**BOARD OF TRUSTEES**
**BOARD MEETING AGENDA**
**February 13, 2023 6pm**
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

**1.0      CALL TO ORDER/FLAG SALUTE**

**2.0      CONSENT AGENDA**
2.1      Approval of Minutes-January 9, 2023; January 30, 2023
2.2      Approval of Warrants and Payroll
2.3      Approval of the Updated IRS /Standard Mileage Rates for 2023
2.4      Approval of Employment of .4 FTE School Psychologist (ESSER III funds)
2.5      Approval of Employment of 1.0 FTE Social Work Technician
2.6      Approval to Decommission Lenovo End of Life Chromebooks (2014)

**3.0      VISITOR COMMENTS ON NON-AGENDA ITEMS**
The Board reserves the right to limit speakers to three minutes only.  The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

**4.0      REPORTS**
4.1      Cutten Ridgewood PTA Report
4.2      School Site Council
4.3      HBTA Report
4.4      Principal's Report
4.5      Enrollment/New Student Registration update 2023-2024
4.6      LCAP

**5.0      CORRESPONDENCE**
5.1      Statement of Economic Interest Form 700

**6.0      INFORMATION / POSSIBLE ACTION ITEMS**
6.1      Consider Approval of updated Cutten and Ridgewood 2021-2022 Accountability Report Cards (SARC)
6.2      Consider Approval of the Cutten Library Committees Decision in response to a Request for Reconsideration of a Library Media Material.
6.3      Discussion 2022 – 2023 Governor's Proposed Budget Report
6.4      Discussion Budget-General funds and one time funds
6.5      Tentative Certificated Staffing Options for 2022– 2023
6.6      Consideration of and Possible Action on Resolution 2022 –04 Regarding Certificated Reduction in WorkForce (1.0  FTE - Layoff)
6.7      Consider Approval of PCO 20 Ridgewood Phase I-Reroute Utility Fiber $8,028.71
6.8      Discussion and Consider Approval of Resolution 2022-05 Full Day TK/K
6.9      Discussion and Consider Approval to Pursue TK/K Facilities Grant using School Works Inc., to first provide a Developer Fee study $2000-4000 dollars and then to complete all the components of the application $17,750
6.10     Update and Discussion on next steps for BESC Cutten Phase III project, Cutten & Ridgewood Bond Projects, and Proposal to consider Solar Upgrade at Cutten

**7.0     SUPERINTENDENT REPORT**

**8.0     BOARD MEMBER COMMENTS / COMMUNICATION**

**9.0     CLOSED SESSION**

With respect to every item of business to be discussed in closed session:

> *9.1     CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator: Beth Johnston*
> *Unrepresented Employee: Cutten Principal*

> *9.2     CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator: Beth Johnston*
> *Unrepresented Employee: Ridgewood Principal*

> *9.3     CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator:Beth Johnston*
> *Unrepresented Employee:  Superintendent*

> *9.4     CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*
> *Agency Negotiator: Becky MacQuarrie*
> *Name of organization representing employees: Humboldt Bay Teachers Association*

**10.     RECONVENE TO OPEN SESSION**
**Report of Action Taken**

**11.     ADJOURNMENT**

**1.0**      **CALL TO ORDER/FLAG SALUTE** Meeting called to order at 6:07 pm.

**2.0**      **MATTERS OF THE BOARD-ORGANIZATIONAL MEETING CONSENT AGENDA**
   2.1    Administration of Oath of Office to Elected Trustees:  Mary DeWald - Oathed into board

**3.0**      **CONSENT AGENDA-**

   3.1    Approval of Minutes-December 5, 2022; December 12, 2022
   3.2    Approval of Warrants and Payroll
   3.3    Approval of Quarterly Report on Williams Uniform Complaints
   3.4    Approval of Facilities Inspection Report

   Consent to Agenda motioned by Andy Sundquist seconded by Dennis Reinholtsen. Motion carried 5-0

**4.0**      **VISITOR COMMENTS ON NON-AGENDA ITEMS-** No Visitor Comments
   The Board reserves the right to limit speakers to three minutes only.  The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

**5.0**      **REPORTS**
   5.1    Cutten Student Body Report- Brady Machado presenting order of business for new basketball courts. $2200 Hemmingsworth pavement quote for the project.
   5.2    Cutten Ridgewood PTA Report- Lucky presented on planning raffle and spring carnival to be held at Redwood Acres. Founders Day, February 16, 2023 honoring reflections submissions.
   5.3    School Site Council- Safe school plan to be approved. Coordinating a practice release day in the future.
   5.4    HBTA Report- Math Night organized by Leadership Team held on  February 15th, 2023.
   5.5    Principal's Report- Kindergarten Conference weekend is Jan 13, 2023. Mr.  Kencke will be a presenter. Ridgewood garden being cleaned up  by a grandparent. Annette and Darci catching up on teacher evaluations backed up due to Covid.
   5.6    Enrollment- 563 total enrollment. Trying to forecast what the upcoming year may look like. TK rollback will increase enrollment due to the date of age change. Forecasting 3 classrooms of TK to come which creates a ripple effect for future years.
   5.7    LCAP- Goals being worked on, improvements and custodial support to come. More tutoring options to be thought of expanding as well.

**6.0**      **CORRESPONDENCE-** No Correspondence

**7.0**      **INFORMATION / POSSIBLE ACTION ITEMS**
   7.1    Consider Approval of Repavement of Cutten Basketball Courts- Motioned by Becky Reece for repair and seal of courts seconded by Dennis Reinholtsen. Motion approved 5-0.
   7.2    Consider Approval of 2022 – 23 Comprehensive Safe School Plan (CSSP)- Motioned

**BOARD OF TRUSTEES**
**SPECIAL BOARD MEETING MINUTES**
**January 30, 2023 5pm**
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA  95503


**1.0**     **CALL TO ORDER/FLAG SALUTE** 5:02PM


**2.0**     **VISITOR COMMENTS ON NON-AGENDA ITEMS**
The Board reserves the right to limit speakers to three minutes only.  The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate. No comments

**3.0**     **INFORMATION / POSSIBLE ACTION ITEMS**
3.1     Consider Approval of the PG&E Project Contract for the Cutten HVAC Energy and HVAC Upgrade Project. $31,032.64.
Andy Sunquist motioned, Becky Reece Second, Motion  Approved 5-0

**4.0**     **BOARD MEMBER COMMENTS / COMMUNICATION**

**5.0**     **ADJOURNMENT**  5:07




NOTICE:  Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at Ridgewood School, 2060 Ridgewood Drive, Eureka

| | | | | | |
|---|---|---|---|---|---|
| **Checks Dated 01/01/2023 through 01/31/2023** | | | | | |

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|---|---|---|---|---|---|
| 3000191062 | 01/05/2023 | (HARRIS) SHAFER'S ACE HARDWARE | 01-4374 | | 128.96 |
| 3000191063 | 01/05/2023 | ADVANCED SECURITY SYSTEM | 01-5804 | | 323.88 |
| 3000191064 | 01/05/2023 | BANK OF NEW YORK MELLON | 21-5800 | | 750.00 |
| 3000191065 | 01/05/2023 | Gabbert, Stacey E | 01-5210 | | 375.00 |
| 3000191066 | 01/05/2023 | Hinrichs, Danielle G | 01-4393 | | 154.61 |
| 3000191067 | 01/05/2023 | JOHNSON'S MOBILE RENTALS | 21-5800 | 269.38 | |
| | | | 21-8660 | 32.92 | 302.30 |
| 3000191068 | 01/05/2023 | MENDES SUPPLY COMPANY | 01-5550 | | 1,449.62 |
| 3000191069 | 01/05/2023 | O & M INDUSTRIES | 01-5635 | | 144.71 |
| 3000191070 | 01/05/2023 | P G & E | 01-5511 | 54.81 | |
| | | | 01-5520 | 3,875.04 | 3,929.85 |
| 3000191071 | 01/05/2023 | SCHOOL & COLLEGE LEGAL SERVICE | 01-5210 | | 30.00 |
| 3000191072 | 01/05/2023 | Seymour, Melissa T | 01-5210 | | 375.00 |
| 3000191073 | 01/05/2023 | SHAFERS HARDWARE | 01-4374 | | 239.26 |
| 3000191074 | 01/05/2023 | STUDIO W ARCHITECTS | 21-6210 | | 1,590.22 |
| 3000191075 | 01/05/2023 | US CELLULAR | 01-5909 | | 94.22 |
| 3000191619 | 01/12/2023 | ADVANCED SECURITY SYSTEM | 01-5804 | | 486.00 |
| 3000191620 | 01/12/2023 | BDJtech | 01-4310 | | 2,675.09 |
| 3000191621 | 01/12/2023 | CRYSTAL CREAMERY | 13-4711 | | 1,880.77 |
| 3000191622 | 01/12/2023 | DAVID L. MOONIE & CO. LLP | 01-5822 | | 3,900.00 |
| 3000191623 | 01/12/2023 | DEPARTMENT OF JUSTICE ACCOUNTING OFFICE | 01-5861 | | 32.00 |
| 3000191624 | 01/12/2023 | EMPLOYMENT DEVELOPMENT DEPT | 01-9540 | | 5,978.60 |
| 3000191625 | 01/12/2023 | ERIK MENDES | 01-4400 | | 38,314.03 |
| 3000191626 | 01/12/2023 | HUMB COMMUNITY SERVICES DIST | 01-5530 | | 1,578.40 |
| 3000191627 | 01/12/2023 | MISSION LINEN SUPPLY | 01-5550 | | 453.03 |
| 3000191628 | 01/12/2023 | O & M INDUSTRIES | 01-5635 | | 127.00 |
| 3000191629 | 01/12/2023 | P G & E | 01-5511 | 111.81 | |
| | | | 01-5520 | 4,805.22 | 4,917.03 |
| 3000191630 | 01/12/2023 | PIERSON BLDG CENTER | 01-4381 | | 274.16 |
| 3000191631 | 01/12/2023 | POWELL CONCRETE PUMPING | 01-4391 | | 454.75 |
| 3000191632 | 01/12/2023 | POWELL LANDSCAPING MATERIALS | 01-4391 | | 1,105.61 |
| 3000191633 | 01/12/2023 | Recology | Cancelled | | 38,314.03 * |
| | Cancelled on 01/26/2023, Cancel Register # AP01302023 | | | | |
| 3000191634 | 01/12/2023 | SCHOOL & COLLEGE LEGAL SERVICE | 01-5210 | | 90.00 |
| 3000191635 | 01/12/2023 | SECURITY LOCK & ALARM | 01-5635 | | 125.47 |
| 3000191636 | 01/12/2023 | SYSCO SACRAMENTO | 13-4396 | 720.91 | |
| | | | 13-4710 | 11,450.73 | 12,171.64 |
| 3000191637 | 01/12/2023 | VALLEY PACIFIC PETROLEUM SVCS | 01-4364 | 65.26 | |
| | | | 01-4365 | 732.23 | 797.49 |
| 3000192110 | 01/19/2023 | Carillo-Salas, Vanesa | 01-5201 | | 81.25 |
| 3000192111 | 01/19/2023 | Gabbert, Stacey E | 01-4310 | | 50.00 |
| 3000192112 | 01/19/2023 | Ivey, Susan M | 01-4450 | | 199.00 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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## Checks Dated 01/01/2023 through 01/31/2023

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|---|---|---|---|---|---|
| 3000192113 | 01/19/2023 | MacQuarrie, Becky L | 01-4393 | | 241.39 |
| 3000192114 | 01/19/2023 | REVOLVING CASH FUND | 01-5800 | 35.00 | |
| | | | 01-5801 | 150.00 | |
| | | | 13-4396 | 119.97 | |
| | | | 13-4710 | 791.41 | 1,096.38 |
| 3000192726 | 01/23/2023 | AT&T CALNET 2 | 01-5909 | | 292.89 |
| 3000192727 | 01/23/2023 | CRYSTAL CREAMERY | 13-4711 | | 892.37 |
| 3000192728 | 01/23/2023 | CRYSTAL SPRINGS BOTTLED WATER | 01-5623 | | 28.00 |
| 3000192729 | 01/23/2023 | HUMB COMMUNITY SERVICES DIST | 01-5530 | | 254.68 |
| 3000192730 | 01/23/2023 | MidAmerica Books | 01-4310 | | 698.60 |
| 3000192731 | 01/23/2023 | P G & E | 01-5511 | 1,377.83 | |
| | | | 01-5520 | 2,584.41 | 3,962.24 |
| 3000192732 | 01/23/2023 | STAPLES ADVANTAGE | 01-4310 | | 299.16 |
| 3000192733 | 01/23/2023 | STEWART TELECOMMUNICATIONS | 01-5800 | | 132.00 |
| 3000192734 | 01/23/2023 | SYSCO SACRAMENTO | 13-4396 | 531.48 | |
| | | | 13-4710 | 6,808.28 | 7,339.76 |
| 3000192735 | 01/23/2023 | T-MOBILE | 01-5841 | | 180.00 |
| 3000192736 | 01/23/2023 | U.S. BANK EQUIPMENT FINANCE | 01-5637 | | 2,132.54 |
| 3000193068 | 01/26/2023 | U.S. BANK | 01-4310 | 916.15 | |
| | | | 01-5210 | 810.50 | |
| | | | 01-5831 | 150.56 | |
| | | | 01-5950 | 180.00 | |
| | | | 13-5210 | 90.00 | 2,147.21 |
| 3000193572 | 01/30/2023 | CRYSTAL CREAMERY | 13-4711 | | 786.71 |
| 3000193573 | 01/30/2023 | Educator Resources, Inc | 01-5210 | | 2,995.00 |
| 3000193574 | 01/30/2023 | EMPLOYMENT DEVELOPMENT DEPT | 01-5881 | | 453.72 |
| 3000193575 | 01/30/2023 | INTERSTATE BATTERIES | 01-4381 | | 130.88 |
| 3000193576 | 01/30/2023 | Kristyn Fresz | 01-5800 | | 1,710.00 |
| 3000193577 | 01/30/2023 | Recology | 01-5560 | | 692.55 |
| 3000193578 | 01/30/2023 | REVOLVING CASH FUND | 01-5800 | 35.00 | |
| | | | 13-4396 | 69.94 | |
| | | | 13-4710 | 93.34 | 198.28 |
| 3000193579 | 01/30/2023 | SHN CONSULTING ENGINEERS | 21-6271 | | 806.80 |
| 3000193580 | 01/30/2023 | SYSCO SACRAMENTO | 13-4396 | | 451.83 |
| 3000193581 | 01/30/2023 | Therapy Kids | 01-5800 | | 350.00 |
| | | **Total Number of Checks** | **60** | | **152,165.97** |

| | Count | Amount |
|---|---|---|
| Cancel | 1 | 38,314.03 |
| Net Issue | | 113,851.94 |

## Fund Recap

| Fund | Description | Check Count | Expensed Amount |
|---|---|---|---|
| 01 | GENERAL FUND | 49 | 85,714.88 |
| 13 | CAFETERIA FUND | 9 | 24,687.74 |

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**009 - Cutten Elementary School District**

Generated for Vanesa Carillo-Salas (VCARILLO), Feb 3 2023 5:29PM

| Checks Dated 01/01/2023 through 01/31/2023 | | | | | |
|---|---|---|---|---|---|
| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |

### Fund Recap

| Fund | Description | Check Count | Expensed Amount |
|---|---|---|---|
| 21 | BUILDING FUND | 4 | 3,449.32 |
| | Total Number of Checks | 59 | 113,851.94 |
| | Less Unpaid Tax Liability | | .00 |
| | Net (Check Amount) | | 113,851.94 |

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**009 - Cutten Elementary School District**          Generated for Vanesa Carillo-Salas (VCARILLO), Feb 3 2023
5:29PM

# Pay01a — Payroll Summary by Org

**Pay Date 01/10/2023 through 01/31/2023** | **Fiscal Year 2022/23**

## EARNINGS by Earnings Code

| | Income | Adjustments |
|---|---|---|
| No Gross Pay | | |
| Regular | 399,014.18 | 33,020.00 |
| **TOTAL** | **399,014.18** | **33,020.00** |

## TAXES

| | Employee | Employer | Total | Subject Grosses |
|---|---|---|---|---|
| Federal Withholding | 23,778.97 | | 23,778.97 | 335,949.75 |
| State Withholding | 7,188.34 | | 7,188.34 | 335,949.75 |
| Social Security | 6,686.85 | 6,686.85 | 13,373.70 | 107,852.28 |
| Medicare | 5,569.93 | 5,569.93 | 11,139.86 | 384,134.41 |
| SUI | | 1,920.67 | 1,920.67 | 384,134.41 |
| Workers' Comp | | 10,141.17 | 10,141.17 | 384,134.41 |
| **SUBTOTAL** | **43,224.09** | **24,318.62** | **67,542.71** | |

## EARNINGS by Group

| | Income | Adjustments |
|---|---|---|
| Base Pay | 390,407.09 | |
| Docks | 3,117.60- | |
| Extra Duty | 3,497.65 | |
| Gross Pay Adjs | | 33,010.00 |
| Miscellaneous | | 10.00 |
| Stipends | 30.00 | |
| Substitutes | 5,800.00 | |
| Vacation Pay | 2,397.04 | |
| **TOTAL** | **399,014.18** | **33,020.00** |

## REDUCTIONS

| | Employee | Employer | Total | Subject Grosses |
|---|---|---|---|---|
| PERS | 2,195.44 | 7,956.87 | 10,152.31 | 31,363.33 |
| PERS / 62 | 5,248.94 | 16,645.77 | 21,894.71 | 65,611.92 |
| STRS / 60 | 24,153.01 | 45,017.97 | 69,170.98 | 235,639.06 |
| STRS / 62 | 8,612.27 | 15,399.39 | 24,011.66 | 84,392.72 |
| Tax Sheltered Annuit | 7,975.00 | | 7,975.00 | |
| Health & Welfare | 12,883.31 | 71,911.38 | 84,794.69 | |
| Dependent Care | 500.00 | | 500.00 | |
| Supplemental Insuran | 794.80 | | 794.80 | |
| Flex Medical Savings | 701.66 | | 701.66 | |
| **SUBTOTAL** | **63,064.43** | **156,931.38** | **219,995.81** | |

## DEDUCTIONS

| | Employee | Employer | Total | Subject Grosses |
|---|---|---|---|---|
| Dues & Memberships | 2,867.80 | | 2,867.80 | 28.20 |
| Health & Welfare | | 953.00 | 953.00 | |
| District Repay | 3,765.57- | | 3,765.57- | |
| Miscellaneous | 850.00 | | 850.00 | |
| Supplemental Insuran | 2,421.59 | | 2,421.59 | |
| Summer Savings | 24,663.69 | | 24,663.69 | 173,205.27 |
| **SUBTOTAL** | **27,037.51** | **953.00** | **27,990.51** | |
| **TOTALS** | **133,326.03** | **182,203.00** | **315,529.03** | |

## EARNINGS

| | Person Type | Income | Female Employees | |
|---|---|---|---|---|
| Certificated | 47 | 291,103.06 | 42 | 261,203.66 |
| Classified | 53 | 107,911.12 | 47 | 83,119.70 |
| **TOTAL** | **100** | **399,014.18** | **89** | **344,323.36** |

## Vendor Summary for Pay Date 01/10/2023 thru 01/31/2023

| | | |
|---|---|---|
| Vendor Checks | 8,135.85 | 7 |
| Vendor Liabilities | 307,393.18 | 35 |
| | 315,529.03 | 42 |

## Cancel/Reissue for Process Date 01/10/2023 thru 01/31/2023

Reissued
Cancel Checks
Void ACH

Selection   Grouped by Org, Filtered by (Org = 9, Fiscal Year = 2023, Starting Pay Date = 1/1/2023, Ending Pay Date = 1/31/2023)

009 - Cutten Elementary School District

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5:24PM

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Pay01a

# Payroll Summary by Org

## Pay Date 01/10/2023 through 01/31/2023

### BALANCING DATA

| | | |
|---|---|---|
| Gross Earnings | 399,014.18 | |
| District Liability | 182,203.00 | |
| | 581,217.18 | |

| | | |
|---|---|---|
| | 265,688.15 | Net Pay |
| | 133,326.03 | Deductions |
| | 182,203.00 | Contributions |
| | 581,217.18 | |

### NET

| | | |
|---|---|---|
| Direct Deposits | 223,096.67 | 76 |
| Checks | 42,591.48 | 25 |
| Partial Net ACH | | |
| Negative Net | | |
| Check Holds | | |
| Zero Net | | |
| TOTAL | 265,688.15 | 101 |

Selection  Grouped by Org, Filtered by (Org = 9, Fiscal Year = 2023, Starting Pay Date = 1/1/2023, Ending Pay Date = 1/31/2023)

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Generated for Vanesa Carillo-Salas (VCARILLO), Feb  3 2023
5:24PM

009 - Cutten Elementary School District

January 3, 2023

**M E M O R A N D U M**

TO:        All Districts

FROM:      Michael Davies-Hughes, Superintendent

SUBJECT:   **UPDATED: NEW IRS STANDARD MILEAGE RATES FOR 2023**

Effective January 1, 2023, the HCOE mileage reimbursement rate will increase. HCOE Superintendent's Policies 4133.1, 4233.1, and 4333.1 state, in part, that reimbursement for the use of a personal vehicle shall be at a per-mile rate to conform to the Internal Revenue Service allowable rate.

The standard mileage rate for business is based on an annual study of the fixed and variable costs of operating an automobile. On December 29, 2022, the IRS issued the standard mileage reimbursement rates for 2023. The updated rate for business miles driven in a personal car will increase to 65.5¢ per mile beginning January 1, 2023.

Please notify all appropriate personnel of this important change. If you have questions, please contact Corey Weber. Thank you.

MDH:cm

| deviceId | serialNumber | model | osVersion | orgUnitPath | provisionStatus | annotatedAssetId | autoUpdat | lastDeprovision | deprovisionReason |
|---|---|---|---|---|---|---|---|---|---|
| 0044725-i | 1S20DU0003USLR038WZF | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 16-02 | 2021-09 | 1/28/2023 18:40 | DIFFERENT_MODEL_REPLACEMENT |
| 83ed6bf8-: | 1S20DU0003USLR038X3J | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 16-24 | 2021-09 | 2/8/2023 12:43 | RETIRED_DEVICE |
| b13c4d1a- | 1S20DU0003USLR038WZR | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | RW 04-20 | 2021-09 | 1/29/2023 12:04 | RETIRED_DEVICE |
| 66239d88- | 1S20DU0003USLR038X2U | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 02-10 | 2021-09 | 1/28/2023 19:32 | RETIRED_DEVICE |
| fc7f29b8-f | 1S20DU0003USLR038WVU | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 02-13 | 2021-09 | 1/28/2023 16:26 | RETIRED_DEVICE |
| 82f62602-i | 1S20DU0003USLR038WWZ | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 04-30 | 2021-09 | 1/30/2023 12:37 | RETIRED_DEVICE |
| 9be3f22-! | 1S20DU0009USLR03FPVD | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | RW 04-14 | 2021-09 | 1/29/2023 11:29 | RETIRED_DEVICE |
| 98891oe0- | 1S20DU0009USLR03FPU6 | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | RW 04-15 | 2021-09 | 1/29/2023 11:27 | RETIRED_DEVICE |
| 8c14ab38- | 1S20DU0003USLR038WXB | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 16-12 | 2021-09 | 1/29/2023 10:05 | RETIRED_DEVICE |
| 72ae83f8-i | 1S20DU0003USLR038WY0 | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 02-27 | 2021-09 | 1/29/2023 10:00 | RETIRED_DEVICE |
| 9483b2de- | 1S20DU0003USLR038WZB | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 04-15 | 2021-09 | 1/29/2023 12:56 | RETIRED_DEVICE |
| fdf8432e-c | 1S20DU0003USLR038WZZ | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 02-02 | 2021-09 | 1/29/2023 13:06 | RETIRED_DEVICE |
| 7030d4d63- | 1S20DU0003USLR038X17 | Lenovo ThinkPad 11e Chromebook | 76.0.3809.136 | /Chromebooks/xDeprovisioned | DEPROVISIONED | CT 16-18 | 2021-09 | 11/8/2022 14:03 | RETIRED_DEVICE |
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# Lenovo ThinkPad 11e Chromebook

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## Information

**Model Name :** Lenovo ThinkPad 11e Chromebook
**Manufacturer :** Lenovo
**Form Factor :** Convertible
**Release Date :** June 05, 2014
**Target Market :** Educational

## Technical Specifications

**Architecture :** x86_64
**RAM :** 4 GB
**Storage :** 16 GB
**Processor :** Intel Celeron N2930(x86_64)
**Expandable Storage (SD/MicroSD) :** Full-SD
**Screen Resolution :** 11 inch 1366x768
**Touchscreen :** Yes
**Stylus Support :** No
**Linux Application Support :** No
**Linux GPU Support :** No
**Parallels Windows VM :** No
**Board Name :** glimmer
**Codename :** glimmer
**User ABI :** x86_64

### Purchase a Lenovo ThinkPad 11e Chromebook

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## Introduction to the Lenovo ThinkPad 11e Chromebook

The Lenovo ThinkPad 11e Chromebook is a Convertible released by Lenovo on June 05, 2014 as a Educational focused device powered by a Intel Celeron N2930 with a base clock speed of 1.8 GHz. The internal codename for the Lenovo ThinkPad 11e Chromebook is glimmer which is used to build recovery media for your Convertible or to create a custom build of ChromiumOS. The Lenovo ThinkPad 11e Chromebook launched with ChromeOS R34 and is currently on R. The Lenovo ThinkPad 11e Chromebook comes with 16 GB of internal disk space and 4 GB of system RAM.

The Lenovo ThinkPad 11e Chromebook is currently a discontiued device that has stopped reciving security updates, features and patches from Google. You may of course continue to use your Lenovo ThinkPad 11e Chromebook if it suits your needs if you want to accept the risks of using a device without the latest security updates. If you wish to extend the life of your Convertible, consider building ChromiumOS from source   . dd

## Accessories for your Lenovo ThinkPad 11e Chromebook

| Category | Description | Purcase Link |
|---|---|---|
| | | |

## Maintaining Your Lenovo ThinkPad 11e Chromebook

Maintaining your Lenovo ThinkPad 11e Chromebook is important to prolong the life of your Convertible. This section of the guide will provide a overview of the basics of maintiaing your unit.

### Exterior Cleaning

Wipe all exterior serfaces occasionally with a wipe designed to clean electronics such as a Electronic cleaning wipes   . Do not spray any chemicals onto your Convertible. Your screen should be cleaned with a soft cloth and a small amount of glass cleaner applied directly to the cloth or use a specially designed Electronics Glass Cleaning Wipes   . Avoid any harsh chemicals as this may damage your Convertible.

## Charging your Lenovo ThinkPad 11e Chromebook

## Entering Developer Mode on the Lenovo ThinkPad 11e Chromebook

Access your Lenovo ThinkPad 11e Chromebook recovery meny by pressing and holding Esc and Refresh and bnriefly pressing the power button. Let go of Power. When a message shows on the screen regarding your operating system being missing or damaged, let go of the other keys. Insert the USB Flash Drive containing your factory image and the ChromeOS recovery will begin.

## Factory Reset Your Lenovo ThinkPad 11e Chromebook (Powerwash)

Before you perform a factory reset of your Convertible, it is important that you backup all data to Google Drive or a external storage device. Once the recovery process has started, it is impossible to recover your data.

A Powerwash can only be done by the device owner/primary user of the device, If you have a managed ChromeOS deivce from a company or school, you will need to contact your school administrator or companies support desk for assistance.

The steps to perform a powerwash are

1. Open the ChromeOS Settings Application

2. Select "Advanced"

3. Select "Reset Settings"

4. Select "Reset" under "Powerwash"

5. Follow the on-screen prompts to complete the powerwash

## Recovery using a Factory Image

When the recovery is complete, you will be asked to remove the flash drive and your Lenovo ThinkPad 11e Chromebook will automatically reboot.

## Creating a Factory Image for Lenovo ThinkPad 11e Chromebook

In order to create a Factory Recovery Image for your Lenovo ThinkPad 11e Chromebook, you need to obtain a blank 8+ GB USB Flash Drive or a 8+ GB USB-C Flash Drive. The contents of this flash drive will be erased when a recovery image is created.

As the process of creating a Factory Recovery Image performs low level operations on the USB flash drive, you will need to have the ability to run applications as a administrator on MacOS (sudo), Linux (sudo) or Windows (uac elevation). ChromeOS is coded with a exception to this rule and will allow the creation of a factory recovery image without any administrator privileges.

## Creating a Factory Recovery Image via the ChromeOS Recovery Tool (Mac, Windows, ChromeOS)

You will need to download the Chromebook Recovery Tool from the Chrome Web Store. This can be done on any Windows, MacOS or ChromeOS device running the Chrome or Chromium web browser. This tool is called the "Chromebook Recovery Tool" however it will allow you to create a Factory Recovery Image for any ChromeOS device.



Enter the model number of your Convertible, which is **"glimmer"** and press the space button on your keyboard to search. If you are running the ChromeOS Recovery Tool on the device you are planning to recover, you can cluck on the pre-defined hyperlink above the search bar.



Insert your 8+ GB USB Flash Drive or a 8+ GB USB-C Flash Drive into a USB or USB C Port and select the USB drive from the drop down followed by continue.



## Creating a Factory Recovery Image via Etcher (Linux, Mac, Windows)

NOTE : The steps for "Linux" below are only intended to be used on computers running Linux as the primary operating system. It is not intended for use within the ChromeOS Linux Environment (Crostini), if you are on a ChromeOS device, you will need to create a Factory Recovery Image via the ChromeOS Recovery Tool.

1) Download and install Balina Etcher    for your platform 2) Download the ChromeOS Factory Recovery Image via (PathGoesHere) 3) Extract the Zip Archive to obtain the recovery .bin file 4) In Balina Etcher, select the "Flash from file" and select the ".bin" file you extracted in the previous step. 5) Insert your 8+ GB USB Flash Drive    or a 8+ GB USB-C Flash Drive into a USB or USB C Port and select the USB drive under "Select Target" 6) Select "Flash!" to begin the flashing process.

## Creating a Factory Recovery Image via the Linux Recovery Tool (Linux)

NOTE : The steps for "Linux" below are only intended to be used on computers running Linux as the primary operating system. It is not intended for use within the ChromeOS Linux Environment (Crostini), if you are on a ChromeOS device, you will need to create a Factory Recovery Image via the ChromeOS Recovery Tool. If your Convertible is in Developer Mode, it is possible to use the steos below to create a Factory Recovery Image however it is strongly advised to use the ChromeOS Recovery Tool.

Google maintains a Command Line ChromeOS Recovery Tool specifically for those who use Linux as the primary operating system, you will need to run the following commands on the terminal of your choice.

```
wget https://dl.google.com/dl/edgedl/chromeos/recovery/linux_recovery.sh
chmod +x linux_recovery.sh
sudo bash linux_recovery.sh
```

You will be asked for the model of your Convertible, enter **glimmer** followed by enter

## Creating a Factory Recovery Image via Command Line (Linux)

NOTE : The steps for "Linux" below are only intended to be used on computers running Linux as the primary operating system. It is not intended for use within the ChromeOS Linux Environment (Crostini), if you are on a ChromeOS device, you will need to create a Factory Recovery Image via the ChromeOS Recovery Tool. If your Convertible is in Developer Mode, it is possible to use the steos below to create a Factory Recovery Image however it is strongly advised to use the ChromeOS Recovery Tool.

1) Install the following packages via your distributions package manager (apt, dnf, emerge, yum, etc) : unzip, wget

2) Insert your USB Flash Drive and run the command "Isblk" to identify the block storage device of your USB Flash Drive. This will likely be something such as /dev/sdb but this will vary based on the number of disks attached to your computer. It is strongly advised to remove any USB flash drives aside from the one thar you are planning to use for your Convertible recovery images disk.

3) Run the following commands, replacing the XX with the name of the device you identified in the previous step.

```
wget image
unzip image
sudo dd if=image.bin of=/dev/sXX
```

## Accessing The Lenovo ThinkPad 11e Chromebook Recovery Menu

Backup all data to Google Drive or a external storage device. Once the recovery process has started, it is impossible to recover your data.

When the recovery is complete, you will be asked to remove the flash drive and your Lenovo ThinkPad 11e Chromebook will automatically reboot.

## Entering Developer Mode on Lenovo ThinkPad 11e Chromebook

You can place your Lenovo ThinkPad 11e Chromebook into developer mode and gain access to additional debug and development features in ChromeOS. It is not advised to put your primary device into developer mode as it can allow you to compromise the security and stability of your Convertible. Devices placed into developer mode will emit a loud audable sound on boot as well as display a warning message for several seconds to advise the user that their device is in developer mode. Depending on any changes you make to your device, it may prevent you from being able to get future upgrades from Google unless you restore your Convertible using a factrory image.

The ability to put your Convertible into developer mode may be disallowed by your administrator if you are a managed device issued by a school or business.

IMPORTANT NOTES:

- The process of converting your Convertible into and out of developer mode will perform a factory reset of your Convertible. It is important to backup all data to Google Drive or a external storage device.
- Some Android applications that enforce certain security restrictions may not function on a Convertible placed into developer mode, these include some streaming media applications such as Disney+ or Netflix.

If you wish to place your Convertible into developer mode, please follow the steps below:

## ChromiumOS Build Instructions

When a Google Chromebook is past its End of Life (EOL) Date, it will stop getting upstream security updates and features. You can extend the life of your Chromebook by building your own version of ChromiumOS from source. The build process cannot be done on a Chromebook but can either be done on a dedicated server or virtual machine.

It is best to follow the instructions to setup your ChromiumOS build server and review the instructions to build ChromiumOS via the Building ChromiumOS From Source section of this guide. Once you have your build server setup, issue the following commands to build your ChromiumOS distribution from source inside of the cros_sdk

```
export CHROMEOS_VERSION_DEVSERVER="http://YourIPAddress:8555"
export CHROMEOS_VERSION_AUSERVER="http://YourIPAddress:8555/update"
export CHROMEOS_RELEASE_TRACK="stable-channel"
./build_packages --board=glimmer
./build_image --board=glimmer --noenable_rootfs_verification dev base
```

Your images will be stored in your build directory under src/build/images/glimmer/latest/

You may flash this image to a USB Flash Drive and use it to boot your Lenovo ThinkPad 11e Chromebook. From there, you can install the image by running the following command in a TTY shell.

```
sudo /usr/sbin/chromeos-install
```

## Board Configuration

The board configuration for the Lenovo ThinkPad 11e Chromebook is obtained from the upstream source code for ChromiumOS and may not be available for all boards.

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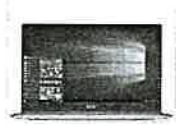






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## CUTTEN SCHOOL DISTRICT Certificated Staffing / Enrollment for 2022-2023
### 2/6/2023

| Grade Level | Classroom Teacher | Classroom Aide | 1st Day Class Size | Class Size | Grade | Grade Totals | School Totals |
|---|---|---|---|---|---|---|---|
| SDC | Veeh, Tom | Hartridge, Catherine / Elkridge, Danielle | 9 | 9 | SDC | 9 | |
| TK | Chastain, Amy | O'Kane, Taryn | 19 | 18 | TK | 35 | |
| TK | Seghetti, Nadine | Copeland, Linda | 18 | 17 | | | |
| K | Gabbert, Stacey | Filbey, Miranda | 20 | 20 | | | |
| K | Lemmon, Katrin (Davis | Thayer, Tracy | 22 | 21 | | | |
| K | Seymour, Melissa | Gutierrez, Teia | 20 | 20 | | | |
| K/1 | Escutia, Liz | Moser, Shara | 8 | 9 | Kindergarten | 70 | Ridgewood Total 239 |
| K/1 | Escutia, Liz | Moser, Shara | 7 | 7 | | | |
| 1 | Dickinson, Lori | Morgan, Aubrey | 21 | 20 | | | |
| 1 | Kencke, Joe | Urban, Michelle | 18 | 18 | | | |
| 1 | Hinrichs, Dani | Merz, Kayla | 20 | 19 | First | 64 | |
| 2 | Filbey, Audrea (Bon) | Endert, Camilla | 21 | 20 | | | |
| 2 | Rice, Suzanne | Blaisdell, Leina | 21 | 21 | | | |
| 2 | Richards, Mike | Kidd, Lorna | 19 | 20 | Second | 61 | |
| 3 | Ng, Christy | Hulstrom, Gidget | 21 | 22 | | | |
| 3 | Felmlee, Jamie | Blacketer, Kacie | 21 | 22 | | | |
| 3 | Watkins, Lindsay | Pino, Karen | 22 | 22 | | | |
| 3 | Watson, Harriet | Hulstrom, Mike | 21 | 22 | Third | 88 | Cutten Total 323 |
| 4 | Code, Jen | Brunton, Taunya | 22 | 22 | | | |
| 4 | Ibbitson, Bethany | Houseworth, Stephan | 22 | 22 | | | |
| 4 | Wheeler, Jesse | Comas, Maria | 21 | 21 | Fourth | 65 | |
| 5 | Benbow, Tracy | Wheeler, Sharon | 25 | 25 | | | |
| 5 | Bradbury,Sydney | Sanchez, Natalie | 24 | 24 | | | |
| 5 | Hague, Jaime | Ghera, Judy | 25 | 25 | | | |
| 5 | Yip, Andrea | McGee, Tatyana | 11 | 11 | Fifth | 85 | |
| 6 | Yip, Andrea | McGee, Tatyana | 10 | 10 | | | |
| 6 | Cook, Kaycee | Thomas, Jennifer | 25 | 25 | | | |
| 6 | Mitchell, Brandee | Barbee, Jennifer | 26 | 24 | | | |
| 6 | Nelson, Scott | Nilsen, Amy | 25 | 26 | Sixth | 85 | |
| | | Totals | 564 | 562 | | 562 | District Total 562 |

## COUNTY OF HUMBOLDT
## Office of Elections & Voter Registration

2426 6th Street
Eureka, CA 95501-0788
707-445-7481
Fax 707-445-7204

TO: Cutten Elementary School District
Superintendent
4182 Walnut Dr
Eureka, CA 95503

FROM: Christina Strevey
Administrative Analyst

DATE: January 31, 2023

SUBJECT: Statement of Economic Interests (Form 700)

# REQUIRES ACTION BY APRIL 1, 2023

The Political Reform Act requires certain officials and employees who serve in positions designated in an agency's conflict-of-interest code to file a Statement of Economic Interests (Form 700) on an annual basis. Plainly stated, all district board members must annually file a Form 700 with the Humboldt County Office of Elections. **Important**: District boards that have already submitted Form 700s are still receiving this notice to meet legal notice requirements.

## Types of Filers

There are three types of filers: (1) Assuming Office; (2) Annual; and (3) Leaving Office.

*Assuming Office:* Filers assuming office must file within 30 days of assuming office.

*Annual:* Filers continuing to serve must file between January 1 – April 1, 2023. This includes board members who have been reappointed/reelected to serve another term without a break in service.

*Leaving Office:* Filers leaving office must file within 30 days of leaving office.

## Filers by Type

All district board members (elected and appointed) must file a Form 700 with the Office of Elections. Below is a summary of which board members need to file what type of Form 700.

| Filer | Type | Reason |
|---|---|---|
| Dennis C Reinholtsen | Annual | Continuing without a break in service. |
| Andy Sundquist | Annual | Continuing without a break in service. |
| Mary C Dewald | Annual | Continuing without a break in service. |
| Elizabeth B Johnston | Annual | Continuing without a break in service. |
| Rebecca J Reece | Annual | Continuing without a break in service. |

**Important: Contact Christina Strevey at humboldt_elections@co.humboldt.ca.us / 707-445-7481 if district records do not match the above summary.**

## Deadline

Annual Form 700s are due to the Office of Elections **on or before April 1, 2023**. Late statements are subject to a $10 per day late fine. **Note**: The Fair Political Practices Commission (FPPC) is increasing its efforts to penalize non-filers.

## Required Form

Each year the FPPC issues a required form for reporting. Our office is only authorized to accept the 2022-2023 official form for reporting year 2022. Filers using the wrong form will be required to refile their Form 700 on the correct form. A courtesy Form 700 cover page template is enclosed and an electronic copy of the 2022-2023 Statement of Economic Interests Form 700 Packet can be obtained at https://www.fppc.ca.gov/Form700.html

## Annual Reporting Period

The annual reporting period is January 1 – December 31, 2022. Filers who filed an assuming or leaving office Form 700 between October 1 – December 31, 2022, are not required to file an annual Form 700.

## Completing the Form 700

The Form 700 includes five sections: (1) Office, (2) Jurisdiction, (3) Type of Statement, (4) Schedule Summary, and (5) Verification. All five sections must be fully and correctly completed.
**Note**: The Form 700 is a legal document. If a section is incomplete or incorrect, the filer must file an amendment.
**Note**: Please do not use white-out on this form. Form 700s bearing white-out will be returned and an amendment will be required.

## Filing the Form 700

An original, signed Form 700 must be filed with the Office of Elections **on or before April 1, 2023**. Unsigned, incomplete, and incorrect Form 700s will require an amendment. Form 700s can be mailed or hand-delivered to the Office of Elections.

> Humboldt County Office of Elections
> 2426 6th Street
> Eureka, CA 95501

If you would like someone to review your Form 700 for accuracy before it's filed, please scan and email the form(s) to humboldt_elections@co.humboldt.ca.us or cstrevey@co.humboldt.ca.us. Our office can ensure it is filled out correctly, however we cannot offer legal advice.

Additional FPPC resources and materials are available at https://www.fppc.ca.gov/Form700.html.

## Electronic District Filing of 700 forms

Humboldt County is currently migrating to an electronic system for filing 700 forms run by Granicus. This system will allow for receiving timely notifications and filing 700 forms in their portal, reducing the need for mailing. The Granicus log-in begins with your personal board email, or personal email. As more information is received in our office, board members may see a notification email. Do not disregard the email. Use the received log-in information to create a personal account. You do not have to file electronically if you submit a paper form. It will be uploaded from our office.

When filling out your 700 forms include personal board emails (*i.e. cstrevey@specialdistrict.com or board1@specialdistrict.com*), or a personal email as each account will be individualized. Do not use the contact board email for everyone on the board.

## Roster of Public Officials

Whenever there are changes to a district board, a Roster of Public Officials must be filed with the Office of Elections. Common changes include resignation or appointment of board members, meeting schedule, contact information, and officeholders. A courtesy roster template is enclosed; however, an electronic copy can be requested by emailing us at humboldt_elections@co.humboldt.ca.us.
**Note**: The Roster of Public Officials is a legal document. Please do not use white-out on this form. Rosters bearing white-out will be returned and an amendment will be required.

# Cutten Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 3 | 72 |
| Grade 4 | 85 |
| Grade 5 | 96 |
| Grade 6 | 68 |
| Total Enrollment | 321 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.9 |
| Male | 51.1 |
| American Indian or Alaska Native | 4.4 |
| Asian | 3.1 |
| Black or African American | 0.3 |
| Filipino | 0.0 |
| Hispanic or Latino | 11.5 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 17.4 |
| White | 62.9 |
| English Learners | 1.2 |
| Foster Youth | 0.6 |
| Homeless | 2.5 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 41.4 |
| Students with Disabilities | 13.4 |

## 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.10 | 98.77 | 31.10 | 97.80 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 0.20 | 1.23 | 0.70 | 2.20 | 18854.30 | 6.86 |
| Total Teaching Positions | 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | September 2022 | |
|---|---|---|---|

| 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<br>McGraw Hill California Math (6), 2014 | Yes | 0.0% |
| **Science** | FOSS, 2021 | Yes | 0.0% |
| **History-Social Science** | Scott Foresman (3-5), 2006<br>Teachers' Curriculum Institute (6), 2006 | Yes | 0.0% |
| **Foreign Language** | N/A | | 0.0% |
| **Health** | SPARK PE, 2018 | | 0.0% |
| **Visual and Performing Arts** | N/A | | 0.0% |
| **Science Laboratory Equipment (grades 9-12)** | 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, 2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | Electrical room to be upgraded from 400 AMP 220 to Three Phase 480 in 2023 |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | Boys and girls bathrooms currently being remodeled to meet ADA standards, drinking fountains were re-installed during bond construction |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

| 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).
4. **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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 57 | N/A | 57 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 48 | N/A | 48 | N/A | 33 |

## 2021-22 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 |
|---|---|---|---|---|---|
| All Students | 314 | 312 | 99.36 | 0.64 | 56.73 |
| Female | 152 | 151 | 99.34 | 0.66 | 63.58 |
| Male | 162 | 161 | 99.38 | 0.62 | 50.31 |
| American Indian or Alaska Native | 13 | 13 | 100.00 | 0.00 | 15.38 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 36 | 35 | 97.22 | 2.78 | 48.57 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 55 | 55 | 100.00 | 0.00 | 56.36 |
| White | 200 | 199 | 99.50 | 0.50 | 60.80 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 133 | 131 | 98.50 | 1.50 | 46.56 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 46 | 45 | 97.83 | 2.17 | 26.67 |

## 2021-22 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 |
|---|---|---|---|---|---|
| All Students | 314 | 311 | 99.04 | 0.96 | 47.59 |
| Female | 152 | 150 | 98.68 | 1.32 | 47.33 |
| Male | 162 | 161 | 99.38 | 0.62 | 47.83 |
| American Indian or Alaska Native | 13 | 13 | 100.00 | 0.00 | 15.38 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 36 | 35 | 97.22 | 2.78 | 40.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 55 | 55 | 100.00 | 0.00 | 45.45 |
| White | 200 | 198 | 99.00 | 1.00 | 52.02 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 133 | 131 | 98.50 | 1.50 | 39.69 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 46 | 45 | 97.83 | 2.17 | 37.78 |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | 50 | NT | 50 | 28.5 | 29.47 |

## 2021-22 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 |
|---|---|---|---|---|---|
| All Students | 93 | 92 | 98.92 | 1.08 | 50 |
| Female | 48 | 47 | 97.92 | 2.08 | 51.06 |
| Male | 45 | 45 | 100 | 0 | 48.89 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 11 | 10 | 90.91 | 9.09 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100 | 0 | 55 |
| White | 55 | 55 | 100 | 0 | 50.91 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 40 | 39 | 97.5 | 2.5 | 48.72 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 11 | 91.67 | 8.33 | 45.45 |

## 2021-22 Career Technical Education Programs

## 2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | |

## 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.

## 2021-22 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. Due to changes to the 2021-22 PFT administration, 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.

## 2022-23 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.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 328 | 323 | 38 | 11.8 |
| Female | 159 | 157 | 16 | 10.2 |
| Male | 169 | 166 | 22 | 13.3 |
| American Indian or Alaska Native | 14 | 13 | 7 | 53.8 |
| Asian | 11 | 10 | 0 | 0.0 |
| Black or African American | 1 | 1 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 41 | 38 | 5 | 13.2 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 56 | 56 | 6 | 10.7 |
| White | 204 | 204 | 20 | 9.8 |
| English Learners | 5 | 4 | 0 | 0.0 |
| Foster Youth | 3 | 3 | 1 | 33.3 |
| Homeless | 10 | 9 | 5 | 55.6 |
| Socioeconomically Disadvantaged | 148 | 144 | 27 | 18.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 51 | 49 | 7 | 14.3 |

# 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 0.28 | 0.30 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 1.83 | 0.00 | 1.23 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 1.83 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 3.55 | 0.00 |
| American Indian or Alaska Native | 14.29 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 4.88 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 3.57 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.38 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.96 | 0.00 |

## 2022-23 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 20 | 2 | 3 | |
| 4 | 28 | | 3 | |
| 5 | 35 | | 2 | 1 |
| 6 | 26 | | 3 | |
| Other | 169 | | | 2 |

## 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 |

## 2021-22 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 |
|---|---|
| Pupils to Academic Counselor | 0 |

## 2021-22 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 |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | 1.0 |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 |
|---|---|---|---|---|
| **School Site** | $9,862 | $1,833 | $8,029 | $72,122 |
| **District** | N/A | N/A | $7,922 | |
| **Percent Difference - School Site and District** | N/A | N/A | 1.3 | 2.9 |
| **State** | N/A | N/A | $6,594 | $74,053 |
| **Percent Difference - School Site and State** | N/A | N/A | 19.6 | -2.6 |

## 2021-22 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
- ** 0.80 FTE Technology Coordinator
- ** 2.0 FTE School Social Worker
- ** 2.0 FTE Speech and Language Pathologist
- ** 4.0 FTE Specialized Academic Instructor
- ** 0.6 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)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 |
|---|---|---|
| Beginning Teacher Salary | 48,633 | $46,844 |
| Mid-Range Teacher Salary | 69,411 | $73,398 |
| Highest Teacher Salary | 87,860 | $93,345 |
| Average Principal Salary (Elementary) | 90,000 | $116,457 |
| Average Principal Salary (Middle) | | $122,115 |
| Average Principal Salary (High) | | |
| Superintendent Salary | 110,000 | $136,296 |
| Percent of Budget for Teacher Salaries | 36% | 30% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

## 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 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 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 4 | 5 |

# Ridgewood Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 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.

## 2022-23 School Contact Information

| | |
|---|---|
| School Name | Ridgewood Elementary School |
| Street | 2060 Ridgewood Dr. |
| City, State, Zip | Eureka, Ca, 95503 |
| Phone Number | 707-441-3930 |
| Principal | Annette Sligh |
| Email Address | asligh@cuttensd.org |
| School Website | www.cuttensd.org |
| County-District-School (CDS) Code | 12-62745-6007744 |

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 82 |
| Grade 1 | 63 |
| Grade 2 | 92 |
| Total Enrollment | 237 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 45.6 |
| Male | 54.4 |
| American Indian or Alaska Native | 3.0 |
| Asian | 4.2 |
| Black or African American | 0.4 |
| Filipino | 0.0 |
| Hispanic or Latino | 16.9 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 16.0 |
| White | 59.1 |
| English Learners | 3.4 |
| Foster Youth | 1.7 |
| Homeless | 5.9 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 48.1 |
| Students with Disabilities | 14.3 |

## 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.00 | 96.77 | 31.10 | 97.80 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 0.50 | 3.23 | 0.70 | 2.20 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.50 | 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | |
| **Misassignments** | 0.00 | |
| **Vacant Positions** | 0.00 | |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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 | |
| **Local Assignment Options** | 0.00 | |
| **Total Out-of-Field Teachers** | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Misassignments for English Learners**<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| **No credential, permit or authorization to teach**<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | September 2022 | | |
|---|---|---|---|

| 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, 2014 | Yes | 0.0% |
| **Science** | Foss, 2021 | Yes | 0.0% |
| **History-Social Science** | Scott Foresman, 2006 | Yes | 0.0% |
| **Foreign Language** | N/A | | 0.0% |
| **Health** | SPARK PE, 2018 | | 0.0% |
| **Visual and Performing Arts** | N/A | | 0.0% |
| **Science Laboratory Equipment (grades 9-12)** | N/A | | 0.0% |

## School Facility Conditions and Planned Improvements

Ridgewood Elementary 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 Ridgewood 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.

Ridgewood Elementary School was built in 1957. The school has 14 regular classrooms, a library, a multipurpose room (the commons, where assemblies take place one morning each week), a student support resource room (the Learning Lane), and a breakfast room, which is also available for small group instruction and to provide quality after-school care.

The playground has enjoyed recent equipment upgrades, and borders two baseball fields, a playing field, a wall ball court, and our own redwood forest. All facilities and equipment are designed for primary students.

**Year and month of the most recent FIT report**                    September 22, 2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## 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).
4. **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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---------|----------------|----------------|------------------|------------------|---------------|---------------|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| **Mathematics** (grades 3-8 and 11) | N/A | | N/A | | N/A | |

## 2021-22 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 |
|---|---|---|---|---|---|
| All Students | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | NT | NT | NT | NT | NT |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | NT | NT | NT | NT |

## 2021-22 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 |
|---|---|---|---|---|---|
| All Students | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | NT | NT | NT | NT | NT |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | NT | NT | NT | NT |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | | NT | 50 | 28.5 | 29.47 |

## 2021-22 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 |
|---|---|---|---|---|---|
| All Students | NT | NT | NT | NT | NT |
| Female | NT | NT | NT | NT | NT |
| Male | NT | NT | NT | NT | NT |
| American Indian or Alaska Native | NT | NT | NT | NT | NT |
| Asian | NT | NT | NT | NT | NT |
| Black or African American | NT | NT | NT | NT | NT |
| Filipino | NT | NT | NT | NT | NT |
| Hispanic or Latino | NT | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | NT | NT | NT | NT | NT |
| Two or More Races | NT | NT | NT | NT | NT |
| White | NT | NT | NT | NT | NT |
| English Learners | NT | NT | NT | NT | NT |
| Foster Youth | NT | NT | NT | NT | NT |
| Homeless | NT | NT | NT | NT | NT |
| Military | NT | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | NT | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | NT | NT | NT | NT | NT |
| Students with Disabilities | NT | NT | NT | NT | NT |

## 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.

### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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 |
|---|---|---|---|---|---|

## 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.

### 2022-23 Opportunities for Parental Involvement

If you would like to become involved as a school volunteer, our doors are wide open! Parent assistance is an important part of our school day, especially during language arts instruction and any other small group instruction. Parents sing along at assemblies and are very active in our award-winning Parent Teacher Association, District Advisory Council, and the School Site Council. Please feel free to contact Annette Sligh, Principal, at (707) 441-3930 for more information.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 243 | 242 | 34 | 14.0 |
| Female | 110 | 109 | 17 | 15.6 |
| Male | 133 | 133 | 17 | 12.8 |
| American Indian or Alaska Native | 7 | 6 | 1 | 16.7 |
| Asian | 10 | 10 | 1 | 10.0 |
| Black or African American | 2 | 2 | 1 | 50.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 42 | 42 | 9 | 21.4 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0 |
| Two or More Races | 40 | 40 | 2 | 5.0 |
| White | 141 | 141 | 19 | 13.5 |
| English Learners | 8 | 8 | 3 | 37.5 |
| Foster Youth | 4 | 4 | 2 | 50.0 |
| Homeless | 16 | 16 | 4 | 25.0 |
| Socioeconomically Disadvantaged | 123 | 123 | 23 | 18.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 46 | 46 | 12 | 26.1 |

## 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 0.33 | 0.30 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.41 | 0.00 | 1.23 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.41 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.75 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.71 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.17 | 0.00 |

## 2022-23 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 early October each year, and are in effect throughout the year.

# 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 20 | 1 | 5 | |
| 1 | 17 | 3 | 2 | |
| 2 | 22 | 1 | 3 | 1 |
| Other | 286 | | | 1 |

## 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 |
|---|---|---|---|---|
| K | 14 | 6 | | |
| 1 | 19 | 1 | 4 | |
| 2 | 16 | 4 | 1 | |
| 3 | 2 | 1 | | |
| Other | 258 | | | 1 |

## 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 |
|---|---|---|---|---|
| K | 12 | 7 | | |
| 1 | 11 | 6 | | |
| 2 | 13 | 5 | 2 | |
| Other | 237 | | | 1 |

## 2021-22 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 |
|---|---|
| Pupils to Academic Counselor | 0 |

## 2021-22 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 |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | 1.0 |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 |
|---|---|---|---|---|
| School Site | $9,883 | $2,085 | $7,798 | $68,719 |
| District | N/A | N/A | $7,922 | |
| Percent Difference - School Site and District | N/A | N/A | -1.6 | -2.0 |
| State | N/A | N/A | $6,594 | $74,053 |
| Percent Difference - School Site and State | N/A | N/A | 16.7 | -7.5 |

## 2021-22 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:
- ** .20 FTE Gifted and Talented Education Teacher
- ** 1.0 FTE Music Teacher
- ** 1.5 FTE Library Technician
- ** 0.80 FTE Technology Coordinator
- ** 2.0 FTE School Social Worker
- ** 2.0 FTE Speech & Language Pathologist
- ** 4.0 FTE Specialized Academic Instruction Teachers
- ** .60 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 8intervention
** Services provided to both Ridgewood (grades TK – 2) and Cutten School (grades 3 – 6)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 |
|---|---|---|
| Beginning Teacher Salary | 48,633 | $46,844 |
| Mid-Range Teacher Salary | 69,411 | $73,398 |
| Highest Teacher Salary | 87.860 | $93,345 |
| Average Principal Salary (Elementary) | 90,000 | $116,457 |
| Average Principal Salary (Middle) | | $122,115 |
| Average Principal Salary (High) | | |
| Superintendent Salary | 110,000 | $136,296 |
| Percent of Budget for Teacher Salaries | 36% | 30% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

## 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, and in service 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 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 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 4 | 5 |

February 8, 2023

Dear Cutten School Board,

On Wednesday, February 1, 2023 the Cutten School District Library Committee met to discuss a Request for Reconsideration of Library Media Materials. We would like to begin by thanking Amy Morris for their concern and for taking the time to complete the Request for Reconsideration form in regards to *Jack, Skinny Bones, and the Golden Pancake*, by Elizabeth Chandler. We have read the request and at this time the Library Committee has decided that it is in the best interest of the school library to keep the material in question in circulation in the Ridgewood Library.

Before the meeting, the Library Committee read the Request for Reconsideration and spent time researching the possible frightening aspects of *Jack, Skinny Bones, and the Golden Pancake*, which was the chief objection to this item. First, it was determined that the book had a cataloging error and had been placed in the Easy Fiction portion of the collection in 1996, though the books title page had a cataloging designation of 398.2, which is where Fairytales, Folk stories, and Legends are housed in the collection. Moreover, the material in question is stated on the author's note as being a modern telling of a trickster tale like Grimm's fairytales, but set in the southwest, and should be considered as such. Lastly, the material is deemed suitable for students aged 3-8 years of age, as stated in each review we encountered, and on the title page of the book.

At this time we ask the school board to approve the Cutten Library Committees decision to keep Jack, Skinny Bones, and the Golden Pancakes, by Elizabeth Chandler in the Ridgewood library for circulation, with the understanding that the book in question will be reclassified to the appropriate section of the collection in 398.2 ~ Fairytales, Folk stories, and Legends.

Sincerely,

Jovanah P. Martinez-Hoboo
Cutten School District Library
707-441-3900 ext., 120

# 2023-24 GOVERNOR'S EDUCATION BUDGET OVERVIEW
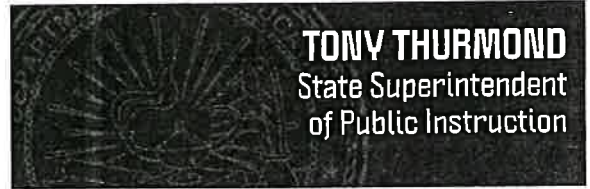
**TONY THURMOND**
State Superintendent
of Public Instruction

On January 10, 2023, Governor Gavin Newsom released his budget spending plan for 2023-24. The following provides information on the governor's proposals that affect preschool through grade twelve education.

Copies of this document, as well as other budget-related documents, are available on the California Department of Education (CDE) website at the CDE Education Budget web page (https://www.cde.ca.gov/fg/fr/eb/index.asp). Official state budget documents are available through the California Department of Finance (DOF) website (https://dof.ca.gov/).

## OVERVIEW

The Governor's Budget forecasts General Fund revenues to be $29.5 billion lower than at the 2022 Budget Act projections. With the lower projected revenues, California is estimating a budget gap of $22.5 billion in the 2023-24 FY. The Governor's budget proposal maintains reserves of $35.6 billion in 2023-24 and continues to improve investments in education for schools, students, and teachers.

## PROPOSITION 98

- Provides $108.8 billion Proposition (Prop) 98 funding for kindergarten through grade twelve (K-12) schools for 2023-24, a decrease of $1.5 billion from the 2022-23 Budget Act funding level.
    - Increase in Prop 98 funding level in 2021-22 of $200 million but a decrease in 2022-23 of $3.5 billion.
- Provides $23,723 in total K-12 per-pupil expenditures from all sources projected in 2023-24.
- Provides $17,519 K-12 per-pupil expenditures from Prop 98 funds in 2023-24, an increase of $526 per pupil over 2022-23 funding levels.
- Rebenches Test 1 Prop 98 from 38.3 percent to 38.6 percent of the General Fund (GF) to account for enrollment increases related to the expansion of transitional kindergarten (TK).

## PUBLIC SCHOOL SYSTEM STABILIZATION ACCOUNT (PSSSA)

- Projects a deposit into PSSSA will be required in 2021-22, in the amount of $3.7 billion, $1.1 billion in 2022-23, and $365 million in 2023-24.
    - The deposit will result in a projected balance of $8.5 billion, below the $9.5 billion projected in the 2022-23 Budget Act.
    - This balance is greater than 3 percent of the total K-12 share of the Prop 98 amount, which continues the school district reserve caps of 10 percent that began in 2022-23.

**Overview of education-related funding included in the Governor's Budget for 2023-24**

## LOCAL CONTROL FUNDING FORMULA (LCFF)

- The Cost of Living Adjustment (COLA) is 8.13 percent, the highest in recent memory, which results in a $4.2 billion Prop 98 GF increase for the LCFF.

- County Offices of Education (COE): increase of $51.7 million Prop 98 GF to reflect an 8.13 percent COLA adjustment and average daily attendance (ADA) changes applicable to the LCFF.

- Includes $300 million ongoing Prop 98 GF for an equity multiplier, an add-on to LCFF.

- Proposes amendments to the K–12 accountability and continuous improvement system to ensure equity gaps are identified and addressed through the Local Control and Accountability Plan and Differentiated Assistance process.

## RESERVES

- Overall, the budget has $35.6 billion set aside in reserves.

- The Rainy Day Fund balance is projected to be $22.4 billion in 2023–24, the constitutional maximum mandatory deposit limit of 10 percent of the GF.

- Maintains $900 million in the Safety Net Reserve.

- A total of $8.5 billion in the Public School System Stabilization Account.

- Reserves of $3.8 billion in the Special Fund for Economic Uncertainties to address emergencies and other unforeseen events.

## PENSIONS

- Includes $3.9 billion GF for statutorily required state contribution to CalSTRS.

## EARLY EDUCATION

- Continues expanded eligibility for TK with $690 million to implement the second year of TK expansion, expanding eligibility to children turning five years old between September 2 and April 2 (approximately 46,000 children). Full implementation of universal TK is expected in 2025–26.

- Provides $165 million to support the addition of one certificated or classified staff person in TK classrooms.

- Builds on 2022–23 Budget Act with $64.5 million Prop 98 GF and $51.8 million non-98 GF to continue a multiyear plan to ramp up the inclusivity adjustments for the California State Preschool Program (CSPP), the second year of a three-year ramp up, with the final requirement that students with disabilities make up at least 7.5 percent of CSPP providers' enrollment.

**Overview of education-related funding included in the Governor's Budget for 2023-24**

- Delays the 2023-24 planned $550 million Full-Day Kindergarten Facilities Grant Program investment to 2024-25.

## LITERACY

- Builds on the 2022-23 Budget Act by providing an additional $250 million one-time Prop 98 GF for the existing Literacy Coaches and Reading Specialists Grant Program.
- Uses a $1 million one-time GF to create a Literacy Roadmap to help educators navigate resources effectively and efficiently.

## SPECIAL EDUCATION

- The budget proposes several programmatic changes:
  - o Limiting the amount of funding that Special Education Local Plan Areas (SELPAs) are allowed to retain for nondirect student services before allocating special education base funding to their member local educational agencies.
  - o Stabilizing current SELPA membership by extending the moratorium on creating new single-district SELPAs by two years, from June 30, 2024, to June 30, 2026.
  - o Increasing fiscal transparency by requiring CDE to post each SELPA's annual local plan on its website, including its governance, budget, and services plans.

## EDUCATOR WORKFORCE

- The Governor's Budget does not propose changes to existing programs or additional educator workforce investments but states that the Administration is committed to the thoughtful implementation of existing educator programs in the coming year.

## ARTS AND CULTURAL ENRICHMENT

- Calculates the amount required to be allocated under the Arts and Music in Schools – Funding Guarantee and Accountability Act, as established by Prop 28 during the 2022 General Election, at $941.
- Proposes to reduce the Arts, Music, and Instructional Materials Discretionary Block Grant, established in the 2022-23 Budget Act, by $1.2 billion, from $3.5 billion to $2.3 billion.
- Proposes $100 million one-time Prop 98 GF to provide high school seniors with access to cultural enrichment experiences.
  - o This equates to about $200 per twelfth-grade student.
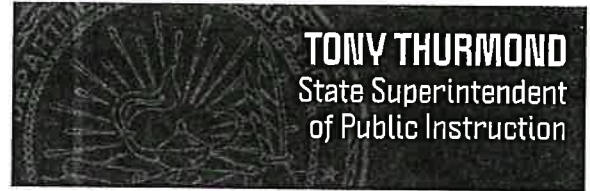
## OTHER

- COLA: Increase of $669 million Prop 98 GF to reflect an 8.13 percent COLA for categorical programs that remain outside of the LCFF (Special Education, Child Nutrition, State Preschool, Youth in Foster Care, Mandates Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education Program).

- Facilities:
  - Proposed decrease of $100 million GF in planned support for the School Facility Program for 2023-24, from $2.1 billion to $2 billion.
  - Proposes $30 million Prop 98 GF to the Charter School Facility Grant Program.
  - Proposed $15 million set aside of the $600 million appropriated in the 2022 Budget Act to support school kitchen commercial dishwashers.

- Student Health and Safety:
  - Proposes $3.5 million ongoing funds for all middle and high school sites to maintain at least two doses of fentanyl/opioid overdose medication.
  - Proposes an additional $10 million for opioid education, testing, recovery, and support (general—not specific to K-12 schools).

## BUDGET BILLS

- Assembly Bill (AB) 221 Overview: https://abgt.assembly.ca.gov/sites/abgt.assembly.ca.gov/files/Highlights%20of%20Governors%20Proposed%202023-24%20Budget%20updated.pdf
- Senate Bill (SB) 72 Overview: https://sbud.senate.ca.gov/sites/sbud.senate.ca.gov/files/Summary_of_the_Governors_Proposed_2023_24_Budget.pdf

# BEFORE THE GOVERNING BOARD OF THE

# CUTTEN ELEMENTARY SCHOOL DISTRICT

# HUMBOLDT COUNTY, CALIFORNIA

| | | |
|---|---|---|
| In the Matter of the Reduction or | ) | RESOLUTION NO. 2022-04 |
| Discontinuance of Certain | ) | |
| Particular Kinds of Services for | ) | |
| the 2023-2024 School Year | ) | |

WHEREAS the Board hereby finds that it is in the best interest of the Cutten Elementary School District ("District") that, as of the end of the 2022-2023 school year, certain particular kinds of services now being provided by the District be reduced or discontinued as follows:

1.     Eliminate the equivalent of 1 (F.T.E.) Certificated Teacher

WHEREAS, in the opinion of the Governing Board of this District it is necessary by reason of the aforementioned reduction and discontinuance of services to decrease the number of certificated employees by the equivalent of one (1) full-time equivalent employees for the 2023-2024 school year;

Cutten Elementary School District that, as of the end of the 2022-2023 school year the foregoing particular kinds of services now being provided by said District be and hereby are reduced to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that the District Superintendent or Superintendent's designee, be and hereby is authorized and directed to initiate and pursue procedures necessary not to reemploy the equivalent of one (1) full time equivalent certificated employees of this District pursuant to Education Code sections 44949 and 44955 because of said reduction and discontinuance of services.

The foregoing Resolution was adopted by the Governing Board of the Cutten Elementary School District on the 13 day of February, 2023, by the following vote:

AYES:

NOES:

ABSENT:

_____
President, Governing Board

I, Becky MacQuarrie, Clerk of the Governing Board of the Cutten Elementary School District do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on February 13, 2023.

_____
Clerk, Governing Board

## Ridgewood Elementary School
## Multi-Purpose Building Modernization, Phase 1
PROPOSED CHANGE ORDER 20
Reroute Utility Fiber per RFI-38 R1

January 6, 2023

Per RFI-38, Revision 1 response, labor and materials to reroute AT&T fiber optic cable.

Stewart Telecommunications
Per attached proposal                                               $     6,038.38

ACGC, Inc.
Paint and patch affected areas once conduit work is complete
     Labor:    8 hrs. at $111.55/hr.                           $       892.40
     Materials:                                                   $        65.00

| | | |
|---|---|---|
| Subtotal: | $ | 6,995.78 |
| O&P (10%): | $ | 699.58 |
| Bond (1.5%): | $ | 115.43 |
| Insurance (2.79%): | $ | 217.92 |
| **Total:** | **$** | **8,028.71** |

Additional contract time requested: 0 days

Upon approval by District, this work will commence and these changes will be submitted as a Change Order to the contract.
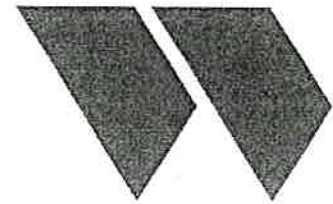
Submitted by:                                    Approved by:

_____  1/6/2023          _____
Will Adams, ACGC, Inc.            Date           Cutten Elem. School Dist.        Date

# STUDIO W ARCHITECTS

# PROPOSAL EVALUATION TRANSMITTAL

**Date:** 01/31/23

**Sent via:** ☐ Fax ☐ U.S. Mail ☐ UPS ☒ E-mail ☐ Hand

| | | | |
|---|---|---|---|
| **To:** | Becky MacQuarrie | **Project #:** | 19006, Phase 1 |
| **Firm/Agency:** | Cutten School District | **Project Name:** | Ridgewood School Modernization |
| **Address:** | 4182 Walnut Drive | **DSA App No.** | 01-118464 |
| **City, State, Zip** | Eureka, CA 95503 | **CC:** | |
| **From:** | Brie Gargano | | |
| **Phone:** | 916.254.5603 | | |

**Attachments:**

| Date | Proposal No. | Description |
|---|---|---|
| 01/06/23 | PCO_020 | Per RFI 038R1 – Reroute AT&T fiber optic cable and install new enclosure to ensure ADA clearance of 80." The bottom of the existing junction box enclosure was below 80." |

☒ **BCA takes no exception to this proposal comments below.**   ☐ **Please revise and resubmit this proposal per**

Becky,

Studio W and our Consultants have reviewed **PCO_020** and finds the cost to be within industry standard. This cost will increase the contract sum. Upon District acceptance of this cost, a change order will be prepared in the amount of **$8,028.71**

**Accepted by the Cutten School District**

Signed: *Brie Gargano*
_____        _____
Client Leader, Senior Associate                                District's Authorized Agent

---

## STUDIO W REASON CODE

☐ Agency Requirement   ☐ Design Error   ☐ Discovery Item   ☒ Field Condition   ☐ Plans Inaccurate   ☐ Owner Requested   ☐ Value Add Omission   ☐ Value Engineering

# STEWART
## TELECOMMUNICATIONS
1827 3RD Street   Eureka, CA 95501   TEL (707) 442-1123   Calif. Lic# 941610

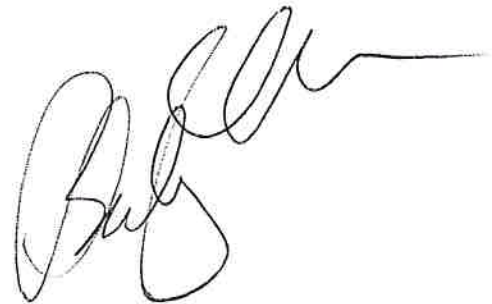Quote #2023101061
January 6, 2023

Adams Commercial General Contracting
Attn: Ana Hartwell
2922 D Street
Eureka, CA 95501
Tel: 443-6000
ana@acgcinc.com

## Proposal to Install Conduit Pathway and Move AT&T Fiber Optic Cable into New Conduit at Ridgewood School, 2060 Ridgewood Drive, Eureka, CA

1ea    Install new 2" conduit pathway to the MDF for AT&T fiber optic cable.

1ea    Move AT&T fiber optic cable into new conduit pathway.

1ea    Remove old conduit pathway from exterior of building

| | |
|---|---|
| Materials: | $2,561.84 |
| Sales Tax: | 198.54 |
| Labor: | 3,278.00 |
| Total Cost: | $6,038.38 |

Total cost includes all labor, materials and taxes needed to install.
All work carries a **five-year warranty** on parts and labor.

**Stewart trade-in and recycle policy is to return all unwanted E-waste to our local recycling centers for material component extraction and processing.**

*At Stewart Telecommunications we use only the finest products available and have a backup network of experienced technical support. If you have any questions please feel free to contact Stewart Telecommunications at (707) 442-1123.*

# RESOLUTION OF THE GOVERNING BOARD
## OF THE CUTTEN ELEMENTARY SCHOOL DISTRICT

**Resolution No. 2022-05**

In. Re:

TRANSITIONAL KINDERGARTEN
AND KINDERGARTEN PROGRAMS
CERTIFICATION AND AUTHORIZATION TO APPLY FOR
FUNDING FROM THE CALIFORNIA
PRESCHOOL, TRANSITIONAL KINDERGARTEN
AND FULL DAY KINDERGARTEN FACILITIES
GRANT PROGRAM

## RECITALS

WHEREAS, the Cutten Elementary School District provides and/or intends to provide an Early Primary Program, including Full Day Transitional Kindergarten pursuant to Education Code section 8974;

WHEREAS, the Cutten Elementary School District provides and/or intends to provide an Early Primary Program, including Full Day Kindergarten pursuant to Education Code section 8972 and 8973;

WHEREAS, the Ridgewood school site in the Cutten Elementary School District lack the facilities to appropriately provide Transitional Kindergarten and/or Full-day Kindergarten, lacks sufficient classroom space to house the programs and/or lacks facilities that satisfy the specified design requirements for Transitional Kindergarten and Full-day Kindergarten classrooms; and

WHEREAS, pursuant to Education Code section 17375, school districts may apply for funding to construct new school facilities or retrofit existing school facilities for the purpose of providing transitional kindergarten classrooms and full-day kindergarten classrooms pursuant to Section 8973, and for the construction of new preschool classrooms, the modernization of existing preschool classrooms, or the modernization of existing kindergarten and grade 1 to 12, inclusive, classrooms that would be converted to provide California state preschool programs operated by school districts on a public school site, pursuant to section 17375.

**NOW THEREFORE, BE IT HEREBY RESOLVED AS FOLLOWS:**

1. The foregoing recitals are true and correct and are hereby adopted by the Board.

2. Pursuant to Education Code section 17375, the Board hereby approves and certifies that the District will provide Transitional Kindergarten and Full Day Kindergarten Programs in the 2023-2024 school year and beyond.

3. The Board hereby authorizes the Superintendent or his/her designee to complete, sign and file California Preschool, Transitional Kindergarten and Full Day Kindergarten Facilities Grant Program funding applications for the following school sites:

Ridgewood School

4. The Superintendent or his/her designee is further authorized and directed to take all further necessary and appropriate action, as deemed necessary by the Superintendent or his/her designee, to complete the funding applications authorized by this Resolution No. _____.

**PASSED AND ADOPTED** by the following vote this ___ day of

February 2023.

AYE:            _____

NO:        _____ ABSTAIN:_____ ABSENT:        _____

BOARD OF TRUSTEES OF THE
CUTTEN ELEMENTARY SCHOOL
DISTRICT

_____

By:
Its:

I certify that the Resolution above is a full and correct excerpt from the Journal of the Board of Trustees of the Cutten Elementary  School District pertaining to the adoption of Resolution 2022-05 at the Board of Trustees meeting held on February 13, 2023.

_____
Authorized Agent of the Board of Trustees
of the Cutten Elementary School District

# SchoolWorks, Inc.

8700 Auburn Folsom Road #200
Granite Bay, CA 95746
Ph: (916) 733-0402
www.SchoolWorksGIS.com

**Facility Problem Solvers**

SchoolWorks, Inc. will contract to perform the tasks enumerated below for the prices indicated. Cutten Elementary School District is authorized to enter into this agreement by Government Code 53060. These services are chargeable to the District Capital Facility Funds.

| Date | Services Performed By: | Services Performed For: |
|---|---|---|
| January 20, 2023 | SchoolWorks, Inc.<br>8700 Auburn Folsom Road #200<br>Granite Bay, CA 95746<br>Ph: (916) 733-0402<br>www.SchoolWorksGIS.com | Cutten Elementary School District<br>4182 Walnut Dr.<br>Eureka, CA 95503-6223<br>Phone: (707) 441-3900 |

# Full-Day PS/TK/K Facilities Grant Program

## Scope of Work

**A. Consulting:**

Assistance and guidance will be provided to the District in understanding the submittal requirements and for determining the best application submittal strategies and options for maximizing funding and eligibility for the California Preschool, Transitional Kindergarten and Full Day Kindergarten Facility Grant Program.

**B. Application Documents**

Prepare the qualification documents and supporting documentation which are necessary for the District to qualify in the California Preschool, Transitional Kindergarten and Full Day Kindergarten Facility Grant Program for maximum project state funding potential (a complete turn-key operation).

Following is a listing of the services available in the scope of this Contract:

- » Application for Funding - SAB 70-01
- » Fund Release Request - SAB 70-02
- » Assist with Expenditure Reports - SAB 70-03
- » Resolution to Implement Full-Day PS/TK/K
- » Review Grant Agreements
- » Virtual Meetings with OPSC
- » Monitor Project & Funding Status
- » Assistance with CDE Plan Approvals (4.07 & 4.08)
- » Financial Hardship Application (if applicable)

## Client Responsibilities

1. CBEDS/CSIS/CALPADS Enrollment and/or other enrollment data necessary to complete Application(s)

2. Facility Diagrams and Financial information needed to complete Application(s)

3. Items required for California State Preschool Program documentation

## Pricing

Pricing for the following services are guaranteed for three years from the date of the contract. Prices quoted are contingent upon authorization of SchoolWorks to complete applications for which the District is eligible per applicable OPSC regulations and policies.

Fees for applications to be completed as needed:

| Item Description | Cost |
|---|---|
| Initial Funding Application (*see Fee Schedule 2 below**) | $3,250 |
| Project Fee (per site requesting funds) | $3,500 |
| Forms 70-02 and 70-03 (per site requesting funds) | $1,500 |
| CDE Plan Approvals (4.07 & 4.08) (if requested) | $1,500 |
| Financial Hardship Application (one per District) | $8,000 |

The project fee is only charged for projects that are awarded funding and covers all services during the project except for the forms 70-02, 70-03, CDE forms and financial hardship application.

The application(s) include a request, from the State, for fees for consulting assistance in the amount of $8,943 per new construction project for small school Districts with less than 2,500 students; $17,886 for Financial Hardship Districts.

This agreement may be terminated by either party with thirty (30) days' notice, in writing, and the client will only be billed for work completed.

## Fee Schedule

1. Any amounts due for application(s) completed during the contract period will be billed upon submittal of the form(s) to OPSC. The amount is due within thirty days of the date of the invoice.

2. *If the Initial Funding Application is not approved, no further fees will be charged.*

# Conditions and Requirements

1. The Application documents will be completed to satisfy the requirements of OPSC. The Application documents will be audited by SchoolWorks to ensure their mathematical accuracy. Responsibility for the accuracy of data supplied by the District lies with the District.

2. This agreement does not include the preparation of any of the documents necessary for the purchase of land.

3. SchoolWorks's Application services generally do not include the preparation of site drawings or 1A Facility Diagrams, although the school campus maps received from the District typically need to be cleaned up and labeled appropriately by SchoolWorks staff per the application submittal requirements.

# Acceptance of Proposal & Notification to Proceed

1. (If or when applicable) The Board of Trustees of the Cutten Elementary School District took action to approve this agreement between SchoolWorks Inc. and the District, effective:

   _____ (date of approval)

2. (If, or when needed) SchoolWorks is authorized to contact the OPSC, CDE, DSA, DTSC and/or SAB on the District's behalf and the District grants permission for OPSC to release and provide to SchoolWorks any needed SAB Forms and historical documents.

| Cutten Elementary School District | SchoolWorks, Inc. |
|---|---|
| | |
| _____ | _____ |
| Signature | Signature |
| | |
| | Ken Reynolds |
| _____ | _____ |
| Name | Name |
| | |
| | President - SchoolWorks, Inc. |
| _____ | _____ |
| Title | Title |
| | |
| | January 20, 2023 |
| _____ | _____ |
| Date | Date |