

**Introduction:**

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

- **Priority 4 – Student Achievement**
  - API growth and Subgroup Performance
  - 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

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

**Note: The district averages 3 – 7 EL students, 0 – 3 foster youth, 1 – 5 homeless youth, and 12 – 15 R-FEP students each year. Much care must be taken in reporting outcomes for small groups to protect confidentiality.**

**District enrollment as of May 2016 = 608 students.**

**The Cutten Elementary School District consists of two sites – Ridgewood School is grades TK – 2, and Cutten School is grades 3 – 6.**

**LEA:** Cutten Elementary

**Contact:** Julie Osborne, Superintendent Principal, josborne@cuttensd.org, (707)441-3900

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational*

agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in*

*programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP

- Nov. 16 — Mar. 26
  - On-line & paper/pencil parent/guardian survey Invitation to respond and hard copy survey delivered personally by all teachers to parents/guardians during first and second trimester teacher conferences;
  - links on district web site;
  - Access information included in *Ridgewood Record & Tiger Tracks*, the weekly school paper and on-line bulletins;
  - hard copies made available in school offices; on-line versions
- Feb. 16 - Mar. 4
  - Classified staff written survey
- Dec. 14
  - School board meeting – overview, 2014 - 15 district multiple measures & CASSPP scores reviewed, input & update
- Dec. 15
  - School Site Council / LCAP Advisory – overview, 2014 - 15 district multiple measures & CASSPP scores reviewed, update & input
- Feb. 23
  - School Site Council / LCAP Advisory – overview, update & input
- Feb. 24
  - Certificated staff district meeting – update & input
- Mar. 9
  - School board meeting – update & input
- Mar. 14 – 18
  - Survey & Town Hall meeting invitation handed to parents/guardians at parent conferences
- Mar. 14
  - School board meeting – overview, update & input
- Mar. 23
  - Town Hall Meeting – overview, update & input
- May 9 – 14
  - Student on-line survey, grades 5 & 6
- May 24
  - School Site Council / LCAP Advisory – resulting in Superintendent's written response
- June 13
  - School board meeting – public hearing

**Parent and student surveys, staff meeting and survey input, school site council/LCAP advisory group, Town Hall meeting input from stakeholders validated current practices and supported their continuance:**

- teachers appropriately assigned
  - priority 1 – basic services
- classroom assistants in every classroom
  - priority 4 – standard achievement
- high rate of parent involvement,
  - priority 3 – parent involvement
- positive school climate,
  - 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
  - priorities 3 – parent involvement & – priority 5 – student engagement
- small class size
  - priorities 1, 2, 4, 5, 6, 7, & 8
- *Second Step, PBIS* implementation
  - priorities 5 & 6
- Increased access to technology
  - priorities 1, 2, 4, 5, 6, 7, & 8
- Sufficient instructional materials
  - priorities 1 & 2

**Needs generated by all stakeholders:**

- Continue to add access to technology; upgrade, support, and enhance infrastructure; plan for replacement & repair; and support professional development
  - priorities 1, 2, 4, 5, 6, 7, & 8
- Support Common Core State Standards & NGSS implementation as funds / high quality curricula become

- June 20
  - School board meeting – adoption for 2016-17

available -

- priority 2 – implement CCSS & NGSS for all
- Implement deferred maintenance projects & enhance site safety –
  - priority 1 – basic services
- Certificated staff spoke to the need for reading/math intervention specialist, and a PE teacher –
  - priorities 1, 2, 4, & 7
- Expand Tier II Targeted Intervention Program (TIP) to full-year program
  - priorities 1, 2, 4, & 7
- Continue to implement high-quality, standards-based assessment; consider on-line components
  - priorities 1, 2, 4, & 7
- Fully implement PBIS district-wide
  - priority 4

#### Annual Update:

- At the school board meetings, site council meetings, staff meetings, and the Town Hall meeting noted above, achievement data for 2014 - 15 was examined (specifically noted), and the 2015 – 16 LCAP was reviewed for implementation status, costs, service effectiveness, and possible changes for 2016 – 17. The parent, staff and student surveys and the Town Hall meeting also reflected input regarding current year actions and services, and suggestions for future services. At every parent teacher conference, teachers extended personal invitations to respond to the surveys, and at the spring conferences - to attend the Town Hall meeting. Parents were handed an LCAP survey at their conference. Free child care and dinner for children and adults was provided.
- The Cutten School District does not have collective bargaining units.

#### Annual Update:

Parent and student surveys, staff meeting and survey input, school site council/LCAP advisory group, Town Hall meeting:

- LCAP corrections relating to clarification of state-required template terms, metrics, outcomes and actions were reviewed and integrated into the 2016 – 17 plan.
- The Leadership Team expanded access to professional development including on-line coursework and summer institutes/workshops. This was also supported by Cutten Ridgewood Student Foundation professional development grants.
- Metrics such as the 2015 CAASPP and CHKS scores were available for setting baselines; however, at the time the 2016 - 17 LCAP is submitted for approval, the 2016 scores will not be available. Stakeholders question their inclusion in the LCAP, as each year's reported scores will lag a full year behind the first LCAP year. Current data is received and disaggregated annually after the LCAP submission/approval process, and is used to drive instruction, staff development, and curriculum materials purchase throughout the school year.
- The student information system purchase and implementation

in 2015 – 16 enhanced access to attendance information; its use to track student achievement data will be implemented during 2016 - 17 to the fullest extent of its capabilities.

- The Leadership Team updated 2015– 16 assessments, and continue to research CCSS-aligned assessments for implementation in 2016 – 17. Some of the actions will have to be reconsidered depending upon decisions made at the state and federal levels regarding CAASPP and ESEA, and the possible adoption of ELA materials for 2016 - 17. NGSS are slated for adoption, and as state-vetted curricula becomes available in 2018, purchases/implementation will take place.
- Site safety continues to be of concern, prompting the installation of exterior surveillance cameras at both sites, and continued study relating to morning drop-off and dismissal pick-up safety, and the openness of both sites.
- Tier II, Targeted Intervention Program (TIP) continues as a very high priority. Early fall 2015 implementation did not happen due to the resignation of the 1.0 FTE resource specialist teacher *after* the start of the school year. Because of the acute shortage of special ed. teachers, the 0.50 FTE resource specialist teacher / 0.20 TIP coordinator time was focused upon meeting IEP requirements until a full-time teacher was hired in January 2016. Certificated staff listed its early, full implementation in the 2016 - 17 school year as a very high priority. Because of this, a new 0.40 certificated position is created in the 2016 - 17 budget - the TIP coordinator/intervention teacher.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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



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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

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

<b>GOAL:</b>	Goal 1 Increase student achievement levels, improving the foundation for college and career readiness.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: None.
<b>Identified Need:</b>	<p><b>As determined by stakeholder input and data:</b></p> <ol style="list-style-type: none"> <li>1. District 2014 - 15 multiple measures: 65% met/exceeded ELA standards; 69% met/exceeded math standards (<i>met/exceeded</i> means of determination changed significantly from 2014 to 2015, and from 2015 to 2016)</li> <li>2. Common Core State Standards (CCSS) – aligned curriculum</li> <li>3. Improved physical education program</li> <li>4. Increased arts opportunities</li> <li>5. Professional development – CCSS NGSS, and ELA/ELD Framework implementation,</li> </ol>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> Ridgewood and Cutten Schools</p> <p><b>Grades:</b> All</p>	
	<b>Applicable Pupil Subgroups:</b>	All

LCAP Year 1

Expected Annual Measurable Outcomes:

Metric

- 1.1.1 Number of highly qualified teachers / appropriate teacher assignments
- 1.1.2 Local multiple measures of student achievement
- 1.1.3 CAASPP scores - 2015, first year of assessment: 42% ELA 43% Math
- 1.1.4 5th grade Science California Standards Test scores
- 1.1.5 API scores
- 1.1.6 Class size
- 1.1.7 English learner re-designation - CELDT
- 1.2.1 ELA materials purchase & implementation - sufficiency of CCSS-based curriculum
- 1.3.1 5th grade physical fitness scores
- 1.4.1 Participation rates in arts opportunities
- 1.5.1 Professional development registration/attendance/ records

Outcome

- 1.1.1 Maintain 100% highly qualified / appropriate teacher assignments
- 1.1.2 1% increase in achievement in math and ELA for all groups, except for low income (LI) students, students with disabilities, foster youth, and homeless youth, who will show a 1.5% increase as reported via district multiple measure benchmarks
- 1.1.2 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history-social science, science, the arts, health, and physical education
- 1.1.3 2015 CAASPP scores set the baseline for future growth; met/exceeded = 42% ELA 43% Math - 1% increase
- 1.1.4 75% or more score proficient/advanced
- 1.1.5 Baseline set by SBE – not available as of this writing
- 1.1.6 Class size 24:1 or less, grades TK – 3; 28 or less, 4 – 6

	<p>1.1.7 EL students advance one proficiency level until reclassification occurs</p> <p>1.2.1 ELA materials purchase 2016-17; sufficiency of materials exist - updated CCSS-based sufficiency of materials to purchase</p> <p>1.3.1 1% increase in fifth grade students meeting six of six fitness standards - 26.8% 2015</p> <p>1.4.1 100% students receiving music instruction</p> <p>1.5.1 95% certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and/or Next Generation Science Standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1.1</p> <ul style="list-style-type: none"> <li>Students taught by highly qualified certificated teachers (one teacher completing CLAD certification);</li> <li>provide BTSA support as needed; employ administrator staffing sufficient to support the school program (BTSA = Beginning Teacher Support and Assessment induction program)</li> </ul>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p><b>25.0 FTE teacher, principal &amp; principal/superintendent</b></p> <p>\$2,547,550</p> <p>LCFF</p> <p>Supplemental/Concentration</p> <p>0000-1100</p> <p>1400-1100</p> <p>0001-1100</p> <p><b>BTSA</b></p> <p>\$4,000</p> <p>LCFF</p> <p>0000-1150</p>

<p>1.1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>0.10 FTE program coordinator</b>  \$6,568  LCFF  0000-1133</p>
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<p>1.1.3 Provide Tier 2 RTI / Targeted Intervention Program (TIP)</p> <p>Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction – 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p><b>0.30 FTE program coordinator</b></p> <p>\$19,703</p> <p>LCFF supplemental funds</p> <p>0001-1133</p> <p><b>0.50 hour daily per 20 classroom assistants</b></p> <p>\$34,946</p> <p>LCFF supplemental funds</p> <p>0001-2100</p> <p><b>Assessment/instructional materials</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF supplemental funds</li> <li>• 0001-5800</li> </ul>
<p>1.1.4 Provide special education and speech and language services</p>	<p>Ridgewood and Cutten</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska</p>	<p><b>2.0 FTE resource</b></p>

Schools	Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	<b>teacher</b> (increased from 1.5 FTE) \$145,084 Federal & State Spec. Ed. 3310-1104 6500-1104
Grades: All		<b>1.0 FTE speech and language therapist</b> (increased from 0.80 FTE) \$71,750 Special Education 3310-1104 6500-1104
		<b>1.25 special ed. assistants</b> \$50,253 Special Education 3310-2103



			6500-2103
<p><b>1.1.5 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom;</b></p> <ul style="list-style-type: none"> <li>maintain GSA class sizes of 24:1, grades TK – 2; and 28 or less, grades 3 – 6</li> <li>maintain classroom assistants in every classroom 3 hrs daily</li> </ul>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>2.0 FTE teacher</b></p> <p>\$128,439</p> <p>LCFF supplemental</p> <p>0000-1100</p> <p><b>Classroom aides</b></p> <p>\$237,906</p> <p>LCFF supplemental &amp; Title I</p> <p>0000-2100</p> <p>3010-2100</p>
<p>1.1.6 Provide GATE services, grades 4 – 6</p>	<p>Cutten School</p> <p>Grades: 4th, 5th, 6th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>0.30 FTE GATE teacher</b></p> <p>(increased from 0.25 FTE)</p> <ul style="list-style-type: none"> <li>\$23,130</li> <li>LCFF</li> <li>0000-1133</li> </ul>

<p>1.1.7 Evaluate, monitor and modify formative and summative multiple measures assessment tools</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership team stipend</b> \$2,000 Title I 3010-1134  <b>Assessment tools (DIBELS, etc.)</b> \$3,000 LCFF 0000-4391</p>
<p>1.1.8 Staff libraries for increased access for students, staff, and families</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.50 FTE tech/aide</b> (increase from 1.375 FTE – additional five hours – aide) \$67,517 LCFF base 0000-2216</p>

<p>1.1.9 Provide instructional materials for EL &amp; R-FEP students as determined by individual need</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><b>Instructional materials</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF supplemental 0001-4310</li> </ul>
<p>1.2.1</p> <ul style="list-style-type: none"> <li>• Implement CA Standards (based upon the CCSS) ELA materials; provide high-quality, standards-based curriculum</li> <li>• Research Next Generation Science Standards curriculum</li> </ul>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><b>Consumable materials</b></p> <p>\$12,000</p> <p>Lottery – restricted</p> <p>6300-4110</p> <p><b>Initial purchase ELA curriculum</b></p> <p>\$120,000 (estimate)</p> <p>LCFF base</p> <p>0212-4110</p>

<p>1.3.1 Implement physical education program to promote healthy lifestyle and physical activity</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Implement 3 – 6 SPARK curriculum</b>  \$3,000  LCFF  0000-4391  <b>Purchase equipment</b>  \$3,000  LCFF  0000-4400</p>
<p>1.4.1 Support cross-curricular arts opportunities in partnership with community groups</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Community fine &amp; performing arts activities</b>  • \$2,000 • LCFF • 0000-4391</p>
<p>1.4.2 Maintain 1.0 FTE music teacher</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE teacher salary</b>  \$76,699  LCFF  0000-1102  0202-1102</p>

<p>1.5.1 Support professional development – curriculum and instruction</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership Team Stipend</b>  \$4,000  Title I  3010-1134  <b>Registration fees, etc</b>  \$15,000  Educator Effectiveness Grant  6264-5210  3010-5210</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u><b>Metric</b></u></p> <p>1.1 Number of highly qualified teachers / appropriate teacher assignments</p> <p>1.2 Local multiple measures of student achievement</p> <p>1.3 CAASPP scores</p> <p>1.4 5th grade Science California Standards Test scores</p> <p>1.5 API scores</p> <p>1.6 Class size</p> <p>1.7 English learner re-designation - CELDT</p> <p>2.1 NGSS materials purchase &amp; implementation</p>
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- 3.1 5th grade physical fitness scores
- 4.1 Participation rates in arts opportunities
- 5.1 Professional development registration/attendance/ records

**Outcome**

- 1.1 Maintain 100% highly qualified / appropriate teacher assignments
- 1.2 1% increase in achievement in math and ELA for all groups, except for low income (LI) students, students with disabilities, foster youth, and homeless youth, who will show a 1.5% increase
- 1.2 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history-social science, science, the arts, health, and physical education
- 1.3 2015 scores set the baseline for future growth; met/exceeded standards 2015 42% ELA 43% Math
- 1.4 75% or more score at proficient/advanced
- 1.5 Baseline set by SBE – not available as of this writing
- 1.6 Class size 24:1 or less, grades TK – 3; 28 or less, 4 – 6
- 1.7 EL students advance one proficiency level until reclassification occurs
- 2.1 NGSS materials purchase 2017-18
- 3.1 1% increase in fifth grade students meeting six of six fitness standards
- 4.1 100% students receiving music instruction
- 5.1 95% certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1.1.1</p> <ul style="list-style-type: none"> <li>Students taught by highly qualified certificated teachers - no missassignments;</li> <li>provide BTSA support as needed;</li> <li>employ administrator staffing sufficient to support the school program</li> </ul>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>25.0 FTE teacher, principal &amp; principal/superintendent</b></p> <ul style="list-style-type: none"> <li>\$2,567,550</li> <li>LCFF</li> <li>0000-1100</li> <li>1400-1100</li> </ul> <p><b>BTSA</b></p> <ul style="list-style-type: none"> <li>\$4,000</li> <li>LCFF</li> <li>0000-1134</li> </ul>
<p>1.1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>.10 FTE program coordinator</b></p> <ul style="list-style-type: none"> <li>\$6,750</li> <li>LCFF</li> <li>0000-1133</li> </ul>

<p>1.1.3</p> <ul style="list-style-type: none"> <li>• Provide Tier 2 RTI / Targeted Intervention Program (TIP)</li> <li>• Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction</li> </ul>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless</p> <p>_ Other</p>	<p><b>0.30 FTE program coordinator</b></p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• LCFF supplemental funds</li> <li>• 0001-1150</li> </ul> <p><b>0.50 hour daily per 20 classroom assistants</b></p> <ul style="list-style-type: none"> <li>• \$34,946</li> <li>• LCFF supplemental funds</li> <li>• 0001-2100</li> </ul> <p><b>Assessment/instructional materials</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF supplemental funds</li> <li>• 0001-5800</li> </ul>
<p>1.1.4 Provide special education and speech and</p>	<p>Ridgewood</p>	<p>_ All</p> <p>-----</p>	<p><b>2.0 FTE</b></p>



language services

and Cutten  
Schools

Grades: All

\_ Foster Youth \_ American Indian or Alaska  
Native \_ Hispanic or Latino \_ Two or More  
Races \_ Low Income Pupils \_ Redesignated fluent  
English proficient \_ Asian \_ Native Hawaiian or  
Pacific Islander \_ English Learners \_ Black or  
African American \_ Filipino \_ White X Students  
with Disabilities \_ Homeless  
\_ Other

**resource  
teacher salary**

- \$152,000
- Federal & State Spec. Ed.
- 3310-1104
- 6500-1104

**1.0 FTE  
speech and  
language  
therapist**

- \$81,750
- Special Education
- 6500-1104
- 6500-1104

**1.25 FTE  
special ed.  
assistant**

- \$50,750
- Special Education

			<ul style="list-style-type: none"> <li>n</li> <li>• 3310-2103</li> <li>• 6500-2103</li> </ul>
<p>1.1.5 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom;</p> <ul style="list-style-type: none"> <li>• maintain GSA class sizes of 24:1, grades TK – 2; and 28 or less, grades 3 – 6</li> <li>• maintain classroom assistants in every classroom 3 hrs daily</li> </ul>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>2.0 FTE teacher</b></p> <ul style="list-style-type: none"> <li>• \$128,439</li> <li>• LCFF supplemental</li> <li>• 0000-1100</li> </ul> <p><b>Classroom assistants</b></p> <ul style="list-style-type: none"> <li>• \$239,000</li> <li>• LCFF &amp; Title I</li> <li>• 0000-2100</li> <li>• 3010-2100</li> </ul>
<p>1.1.6 Provide GATE services, grades 4 – 6</p>	<p>Cutten School</p> <p>Grades: 4th, 5th, 6th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintain GATE teacher at .30 FTE</p> <ul style="list-style-type: none"> <li>• \$23,702</li> <li>• LCFF</li> <li>• 0000-1133</li> </ul>

<p>1.1.7 Evaluate, monitor, and modify formative and summative multiple measures assessment tools</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership team stipend</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• Title I</li> <li>• 3010-1134</li> </ul> <p><b>Assessment tools (DIBELS, etc.)</b></p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>
<p>1.1.8 Staff libraries for increased access for students, staff, and families</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Maintain 1.50 FTE tech/aide support</b></p> <ul style="list-style-type: none"> <li>• \$68,000</li> <li>• LCFF</li> <li>• 0000-2216</li> </ul>
<p>1.1.9 Provide instructional materials for EL &amp; R-FEP students as determined by individual need</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Instructional materials</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• Title III</li> <li>• 4203-4310</li> </ul>

<p>1.2.1</p> <ul style="list-style-type: none"> <li>Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum</li> </ul>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Purchase consumable materials</b></p> <ul style="list-style-type: none"> <li>\$12,000</li> <li>Lottery-restricted</li> <li>6300-4110</li> </ul>
<p>3.1 Implement physical education program to promote healthy lifestyle and physical activity</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>.50 FTE PE teacher - tentative - Cutten School</b></p> <ul style="list-style-type: none"> <li>\$38,938</li> <li>LCFF</li> <li>0000-1100</li> </ul> <p><b>Purchase equipment</b></p> <ul style="list-style-type: none"> <li>\$3,000</li> <li>LCFF base</li> <li>0000-4400</li> </ul>

<p>1.4.1 Provide increased cross-curricular arts opportunities in partnership with community groups</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Support community fine &amp; performing arts activities</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>
<p>1.4.2 Maintain 1.0 FTE music teacher</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE teacher salary</b></p> <ul style="list-style-type: none"> <li>• \$77,000</li> <li>• LCFF</li> <li>• 0000-1102</li> <li>• 0202-1102</li> </ul>
<p>1.5.1 Support professional development – CA Standards implementation</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership Team Stipend</b></p> <ul style="list-style-type: none"> <li>• \$4,000</li> <li>• LCFF</li> <li>• 0000-1134</li> </ul> <p><b>Registration fees, etc</b></p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• Educator Effectiveness Grant</li> <li>• 6264-5210</li> </ul>

LCAP Year 3

Expected Annual Measurable Outcomes:

Metric

- 1.1 Number of highly qualified teachers / appropriate teacher assignments
- 1.2 Local multiple measures of student achievement
- 1.3 CAASPP scores
- 1.4 5th grade Science California Standards Test scores
- 1.5 API scores
- 1.6 Class size
- 1.7 English learner re-designation - CELDT
- 2.1 5th grade physical fitness scores
- 3.1 Participation rates in arts opportunities
- 4.1 Professional development registration/attendance/ records

Outcome

- 1.1 Maintain 100% highly qualified / appropriate teacher assignments
- 1.2 1% increase in achievement in math and ELA for all groups, except for low income (LI) students, students with disabilities, foster youth, and homeless youth, who will show a 1.5% increase
- 1.2 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history-social science, science, the arts, health, and physical education
- 1.3 2015 scores set the baseline for future growth; met/exceeded standards 2015 42% ELA 43% Math
- 1.4 75% or more score at proficient/advanced
- 1.5 Baseline set by SBE – not available as of this writing
- 1.6 Class size 24:1 or less, grades TK – 3; 28 or less, 4 – 6
- 1.7 EL students advance one proficiency level until reclassification occurs
- 2.1 1% increase in fifth grade students meeting six of six fitness standards

	<p>3.1 100% students receiving music instruction</p> <p>4.1 95% certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards</p>			
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>	
<p>1.1.1</p> <ul style="list-style-type: none"> <li>Students taught by highly qualified certificated teachers; no missassignments</li> <li>provide BTSA support as needed;</li> <li>employ administrator staffing sufficient to support the school program</li> </ul>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p><b>25.0 FTE teacher, principal &amp; principal/superintendent</b></p> <ul style="list-style-type: none"> <li>\$2,587,550</li> <li>LCFF</li> <li>0000-1100</li> <li>1400-1100</li> </ul> <p><b>BTSA</b></p> <ul style="list-style-type: none"> <li>\$4,000</li> <li>LCFF</li> <li>0000-1134</li> </ul>	
<p>1.1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p><b>.10 FTE program coordinator</b></p> <ul style="list-style-type: none"> <li>\$7,050</li> <li>LCFF</li> <li>0000-1133</li> </ul>	

<p>1.1.3 Provide Tier 2 RTI / Targeted Intervention Program (TIP)</p> <p>Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless</p> <p>_ Other</p>	<p><b>0.30 FTE program coordinator</b></p> <ul style="list-style-type: none"> <li>• \$20,500</li> <li>• LCFF supplemental funds</li> <li>• 0001-1150</li> </ul> <p><b>0.50 hour daily per 20 classroom assistants</b></p> <ul style="list-style-type: none"> <li>• \$34,946</li> <li>• LCFF supplemental funds</li> <li>• 0001-2100</li> </ul> <p><b>Assessment/instructional materials</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF supplemental funds</li> <li>• 0001-5800</li> </ul>
<p>1.1.4 Provide special education and speech and</p>	<p>Ridgewood</p>	<p>_ All</p> <p>-----</p>	<p><b>2.0 FTE</b></p>



language services

and Cutten  
Schools

Grades: All

\_ Foster Youth \_ American Indian or Alaska  
Native \_ Hispanic or Latino \_ Two or More  
Races \_ Low Income Pupils \_ Redesignated fluent  
English proficient \_ Asian \_ Native Hawaiian or  
Pacific Islander \_ English Learners \_ Black or  
African American \_ Filipino \_ White X Students  
with Disabilities \_ Homeless  
\_ Other

**resource  
teacher salary**

- \$153,000
- Spec. Ed.
- 3310-1104
- 6500-1104

**1.0 FTE  
speech and  
language  
therapist**

- \$82,000
- Special Education
- 6500-1104
- 6500-1104

**1.25 FTE  
special ed.  
assistant**

- \$51,250
- Special Education
- 3310-2103

			<ul style="list-style-type: none"> <li>• 6500-2103</li> </ul>
<p>1.1.5 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom;</p> <ul style="list-style-type: none"> <li>• maintain GSA class sizes of 24:1, grades TK – 2; and 28 or less, grades 3 – 6</li> <li>• maintain classroom assistants in every classroom 3 hrs daily</li> </ul>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>2.0 FTE teacher</b></p> <ul style="list-style-type: none"> <li>• \$128,439</li> <li>• LCFF supplemental</li> <li>• 0000-1100</li> </ul> <p><b>Classroom assistants</b></p> <ul style="list-style-type: none"> <li>• \$241,000</li> <li>• LCFF &amp; Title I</li> <li>• 0000-2100</li> <li>• 3010-2100</li> </ul> <p><b>0.50 FTE reading or math intervention teacher / instructional coach</b></p> <ul style="list-style-type: none"> <li>• \$39,000</li> <li>• LCFF</li> <li>• 0000-1100</li> </ul>

<p>1.1.6 Provide GATE services, grades 4 – 6</p>	<p>Cutten School  Grades: 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Maintain GATE teacher at .30 FTE</b></p> <ul style="list-style-type: none"> <li>• \$23,850</li> <li>• LCFF</li> <li>• 0000-1133</li> </ul>
<p>1.1.7 Evaluate, monitor, and modify formative and summative multiple measures assessment tools</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership team stipend</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• Title I</li> <li>• 3010-1134</li> </ul> <p><b>Assessment tools (DIBELS, etc.)</b></p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>
<p>1.1.8 Staff libraries for increased access for students, staff, and families</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Maintain 1.50 FTE tech/aide support</b></p> <ul style="list-style-type: none"> <li>• \$68,500</li> <li>• LCFF</li> <li>• 0000-2216</li> </ul>

<p>1.1.9 Provide instructional materials for EL &amp; R-FEP students as determined by individual need</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><b>Instructional materials</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF supplemental 0001-4310</li> </ul>
<p>1.2.1 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><b>Purchase consumable materials</b></p> <ul style="list-style-type: none"> <li>• \$12,000</li> <li>• Lottery-restricted 6300-4110</li> </ul>

<p>1.3.1 Implement physical education program to promote healthy lifestyle and physical activity</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>.50 FTE PE teacher - tentative - Cutten School</b></p> <ul style="list-style-type: none"> <li>• \$39,500</li> <li>• LCFF</li> <li>• 0000-1100</li> </ul> <p><b>Purchase equipment</b></p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• LCFF base</li> <li>• 0000-4400</li> </ul>
<p>1.4.1 Provide increased cross-curricular arts opportunities in partnership with community groups</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Support community fine &amp; performing arts activities</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>

<p>1.5.1 Support professional development – CA Standards implementation</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership Team Stipend</b></p> <ul style="list-style-type: none"> <li>• \$4,000</li> <li>• LCFF</li> <li>• 0000-1134</li> </ul> <p><b>Registration fees, etc</b></p> <ul style="list-style-type: none"> <li>• \$12,000</li> <li>• LCFF</li> <li>• 0000-5210</li> </ul>
<p>1.4.2 Maintain 1.0 FTE music teacher</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE teacher salary</b></p> <ul style="list-style-type: none"> <li>• \$77,500</li> <li>• LCFF</li> <li>• 0000-1102</li> <li>• 0202-1102</li> </ul>

<b>GOAL:</b>	Goal 2 Ensure a safe and welcoming learning environment where students are connected and engaged in their education.	Related State and/or Local Priorities: X 1 _2 X3 _4 X5 X6 _7 _8 Local: N/A
<b>Identified Need:</b>	<p><b>As determined by stakeholder input and data:</b></p> <ol style="list-style-type: none"> <li>1. District positive behavior support system implementation and support</li> <li>2. Well-maintained and safe facilities</li> <li>3. Strong connection between families and school</li> <li>4. Greater health &amp; wellness focus</li> </ol>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> Ridgewood and Cutten Schools</p> <p><b>Grades:</b> All</p>	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric</u></b></p> <ol style="list-style-type: none"> <li>1.1 Suspension / expulsion rates</li> <li>1.2 CHKS results</li> <li>2.1 Facility Inspection Tool</li> <li>2.2 Williams Report</li> <li>2.3 Custodian staffing levels</li> <li>3.1 Attendance rates</li> <li>3.2 Chronic absenteeism rate</li> <li>3.3 Parent / guardian participation rates</li> <li>4.1 School meals served</li> </ol> <p><b><u>Outcome</u></b></p> <ol style="list-style-type: none"> <li>1.1 Reduce suspension rate by .01%; 2016 = 0.8%</li> </ol>	

	<p>Maintain 0.0% expulsion rate</p> <p>1.2 CHKS 2014 – 15 sets baseline for 2015 – 16: 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 by 1% in all categories</p> <p>2.1 Maintain “good” standards per FIT reports</p> <p>2.2 Maintain “no complaints” status</p> <p>2.3 Maintain 2014 – 15 staffing levels</p> <p>3.1 Achieve .5% increase in attendance rates – 95.23% rate at 2016 P2</p> <p>3.2 Achieve .005 decrease in chronic absenteeism – 6.63% rate at 2016 P2</p> <p>3.3 Parent / guardian participation rates – all groups, SWD, LI, EL,RFEP, foster and homeless proportionate representation; maintain 98% teacher conferences; 35% survey response rate overall – increase by 10%; LCAP Town Hall meeting – increase attendance by 10% of 22 attendees 2016</p> <p>4.1 1% Increase in number of breakfasts &amp; lunches served</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures



<p>1.1 Provide school social work and/or behavioral aide services</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE School Social Worker</b></p> <ul style="list-style-type: none"> <li>• \$67,369</li> <li>• LCFF</li> <li>• 0000-1205</li> </ul> <p><b>1.69 FTE 1:1 temporary aides</b></p> <ul style="list-style-type: none"> <li>• \$35,514</li> <li>• Special Education</li> <li>• 6500-2132</li> </ul>
<p>1.2 Focus school social work services on unduplicated count students</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p><b>.20 FTE school social worker</b></p> <ul style="list-style-type: none"> <li>• \$14,296</li> <li>• LCFF supplemental</li> <li>• 0001-1205</li> </ul>
<p>2.1.3 Implement district-wide positive behavior support system</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities Homeless</p>	<p><b>0.20 FTE aide data entry</b></p> <ul style="list-style-type: none"> <li>• \$12,000 (this is the total, benefits and all)</li> </ul>

\_ Other

- 0000-1150

**Coach stipend**

- \$3,000
- 0000-1132

**PBIS team stipends**

- \$7,000
- 0000-1133

**Professional development**

- \$2,000
- 0000-5210

All of the above are funded by the Humboldt Bay School Climate Transformation Grant

<p>2.1.4 Administer the CHKS</p>	<p>Cutten School Grades: 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Survey cost</b></p> <ul style="list-style-type: none"> <li>• \$180</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>
<p>2.2.1 Provide adequate maintenance/custodial staffing levels</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE maintenance/custodial direct or</b></p> <ul style="list-style-type: none"> <li>• \$69,037</li> <li>• LCFF</li> <li>• 0000-2213</li> </ul> <p><b>2.92 FTE custodial</b></p> <ul style="list-style-type: none"> <li>• \$171,876</li> <li>• LCFF</li> <li>• 0000-2213 &amp; 2214</li> <li>• 13-5310-2214</li> </ul>

<p>2.2.2 Purchase equipment and supplies necessary to adequately maintain and repair school sites, and for classroom use (other than curricular materials)</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p><b>Maintenance / custodial – equipment &amp; supply costs</b></p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• LCFF</li> <li>• 0000-4374</li> </ul> <p><b>Classroom supplies</b></p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• LCFF</li> <li>• 0000-4310</li> </ul>
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<p>2.2.3 Plan for deferred maintenance projects</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Flooring replacement</b></p> <ul style="list-style-type: none"> <li>• \$14,000</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> <p><b>Energy efficiency projects – HVAC, lighting, window coverings TBD</b></p> <ul style="list-style-type: none"> <li>• \$80,000</li> <li>• Prop 39</li> <li>• 6230-5800</li> </ul>
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<p>2.3.1 Provide services to support parents/guardians in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Child care</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF &amp; PTA</li> <li>• 0015-4310</li> </ul> <p><b>Trainer/interpreter stipends</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p><b>Meeting supplies</b></p> <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• LCFF &amp; PTA</li> <li>• LCFF supplemental</li> <li>• 0000-4310, 0001-4310</li> </ul>
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<p>2.3.2 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Blackboard Connect mass notification system</b></p> <ul style="list-style-type: none"> <li>• \$1,500</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p><b>SchoolWise student information system</b></p> <ul style="list-style-type: none"> <li>• \$2,900</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p><b>2.0 FTE school secretary – support for all school functions; frequently first point of community contact</b></p> <ul style="list-style-type: none"> <li>• \$67,977 (exclusive of salary attributed to transportation)</li> <li>• LCFF</li> <li>• 0000-2406</li> </ul>
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<p>2.4.1 Enhance school meal program</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>0.47 FTE assistant (increase from 0.40)</b></p> <ul style="list-style-type: none"> <li>• \$10,115</li> <li>• LCFF</li> <li>• 13-5310</li> </ul> <p>-2210</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>1.1 Suspension / expulsion rates</p> <p>1.2 CHKS results</p> <p>2.1 Facility Inspection Tool</p> <p>2.2 Williams Report</p> <p>2.3 Custodian staffing levels</p> <p>3.1 Attendance rates</p> <p>3.2 Chronic absenteeism rate</p> <p>3.3 Parent / guardian participation rates</p> <p>4.1 School meals served</p>
	<p><b><u>Outcome</u></b></p> <p>1.1 Reduce suspension rate by .01%; Maintain 0.0% expulsion rate</p> <p>1.2 CHKS 2014 – 15 sets baseline for 2017 – 18; increase "high" ratings by 1%</p> <p>2.1 Maintain “good” or “excellent” standards per FIT reports</p> <p>2.2 Maintain “no complaints” status</p>



	<p>2.3 Maintain 2014 – 15 staffing levels</p> <p>3.1 Achieve .25% increase in attendance rates</p> <p>3.2 Achieve .005 decrease in chronic absenteeism</p> <p>3.3 Parent / guardian participation rates – all groups, SWD, LI, EL, RFEP, foster and homeless proportionate representation; maintain 98% teacher conferences; 50% survey response rate overall; LCAP Town Hall meeting – increase attendance by 10%</p> <p>4.1 2% Increase in number of breakfasts &amp; lunches served</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

<p>2.1.1 Provide school social work and/or behavioral aide services</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.2 FTE School Social Worker (increase from 1.0 FTE)</b></p> <ul style="list-style-type: none"> <li>• \$86,046</li> <li>• LCFF</li> <li>• 0000-1205</li> </ul> <p><b>1.69 FTE 1:1 temporary aides</b></p> <ul style="list-style-type: none"> <li>• \$35,514</li> <li>• Special Education</li> <li>• 6500-2132</li> </ul>
<p>2.1.2 Focus school social work services on unduplicated count students</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>0.20 FTE School Social Worker</b></p> <ul style="list-style-type: none"> <li>• \$14,296</li> <li>• LCFF supplemental</li> <li>• 0001-1205</li> </ul>
<p>2.1.3 Implement district-wide positive behavior support system</p>	<p>Ridgewood and Cutten Schools</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent</p>	<p><b>0.20 FTE aide program oversight &amp; data entry</b></p>

Grades: All

English proficient \_ Asian \_ Native Hawaiian or Pacific Islander X English Learners \_ Black or African American \_ Filipino \_ White \_ Students with Disabilities \_ Homeless \_ Other

- \$12,000 (this is the total, benefits and all)
- 0000-1150

**Coach stipend**

- \$3,000
- 0000-1132

**PBIS team stipends**

- \$7,000
- 0000-1133

**Professional development**

- \$2,000
- 0000-5210

All of the above are funded by the Humboldt Bay School Climate Transformation Grant

<p>2.1.4 Administer the CHKS</p>	<p>Cutten School Grades: 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Survey cost</b></p> <ul style="list-style-type: none"> <li>• \$180</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>
<p>2.2.1 Provide adequate maintenance/custodial staffing levels</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE maintenance/custodial director</b></p> <ul style="list-style-type: none"> <li>• \$69,037</li> <li>• LCFF</li> <li>• 0000-2213</li> </ul> <p><b>2.92 FTE custodial</b></p> <ul style="list-style-type: none"> <li>• \$171,876</li> <li>• LCFF</li> <li>• 0000-2213 &amp; 2214</li> <li>• 13-5310-2214</li> </ul>

<p>2.2.2 Purchase equipment and supplies necessary to adequately maintain and repair school sites, and for classroom use (other than curricular materials)</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p><b>Maintenance / custodial – equipment &amp; supply costs</b></p> <ul style="list-style-type: none"> <li>• \$21,000</li> <li>• LCFF</li> <li>• 0000-4374</li> </ul> <p><b>Classroom supplies</b></p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• LCFF</li> <li>• 0000-4310</li> </ul>
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<p>2.2.3 Plan for deferred maintenance projects</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Flooring replacement</b></p> <ul style="list-style-type: none"> <li>• \$14,000</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> <p><b>Energy efficiency projects – HVAC, lighting, window coverings TBD</b></p> <ul style="list-style-type: none"> <li>• \$72,750</li> <li>• Prop 39</li> <li>• 6230-5800</li> </ul> <p><b>Ridgewood School exterior painting</b></p> <ul style="list-style-type: none"> <li>• \$36,000</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul>
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<p>2.3.1 Provide services to support parents/guardians in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Child care</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF &amp; PTA</li> <li>• 0015-4310</li> </ul> <p><b>Trainer/interpreter stipends</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p><b>Meeting supplies</b></p> <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• LCFF &amp; PTA</li> <li>• LCFF supplemental</li> <li>• 0000-4310, 0001-4310</li> </ul>
<p>2.3.3 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p>	<p><b>Blackboard Connect or SchoolWise mass notification system</b></p> <ul style="list-style-type: none"> <li>• \$1,500</li> </ul>

\_ Other

- LCFF
- 0000-5800

**SchoolWise student information system**

- \$2,900
- LCFF
- 0000-5800

**2.0 FTE school secretary – support for all school functions; frequently first point of community contact**

- \$77,977 (exclusive of salary attributed to transportation)
- LCFF
- 0000-2406



2.4.1 Enhance school meal program	Ridgewood and Cutten Schools  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<b>0.47 FTE assistant</b>  • \$10,200 • LCFF • 13-5310 -2210

**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<b><u>Metric</u></b>
	1.1 Suspension / expulsion rates 1.2 CHKS results 2.1 Facility Inspection Tool 2.2 Williams Report 2.3 Custodian staffing levels 3.1 Attendance rates 3.2 Chronic absenteeism rate 3.3 Parent / guardian participation rates 4.1 School meals served
	<b><u>Outcome</u></b> 1.1 Reduce suspension rate by .01%; Maintain 0.0% expulsion rate 1.2 CHKS 2014 – 15 sets baseline for 2018 – 19; increase "high" responses by 1% 2.1 Maintain “good” or “excellent” standards per FIT reports

	2.2 Maintain “no complaints” status			
	2.3 Maintain 2014 – 15 staffing levels			
	3.1 Achieve .25% increase in attendance rates			
	3.2 Achieve .005 decrease in chronic absenteeism			
	3.3 Parent / guardian participation rates – all groups, SWD, LI, EL, RFEP, foster and homeless proportionate representation; maintain 98% teacher conferences; 50% survey response rate overall; LCAP Town Hall meeting – increase attendance by 10%			
	4.1 2% Increase in number of breakfasts & lunches served			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

<p>2.1.1 Provide school social work and/or behavioral aide services</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.2 FTE School Social Worker (increase from 1.0 FTE)</b></p> <ul style="list-style-type: none"> <li>• \$86,500</li> <li>• LCFF</li> <li>• 0000-1205</li> </ul> <p><b>1.69 FTE 1:1 temporary aides</b></p> <ul style="list-style-type: none"> <li>• \$35,514</li> <li>• Special Education</li> <li>• 6500-2132</li> </ul>
<p>2.1.2 Focus school social work services on unduplicated count students</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p><b>0.20 FTE School Social Worker</b></p> <ul style="list-style-type: none"> <li>• \$15,000</li> <li>• LCFF supplemental</li> <li>• 0001-1205</li> </ul>
<p>2.1.3 Implement district-wide positive behavior support system</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or</p>	<p><b>0.20 FTE aide program oversight &amp; data entry</b></p> <ul style="list-style-type: none"> <li>• \$12,000</li> </ul>

Pacific Islander \_ English Learners \_ Black or African American \_ Filipino \_ White \_ Students with Disabilities \_ Homeless \_ Other

(this is the total, benefits and all)

- 0000-1150

**Coach stipend**

- \$3,000
- 0000-1132

**PBIS team stipends**

- \$7,000
- 0000-1133

**Professional development**

- \$2,000
- 0000-5210

All of the above are funded by the Humboldt Bay School Climate Transformation Grant

<p>2.1.4 Administer the CHKS</p>	<p>Cutten School Grades: 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Survey cost</b></p> <ul style="list-style-type: none"> <li>• \$180</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>
<p>2.2.1 Provide adequate maintenance/custodial staffing levels</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE maintenance/custodial director</b></p> <ul style="list-style-type: none"> <li>• \$69,037</li> <li>• LCFF</li> <li>• 0000-2213</li> </ul> <p><b>2.92 FTE custodial</b></p> <ul style="list-style-type: none"> <li>• \$171,876</li> <li>• LCFF</li> <li>• 0000-2213 &amp; 2214</li> <li>• 13-5310-2214</li> </ul>

<p>2.2.2 Purchase equipment and supplies necessary to adequately maintain and repair school sites, and for classroom use (other than curricular materials)</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Maintenance / custodial – equipment &amp; supply costs</b></p> <ul style="list-style-type: none"> <li>• \$22,000</li> <li>• LCFF</li> <li>• 0000-4374</li> </ul> <p><b>Classroom supplies</b></p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• LCFF</li> <li>• 0000-4310</li> </ul>
<p>2.2.3 Plan for deferred maintenance projects</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Flooring replacement</b></p> <ul style="list-style-type: none"> <li>• \$14,000</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> <p><b>Cutten School exterior painting</b></p> <ul style="list-style-type: none"> <li>• \$50,000</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul>

<p>2.3.1 Provide services to support parents/guardians in attending parent education, informational meetings, school events, and in volunteering at school</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Child care</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF &amp; PTA</li> <li>• 0015-4310</li> </ul> <p><b>Trainer/interpreter stipends</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p><b>Meeting supplies</b></p> <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• LCFF &amp; PTA</li> <li>• LCFF supplemental</li> <li>• 0000-4310, 0001-4310</li> </ul>
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<b>GOAL:</b>	Goal 3 Increase access to, and competence in the use of 21st Century learning tools, resources, and skills for all staff and students	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 X 6 X 7 X 8 Local: N/A
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Improved access to technology for students and staff</li> <li>2. Tech support for equipment and staff</li> <li>3. Professional development – based upon the SAMR model</li> <li>4. Replacement of aging/obsolete technology</li> </ol>	
<b>Goal Applies to:</b>	<b>Schools:</b>	Ridgewood and Cutten Schools
	<b>Grades:</b>	All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric</u></b></p> <ol style="list-style-type: none"> <li>1.1 Internet infrastructure site report</li> <li>2.1 Inventory lists</li> <li>2.2 Grade level usage &amp; CAASPP testing schedules</li> <li>3.1 Tech aide / support staffing levels</li> <li>4.1 Professional development registration/attendance/ records</li> </ol> <p><b><u>Outcome</u></b></p> <ol style="list-style-type: none"> <li>1.1 Maintain Cutten and Ridgewood infrastructure robustness</li> <li>2.1 1:1, student : device ratio grades 3 - 6; 2 : 1 student : device ratio grades 1 &amp; 2; support services and library enhancements</li> <li>3.1 Sufficient support so technology is incorporated seamlessly into all school functions – classroom, support services, maintenance, library, administration</li> <li>4.1 100% of certificated staff, and 80% of classified staff will participate in high quality professional development activities</li> </ol>	



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1.1 Maintain Internet infrastructure and security measures</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Renew Ridgewood and Cutten network security subscription – cost of \$1,794 included in 2015 – 16 installation</p>
<p>3.2.1 Provide 1:1 student devices at Cutten School; 1:2 devices:students grades 1 &amp; 2</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b><u>Devices</u></b>  <b>1:1 students : devices, grades 3 – 6</b></p> <ul style="list-style-type: none"> <li>• 100 Chromebooks</li> <li>• \$35,000</li> </ul> <p><b>2:1 students : devices, grades 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• 40 Chromebooks</li> <li>• \$14,000</li> <li>•</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul>

			<p><b>4 charging carts – grades 3 – 6</b></p> <ul style="list-style-type: none"> <li>• \$6,200</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul> <p><b>Replace aging/obsolete technology</b></p> <ul style="list-style-type: none"> <li>• \$15,000</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul>
<p>2.2 Provide devices and software for unduplicated count students to support classroom learning and TIP</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p><b>Purchase software / apps</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF supplemental</li> <li>• 0001-4450</li> </ul>

<p>3.3.1 Provide adequate tech support</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE tech coordinator (in creased from 0.875 FTE)</b></p> <ul style="list-style-type: none"> <li>• \$49,250</li> <li>• LCFF, Title I</li> <li>• 0000-2900, 3010-2900</li> </ul> <p><b>Consultant</b></p> <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul>
<p>3.4.1 Provide focused, individualized professional development</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership team stipend</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-1134</li> <li>• 3010-1134</li> </ul> <p><b>Registration fees, etc.</b></p> <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• Educator Effectiveness Grant</li> <li>• 6264-5210</li> </ul>

LCAP Year 2

**Expected Annual Measurable Outcomes:**

**Metric**

- 1.1 Internet infrastructure site report
- 2.1 Inventory lists
- 2.2 Grade level usage & CAASPP testing schedules
- 3.1 Tech aide / support staffing levels
- 4.1 Professional development registration/attendance/ records

**Outcome**

- 1.1 Maintain Cutten and Ridgewood infrastructure robustness
- 2.1 1:1, student : device ratio grades 3 - 6; 2 : 1 student : device ratio grades 1 & 2; support services and library enhancements
- 3.1 Sufficient support so technology is incorporated seamlessly into all school functions – classroom, support services, maintenance, library, administration
- 4.1 100% of certificated staff, and 80% of classified staff will participate in high quality professional development activities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.1 Renew network security subscription	Ridgewood and Cutten Schools  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<b>Renew network security subscription</b>  • \$1,600 • LCFF • 0000-5800

<p>3.2.1 Provide 1:1 student devices at Cutten School; 1:2 devices:students grades 1 &amp; 2</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Replace aging/obsolete technology</b></p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul>
<p>3.2.2 Provide devices and software for unduplicated count students to support classroom learning and TIP</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p><b>Purchase software / apps</b></p> <ul style="list-style-type: none"> <li>• \$500</li> <li>• LCFF supplemental</li> <li>• 0001-4450</li> </ul> <p><b>Purchase devices</b></p> <ul style="list-style-type: none"> <li>• \$1,600</li> <li>• LCFF supplemental, Medi-cal</li> <li>• 5640-4310</li> </ul>

<p>3.1 Provide adequate tech support</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE tech coordinator</b></p> <ul style="list-style-type: none"> <li>• \$49,500</li> <li>• LCFF</li> <li>• 0000-2900</li> </ul> <p><b>Consultant</b></p> <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul>
<p>3.4.1 Provide focused, individualized professional development</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership Team stipend</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-1134</li> <li>• 3010-1134</li> </ul> <p><b>Registration fees, etc.</b></p> <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• Educator Effectiveness Grant</li> <li>• 6264-5210</li> </ul>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>1.1 Internet infrastructure site report</p> <p>2.1 Inventory lists</p> <p>2.2 Grade level usage &amp; CAASPP testing schedules</p> <p>3.1 Tech aide / support staffing levels</p> <p>4.1 Professional development registration/attendance/ records</p>		
	<p><b><u>Outcome</u></b></p> <p>1.1 Maintain Cutten and Ridgewood infrastructure robustness</p> <p>2.1 1:1, student : device ratio grades 3 - 6; 2 : 1 student : device ratio grades 1 &amp; 2; support services and library enhancements</p> <p>3.1 Sufficient support so technology is incorporated seamlessly into all school functions – classroom, support services, maintenance, library, administration</p> <p>4.1 100% of certificated staff, and 80% of classified staff will participate in high quality professional development activities</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>3.1.1 Renew network security subscription</p>	<p>Ridgewood and Cutten Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p><b>Renew network security subscription</b></p> <ul style="list-style-type: none"> <li>• \$1,600</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul>

<p>3.2.1 Provide 1:1 student devices at Cutten School; 1:2 devices:students grades 1 &amp; 2</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Replace aging/obsolete technology</b></p> <ul style="list-style-type: none"> <li>• \$20,000</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400</li> </ul>
<p>3.2.2 Provide devices and software for unduplicated count students to support classroom learning and TIP</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p><b>Replace aging/obsolete technology</b></p> <ul style="list-style-type: none"> <li>• \$1,500</li> <li>• LCFF supplemental</li> <li>• 0001-4310</li> </ul>
<p>3.3.1 Provide adequate tech support</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>1.0 FTE tech coordinator</b></p> <ul style="list-style-type: none"> <li>• \$49,750</li> <li>• LCFF</li> <li>• 0000-2900</li> </ul> <p><b>Consultant</b></p> <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul>



<p>3.4.1 Provide focused, individualized professional development</p>	<p>Ridgewood and Cutten Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Leadership Team stipend</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-1134</li> <li>• 3010-1134</li> </ul> <p><b>Registration fees, etc.</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• LCFF</li> <li>• 0000-5210</li> </ul>
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**Annual Update**

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

**Guiding Questions:**

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

<b>Original Goal from prior year LCAP:</b>	Goal 1 Increase student achievement levels, improving the foundation for college and career readiness.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Ridgewood and Cutten Schools	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	1.1 100% appropriate teacher assignments; CLAD coursework is underway for the one non-CLAD certified teacher  1.2 Achievement appeared to have dropped at the end of the school year: this is attributed to a
	1.1 Number of highly qualified teachers / appropriate teacher assignments		
	1.2 Local multiple measures of student achievement		

	<p>1.3 CAASPP scores</p> <p>1.4 5th grade Science California Standards Test scores</p> <p>1.5 API scores</p> <p>1.6 Class size 1.7 English learner re-designation - CELDT</p> <p>2.1 Math and ELA materials purchase &amp; implementation</p> <p>3.1 5th grade physical fitness scores</p> <p>4.1 Participation rates in arts opportunities</p> <p>5.1 Professional development (PD) registration/attendance/ records</p> <p>Outcome:</p> <p>1.1 100% (one teacher is not CLAD certified) / maintain 100% appropriate teacher assignments</p> <p>1.2 1% increase in achievement in math and ELA for all groups, except for low income (LI) students, students with disabilities, foster youth, and homeless youth, who will show a 2% increase</p> <p>1.2 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history-social science, science, the arts, health, and physical education</p> <p>1.3 2015 scores set the baseline for future growth</p> <p>1.4 75% or more score proficient/advanced</p> <p>1.5 TBD by SBE 2015</p> <p>1.6 Class size 1:24 or less, grades TK – 3; 28 or less, 4 – 6</p>	<p><i>significant</i> change in the manner in which multiple measures scores were reported, the first year of a new math curriculum implementation, and alignment with CCSS. Year end scores are not available for inclusion in the LCAP; therefore the percentage of students at/above grade level at the second trimester: 79% writing 69% reading 76% math</p> <p>1.2 Every student participated in all areas of study: ELA math, history-social science, science, the arts, health, and physical education</p> <p>1.3 2015 CAASPP scores - benchmark: All students - 42% ELA and 43% Math met/exceeded standards</p> <p>1.4 81% scored proficient / advanced - 5th grade science CST; goal exceeded</p> <p>1.5 API - still undetermined by SBE</p> <p>1.6 Average class size - 24 or less grades TK - 3; 28 or less grades 4 - 6 (except for one class with 29). District enrollment was up by 24 students - an additional teacher hired; goal met</p> <p>1.7 EL proficiency is ultimately determined by CELDT testing, which takes place in October. Due to the low number of EL students (six in 2015 - 16), confidentiality precludes reporting scores some years; of the four EL students in 2014 - 15, three are present in 2016 - 16. Of the 11 R-FEP students, 10 tested at or above grade level in reading at the second trimester. Of the six EL students, five tested at or above grade level in reading at the second trimester.</p> <p>2.1 McGraw Hill My Math purchased and implemented; ELA curriculum under consideration; goal met</p> <p>3.1 5th grade fitness standards met in 2015: 26.8% five of six; 31% six of six; goal exceeded</p>
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	<p>1.7 EL students advance one proficiency level until reclassification occurs</p> <p>2.1 Math materials purchased 2014 – 15; ELA 2016-17</p> <p>3.1 1% increase in fifth grade students meeting six of six fitness standards</p> <p>4.1 100% students receiving music instruction</p> <p>5.1 95% certificated staff participating in California Standards, the ELA/ELD Framework and Next Generation Science Standards PD</p>		<p>4.1 100% of students received music instruction</p> <p>5.1 98% certificated staff participated in high-quality PD - CCSS ELA and technology</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>

<p>1.1 Students taught by highly qualified certificated teachers; provide BTSA support as needed; employ administrator staffing sufficient to support the school program</p>		<p>25.0 FTE teacher salaries, principal &amp; superintendent • \$1,817,988 • LCFF • 0000 -1100 BTSA • \$4,000 • 0000 -1150</p>	<p>Students were taught by highly qualified certificated teachers*; BTSA support - year 2 was provided for two teachers; administrator staffing provided sufficient to support the school program</p> <p>* One teacher is completing CLAD certification</p>		<p><b>25.0 FTE teacher salaries, principal &amp; principal / superintendent</b></p> <ul style="list-style-type: none"> <li>• LCFF</li> <li>• \$2,013,839</li> <li>• 0000-1100</li> </ul> <p>BTSA</p> <ul style="list-style-type: none"> <li>• LCFF</li> <li>• \$4,000</li> <li>• 0000-1150</li> </ul>
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment– 1:1 or small group direct instruction</p>		<p>.10 FTE program coordinator • \$4,450 • LCFF base • 0000-1133</p>	<p>Due to the RST resignation early in the year, no staff were available to coordinate the program until the last trimester. Underachieving students received intensive intervention in ELA through this program. Classroom assistants, under the coordinator's training and direction, provided targeted intervention and progress monitoring to small groups no larger than three students. However, classroom assistants worked only the last trimester of the year.</p>		<p><b>0.10 FTE program coordinator</b></p> <ul style="list-style-type: none"> <li>• \$5,284</li> <li>• LCFF</li> <li>• 0000-1133</li> </ul>
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p>Scope of service:</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>1.3 Provide Tier 2 RTI / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment – 1:1 or small group direct instruction</p>		<p>.20 FTE program coordinator • \$8,891 • LCFF supplemental • 0001-1150                  .5 hour daily per 25 classroom assistants • \$30,000 • LCFF supplemental funds • 0001-2100                  Assessment/instructional materials • \$500 • LCFF supplemental funds • 0001-5800</p>	<ul style="list-style-type: none"> <li>• Due to the RST resignation early in the year, no staff were available to coordinate the program until the last trimester. Underachieving, unduplicated students received intensive intervention in ELA through this program. Classroom assistants, under the coordinator's training and direction, provided targeted intervention and progress monitoring to small groups no larger than three students. Classroom assistants worked only the last trimester of the school year.</li> <li>• Materials on hand were sufficient; no need to purchase additional</li> </ul>		<p><b>.20 FTE program coordinator</b></p> <ul style="list-style-type: none"> <li>• \$7,723</li> <li>• LCFF supplemental • 0001-1150</li> </ul> <p><b>.5 hour daily per 25 classroom assistants</b></p> <ul style="list-style-type: none"> <li>• \$7,385</li> <li>• LCFF supplemental funds • 0001-2100</li> </ul> <p><b>Assessment/instructional materials</b></p> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF supplemental funds • 0001-5800</li> </ul>
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools                  Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools                  Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>1.4 Maintain special education and speech and language services</p>		<p>1.5 FTE resource teacher salary • \$96,086 Spec. Educ. &amp; Title I • 3310-1104 • 6500-1104 3010-1100 .80 speech and language therapist salary Special Education • \$45,959 • 6500-1104 3310-1104 1.25 FTE special ed. assistant salary Special Education • \$19,006 • 3310-2103 • 6500-2103</p>	<p>All IEP requirements were fully met, even after the resignation of the 0.80 FTE speech and language therapist in August, just before the school year began, and the resignation of the 1.0 FTE RST in October, two months into the school year. The 0.50 FTE resource teacher assumed an additional 0.5 FTE RST position, and contracts were executed with two SLPs to fill in while the position advertised. A full-time RST was hired in January, the other RST remained at 1.0 FTE, and the two contracted SLP's completed the year. To assist in the special ed program, paraprofessional assistants' time was increased temporarily.</p>		<p><b>Resource teacher salary</b></p> <ul style="list-style-type: none"> <li>• \$107,767</li> <li>• 3310-1104, 6500-1104</li> </ul> <p><b>Speech &amp; language therapist</b></p> <ul style="list-style-type: none"> <li>• \$45,059</li> <li>• 3310-1104, 6500-1104</li> </ul> <p><b>1.25 FTE special ed. assistant salary</b></p> <ul style="list-style-type: none"> <li>• \$27,889</li> <li>• 3310-2013, 6500-2013</li> </ul>
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>1.5 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom; • maintain GSA class sizes of 24:1, grades TK – 2; and 28 or less, grades 3 – 6 • maintain classroom assistants in every classroom 3 hrs daily</p>		<p>1.0 FTE teacher &amp; assistant salary additional class – tentative – based upon enrollment • \$74,000 • LCFF • 0000-1100 Classroom assistants • \$190,000 • LCFF &amp; Title I • 0000-2100 • 3010-2100</p>	<ul style="list-style-type: none"> <li>• Due to an increase in enrollment, an additional teacher was hired to maintain the class size goals and to assist in meeting the needs of unduplicated students.</li> <li>• All classrooms were staffed 3 hours daily with a classroom assistant</li> </ul>	<p><b>1.0 FTE teacher &amp; assistant salary additional class, based upon enrollment</b></p> <ul style="list-style-type: none"> <li>• \$67,287</li> <li>• LCFF</li> <li>• 0000-1100</li> </ul> <p><b>Classroom assistants</b></p> <ul style="list-style-type: none"> <li>• \$234,461</li> <li>• LCFF &amp; Title I</li> <li>• 0000-2100, 3010-2100</li> </ul>	
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.6 Provide GATE services, grades 4 – 6		Increase GATE teacher from .20 to .25 FTE • \$14,300 • LCFF • 0000-1133	<ul style="list-style-type: none"> <li>• Pull-out program for 41 formally identified students, grades 4 - 6</li> </ul>	<b>Increase GATE teacher from .20 to .25 FTE</b>  <ul style="list-style-type: none"> <li>• \$18,399</li> <li>• LCFF</li> <li>• 0000-1133</li> </ul>
<b>Scope of service:</b>	Cutten School Grades: 4th, 5th, 6th		Scope of service:	Cutten School  Grades: 4th, 5th, 6th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Formally identified gifted and talented students)	

1.7 Research and implement formative and summative multiple measures assessment tools		Leadership team stipend • \$2,000 • Title I • 3010-1134 Assessment tools (DIBELS, etc.) • \$3,000 • LCFF • 0000-4391	<ul style="list-style-type: none"> <li>• Research took place and the DRA was piloted at two grade levels and deemed unsatisfactory.</li> <li>• DIBELS on-line assessment tool contracted and implemented.</li> <li>• Leadership Team in place and active.</li> </ul>	<p><b>Leadership team stipend</b></p> <ul style="list-style-type: none"> <li>• \$2,000</li> <li>• Title I</li> <li>• 3010-1134</li> </ul> <p><b>Assessment tools (DIBELS, etc.)</b></p> <ul style="list-style-type: none"> <li>• \$600</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
1.8 Staff libraries for increased access for students, staff, and families		Maintain 1.375 FTE tech/aide support • \$36,362 • LCFF • 0000-2216	Library staffing was maintained at 1.375 FTE tech/aide support	<p><b>Maintain 1.375 FTE tech/aide support</b></p> <ul style="list-style-type: none"> <li>• \$40,574</li> <li>• LCFF</li> <li>• 0000-2216</li> </ul>	

<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.9 Provide instructional materials for EL & R-FEP students as determined by individual need		Instructional materials • \$656 • Title III • 4203-4310	<ul style="list-style-type: none"> <li>This item is based upon the needs of the few EL in the district. Beyond materials already in hand, no additional instructional materials were required.</li> </ul>	<b>Instructional materials</b> <ul style="list-style-type: none"> <li>\$0</li> <li>Title III</li> <li>4203-4310 (Resource no longer funded for district)</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>2.1 Implement CA Standards (based upon the CCSS); provide high-quality, standards-based curriculum Next Generation Science Standards (NGSS)</p>		<p>Purchase ELA &amp; social studies consumable materials • \$12,000 • Lottery-Instructional materials • 6300-4110 Research NGSS materials</p>	<p>The description was recorded in error and it cannot be changed in this template. Next Generation Science Standards are mentioned only as a <u>research</u> task. The CCSS-based math curriculum purchased at the end of the 2014 - 15 school year was implemented during this school year. Consumable materials to support all areas of study were purchased.</p>		<p><b>Purchase ELA &amp; social studies consumable materials</b></p> <ul style="list-style-type: none"> <li>• \$9,190</li> <li>• Lottery-Instructional materials 6300-4110</li> </ul> <p><b>Research NGSS materials</b></p> <ul style="list-style-type: none"> <li>• \$0 (none budgeted)</li> </ul>
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p>Scope of service:</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>3.1 Implement physical education program to promote healthy lifestyle and physical activity</p>		<p>Update SPARKS TK – 2 program • \$1,200 • LCFF • 0000-1301 Purchase equipment • \$3,000 • LCFF • 0000-4400 Research 3 – 6 program • \$0 cost</p>	<ul style="list-style-type: none"> <li>• Upon further research, there was no need to update the SPARK K - 2 PE program</li> <li>• PE equipment was purchased to replace missing/worn equipment.</li> </ul>	<p><b>Update SPARKS TK – 2 program - \$0</b></p> <p><b>Purchase equipment</b></p> <ul style="list-style-type: none"> <li>• \$2,251</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul> <p><b>Research 3 – 6 program - \$0 cost – possible 3 - 6 SPARK implementation in 2016 - 17</b></p>
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p>Scope of service:</p>	<p>Ridgewood and Cutten Schools Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

4.1 Provide increased cross-curricular arts opportunities in partnership with community groups		Support community fine & performing arts activities • \$2,000 • LCFF \$ Donations • 0000-4391 0015-4391	Partnered with PTA to support:  <ul style="list-style-type: none"> <li>Drama Club production, grades 4 - 6 - all TK - 6 students attended the performance - auditorium rental, script purchase, bus rental, personal mic rental</li> <li>3rd grade mask-making workshop</li> <li>Puppet play at Ridgewood School</li> <li>Art in the Classroom - PTA parent volunteer program</li> </ul>		<b>Support community fine &amp; performing arts activities</b>  <ul style="list-style-type: none"> <li>\$740</li> <li>LCFF \$ Donations</li> <li>0015-4391</li> </ul>
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten School  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.2 Maintain 1.0 FTE music teacher position		1.0 FTE teacher salary • \$53,891 • LCFF • 0000-1102 • 0202-1102	1.0 FTE music teacher in place		<b>1.0 FTE teacher salary</b>  <ul style="list-style-type: none"> <li>\$73,650</li> <li>LCFF</li> <li>0000-1102, 0202-1102</li> </ul>
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools  Grades: All	



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.1 Support professional development – CA Standards (CCSS) implementation		Leadership Team Stipend • \$2,000 LCFF • 0000-1134 Registration fees, etc • \$6,000 LCFF • 3010-5210	<ul style="list-style-type: none"> <li>Leadership Team - developed and coordinated professional development opportunities for Wednesday collaboration time and training</li> <li>Professional development ELA curriculum adoption and writing instruction</li> </ul>	Leadership Team Stipend <ul style="list-style-type: none"> <li>\$2,000</li> <li>LCFF</li> <li>0000-1134</li> </ul> Registration fees, etc <ul style="list-style-type: none"> <li>\$1,600</li> <li>LCFF</li> <li>3010-5210</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		Scope of service:	Ridgewood and Cutten Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, servivces, and expenditures</b>	<ul style="list-style-type: none"> <li>• <b>For purposes of this update, all salaries include statutory and health and welfare benefits; the LCAP originally did not include these costs. Doing so provides a more accurate picture of the total cost of certificated and classified servivces and this addition will be reflected in the 2016 - 19 LCAP</b></li> <li>• Given the increase in special ed students, the increase in paperwork demands on the RSP, and the need to increase achievement, the 1.5 FTE will change to 2.0 FTE resource teachers</li> <li>• Due to the shortage of speech and language therapists, and increased demands, the speech and language position is increased from 0.80 FTE to 1.0 FTE</li> <li>• A 0.40 FTE TIP coordinator / intervention teacher position is created to manage an expanded, whole year program intensive ELA Tier II intervention program for underachieving; time and space permitting - math will be added</li> <li>• GATE is increased from 0.25 FTE to 0.30 FTE</li> <li>• Library staffing is increased by five hours weekly to provide more access to families and to allow more access to technology</li> <li>• Grades 3 - 6 - SPARK PE program to be purchased in 2016 - 17</li> <li>• The DRA (Developmental Reading Assessment) was piloted; will not be used in 2016 - 17</li> </ul>
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<b>Original Goal from prior year LCAP:</b>	Goal 2 Ensure a safe and welcoming learning environment where students are connected and engaged in their education.		Related State and/or Local Priorities: X 1 _2 X3 _4 X5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	Ridgewood and Cutten Schools Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:		
	1.1 Suspension / expulsion rates		1.1 Suspension rate reduced from 2015 year end 1.7% to 0.8% - May 2016; maintained 0.0% expulsion rate	
	1.2 California Healthy Kids Survey (CHKS) results		1.2 CHKS 2014 – 15 sets baseline for 2015 – 16; CHKS not available for 2015 - 2016.	
	2.1 Facility Inspection Tool 2.2 Williams Report		2.1 Maintained “good” standards per FIT reports; goal met	
	2.3 Custodian staffing levels 3.1 Attendance rates 97%		2.2 Maintained “no complaints” status, Williams Quarterly Report; goal met	
	3.2 Chronic absenteeism rate .013%		2.3 Increased classroom staffing levels from 25 classrooms to 26 classrooms; goal met	
	3.3 Parent / guardian participation rates		3.1 Attendance rate did not drop - ADA at 2016 P2 =	
	4.1 School meals served			

	<p>Outcome:</p> <p>1.1 Reduce suspension rate by .01%; Maintain 0.0% expulsion rate</p> <p>1.2 CHKS 2014 – 15 sets baseline for 2015 – 16</p> <p>2.1 Maintain “good” or “excellent” standards per FIT reports</p> <p>2.2 Maintain “no complaints” status</p> <p>2.3 Maintain 2014 – 15 staffing levels</p> <p>3.1 Achieve .5% increase in attendance rates</p> <p>3.2 Achieve .005 decrease in chronic absenteeism</p> <p>3.3 Parent / guardian participation rates – all groups, SWD, LI, EL, RFEP, foster and homeless proportionate representation 98% teacher conferences; 50% survey response rate overall; LCAP Town Hall meeting – increase attendance by 10%</p> <p>4.1 2% Increase in number of breakfasts &amp; lunches served</p>		<p>95.23% (year end rates unavailable for LCAP); goal not met</p> <p>3.2 Achieve .005 decrease in chronic absenteeism - 6.6% chronic absenteeism as of P2 – 2014 - 15 rates inaccurate (year end rates unavailable for LCAP); goal not met</p> <p>3.3 Parent / guardian participation rates – all groups, SWD, LI, EL, RFEP, foster and homeless proportionate representation 98% teacher conferences; 35% survey response rate overall; LCAP Town Hall meeting – increase attendance by 10% - actual decrease by 45% from 50 parents/staff in 2015 to 21 parents/staff in 2016</p> <ul style="list-style-type: none"> <li>• Participation rates dropped significantly from 2014 - 15 - survey returns and Town Hall participation, despite personal invitations extended by teachers to parents/guardians at fall and spring conferences, marquee postings, weekly online and hard copy parent bulletins, and mass notification system invitations. Town Hall meeting input suggested this drop in participation rate can be attributed to satisfaction with the school program and the perceived increase in funding available to our schools</li> <li>• Parent / teacher conference participation = 98%; goal met</li> </ul> <p>4.1 2% Increase in number of breakfasts &amp; lunches served - did not take place as the cost of enhancements to the meal program would have required an increased contribution from the general fund</p>
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LCAP Year: 2015-16

**Planned Actions/Services**

**Actual Actions/Services**

		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Provide school social work and/or behavioral aide services		Increase services by .4 to 1.4 FTE • \$71,929 • LCFF • 0000-1205	1.2 FTE SSW and 1:1 aides provided		<b>Provide services to 1.4 FTE</b> <ul style="list-style-type: none"> <li>• \$83,667</li> <li>• LCFF</li> <li>• 0000-1205</li> </ul>
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		Scope of service:	Ridgewood and Cutten Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 Focus school social work services on unduplicated count students		.10 FTE of SSW services mentioned in Goal 2, 1.1 • \$5,224 • LCFF supplemental • 0000-1205	3 homeless families and 1 foster child required significant SSW time		<b>.10 FTE of SSW services mentioned in Goal 2, 1.1</b> <ul style="list-style-type: none"> <li>• \$4,397</li> <li>• LCFF supplemental</li> <li>• 0000-1205</li> </ul>

<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
1.3 Implement district-wide positive behavior support system	.20 FTE teacher – program oversight & data entry • \$12,000 • 0000-1150 Coach stipend • \$3,000 • 0000-1132 PBIS team stipends • \$5,000 • 0000-1133 Second Step program materials • \$6,500 • 0000-4310 Professional development • \$2,000 • 0000-5210 All of the above are funded by the Humboldt Bay School Climate Transformatio	<ul style="list-style-type: none"> <li>• 2015 - 16 is the planning year, therefore no data was available for entry.</li> <li>• Regular Tiger Pride Team planning meetings took place</li> <li>• <i>Second Step</i> materials purchased directly through grant funds; program implemented TK - 6</li> </ul>	<p><b>.20 FTE teacher – program oversight &amp; data entry</b></p> <ul style="list-style-type: none"> <li>• \$0</li> <li>• 0000-1150</li> </ul> <p><b>Coach stipend</b></p> <ul style="list-style-type: none"> <li>• \$3,000</li> <li>• 0000-1132</li> </ul> <p><b>PBIS team stipends</b></p> <ul style="list-style-type: none"> <li>• \$7,000</li> <li>• 0000-1133</li> </ul> <p><b>Second Step program materials</b></p> <ul style="list-style-type: none"> <li>• \$0</li> </ul>		

		n Grant			<ul style="list-style-type: none"> <li>• 0000-4310</li> </ul> Professional development <ul style="list-style-type: none"> <li>• \$0</li> <li>• 0000-5210</li> </ul> <b>All of the above are funded by the Humboldt Bay School Climate Transformation Grant</b>
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.4 Support the No Bully program	Staff training and materials • \$500 • LCFF • 0000-5210		The need did not arise this year for the <i>No Bully</i> intervention program. The program will be implemented on an <i>as needed</i> basis, and requires no further training or materials.		<b>Staff training and materials</b> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF</li> <li>• 0000-5210</li> </ul>

<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		Scope of service:	Was not necessary.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.5 Administer the CHKS		Survey cost • \$180 • LCFF • 0000-4391	Administration planned in June 2016		<b>Survey cost - anticipated</b>  • \$180 • LCFF • 0000-5800
<b>Scope of service:</b>	Cutten Schools Grades: All		Scope of service:	Cutten School  Grades: 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.1 Provide adequate maintenance/custodial staffing levels		Maintain 1.0 FTE maintenance/custodial director • \$44,100 • LCFF • 0000-2213 Maintain 2.92 FTE custodial • \$111,393 • LCFF • 0000-2213 & 2214	Maintenance / custodial staff in place as budgeted. Estimated expenditure includes benefits not reflected in budgeted expenditures.	<p><b>Maintain 1.0 FTE maintenance/custodial director</b></p> <ul style="list-style-type: none"> <li>• \$65,804</li> <li>• LCFF</li> <li>• 0000-2213</li> </ul> <p><b>Maintain 2.92 FTE custodial</b></p> <ul style="list-style-type: none"> <li>• \$171,037</li> <li>• LCFF</li> <li>• 0000-2213 &amp; 2214</li> </ul>
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	



<p>2.2 Purchase equipment and supplies necessary to adequately maintain and repair school sites, and for classroom use (other than curricular materials)</p>		<p>Maintenance / Custodial - Equipment &amp; supply costs • \$17,000 • LCFF • 0000-4374 Classroom supplies • \$20,000 • LCFF • 0000-4310</p>	<p>Actions completed</p>		<p><b>Maintenance / Custodial - Equipment &amp; supply costs</b></p> <ul style="list-style-type: none"> <li>• \$18,000</li> <li>• LCFF</li> <li>• 0000-4374</li> </ul> <p><b>Classroom supplies</b></p> <ul style="list-style-type: none"> <li>• \$13,500</li> <li>• LCFF</li> <li>• 0000-4310</li> </ul>
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p>Scope of service:</p>	<p>Ridgewood and Cutten Schools Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

2.3 Plan for deferred maintenance projects		<p>Cutten bus barn roof replacement • \$26,000 • LCFF • 0230-5800</p> <p>Flooring replacement • \$10,000 • LCFF • 0230-5800</p> <p>Energy efficiency projects – HVAC, lighting, window coverings TBD • \$54,000 • Prop 39 • 6230-5800</p>	<ul style="list-style-type: none"> <li>• Flooring installed in three Ridgewood classrooms plus the office</li> <li>• Work with Prop 39 consultants continued; decision delayed to maximize funding use</li> <li>• Cutten bus barn roof replacement takes place summer 2016 - \$67,000</li> </ul>	<p><b>Cutten bus barn roof replacement</b></p> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> <p><b>Flooring replacement</b></p> <ul style="list-style-type: none"> <li>• \$12,471</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> <p><b>Energy efficiency projects – HVAC, lighting, window coverings TBD</b></p> <ul style="list-style-type: none"> <li>• \$0</li> <li>• Prop 39</li> <li>• 6230-580</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Cutten and Ridgewood Schools Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>2.4 Improve site safety</p>		<p>Install surveillance cameras both sites • \$4,000</p> <p>• LCFF • 0000-5800 Extend fencing - Cutten • \$15,000 • LCFF base • 0000-5800</p>	<ul style="list-style-type: none"> <li>• Exterior surveillance cameras installed at both sites</li> <li>• Proposal to extend Ridgewood &amp; Cutten fencing (\$4,800 - summer 2016 - could be during 2016 - 17 fiscal year)</li> </ul>	<p><b>Install surveillance cameras both sites</b></p> <ul style="list-style-type: none"> <li>• \$15,000</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p><b>Extend fencing - Cutten, Ridgewood</b></p> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul>	
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>3.1 Provide services to support parents in attending parent education, informational meetings, school events, and in volunteering at school</p>		<p>Child care • \$500 • LCFF &amp; PTA • 0015-4310 Trainer stipends • \$500 • LCFF &amp; PTA • 0000-5800 Meeting supplies • \$1,000 • LCFF &amp; PTA • 0000-4310</p>	<p>We hoped to add parent events beyond the Town Hall meeting, kindergarten and third grade orientations, and sixth grade promotion, but school staff was stretched to its limits without additional activities. Standard events, and PTA and Cutten Ridgewood Student Foundation family and parent events provided ample opportunities for parent involvement.</p>	<p>Child care</p> <ul style="list-style-type: none"> <li>• \$83</li> <li>• LCFF 0000-2100</li> <li>• Trainer stipends</li> <li>• \$0</li> </ul> <p>LCFF &amp; PTA &amp;bullet; 0000-5800</p> <p>Meeting supplies</p> <ul style="list-style-type: none"> <li>• \$323</li> <li>• LCFF</li> <li>• 0000-5210</li> </ul>
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.2 Provide services to support parents in attending parent education, informational meetings, school events, and in volunteering at school		Childcare, interpreter services, meeting supplies • \$500 • Medi-cal • 5640-4310	<ul style="list-style-type: none"> <li>Services not required, although PTA provided free child care for meetings</li> <li>Medi-cal services not billed this year due to lack of staffing.</li> </ul>	<b>Childcare, interpreter services, meeting supplies</b> <ul style="list-style-type: none"> <li>\$0</li> <li>Medi-cal</li> <li>5640-4310</li> </ul>
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		Scope of service:	Neither Ridgewood nor Cutten  Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>3.3 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings Research new phone system with expanded features such as voicemail</p>	<p>Utilize Blackboard Connect • \$1,500 • LCFF base • 0000-5800 Implement SchoolWise student information system • \$8,835 • LCFF &amp; Microsoft Vouchers • 9011-5800 2.0 FTE school secretary – support for all school functions; frequently first point of community contact • \$35,898 (exclusive of salary attributed to transportation ) • LCFF • 0000-2406</p>	<ul style="list-style-type: none"> <li>• Website, mass notification system, telephone, mailings, and meetings took place.</li> <li>• Phone system research revealed this is a <i>possible</i> option, several years out.</li> <li>• <i>SchoolWise</i> student information system implemented</li> <li>• School secretaries - each site</li> </ul>	<p><b>Utilize Blackboard Connect</b></p> <ul style="list-style-type: none"> <li>• \$1,500</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p><b>Implement SchoolWise student information system</b></p> <ul style="list-style-type: none"> <li>• \$8,835</li> <li>• LCFF &amp; Microsoft Vouchers</li> <li>• 9011-5800</li> </ul> <p><b>2.0 FTE school secretary – support for all school functions; frequently first point of community contact</b></p> <ul style="list-style-type: none"> <li>• \$51,038 ( exclusive of salary attributed to transportation)</li> <li>• LCFF</li> <li>• 0000-2406</li> </ul>
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<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.1 Enhance school meal program (beyond attention given to reducing the \$23,000 contribution to the cafeteria program from the general fund)		Increase assistant staffing by .25 FTE to .65 • \$6,150 • LCFF • 13-5310-2212 Offer garden-fresh produce • Cost TBD • LCFF & donations • 13-5310-4710	School lunch program services remained the same, other than some temporary hours. While fruits and vegetables were not "garden fresh", many choices were offered daily and provided by the same distributor who delivers to local grocery stores and schools.	<b>Increase assistant staffing by .25 FTE to .65</b> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF</li> <li>• 13-5310-2212</li> </ul> <b>Offer garden-fresh produce</b> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF &amp; donations</li> <li>• 13-5310-4710</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.2 See Goal 1, 3.1 – all three years – Implement physical education program to promote healthy lifestyle and physical activity		Update SPARKS TK – 2 program • \$1,200 • LCFF • 0000-1301 Purchase equipment • \$3,000 • LCFF • 0000-4400 Research 3 – 6 program • \$0 cost	<ul style="list-style-type: none"> <li>• SPARK PE in place at Ridgewood School</li> <li>• Research into SPARK PE took place at Cutten School</li> <li>• PE equipment purchased at both sites</li> <li>• Healthy lifestyle / physical activity promoted at both sites</li> </ul>	<b>Update SPARKS TK – 2 program</b> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF</li> <li>• 0000-1301</li> </ul> <b>Purchase equipment</b> <ul style="list-style-type: none"> <li>• \$2,251</li> <li>• LCFF</li> <li>• 0000-4391</li> </ul> <b>Research 3 – 6 program</b> <ul style="list-style-type: none"> <li>• \$0 cost</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	



<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, servivces, and expenditures</b></p>	<ul style="list-style-type: none"> <li>• Full implementation of the PBIS district-wide program funded through the Eureka City Schools <i>School Climate Transformation</i> grant - 2016 - 17 implementation year</li> <li>• Increased focus by the school social workers on foster, homeless, and chronically absent/truant students</li> <li>• Maintain adequate custodial/maintenance staffing</li> <li>• Complete deferred maintenance projects into 2019 - flooring replacement, energy efficeincy projects, exterior painting, and playground paving</li> <li>• Enhance utilization of the student information system to track chronic absenteeism and truancy</li> <li>• Consider benefits of <i>Blackboard Connect</i> vs <i>SchoolWise</i> mass notification system for ease of use and cost</li> </ul>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Goal 3 Increase access to, and competence in the use of 21st Century learning tools, resources, and skills for all staff and students</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 X 6 X 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: Ridgewood and Cutten Schools Grades: All</p> <p>Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric: 1.1 Internet infrastructure site report &amp; construction documents 2.1 Inventory lists 2.2 Grade level usage &amp; CAASPP testing schedules 3.1 Tech aide / support staffing levels 4.1 Professional development registration/attendance/ records Outcome: 1.1 Complete Ridgewood Internet infrastructure upgrade and maintain Cutten infrastructure robustness 2.1 1:2, student : device ratio grades 3 - 6; review TK – 2 needs Support services and library enhancements 3.1 Sufficient support so technology is incorporated seamlessly into all school functions – classroom, support services, maintenance, library, administration 4.1 100% of certificated staff, and 80% of classified staff will participate in high quality professional development activities</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1.1 Ridgewood School Internet infrastructure fully upgraded and wireless network installed; Cutten School wireless network adjusted to accommodate more devices  2.1 1:2 device:student ratio - Cutten; 1:3 device:student ratio grades 1 &amp; 2; support services &amp; library - sufficient devices purchased  3.1 Sufficient support so technology is incorporated seamlessly into all school functions – classroom, support services, maintenance, library, administration - accomplished for devices on hand 2015 - 16  4.1 100% of certificated staff, and 80% of classified staff will participate in high quality professional development activities - 100% of certificated staff accomplished; offered to classified staff - results to be determined, post submission of 2016 - 17 LCAP</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 Upgrade Ridgewood School Internet infrastructure for improved access; maintain Cutten Internet infrastructure</p>	<p>Upgrade Ridgewood cabling • \$72,300 • LCFF • 0000-5800 Install Ridgewood Internet switches/hubs • \$10,000 • LCFF • 0230-5800 Establish strong</p>	<ul style="list-style-type: none"> <li>Major Ridgewood School Infrastructure upgrade and wireless network installation</li> <li>Cutten School wireless infrastructure upgraded to manage additional devices</li> </ul>	<p><b>Upgraded Ridgewood cabling</b></p> <ul style="list-style-type: none"> <li>92,190</li> <li>LCFF</li> <li>0000-5800</li> <li>0000-6200</li> </ul> <p><b>Installed Ridgewood</b></p>

		<p>Ridgewood wireless backbone • \$4,000 • LCFF • 0000-5800 Install network security appliance / software suite – Ridgewood. • \$2,000 • LCFF • 0000-5800</p>		<p><b>Internet switches/hubs</b></p> <ul style="list-style-type: none"> <li>• \$7,867</li> <li>• LCFF</li> <li>• 0230-5800</li> </ul> <p><b>Established strong Ridgewood wireless backbone</b></p> <ul style="list-style-type: none"> <li>• \$4,212</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul> <p><b>Installed network security appliance / software suite – Ridgewood</b></p> <ul style="list-style-type: none"> <li>• \$1,748</li> <li>• LCFF</li> <li>• 0000-5800</li> </ul>
<p><b>Scope of service:</b></p>	<p>Ridgewood and Cutten Schools Grades: All</p>		<p><b>Scope of service:</b></p> <p>Ridgewood and Cutten Schools Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>2.1 Provide 1:1 student devices – Cutten School Ridgewood TK – 2 needs, TBD</p>	<p>Bring devices to 1:2 students, grades 3 – 6; 120 additional Grade TK – 2, 84 additional devices • \$40,800 • LCFF &amp; donations • 0000-4400 4 charging carts – grades 3 – 6 • \$6,200 • LCFF &amp; donations • 0000-4400 Replace aging/obsolete technology • \$15,000 • LCFF, Microsoft vouchers, &amp; donations • 0000-4400 • 9011-4450</p>	<ul style="list-style-type: none"> <li>• Purchased 120 additional Chromebooks &amp; four charging carts at Cutten, bringing the total number of devices, including the Mac lab, to 230 devices for 328 Cutten students</li> <li>• Purchased 18 additional Chromebooks and two storage units for inclusion in the new first grade classroom, for the Cutten special ed program, and for GATE</li> <li>• Will begin replacing aging classroom computers summer 2016 (oldest device is four years old)</li> </ul>	<p><b>Chromebooks purchased - to 1:2 students, grades 3 – 6; 120 additional Grade TK – 2</b></p> <ul style="list-style-type: none"> <li>• \$38,373</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400, 0015-4400</li> </ul> <p><b>4 charging carts – grades 3 – 6</b></p> <ul style="list-style-type: none"> <li>• \$6,613</li> <li>• LCFF &amp; donations</li> <li>• 0000-4400, 0015-4400</li> </ul> <p><b>Replace aging/obsolete technology</b></p> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF, donations</li> <li>• 0000-4400</li> <li>• 0015-4400</li> </ul>
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<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		Scope of service:	Ridgewood and Cutten Schools  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.2 Provide devices and software for unduplicated count students to support classroom learning and TIP		Purchase software / apps • \$500 • LCFF supplemental, Medi-cal • 0001-4450 Purchase devices • \$1,600 • LCFF supplemental, Medi-cal • 5640-4310	<ul style="list-style-type: none"> <li>• Chromebooks purchased for TIP - unduplicated count students</li> <li>• Utilized free, on-line apps</li> </ul>	<p><b>Purchased Chromebook devices</b></p> <ul style="list-style-type: none"> <li>• \$1,600</li> <li>• Medi-Cal</li> <li>• 5640-4310</li> </ul> <p><b>Purchased software / apps</b></p> <ul style="list-style-type: none"> <li>• \$0</li> <li>• LCFF supplemental</li> <li>• 0001-4450</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		Scope of service:	Ridgewood and Cutten Schools  Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	
3.1 Provide adequate tech support		Maintain tech support at 1.25 FTE • \$27,499 • LCFF • 0000-2900	Tech support maintained at 0.875 FTE  <b>Maintained tech support at .875 FTE</b> <ul style="list-style-type: none"> <li>• \$34,103</li> <li>• LCFF</li> <li>• 0000-2900</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		Scope of service:	Ridgewood and Cutten Schools Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

4.1 Provide focused, individualized professional development		Leadership Team Stipend • \$4,000 • LCFF 0000-1134 3010-1134 Registration fees, etc • \$3,000 • LCFF • 0000-5210	<ul style="list-style-type: none"> <li>Leadership Team provided direction in certificated technology staff development evening and during regular Wednesday collaborative time</li> <li>District-offered stipend for on-line Google training; training with HCOE expert</li> <li>District-offered stipend/registration fees for two day technology symposium</li> </ul>	<p><b>Leadership Team Stipend</b></p> <ul style="list-style-type: none"> <li>\$4,000</li> <li>LCFF 0000-1134</li> <li>3010-1134</li> </ul> <p><b>Registration fees, etc</b></p> <ul style="list-style-type: none"> <li>\$2,045</li> <li>LCFF</li> <li>0000-5210</li> </ul>	
<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All		<b>Scope of service:</b>	Ridgewood and Cutten Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	<ul style="list-style-type: none"> <li>1:1 student:devices at Cutten; 1:2 student:devices grades 1 &amp; 2; TK - K needs monitored</li> <li>Monitor wireless network robustness to accommodate additional devices</li> <li>Expand professional development opportunities</li> <li>Increase tech hours to full time; maintain relationship with consultant</li> <li>Replace obsolete technology; implement new technology</li> </ul>				



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

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

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

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	341515
<p>Cutten School District has an unduplicated count of 42.65% as determined by CALPADs. Utilizing the BASC calculator, our 2016-17 LCFF base is \$3,769,389 and our supplemental funds are \$341,515 or 8.04% of the LCFF base allocation of \$3,769,389. The growth in 2016-17 is \$276,093, and is based upon GAP funding figure of 54.84% for 2016-17. Supplemental funds will be used for:</p> <p>The <b>school social worker</b> (a 1.20 FTE position) targets pupils to reduce or remove obstacles to learning, promote regular attendance, provide access to and coordinate school and community resources, and to collaborate with stakeholders to foster success. One of the school social workers is the designated foster youth and homeless youth liaison. Refer to the following sites for information supporting the need for and the effectiveness of school social workers:</p> <p><a href="http://sswaa.site-ym.com/?600">http://sswaa.site-ym.com/?600</a>;</p> <p><a href="http://www.naswdc.org/advocacy/documents/issue_brief-child_welfare.pdf">http://www.naswdc.org/advocacy/documents/issue_brief-child_welfare.pdf</a>; <a href="http://www.naswdc.org/advocacy/school/documents/Education%20of%20Children%20and%20Youths.pdf">http://www.naswdc.org/advocacy/school/documents/Education%20of%20Children%20and%20Youths.pdf</a></p> <p>Supplemental funds enable us to <b>reduce class size</b> 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:</p> <p><a href="http://www.classsizematters.org/research-and-links/">http://www.classsizematters.org/research-and-links/</a> ;</p> <p><a href="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">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</a> .</p>	
<p>The enhanced <b>RTI program, Targeted Intervention Program, (TIP)</b> provides quality direct instruction to underachieving students; LI, EL, foster and homeless students, and pupils with disabilities are the first priority, and if there are any openings, other underachieving students are served.</p>	

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 RTI program supports the equitable assignment of resources, and will assure that students are receiving research-based, quality instruction. For more information:

<http://www2.oregonrti.org/files/u9/FuchsFuchsWhatisRTIArticle.pdf>;

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

[http://stage.fcrr.org/publications/publicationspdf/critical\\_elements.pdf](http://stage.fcrr.org/publications/publicationspdf/critical_elements.pdf)

To support the TIP program, \$1,000 is designated to purchase software licenses such as Read Naturally 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/market/assessment/dibels> ; <http://www.readnaturally.com> <http://www.readingrockets.org/article/building-fluency-fundamental-foundational-skill>

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/Lunches\\_Served\\_and\\_Consumed\\_from\\_the\\_National\\_School\\_Lunch\\_Program.pdf](https://schoolnutrition.org/uploadedFiles/5_News_and_Publications/4_The_Journal_of_Child_Nutrition_and_Management/Fall_2014/Lunches_Served_and_Consumed_from_the_National_School_Lunch_Program.pdf) <https://bestpractices.nokidhungry.org/school-breakfast/benefits-school-breakfast>

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. 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>;

[http://www.trafficsafetymarketing.gov/staticfiles/tsm/PDF/schoolbus\\_safety2.pdf?](http://www.trafficsafetymarketing.gov/staticfiles/tsm/PDF/schoolbus_safety2.pdf?)

\$ 47,981 School social worker

\$ 128,439	Smaller class size
\$ 75,176	Classroom aides / intervention aides – 1:1 or small group Targeted Intervention Program (TIP)
\$ 19,703	TIP Coordinator 0.30 FTE
\$ 1,000	Software & Assessments
\$ 23,300	Cafe Encroachment (from unrestricted/supplemental)
\$ 45,916	Transportation Encroachment (from unrestricted/supplemental)
<b>\$341,515</b>	<b>Total supplemental factor funds</b>

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

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

8.04

%

For 2016-17, the District will expend all of its \$341,515 supplemental factor funds on the services described above in 3A. These funds will increase intervention and counseling services provided by the social worker for students with the greatest needs. Supplemental funding will also increase support for low income, EL, homeless, and FY students who need academic intervention provided by instructional assistants in every classroom, and through the Targeted Intervention Program. Increasing intervention and support services across the district, and supporting transportation and meal services, will fulfill our proportionality obligation. The proportionality percent required for Cutten School District is 8.04% of the base LCFF funds. The remaining LCFF monies are to be spent on base services to all students. Increasing intervention and support services across the district will fulfill our proportionality obligation.

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

(f) “Expulsion rate” shall be calculated as follows:

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