

# Cutten Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Cutten Elementary School
<b>Street</b>	4182 Walnut Dr.
<b>City, State, Zip</b>	Eureka, CA 95503
<b>Phone Number</b>	(707) 441-3900
<b>Principal</b>	Darcie Rutter
<b>Email Address</b>	drutter@cuttensd.org
<b>School Website</b>	www.cuttensd.org
<b>County-District-School (CDS) Code</b>	12-62745-6007736

## 2023-24 District Contact Information

<b>District Name</b>	Cutten School District
<b>Phone Number</b>	(707) 441-3900
<b>Superintendent</b>	Becky MacQuarrie
<b>Email Address</b>	bmacquarrie@cuttensd.org
<b>District Website</b>	www.cuttensd.org

## 2023-24 School Description and Mission Statement

Cutten is a single-attendance elementary school district with students at two sites. Ridgewood School provides instruction for students in transitional kindergarten through second grades, and Cutten School serves students in third through six grades. We currently have a population of approximately 600 students. Both sites have a full-time Principal, and the district has a full-time Superintendent. The staff totals about 90 people. The Comprehensive School Safety Plan describes programs in place at our schools as well as strategies for continued improvement in providing a safe and orderly school environment conducive to learning.

The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We do this by creating a joyful, student-centered, and orderly learning environment rich in the arts and sciences, where everyone knows they are respected members of the “Cutten-Ridgewood Family”.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	86
Grade 4	65
Grade 5	85
Grade 6	86
<b>Total Enrollment</b>	<b>322</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
American Indian or Alaska Native	2.5%
Asian	3.1%
Black or African American	0.6%
Hispanic or Latino	12.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	17.4%
White	63.4%
English Learners	2.2%
Homeless	3.4%
Socioeconomically Disadvantaged	46%
Students with Disabilities	17.4%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.10	98.77	31.10	97.80	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.20	1.23	0.70	2.20	18854.30	6.86
<b>Total Teaching Positions</b>	16.30	100.00	31.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.10	100.00	31.30	97.39	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.50	1.55	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.30	1.02	15831.90	5.67
<b>Total Teaching Positions</b>	16.10	100.00	32.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading, 2017	Yes	0.0%
Mathematics	McGraw Hill My Math (3-5), 2014 McGraw Hill California Math (6), 2014	Yes	0.0%

<b>Science</b>	FOSS, 2021	Yes	0.0%
<b>History-Social Science</b>	Scott Foresman (3-5), 2006 Teachers' Curriculum Institute (6), 2006	Yes	0.0%
<b>Foreign Language</b>	N/A		0.0%
<b>Health</b>	SPARK PE, 2018		0.0%
<b>Visual and Performing Arts</b>	N/A		0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0%

## School Facility Conditions and Planned Improvements

Cutten School provides a safe, clean, tobacco-free educational environment for students. One maintenance employee and two custodians ensure the good condition and cleanliness of our buildings, restrooms, and grounds. All classrooms and support services rooms are equipped with a telephone, an intercom system, and access to the Internet. A security system is present to protect every room.

Visitors are welcomed at Cutten School and sign in at the school office. Due to the close-knit nature of our school, unfamiliar visitors on campus are very rare and are immediately greeted by school personnel.

Cutten Elementary School was built in 1951. The school has fourteen regular classrooms, a library, a multipurpose room, and facilities for student support resources, music, social services/counseling, speech and our after-school program. Facilities also include two baseball fields, a multi-dimensional playground structure, three wall ball courts, and a large athletic field. A new playground structure was installed in the summer of 2020.

**Year and month of the most recent FIT report**

September, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cutten's buildings all need a new coat of paint.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	57	45	57	45	47	46
<b>Mathematics</b> (grades 3-8 and 11)	48	43	48	43	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	325	324	99.69	0.31	45.06
<b>Female</b>	162	162	100.00	0.00	53.09
<b>Male</b>	163	162	99.39	0.61	37.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	27.27
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	43	43	100.00	0.00	39.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	57	57	100.00	0.00	43.86
<b>White</b>	203	202	99.51	0.49	47.52
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	13	13	100.00	0.00	30.77
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	131	130	99.24	0.76	44.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	56	100.00	0.00	35.71



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	325	323	99.38	0.62	42.72
<b>Female</b>	162	162	100.00	0.00	38.89
<b>Male</b>	163	161	98.77	1.23	46.58
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	27.27
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	43	43	100.00	0.00	25.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	57	57	100.00	0.00	45.61
<b>White</b>	203	202	99.51	0.49	46.04
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	13	13	100.00	0.00	46.15
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	131	129	98.47	1.53	40.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	55	98.21	1.79	40.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	50.00	47.56	50.00	47.56	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	85	83	97.65	2.35	48.19
<b>Female</b>	45	45	100.00	0.00	42.22
<b>Male</b>	40	38	95.00	5.00	55.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	11	11	100.00	0.00	45.45
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	45.45
<b>White</b>	58	57	98.28	1.72	50.88
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	33	31	93.94	6.06	48.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	46.15

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

If you would like to become involved in PTA, or be a classroom volunteer, we welcome you! Parent participation in all aspects of the school program is a strength of our district. In addition, leadership opportunities for parents are available through our School Site Council, our award-winning Parent Teachers Association, and the District Advisory Council. We are also always open to parent and community comments and suggestions. Please feel free to contact Darcie Rutter, Principal, at (707) 441-3900 for more information.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	331	330	57	17.3
Female	166	165	24	14.5
Male	165	165	33	20.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	3	37.5
Asian	11	11	1	9.1
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	44	44	8	18.2
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	59	58	14	24.1
White	206	206	30	14.6
English Learners	8	8	3	37.5
Foster Youth	2	2	0	0.0
Homeless	13	13	5	38.5
Socioeconomically Disadvantaged	159	158	49	31.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	65	16	24.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.83	0.60	0.00	1.23	1.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.6	0
Female	0	0
Male	1.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	1.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.08	0

## 2023-24 School Safety Plan

The Comprehensive School Safety Plan was adopted by the Board of Trustees, January 9, 2023. Key elements of the plan, including monthly fire drills, earthquake evacuation procedures, and lockdown policies are reviewed by staff and School Site Council in October each year, and are in effect throughout the year. The Cutten School Student Council provides input.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	21	1	3	
4	23		4	
5	35		2	1
6	22		3	
Other	161			2

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	14	3	2	
4	17	2	3	
5	24	1	3	1
6	17	1	3	
Other	160			2

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	22	0	4	0
4	22	0	3	0
5	21	1	3	0
6	22	1	3	0
Other	160	0	0	2

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,862	\$1,833	\$8,029	\$72,122
<b>District</b>	N/A	N/A	\$7,922	\$72,859
<b>Percent Difference - School Site and District</b>	N/A	N/A	1.3	-1.0
<b>State</b>	N/A	N/A	\$7,607	\$75,753
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.4	-4.9

## Fiscal Year 2022-23 Types of Services Funded

In the Cutten Elementary School District, in addition to regular classroom instruction, we fund the following programs and services for students:

- \*\* 0.20 FTE Gifted and Talented Education Teacher
- \*\* 1.0 FTE Music Teacher
- \*\* 1.5 FTE Library Technician
- \*\* 0.90 FTE Technology Coordinator
- \*\* 2.0 FTE School Social Worker
- \*\* 2.0 FTE Speech and Language Pathologist
- \*\* 4.0 FTE Specialized Academic Instructor
- \*\* 1.0 FTE School Psychologist
- \*\* Bus transportation provided by 2 bus drivers
- \*\* 2 Reading Intervention Coordinators
- \*\* Three hour assistant in every classroom, daily, plus 30 minutes for targeted intervention

\*\* Services provided to both Ridgewood (grades TK – 2) and Cutten School (grades 3 – 6)

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,679	\$48,481
<b>Mid-Range Teacher Salary</b>	\$66,225	\$73,129
<b>Highest Teacher Salary</b>	\$86,137	\$99,406
<b>Average Principal Salary (Elementary)</b>	\$98,880	\$117,381
<b>Average Principal Salary (Middle)</b>	\$0	\$128,158
<b>Average Principal Salary (High)</b>	\$0	
<b>Superintendent Salary</b>	\$110,000	\$138,991
<b>Percent of Budget for Teacher Salaries</b>	31.19%	29.34%
<b>Percent of Budget for Administrative Salaries</b>	3.51%	5.99%

## Professional Development

The Cutten District implemented the Leadership Team in 2014. Teachers apply to be on the team and receive an annual stipend of \$2,000. This Team, that includes all administrators, meets weekly to plan professional development opportunities for teachers and evaluate the effectiveness of professional development opportunities offered. This year the team is focusing on the Science of Reading, Math Identity, and Universal Design for Learning. Input is regularly sought from certificated staff to identify areas of focus for professional development. Professional development is offered during our preservice days at the beginning of each school year, an inservice day mid-year, and during our early release collaborative Wednesdays.

The District reimburses teachers for registration to selected professional development opportunities offered through the County Office of Education, and other professional resources.

To evaluate our system for professional growth and improvement for teachers, we survey certificated staff, teachers meet in grade level teams to assess needs, and we meet as a district several times a year to examine student achievement data to help assess need for professional development. New teachers participate in the Teacher Induction Program, formerly known as



## Professional Development

BTSA, and are mentored by veteran teachers. The North Coast School of Education's (NCSOE) North Coast Teacher Induction Program (NCTIP) is a two-year program that provides a link between the skills acquired in the Preliminary Credential Program to the experiences in the classroom. Candidates work with a Mentor Teacher to further develop the knowledge and skills needed to achieve competency in the California Standards. Mentors provide support, experiences, and professional development to help candidates meet the CCTC requirements for a Clear Credential. When a new teacher is hired, experienced teachers provide continual support in all aspects of the profession. Grade level teams meet regularly to provide assistance and support to our newest teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	5	