310	0001-4310	0001-4310

Action #11

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.11
 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum
 a. Consumable materials / eAssessments
 b. Purchase NGSS curriculum materials

1.11
 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum
 a. Consumable materials / eAssessments
 b. Purchase History-Social Science curriculum materials

1.11
 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum
 a. Consumable materials / eAssessments
 b. Purchase NGSS curriculum materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	a. 12,000 b. 200,000	a. 12,000 b. 200,000	a. 12,000 b. 200,000
Source	a. Lottery (restricted) b. LCFF, Lottery (restricted)	a. Lottery (restricted) b. LCFF, Lottery (Restricted)	a. Lottery (restricted) b. LCFF, Lottery (Restricted)
Budget Reference	a. 6300-4110 b. 0000-4110 (80,000), 6300-4110 (\$120,000)	a. 6300-4110 b. 0000-4110; 6300-4110	a. 6300-4110 b. 0000-4110; 6300-4110

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.12
Implement physical education program to promote healthy lifestyle and physical activity

1.12
Implement physical education program to promote healthy lifestyle and physical activity
a. Purchase SPARK equipment
b. Athletic Director Stipend

1.12
Implement physical education program to promote healthy lifestyle and physical activity
a. Purchase SPARK equipment
b. Athletic Director Stipend

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 3,000 b. 1,000	a. 3,000 b. 1,218	a. 3,000 b. 1,218
Source	LCFF	a. LCFF b. LCFF	a. LCFF b. LCFF
Budget Reference	a. 0000-4400 - A100 b. 0000-1132	a. 0000-4400-A100 b. 0000-1132	a. 0000-4400-A100 b. 0000-1132

Action #13

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.13
Provide cross-curricular arts opportunities in partnership with community groups

2018-19 Actions/Services

1.13
Provide cross-curricular arts opportunities in partnership with community groups

2019-20 Actions/Services

1.13
Provide cross-curricular arts opportunities in partnership with community groups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	2,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000-4391-A100	0000-4391-A100	0000-4391-A100

Action #14

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

1.14
 Support professional development – CA Standards implementation, curriculum & instruction, including technology
 a. Leadership Team
 b. Registration Fees, Professional Development

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

1.14
 Support professional development – CA Standards implementation, curriculum & instruction, including technology
 a. Leadership Team
 b. Registration Fees, etc.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

1.14
 Support professional development – CA Standards implementation, curriculum & instruction, including technology
 a. Leadership Team
 b. Registration Fees, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 4,000 b. 15,689 & 2,500 & 21,921	a. 4,866 b. 5,000	a. 4,866 b. 3,000
Source	a. Title 1 b. Educator Effectiveness Grant & LCFF & Title I	a. Title 1 b. LCFF	a. Title 1 b. LCFF

Budget Reference

a. 3010-1134 b. 6264-5210 & 0000-5210 & 3010-5210	a. 3010-1134-A100 b. 0000-5210-A100	a. 3010-1134-A100 b 0000-5210-A100
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Action #15

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.15
Maintain 1.0 FTE music teacher

1.15
Maintain 1.0 FTE music teacher

1.15
Maintain 1.0 FTE music teacher

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 81,484 b. 170	a. 81,204 b. 170	a. 81,204 b. 170
Source	LCFF	a. LCFF b. LCFF	a. LCFF b. LCFF
Budget Reference	a. Salaries & Benefits (0000-1102 (GL 1228) & 0202-1102) b. Repairs	a. 0000-1102 b. 0000-5635	a. 0000-1102 b. 0000-5635

Action #16

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.16
Maintain Internet Infrastructure
Renew Ridgewood and Cutten network security subscription

1.16
Maintain Internet Infrastructure
Renew Ridgewood and Cutten network security subscription

1.16
Maintain Internet Infrastructure
Renew Ridgewood and Cutten network security subscription

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

1,600

1,600

1,600

Source

LCFF

LCFF

LCFF

Budget Reference	0000-5800	0000-5800-A100	0000-5800-A100
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Action #17

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.17
Replace aging / obsolete technology

1.17
Replace aging / obsolete technology

1.17
Replace aging / obsolete technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,000	20,000	20,000
Source	LCFF	LCFF	LCFF
Budget Reference	0000-4400 (A100)	0000-4400	0000-4400

Action #18

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1.18
Provide devices / apps for unduplicated count students to support classroom learning and TIP

2018-19 Actions/Services

1.18
Provide devices / apps for unduplicated count students to support classroom learning and TIP

2019-20 Actions/Services

1.18
Provide devices / apps for unduplicated count students to support classroom learning and TIP

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$700	\$700	\$700
Source	LCFF Supplemental Grant	LCFF Supplemental & Concentration Grant	LCFF Supplemental & Concentration Grant
Budget Reference	0001-4450 (A200)	0001-4450	0001-4450

Action #19

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1.19
Provide tech support

2018-19 Actions/Services

1.19
Provide tech support

2019-20 Actions/Services

1.19
Provide tech support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	44,854	25,000	27,750
Source	LCFF	LCFF	LCFF
Budget Reference	Salaries & Benefits (0000-2900-A200)	0000-2900-A100	0000-2900-A100

Action #20

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

1.20
 Provide math intervention support for students not meeting or exceeding state and local measures, including home support and parent education.
 a. .20 FTE Certificated Coordinator
 b. .25 FTE Classified Assistant Coordinator
 b. Assessment/instructional materials

2019-20 Actions/Services

1.20
 Provide math intervention support for students not meeting or exceeding state and local measures, including home support and parent education.
 a. .20 FTE Certificated Coordinator
 b. .25 FTE Classified Assistant Coordinator
 b. Assessment/instructional materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	a. 13,150 b. 8,027 c. 2,500	a. 13,150 b. 8,027 c. 2,500
Source	NA	a. LCFF b. LCFF c. LCFF	a. LCFF b. LCFF c. LCFF

**Budget
Reference**

NA

- a. 0000-1133
- b. 0000-2900
- c. 0000-4310

- a. 0000-1133
- b. 0000-2900
- c. 0000-4310

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: N/A

Identified Need:

As determined by stakeholder input and data:

1. District positive behavior support system implementation and support
2. Well-maintained and safe facilities
3. Strong connection between families and school
4. Improve and expand use of facilities

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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2.1
Suspension /
expulsion rates

Six students suspended,
of an enrollment of 622
throughout the 2016 - 17
school year: .9%.

Dashboard data reflects
the change from 2013 - 14
to 2014 - 15 (two school
years prior to the 2016 -
2017 Annual Update)
All students 597: 1.7%
medium/orange +.8,
from 8 to 9 students
Socio-economically
disadvantaged 271: 2.2%
medium/yellow,
same - 6 students
Students with disabilities
46: 6.5% very high/red +
6.5,
from 0 to 3 students None
of these students attended
Cутten or Ridgewood
Schools in 2016 to 2017.

Expulsion rate = 0%

Reduce suspension rate
by one student to .8%

Dashboard data - (to be
posted for the 2016 - 2017
school year in Fall 2017 -
this metric is based upon
very old data)

Move diagonally / to the
right in each subgroup on
the 5 x 5 Dashboard chart

Expulsion rate = 0%.

Reduce suspension rate
by one student to .7%

Move diagonally / to the
right in each subgroup on
the 5 x 5 Dashboard chart

Expulsion rate = 0%

Maintain suspension rate at
.7% - or lower

Move diagonally / to the
right in each subgroup on
the 5 x 5 Dashboard chart

Expulsion rate = 0%

2.2
CHKS results

71% response rate (51 of 72 fifth grade students) reference survey data@wested.org;
School connectedness (high) 57%;
Academic motivation (high) 41%;
Caring adult relationships (high) 57%;
High expectations (high) 61%;
Meaningful participation (high) 10%;
Feel safe at school 76%;
Students well-behaved 51%;
Students treated fairly when break school rules 52%;
Students treated with respect 86%-

Increase "high" ratings by 1% in all categories
School connectedness (high) 58%;
Academic motivation (high) 42%;
Caring adult relationships (high) 58%;
High expectations (high) 62%;
Meaningful participation (high) 11%;
Feel safe at school 78%;
Students well-behaved 52%;
Students treated fairly when break school rules 53%;
Students treated with respect 87%

Increase "high" ratings by 1%
School connectedness (high) 59%;
Academic motivation (high) 43%;
Caring adult relationships (high) 59%;
High expectations (high) 63%;
Meaningful participation (high) 12%;
Feel safe at school 79%;
Students well-behaved 53%;
Students treated fairly when break school rules 54%;
Students treated with respect 88%

Increase "high" ratings by 1%
School connectedness (high) 60%;
Academic motivation (high) 44%;
Caring adult relationships (high) 60%;
High expectations (high) 64%;
Meaningful participation (high) 13%;
Feel safe at school 80%;
Students well-behaved 54%;
Students treated fairly when break school rules 55%;
Students treated with respect 89%

<p>2.3 Facility Inspection Tool</p>	<p>"good" or "excellent" standards per FIT reports</p>	<p>Maintain "good" or "excellent" standards per FIT reports</p>	<p>Maintain "good" or "excellent" standards per FIT reports</p>	<p>Maintain "good" or "excellent" standards per FIT reports</p>
<p>2.4 Williams Report</p>	<p>"no complaints" status</p>	<p>Maintain "no complaints" status</p>	<p>Every pupil in the school district has sufficient access to standards- aligned instructional materials.</p>	<p>Every pupil in the school district has sufficient access to standards- aligned instructional materials.</p>
<p>2.5 Custodian staffing levels</p>	<p>Maintain 2014-15 staffing levels</p>	<p>Maintain 2014-15 staffing levels</p>	<p>Maintain 2014-15 staffing levels</p>	<p>Maintain 2014-15 staffing levels</p>
<p>2.6 Attendance rates</p>	<p>Attendance rate at 2017 P2: 95.19%</p>	<p>Attendance rate at 2018 P2: 95.19%</p>	<p>Attendance rate at 2019 P2: 95.29%</p>	<p>Attendance rate at 2020 P2: 95.39%</p>

2.7
Chronic absenteeism rate
The CA Dashboard chronic absenteeism rate is to be determined sometime in the future - this metric will change

Chronic absence rate at 2017 P2: 8.33%

Chronic absence rate at 2018 P2: 8%

Chronic absence rate at 2019 P2: 7.66%

Chronic absence rate at 2020 P2: 7.33%

2.8
Parent / guardian participation for all students including unduplicated students and decision making opportunity rates in IEP's, parent conferences, SSC and LCAP meetings

Parent / Guardian participation rates, all groups: 98%
parent/teacher conference rate
Survey response - 83 parent response / 133 student response - 35%
100% participation in IEPs
LCAP community meeting - 20 participants,

Parent / Guardian participation rates, all groups: 98%
parent/teacher conference rate
Survey response - 88 parent response / 140 student response
100% participation in IEPs
LCAP community meeting - 24 participants

Parent / Guardian participation rates, all groups: 98%
parent/teacher conference rate
Survey response - 93 parent response / 145 student response
100% participation in IEPs
LCAP community meeting - 26 participants

Parent / Guardian participation rates, all groups: 98%
parent/teacher conference rate
Survey response - 97 parent response / 150 student response
100% participation in IEPs
LCAP community meeting - 26 participants

2.9 School meals served	2016-2017 as of Total lunches.....24,768 Total breakfasts.....5,584	2017-2018 2% increase Total lunches.....25,263 Total breakfasts.....5,696	2018-2019 2% increase Total lunches.....25,768 Total breakfasts.....5,910	2020-2021 2% increase Total lunches.....26,283 Total breakfasts.....6,028
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Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1
Provide school social work and/or behavioral services
a. 1.1 FTE School Social Worker
b. 2.22 FTE Temporary 1:1 Aides

2.1
Provide school social work and/or behavioral services
a. .40 FTE School Social Worker
b. .375 FTE Temporary 1:1 Aide

2.1
Provide school social work and/or behavioral services
a. .40 FTE School Social Worker
b. .375 FTE Temporary 1:1 Aide

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 91,543 b. 48,717	a. 19,159 b. 9,562	a. 19,159 b. 9,562
Source	a. LCFF SC b. Special Education	a. LCFF b. Special Education	a. LCFF b. Special Education
Budget Reference	a. Salaries & Benefits 0000-1205 b. Salaries & Benefits 6500-2132, 2122, 2103	a. 0000-1205 b. 6500-2132	a. 0000-1205 b. 6500-2132

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Foster Youth, Low Income

Scope of Services:

Limited to Unduplicated Student Groups

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

2.2
Focus school social work services on unduplicated count students - .20 FTE School Social Worker

2018-19 Actions/Services

2.2
Focus school social work services on unduplicated count students - .80 FTE School Social Worker

2019-20 Actions/Services

2.2
Focus school social work services on unduplicated count students - .80 FTE School Social Worker

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,345	63,156	63156
Source	LCFF Supplemental Grant	LCFF Supplemental Grant	LCFF Supplemental Grant
Budget Reference	0001-1205-A200	0001-1205-A200	0001-1205-A200

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

2.3
 Implement district-wide positive behavior support system
 a. Data Entry Clerk
 b. Facilitator Stipend
 c. Team Stipends
 d. Professional Development
 All the above are funded by the Humboldt Bay School Climate Transformation Grant (HBSCTG)

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

2.3
 Implement district-wide positive behavior support system
 a. Data Entry Clerk
 b. Facilitator Stipend
 c. Team Stipends
 d. Professional Development
 All the above are funded by the Humboldt Bay School Climate Transformation Grant (HBSCTG)

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

a. Data Entry Clerk
 b. Facilitator Stipend
 c. Team Stipends
 d. Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 4,236 b. 3,000 c. 7,000 d. 1,750	a. 4,236 b. 3,651 c. 8,516 d. 1,750	a. 4,236 b. 2,397 c. 8,391 d. 2,000

Source	HBCTG	HBCTG	<ul style="list-style-type: none"> a. LCFF b. LCFF c. LCFF d. LCFF
Budget Reference	<ul style="list-style-type: none"> a. Salaries & Benefits (0000-2900) b. Stipend (0000-1132)(A200) c. Stipends (0000-1133)(A200) d. 0000-5210 	<ul style="list-style-type: none"> a. 0000-2900 b. 0000-1132 c. 0000-1133 d. 0000-5210 <p>All of the above are funded by the Humboldt Bay School Climate Transformation Grant</p>	<ul style="list-style-type: none"> a. 0000-2900 b. 0000-1132 c. 0000-1133 d. 0000-5210

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.4
Administer the CHKS

2.4
Administer the CHKS

2.4
Administer the CHKS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	180	180	180
Source	LCFF	LCFF	LCFF
Budget Reference	0000-4391 (A200)	0000-4391 (A200)	0000-4391 (A200)

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.5
Provide adequate maintenance/custodial staff and resources
a. 3.92 FTE Maintenance/Custodial Staff
b. Supplies
c. Repairs

2.5
Provide adequate maintenance/custodial staff and resources
a. 3.92 FTE Maintenance/Custodial Staff
b. Supplies
c. Repairs

2.5
Provide adequate maintenance/custodial staff and resources
a. 3.92 FTE Maintenance/Custodial Staff
b. Supplies
c. Repairs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 260,281 b. 44,655 c. 4,090	a. 265,146 b. 35,500 c. 2,000	a. 265,146 b. 35,500 c. 2,000
Source	LCFF	a. LCFF b. LCFF c. LCFF	a. LCFF b. LCFF c. LCFF
Budget Reference	a. Salaries & Benefits (FN 81xx) b. Supplies c. Repairs (5xxx)	a. 0000-2213; 0000-2214 b. 0000-4374; 0000-4381 c. 0000-4384; 0000-4389	a. 0000-2213; 0000-2214 b. 0000-4374; 0000-4381 c. 0000-4384; 0000-4389

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2.6
Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials)
a. Classroom Supplies
b. Classroom Desks

2018-19 Actions/Services

2.6
Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials)
a. Classroom Supplies
b. Classroom Desks

2019-20 Actions/Services

2.6
Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials)
a. Classroom Supplies
b. Classroom Desks

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 20,000 b. 20,000	a. 20,000 b. 20,000	a. 20,000 b. 20,000

Source	a. LCFF b. LCFF	a. LCFF b. LCFF	a. LCFF b. LCFF
Budget Reference	a.0000-4310 (A200) b. 0000-4421	a.0000-4310 (A200) b. 0000-4421	a.0000-4310 (A200) b. 0000-4421

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 2.7
 Plan for deferred maintenance projects
 a. Flooring replacement
 b. Energy efficiency projects - HVAC, Lighting
 c. Ridgewood School exterior painting
 d. On-going Maintenance

- a. Flooring replacement
 b. Ridgewood School exterior painting
 c. Ramp replacement
 d. Cutten Community building remodel
 e. Cutten playground repaving

- a. Flooring replacement
 b. Cutten School exterior painting

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. 14,606 b. 113,769 c. 36,000 d.1. 60,382 d.2. 79	a. 14,000 b. 134,000 c. 7,650 d. 100,000 e. 100,000	a. 14,000 b. 134,000
Source	a. LCFF b. Prop 39 c. LCFF d. LCFF	a. LCFF b. LCFF c. LCFF d. LCFF e. LCFF	a. LCFF b. LCFF

Budget Reference

a. 0230-5800-A200
 b. 6230-5800
 c. 0230-5800-A200
 d.1. Supplies, Equipment (RS 0230)
 d.2. Repairs, Contract Services (RS 0230)

a. 0230-5800
 b. 0230-5800-A200
 c. 0230-4381
 d. 0230-5800-A200
 e. 0230-5800-A200

a. 0230-5800
 b. 0230-5800

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.8

Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school

- a. Child care
- b. Trainer / Interpreter stipends
- c. Meeting supplies

2.8

Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school

- a. Child care
- b. Trainer / Interpreter stipends
- c. Meeting supplies

2.8

Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school

- a. Child care
- b. Trainer / Interpreter stipends
- c. Meeting supplies

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

- a. 500
- b. 500
- c. 1,000

- a. 500
- b. 500
- c. 1,000

- a. 500
- b. 500
- c. 1,000

Source

- a. PTA
- b. LCFF SC
- c. LCFF SC

- a. PTA
- b. LCFF SC
- c. LCFF SC

- a. PTA
- b. LCFF SC
- c. LCFF SC

Budget Reference

a. 0015-4310-2000 b. 0001-5800 c. 0001-4310	a. 0015-4310-2000 b. 0001-5800 c. 0001-4310	a. 0015-4310-2000 b. 0001-5800 c. 0001-4310
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Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

- 2.9
 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings
- a. Blackboard Connect or SchoolWise mass notification system
 - b. School Wise student information system
 - c. 2.0 FTE school Secretaries-support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)
 - d. Purchase new telephone system

2018-19 Actions/Services

- Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings
- a. Blackboard Connect or SchoolWise mass notification system
 - b. School Wise student information system
 - c. 1.29 FTE school Secretaries-support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)
 - d. Purchase new phone system for Ridgewood School

2019-20 Actions/Services

- Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings
- a. Blackboard Connect or SchoolWise mass notification system
 - b. School Wise student information system
 - c. 1.29 FTE school Secretaries-support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. 1,500 b. 2,900 c. 70,842 d. 25,000 	<ul style="list-style-type: none"> a. 1,000 b. 3,500 c. 73,266 d. 15,000 	<ul style="list-style-type: none"> a. 1,000 b. 3,500 c. 73,266

Source	<ul style="list-style-type: none"> a. LCFF b. LCFF c. LCFF d. LCFF 	<ul style="list-style-type: none"> a. LCFF b. LCFF c. LCFF d. LCFF 	<ul style="list-style-type: none"> a. LCFF b. LCFF c. LCFF
Budget Reference	<ul style="list-style-type: none"> a. 0000-5800 b. 0000-5800 c. Salaries & Benefits (0000-2406)(A200) d. 0000-5909 	<ul style="list-style-type: none"> a. 0000-5800 b. 0000-5800 c. 0000-2406 d. 0000-5909-A200 	<ul style="list-style-type: none"> a. 0000-5800 b. 0000-5800 c. 0000-2406

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2.10
Enhance school meal program

2018-19 Actions/Services

2.10
Enhance school meal program

2019-20 Actions/Services

2.10
Enhance school meal program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	33,300	27,371	27,371
Source	LCFF SC	LCFF Supplemental / Concentration	LCFF Supplemental / Concentration
Budget Reference	0000-7616	0000-7616	0000-7616

Action #11

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served**Scope of Services:****Location(s)**

Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

2.11

Provide bus transportation within the district, and field trip transportation including the purchase of one bus

- a. 0.75 FTE bus drivers
- b. 0.10 FTE business manager
- c. Fuel, vehicle maintenance
- d. Purchase one new bus

2.11

Provide bus transportation within the district, and field trip transportation including the purchase of one bus

- a. 0.75 FTE bus drivers
- b. 0.10 FTE business manager
- c. Fuel, parts for repair
- d. vehicle maintenance
- e. Purchase new 84-passenger bus

2.11

Provide bus transportation within the district, and field trip transportation

- a. 0.75 FTE bus drivers
- b. 0.10 FTE business manager
- c. Fuel, parts for repair
- d. vehicle maintenance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a-1- \$64,190 a-2- \$15,903 b. 7,130 c. 38,516 d. 175,000	a-1. 49,802 a-2. 9,722 b. 6,270 c. 7,000 d. 116,800	a-1. 49,802 a-2. 9,722 b. 6,270 c. 7,000
Source	A-1 LCFF SC (RS0001) A-2-LCFF (RS 0210) b- LCFF (RS-0000) c-LCFF- (RS-0000) d- LCFF- (RS0000)	a-1. LCFF a-2. LCFF b. LCFF c. LCFF d. LCFF	a-1 LCFF a-2 LCFF b LCFF c LCFF
Budget Reference	a-1. Salaries & Benefits (0210-2203) a-2 Salaries & Benefits (0210-2203) b. Supplies c. Services d. 0210-6460	a-1. 0210-2203 a-2 0210-2304 b. 0210-4365, 0210-4362 c. 0210-5634 d. 0210-6460	a-1. 0210-2203 a-2 0210-2203 b. 0210-4365, 0210-4362 c. 0210-5634

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

NA

2.12
Decrease suspension rate
a. staffing
b. Materials

2.12
Decrease suspension rate
a. staffing
b. Materials

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount	NA	a. 1,150 b. 1,200	a. 1,150 b. 1,200
Source	NA	a. LCFF b. LCFF	a. LCFF b. LCFF
Budget Reference	NA	a. 0000-1140-A200 b. 0000-4310-A200	a. 0000-1140-A200 b. 0000-4310-A200

Action #13

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

NA

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

2.13
 Decrease chronic absenteeism
 a. School Social Worker salary .10 FTE
 b. Parent education and materials
 c. Independent Study Administrative Support
 d. Materials for I.S. Coordinator
 e. Incentives

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

2.13
 Decrease chronic absenteeism
 a. School Social Worker salary .10 FTE
 b. Parent education and materials
 c. Independent Study Administrative Support
 d. Materials for I.S. Coordinator
 e. Incentives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	a. 1,350 b. 1,000 c. 3,700 d. 300 e. 1,000	a. 1,350 b. 1,000 c. 3,700 d. 300 e. 1,000

Source	NA	a. LCFF b. LCFF c. LCFF d. LCFF e. LCFF	a. LCFF b. LCFF c. LCFF d. LCFF e. LCFF
Budget Reference	NA	a. 0000-1205-A200 b. 0000-4310-A200 c. 0000-1150-A200 d. 0000-4310-A200 e. 0000-4310-A200	a. 0000-1205-A200 b. 0000-4310-A200 c. 0000-1150-A200 d. 0000-4310-A200 e. 0000-4310-A200

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 334,395

Percentage to Increase or Improve Services

7.49 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

<http://sswaa.site-ym.com/?600>;

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 Rtl program, Targeted Intervention Program, (TIP) provides quality direct instruction to underachieving students; low-income, English learners, 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 a certificated teacher, with 0.30 FTE dedicated to this program. The TIP Coordinator trains instructors (classroom assistants assigned to the classroom three hours each day, plus an additional 30 minutes daily for TIP), provides lesson plans, establishes progress-monitoring protocols, and collaborates with classroom teachers and other support providers. The enhanced Rtl program supports the equitable assignment of resources, and will assure that students are receiving research-based, quality instruction. For more information:

[http://www.oregonrti.org/resources/;](http://www.oregonrti.org/resources/)

<http://www.centeroninstruction.org> ;

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

To support the TIP program, funds are designated to purchase software licenses such as Read Naturally and Fountas & Pinnell Leveled Literacy Intervention for instructional programs and for assessment materials / online programs such as DIBELS (Dynamic Indicators of Early Literacy Skills).

Refer to these sites for research-based information:

<https://dibels.uoregon.edu/assessment/>

<http://www.readingrockets.org/article/building-fluency-fundamental-foundational-skill>

<http://www.fountasandpinnell.com/intervention/>

The district supports the school meal program with a contribution from unrestricted/supplemental funds, allowing us to offer several choices of fresh fruits and vegetables, plus three to six entrees each lunch day. Refer to these sites for more information about the benefits of a school meal program:

<http://frac.org/federal-foodnutrition-programs/national-school-lunch-program/>

https://schoolnutrition.org/uploadedFiles/5_News_and_Publications/4_The_Journal_of_Child_Nutrition_and_Management/Fall_2014/LunchesSelectedan

<https://bestpractices.nokidhungry.org/programs/school-breakfast/how-school-breakfast-benefits-kids>

Even though our district is relatively small in area, we offer bus transportation to all who live within the district. No child lives any further than a half mile from a bus stop. Every classroom is offered up to four bus field trips per year, enhancing the school experience for all students, but particularly for those socioeconomically disadvantaged students who would not otherwise have the opportunity to attend performing arts events, visit swimming pools and other park venues, or go to sites supporting the social studies and science curriculum such as the local wildlife reserves. It is appropriate to attribute a portion of the unrestricted/supplemental funds to the transportation program. Refer to these sites for more information about the benefits of the school bus transportation program:

<http://www.americanschoolbuscouncil.org/issues/access-to-learning>

<http://www.nhtsa.gov/School-Buses>

<https://www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus>

Class Size Reduction Teacher 73,598 Goal 1, Action 6

Classroom Aides 26,766 Goal 1, Action 6

Social Worker 91,543 Goal 2, Action 1

Trainer/Interpreter 500 Goal 2, Action 8

Meeting Supplies 1,000 Goal 2, Action 8

Cafeteria Encroachment 33,300 Goal 2, Action 10

RTI 43,497 Goal 1, Action 3

Transportation Encroachment 64,190 Goal 2, Action 11

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$384,747

Percentage to Increase or Improve Services

8.41%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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:

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<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>

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<http://www.centeroninstruction.org>

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

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Refer to these sites for research-based information:

<https://dibels.uoregon.edu/assessment/>

<http://www.readingrockets.org/article/building-fluency-fundamental-foundational-skill>

<http://www.fountasandpinnell.com/intervention/>

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https://schoolnutrition.org/uploadedFiles/5_News_and_Publications/4_The_Journal_of_Child_Nutrition_and_Management/Fall_2014/LunchesSelectedan

<https://bestpractices.nokidhungry.org/research>

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<http://www.americanschoolbuscouncil.org/issues/access-to-learning>

<http://www.nhtsa.gov/School-Buses>

<https://www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus>

Goal 1, Action 20 Math Assistance Program / Math Intervention is principally directed to Unduplicated Students, but currently is being funded through LCFF base dollars.

Class Size Reduction Teacher 98,866 Goal 1, Action 6

Classroom Aides 9,162 Goal 1, Action 6

Social Worker 63,156 Goal 2, Action 1

Trainer/Interpreter 500 Goal 2, Action 8

Meeting Supplies 1,000 Goal 2, Action 8

Cafeteria Encroachment 27,371 Goal 2, Action 10

RTI 38,088 Goal 1, Action 3

Transportation Encroachment 145,495 Goal 2, Action 11