

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING AGENDA
February 14, 2022 6:30 pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

1.0 CALL TO ORDER

2.0 CONSENT AGENDA

- 2.1 Approval of Minutes, January 10, 2022 and October 11, 2021
- 2.2 Approval of Warrants and Payroll
- 2.3 Consider Adoption of Single Plan for Student Achievement, Cutten School
- 2.4 Consider Adoption of Single Plan for Student Achievement, Ridgewood School

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 Report
- 4.3 HBTA Report
- 4.4 2022 – 2023 New Student Registration Update

5.0 CORRESPONDENCE

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Tentative Certificated Staffing Options for 2022– 2023
- 6.2 Consider Approval of Award to Adams Commercial General Contracting, Inc. for \$1,299,000, Cutten Modernization Project.
- 6.3 2022 – 2023 Governor’s Proposed Budget Report
- 6.4 Consideration of and Possible Action on Resolution 2022 – 03 Regarding Certificated Reduction in Force (5.6 FTE - Layoff)
- 6.5 Consideration of Resolution 2022 – 04 Regarding Elimination/Reduction of Certain Specially Funded Positions in the Classified Service and Directing Notification of Classified Employees
- 6.6 Midyear LCAP Update
 - Supplement to the Annual Update
 - Goal 1 Metrics and Actions, Expenditures
 - Goal 2 Metrics and Actions, Expenditures
 - Budget Overview to Parents, Changes in Revenue/Revisions
- 6.7 Consider Approval of Updated COVID - 19 Safety Plan (CSP), including CPP and Guidance Checklist

7.0 SUPERINTENDENT / PRINCIPAL 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 PUBLIC EMPLOYEE PERFORMANCE EVALUATION (GC § 54957)
Title: Superintendent / Principal

10.0 RECONVENE TO OPEN SESSION

11.0 ADJOURNMENT

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 Dr, Eureka.

CUTTEN SCHOOL DISTRICT

BOARD MINUTES

October 11, 2021 via Zoom

6:30 p.m.

- 1.0 CALL TO ORDER** – The meeting was called to order at 6:31 p.m.
 - 1.1 Board members in attendance, Mary DeWald, Dennis Reinholtsen, Becky Reece, Beth Johnston, and Andy Sundquist.

- 2.0 CONSENT AGENDA**
 - 2.1 Motion by Beth Johnston, second by Andy Sundquist to approve the consent agenda. Motion carried 5-0.

- 3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS** – Alesha Vader commented that she is thankful for the district expanding the After School Program to Ridgewood and that her boys love the After School Program.

- 4.0 REPORTS**
 - 4.1 Cutten Ridgewood PTA Report – Elaine Mu reported that the Cutten-Ridgewood PTA currently has over 100 members, and invited anyone that isn't a member to join. The PTA is bringing back the Arcata Playhouse projects with the help of the district. The project this year is a shadow puppet show and is normally offered to 3rd graders, but will be offered to 3rd and 4th graders this year due to 4th graders missing it last year because of the pandemic. The PTA is currently finalizing prizes for the Raffle Ticket fundraiser. Fundraising event planning has been moved to the Spring. Apple for the Teacher day is October 22nd. The Spirit Wear flash sale is now over, but anyone who still wants Spirit Wear be on the lookout for the on demand Spirit Wear store coming soon. The theme for this year's Reflections Art Program is "I will change the world by..." The PTA would like to thank Katrin Lemmon for attending their last meeting, and Tracy Benbow is the teacher representative scheduled to attend the next meeting.
 - 4.2 HBTA Report – Amy Chastain reported that pumpkin patch field trips returned this year. New this year Transitional Kindergarten, Kindergarten and First Grade had their own pumpkin patch at Ridgewood with pumpkins and supplies donated from Costco, Murphy's Market and Safeway. The 2nd grade fossil field trip will be happening this year and will also be offered to 3rd graders who missed it last year due to the pandemic. Teachers involved with the Arts Initiative program sponsored by HCOE have been really impressed with the program. Christy Ng's class went on a field trip to the Dunes sponsored by Friends of the Dunes to learn about ecosystems. Annette Sligh's class has already passed the one million words read mark this year. Mike Richards is thankful for the internet being fixed in his classroom, his students are now creating and sharing documents and participating in an interactive math game. Teachers are being creative with meeting the social-emotional needs of the students which have increased due to the pandemic, and are thankful for the support of the social work team.

- 5.0 CORRESPONDENCE** – None

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Becky MacQuarrie discussed the ESSER III funds that have been allocated to the district. As part of the prerequisites for receiving the funds the district has been doing outreach to parents, staff, teachers and other interested parties. The district must have a board approved plan to spend the funds by October 30, 2021. The district has identified the following uses for the funds: providing PPE, upgrading heating/ventilation, hire a part time school nurse, providing outdoor learning areas at both sites, improving technology/internet access, intensive tutoring, after school program tutoring, long term independent study teachers, summer school, additional assessment tools and intervention supports, added aide time, additional speech services and possibly hiring a school psychologist.
- 6.2 Motion by Andy Sundquist, second by Dennis Reinholtsen, to increase the hours of the Independent Study position from .5 FTE to .6 FTE. Motion carried 5-0.
- 6.3 Motion by Dennis Reinholtsen, second by Andy Sundquist, to approve the revision to BP 6158 (c) outlined in the board packet. Motion carried 5-0.
- 6.4 Motion by Mary DeWald, second by Dennis Reinholtsen, to require any district volunteers to be fully vaccinated for COVID-19 and show proof of vaccination upon request. Motion carried 4-0.
- 6.5 The Board discussed AB 361 and decided to continue with in-person board meetings, but will revisit the possibility of virtual board meetings as the need arises.
- 6.6 Becky MacQuarrie reported that the district has no more outstanding DSA approval for projects prior to the bond. The district has received approval for the Ridgewood site project and could possibly go out to bid in November. Pre-check plans have been submitted and are waiting for approval. The district also applied for Prop 51 funds and the district may receive funds if the state decides to allocate additional funds to the program.

7.0 SUPERINTENDENT AND PRINCIPAL REPORT

Becky MacQuarrie reported that the district has received backup generators for each site through HCOE. For the November 1st professional development day the district has scheduled CPR training, and FOSS Science training for the teachers and is looking at possibly adding a mindfulness training. The HCOE Arts Initiative is really helping classrooms. A Behaviorist from the SELPA has been on-site working with students. Student Body elections were held. Class studies have started and produce very powerful data to help the district meet the needs of our students. Picture day was October 8th at Ridgewood and is October 12th at Cutten. Shout out to Sharon Wheeler and Betty Davenport for their extra work keeping the food service program going through the transition. Thank you to Kim Blanc for everything you do. August reported that staff recognition forms are now available in online and paper format. If you see any staff members who exemplify our 5 core values please fill out a recognition form. HVAC is up and

running at Ridgewood. Music has moved from the law to the Commons. Outdoor assemblies have been started with singing and signing the pledge again.

8.0 BOARD MEMBER COMMENTS/COMMUNICATIONS

Beth Johnston asked about possibly live streaming the board meetings. August said he would have to look into the internet access in the commons, and other board members were concerned that the stream might be hard to hear due to everyone wearing masks.

10.0 ADJOURNMENT – The meeting was adjourned at 7:33 p.m.

Respectfully submitted,

Becky MacQuarrie
Secretary to the Board

CUTTEN SCHOOL DISTRICT

BOARD MINUTES

January 10th, 2022

6:30 p.m.

- 1.0 CALL TO ORDER** – The meeting was called to order at 6:33 p.m.
 - 1.1 Board members in attendance, Mary DeWald, Becky Reece, Beth Johnston, Dennis Reinholtsen and Andy Sundquist.

- 2.0 CONSENT AGENDA**
 - 2.1 Motion by Beth Johnston, second by Andy Sundquist to approve the consent agenda, motion carried 5-0.

- 3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS** – A 4th grade parent wanted to thank the staff and district for following all the safety protocols during the current COVID-19 surge.

- 4.0 REPORTS**
 - 4.1 Cutten Ridgewood PTA Report – Elaine Mu reported that the Reflections Art program got 30 entries, and the winners have been forwarded to state. Nomination forms for the honorary service awards are due on January 25th. Art & awards winners will be announced at Founder’s Day. The PTA is discussing the possibility of having the annual Carnival at the end of April, possibly off campus. To put on the Carnival the PTA would need a lot of support from families including a Carnival Chair and Committee.

 - 4.2 HBTA Report – Amy Chastain reported that the kids have been making amazing things out of boxes for box week. The Transitional Kindergarten and Kindergarten art display was amazing, and they studied the northern lights in science. First graders have been learning about weather. 2nd grade has a long term sub, Coach Bon, who has been really great. 4th graders have been studying a new bird every week. 6th graders have started their scrap booking project, and have been using fantasy basketball to work on their math skills.

 - 4.3 Enrollment & Attendance Update – Becky MacQuarrie reported on the district’s independent study enrollment is down to 9 students, some are coming back to in-person learning. The district has seen a lot of absences in the last two weeks, many due to COVID-19. There have been a total of 50 short-term independent study students in the district, evenly divided between the schools. The district is very thankful for the patience of the parents while we work through new county protocols, which were updated almost every day last week. The increased amount of testing and contact tracing is stretching our system, but we are working through it. Due to the amount of absences ADA will be down next month. Kindergarten saw in out of district enrollment surge in the beginning of December and an in district surge in early January. The district has been advertising for enrollment on Lost Coast Communication radio stations, the Lost Coast Outpost and with yard signs.

 - 4.4 Bond Update – Becky MacQuarrie reported that one bid was accepted for the bond projects at Cutten. The district will re-convene with the architects on the project. Phase 3 of the HVAC project is on hold, as we are waiting for PG&E, which will hopefully be ready in February or March. All heaters are up and running, and the air quality is good right now.

EARNINGS by Earnings Code	Income	Adjustments
No Gross Pay		7.00
Regular	385,286.61	
TOTAL	385,286.61	7.00

EARNINGS by Group	Income	Adjustments
Base Pay	371,251.71	
Docks	1,942.36-	
Extra Duty	6,030.38	
Miscellaneous		7.00
Stipends	7,140.72	
Substitutes	525.00	
Vacation Pay	2,281.16	
TOTAL	385,286.61	7.00

EARNINGS	Person Type	Female Employees
Certificated	43	39
Classified	48	39
TOTAL	91	78

Vendor Summary for Pay Date 01/31/2022	Income	Adjustments
Vendor Checks		
Vendor Liabilities		
TOTAL	385,286.61	320,835.60

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	25,766.54		25,766.54	334,664.01
State Withholding	8,242.86		8,242.86	334,664.01
Social Security	6,149.51	6,149.51	12,299.02	99,185.70
Medicare	5,420.59	5,420.59	10,841.18	373,832.85
SUI	1,869.14	1,869.14	3,738.28	373,832.85
Workers' Comp	8,635.56	8,635.56	17,271.12	373,832.85
SUBTOTAL	45,579.50	22,074.80	67,654.30	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	2,576.03	8,431.07	11,007.10	36,800.78
PERS / 62	2,902.30	9,498.81	12,401.11	41,461.34
STRS / 60	24,516.83	40,470.67	64,987.50	239,188.23
STRS / 62	3,998.68	6,629.90	10,628.58	39,183.76
Tax Sheltered Annuit	5,175.00		5,175.00	
Health & Welfare	10,119.53	78,016.54	88,136.07	
Supplemental Insuran	697.57		697.57	
Flex Medical Savings	636.66		636.66	
SUBTOTAL	50,622.60	143,046.99	193,669.59	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Dues & Memberships	3,004.25		3,004.25	29.80
Health & Welfare		9,245.00	9,245.00	
District Repay	351.14-		351.14-	
Miscellaneous	850.00		850.00	
Supplemental Insuran	2,260.78		2,260.78	
Summer Savings	27,637.40		27,637.40	167,227.75
Voluntary STRS	117.25		117.25	
SUBTOTAL	33,518.54	9,245.00	42,763.54	
TOTALS	129,720.64	174,366.79	304,087.43	

Cancel/Reissue for Process Date 01/31/2022	Income	Adjustments
Reissued		
Cancel Checks		
Void ACH		

Selection Grouped by Org, Filtered by (Org = 9, Fiscal Year = 2022, Starting Pay Date = 1/31/2022)

ESCAPE ONLINE

Pay01a

Payroll Summary by Org

Pay Date 01/31/2022

Fiscal Year 2021/22

BALANCING DATA

Gross Earnings	385,286.61	255,565.97	Net Pay
District Liability	174,366.79	129,720.64	Deductions
	559,653.40	174,366.79	Contributions
		559,653.40	

NET

Direct Deposits	226,535.71	75
Checks	29,030.26	16
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	255,565.97	91

Selection Grouped by Org, Filtered by (Org = 9, Fiscal Year = 2022, Starting Pay Date = 1/31/2022)

009 - Cutten Elementary School District

Generated for Thor Anwood (TARWOOD), Jan 26 2022 2:46PM

Checks Dated 01/01/2022 through 01/31/2022

Board Meeting Date 02/14/21

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000157804	01/06/2022	ALLEN'S COMMERCIAL APPLIANCE	01-5635	Checked Range for Gas Leak		190.00
3000157805	01/06/2022	AT&T CALNET 2	01-5909	Phone Service DEC21		277.08
3000157806	01/06/2022	BANK OF NEW YORK MELLON	21-5800	Bond Paying Agent Fee		750.00
3000157807	01/06/2022	HUMB COMMUNITY SERVICES DIST	01-5530	Water/Sewer DEC21	407.95	
				Water/Sewer Rental DEC21	536.45	944.40
3000157808	01/06/2022	P G & E	01-5511	PG&E Dec-21		384.86
3000157809	01/06/2022	Tractor Supply Co	01-4400	New Lawnmowers		8,115.78
3000157810	01/06/2022	TROXELL COMMUNICATIONS INC	01-4310	940 Receiver Kit		1,719.69
3000157811	01/06/2022	U.S. BANK EQUIPMENT FINANCE	01-5637	Printer/Copier Lease		1,813.08
3000157812	01/06/2022	US CELLULAR	01-5909	ASP Phone	45.61	45.61
3000158113	01/10/2022	(HARRIS) SHAFER'S ACE HARDWARE	01-4381	Ongoing Maintenance		79.69
3000158114	01/10/2022	ADVANCED SECURITY SYSTEM	01-5804	Monitoring Jan-Mar 2022		426.00
3000158115	01/10/2022	CRYSTAL SPRINGS BOTTLED WATER	01-5531	Bottled Water Service		23.00
3000158116	01/10/2022	Kristyn Friesz	01-5800	Counseling Services Dec-21		1,530.00
3000158117	01/10/2022	STUDIO W ARCHITECTS	21-6210	Architect Fees Dec-21		5,376.62
3000158118	01/10/2022	VALLEY PACIFIC PETROLEUM SVCS	01-4365	Diesel		665.30
3000158384	01/13/2022	Bon, Melinda J	01-4310	Classroom Monies Bon-Bradbury	48.70	
				Classroom Monies Bon-Filbey	17.54	
				PPE	25.85	92.09
				Milk/Food for Cafeteria	159.04	
3000158385	01/13/2022	CRYSTAL CREAMERY	13-4710	Milk/Food for Cafeteria	470.46	629.50
				Foss Materials for 2nd Grade	50.41	
3000158386	01/13/2022	Hirnrichs, Danielle G	01-4310	LCAP Classroom Monies	43.95	94.36
				Hurst PPE 1-11-22		31.66
3000158387	01/13/2022	Hurst, Sherrie G	01-4310	Hurst PPE 1-11-22		
3000158388	01/13/2022	P G & E	01-5511	PG&E Dec-21	78.71	
				PG&E Dec-21		
				SLP Services Dec-21	3,353.43	3,432.14
3000158389	01/13/2022	PRESENCELEARNING INC.	01-5800	SLP Services Dec-21		87.00
3000158390	01/13/2022	Recology	01-5560	Garbage/Recycling Rental Jan-Mar		327.78
3000158391	01/13/2022	Wardrip, Estelle R	01-4310	Materials & Supplies		83.87
3000158392	01/13/2022	Wheeler, Sharon L	13-4710	Cafeteria Food		84.28
3000159124	01/24/2022	Arenivaz, Alanzo	13-4710	Food for Cafeteria		83.38
3000159125	01/24/2022	CARTER, JOYCE	01-5635	Instrument Repair		20.00
3000159126	01/24/2022	CRYSTAL CREAMERY	13-4710	Milk/Food for Cafeteria	174.61	
				Milk/Food for Cafeteria	1,027.72	1,202.33
3000159127	01/24/2022	DAVID L. MOONIE & CO. LLP	01-5822	Auditing Services 19-20	1,600.00	
				Auditing Services 20-21	4,400.00	6,000.00
3000159128	01/24/2022	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5861	Fingerprinting		32.00

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.

E S C A P E ONLINE

Checks Dated 01/01/2022 through 01/31/2022

Board Meeting Date 02/14/21

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000159129	01/24/2022	FRANZ FAMILY BAKERY	13-4710	Food for Cafeteria		347.06
3000159130	01/24/2022	Girard, Anne E	01-4310	McKinney-Vento Gas Cards		125.00
3000159131	01/24/2022	HUMB COMMUNITY SERVICES DIST	01-5530	Water/Sewer Dec-21		203.22
3000159132	01/24/2022	MURPHY'S MARKET	13-4710	Food for Cafeteria		17.94
3000159133	01/24/2022	P G & E	01-5511	PG&E Jan-22		2,310.57
3000159134	01/24/2022	RAY MORGAN CO	01-5637	Printer/Copier Lease		826.36
3000159135	01/24/2022	Richards, Michael J	01-4310	LCFF Classroom Supplies		278.82
3000159920	01/31/2022	(HARRIS) SHAFER'S ACE HARDWARE	01-4391	Maintenance Supplies		32.28
3000159921	01/31/2022	AUTHOR FESTIVAL-HCOE ATTN: Ryan Keller	01-5210	Author Festival-Cutten		75.00
3000159922	01/31/2022	CALIFORNIA DEPARTMENT OF ED	13-4710	Author Festival-Ridgewood		150.00
3000159923	01/31/2022	CRYSTAL CREAMERY	13-4710	Food for Cafeteria		247.95
3000159924	01/31/2022	Haley Davis	13-4711	Milk/Food for Cafeteria		67.30
3000159925	01/31/2022	HUMBOLDT WASTE MGMT. AUTHORITY	01-5800	Milk/Food for Cafeteria		187.70
3000159926	01/31/2022	Johnston, Aimee M	01-5201	Art Education Dec-21		255.00
3000159927	01/31/2022	Lemmon, Katrin A	01-4310	Waste Disposal		654.99
3000159928	01/31/2022	MENDES SUPPLY COMPANY	01-4374	Johnston Nov/Dec Mileage		15.58
3000159929	01/31/2022	MISSION LINEN SUPPLY	01-4310	LCAP Classroom-Lemmon		41.66
3000159930	01/31/2022	O & M INDUSTRIES	01-5550	Custodial Supplies		31.83
3000159931	01/31/2022	RAY MORGAN CO	01-5635	PPE-Face Masks		131.10
3000159932	01/31/2022	RENAISSANCE	01-5637	Laundry		344.54
3000159933	01/31/2022	REVOLVING CASH FUND	01-5884	Fix Heater		475.64
				Printer/Copier Lease		235.00
				Additional Accelerated Reader		912.80
				Basketball Ref-Kencke		172.50
				Basketball Ref-Salmon		125.00
				Basketball Ref-Scheffler		30.00
				Basketball Ref-Seymour		125.00
				Food for Cafeteria		22.04
3000159934	01/31/2022	SCHOOL & COLLEGE LEGAL SRVCS	13-4710	Workshop-Deshtais 1/19		332.04
3000159935	01/31/2022	Seghetti, Nadine M	01-5210	Seghetti:PPE		45.00
3000159936	01/31/2022	THE SPORTS WORLD	01-4310	Spelling Bee Trophies		96.69
3000159937	01/31/2022	U.S. BANK	01-4310	Cart for Testing		36.05
				Globe for Library		126.43
				Laminating Film		220.00
				Materials & Supplies		368.74
				PPE - Air Filters		112.98
				PPE-Child Face Masks		36.62
						144.92

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.

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000159937	01/31/2022	U.S. BANK	01-4310	Stools for Music	256.59	
				Wagon for Music Stools	161.61	
			01-4391	Name Plates	39.37	
			01-4393	Workshop Refreshments	1,060.00	
			01-5207	Spelling Bee Entry Fee	175.00	
			01-5841	Zoom Dec-21	29.98	
			01-5950	Postage	7.48	
			21-5800	Bid Notice		1,032.28
			01-5801	Girls Basketball Tournament		150.00
3000159938	01/31/2022	ZANE ATHLETICS				
Total Number of Checks					55	48,791.74

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	45	38,743.36
13	CAFETERIA FUND	9	2,889.48
21	BUILDING FUND	3	7,158.90
	Total Number of Checks	55	48,791.74
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		48,791.74

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.

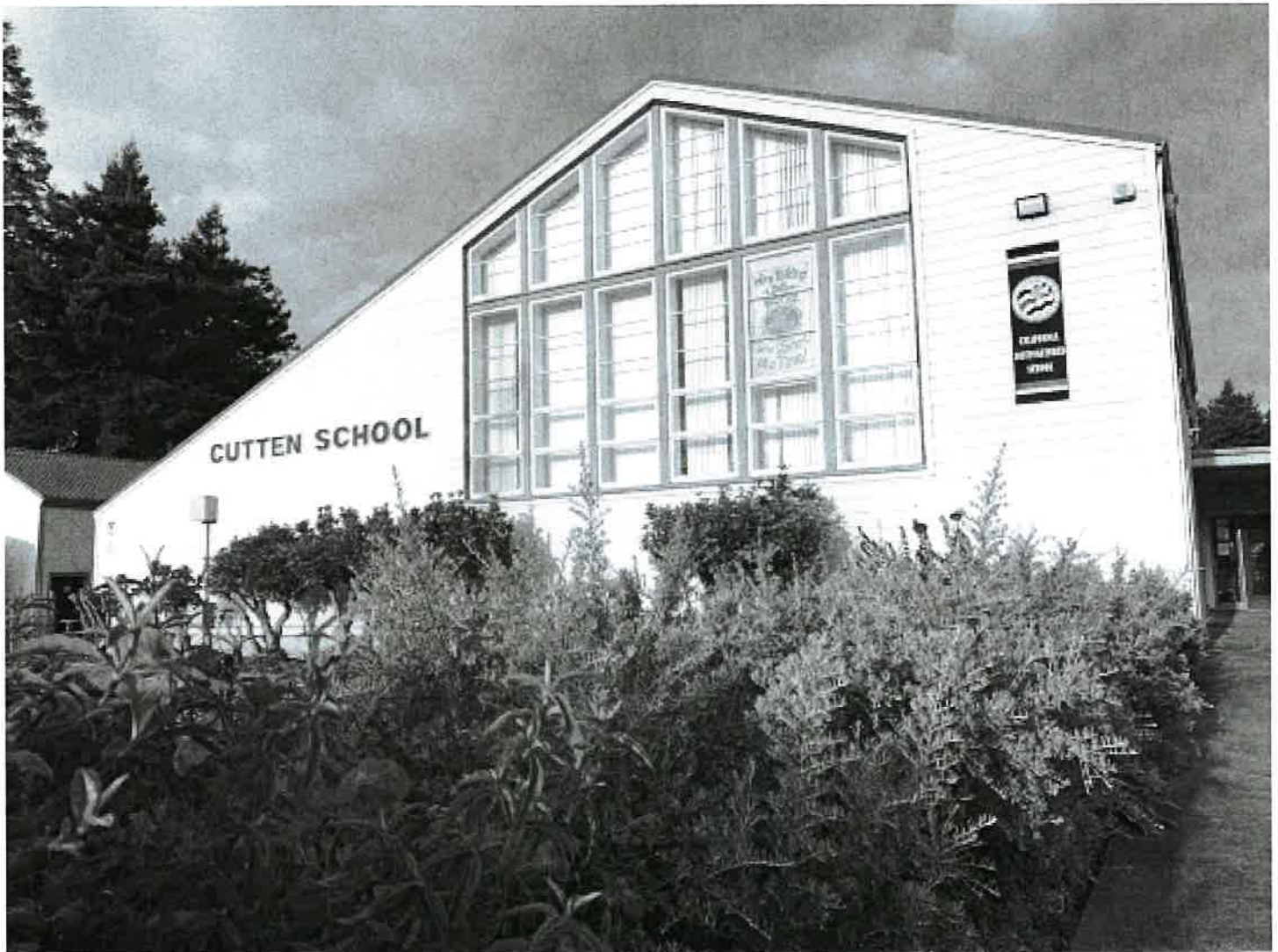
Cutten School District
 Average Daily Attendance (ADA) by School Month
 2017-18 through 2021-22

	2017-18	2018-19	2019-20	2020-21	21-22
First Month	584.47	593.89	622.53	574.42	538.06
Second Month	577.15	593.05	612.20	568.30	535.69
Third Month	575.79	593.21	613.32	561.11	536.30
Fourth Month	573.80	585.87	613.13	570.13	535.85
Fifth Month	569.67	580.84	616.05	561.79	530.86
Sixth Month	562.07	592.53	605.53	557.87	
Seventh Month	568.25	585.85	608.85	556.35	
P-2 ADA (Funded)	576.47	592.02	617.44	563.76	
Eighth Month	574.80	588.15	629.00	551.07	
Ninth Month	581.85	590.40	629.00	550.95	
Tenth Month	578.94	592.28	629.00	547.33	

* 20-21 Hold Harmless Year

School Year:

2021-22



Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School I (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cutten Elementary School	12-62745-6007736	January 18, 2022	February 14, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

A variety of goals, actions, and services are in place to ensure we meet the two goals in our Local Control and Accountability Plan. Those goals are 1) Increase student achievement levels, improving the foundation for college and career readiness, and 2) Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

Annual review of progress toward these goals is performed through the following:

- Stakeholder surveys and meetings
- Review of student performance data by school staff
- Progress monitoring by district Leadership Team
- Development of this plan by the School Site Council

Table of Contents

SPSA	Title	Page
.....	Purpose and Description.....	1
.....	Table of Contents.....	1
.....	.....	3
Comprehensive	Needs Assessment	Components
.....	.....	4
	Data	Analysis
.....	.....	4
.....	.....	4
	Classroom Observations.....	4
	Analysis of Current Instructional Program.....	4
Stakeholder	.....	Involvement
.....	.....	7
.....	Resource Inequities	.....
.....	School and	.....
.....	Student Performance Data	.....
.....	.....	9

Student Enrollment.....	9
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall	21
Performance.....	22
Engagement	26
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
1.....	30
2.....	44
Budget	57
Summary	57
Federal, State, and Local Funds	57
Budgeted Funds and Expenditures in this Plan.....	58
Funds Budgeted to the School by Funding Source.....	58
Expenditures by Funding Source	58
Expenditures by Budget Reference	58
Expenditures by Budget Reference and Funding Source	58
Expenditures by Goal.....	59
School Site Council Membership	60
Recommendations and Assurances	61

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s).

Throughout the school year a variety of surveys and meetings are used to collect stakeholder input. These include LCAP surveys and meetings with parents/guardians/community members and staff. Additionally, student input is collected through the use of monthly surveys on school climate and academics. The California Healthy Kids Survey is also given bi-annually to all fifth grade students.

The LCAP survey results show strong majorities of parents/guardians feel the school meets or exceeds expectations in academics, school climate, and the condition of the facilities.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Regular, unannounced, informal observations are made weekly throughout the campus. Formal, scheduled observations for the purpose of evaluations are made annually for certificated staff that have been with the district for ten or fewer years. Certificated staff with more than ten years in the district receive formal evaluations once every five years.

Overall, formal and informal observations show that our teachers have a strong commitment to student achievement and to creating warm and welcoming classroom environments. High expectations, differentiation, and consistency in teaching to multiple learning styles are common throughout the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local Multiple Measures

All students are evaluated throughout the school year using research-based assessments and district-created multiple measures of student performance. The system has evolved over the past several years with these goals in mind:

1. To measure every student's performance against state standards in mathematics and language arts to determine grade level proficiency;
2. To combine varied performance assessments using a compensatory model;
3. To inform teaching so instruction is improved for students of all abilities;
4. To allow for flexibility given changes in curriculum, state and federal requirements, and research regarding best practices;
5. To inform parents of their child's progress in meeting state standards.

Each fall, CAASPP results (when available) from the previous year are reviewed by grade level teams to identify areas of strength and need.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Ongoing assessment results are analyzed by grade-level teams and the district Leadership Team throughout the school year to help inform instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the following highly qualified teachers requirements:

1. Possess a bachelor's degree
2. Hold a valid teaching credential
3. Demonstrated core academic subject matter competence

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

One hundred percent of our faculty are fully credentialed and appropriately assigned. In addition to professional development opportunities offered during preservice duty days and events throughout the school year, the district also sponsors staff to attend locally offered workshops, classes, and conferences.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Each year the district Leadership Team selects one or more professional focus areas based on current goals based on student assessment and parent survey data.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Under the direction of the district Leadership Team, support is provided to teachers based on assessment data and teacher feedback.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Structured grade level collaboration is scheduled at least once per month during weekly early dismissal days.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teaching materials in English language arts, mathematics, science, and history/social studies are fully aligned with current California state standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At the beginning of each school year teachers submit weekly schedules to the site administrator to ensure the recommended instruction minutes are taught in each subject.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level teams reevaluate year long scope and sequencing at the start of each school year to ensure appropriate lesson and unit pacing.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to 100% of students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers utilize standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In addition to classroom differentiation, the school offers multiple intervention programs and supports, including:

- Classroom Instructional Aids: Three hour daily aide in every classroom
- Tier II Instructional support in ELA and mathematics

School Plan for Student Achievement (SPSA) Page 6 of 61 Cutten Elementary School

Evidence-based educational practices to raise student achievement

Evidence-based practices aimed at raising student achievement include:

- 100% highly qualified teaching staff
- 100% Common Core aligned instructional materials
- Intervention supports utilizing research-based materials and assessments (see above)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to the services mentioned above, our actively involved community also helps support all students. The Parent Teacher Association provides annual funding for a variety of activities and programs intended to increase student engagement and achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council provides input on school programs throughout the school year, which is referenced in the development and review of ConApp programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services funded by categorical funds to support underperforming students include:

- Maintaining appropriate class sizes (24:1 in grade 3 and 28:1 in grades 4-6)
- Classroom instructional aides in every classroom (3-6)
- Multiple intervention programs and supports utilizing research-based materials and assessments

Fiscal support (EPC)

Not applicable since no budget items exceeded 10% revision.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Annual review and update of the SPSA is based on results from LCAP stakeholder surveys and input from the School Site Council.

School Plan for Student Achievement (SPSA) Page 7 of 61 Cutten Elementary School

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through the LCAP process and review of data by the School Site Council, the following have been identified as some of our greatest areas of need:

1. Continue addressing learning loss
2. Support social-emotional learning
3. Provide professional development in mathematics
4. Increase academic enrichment opportunities

School Plan for Student Achievement (SPSA) Page 8 of 61 Cutten Elementary School

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	8.31%	7.25%	5.6%	27	25	18
African American	0.62%	0.29%	0.3%	2	1	1
Asian	4%	3.48%	3.4%	13	12	11
Filipino	0.31%	0.29%	0.3%	1	1	1
Hispanic/Latino	16.62%	13.33%	13.7%	54	46	44
Pacific Islander	0.31%	0.58%	0.3%	1	2	1

White	61.54%	62.61%	61.2%	200	216	197
Multiple/No Response	8.31%	12.17%	15.2%	27	42	49
	Total Enrollment			325	345	322

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten			
Grade 1			
Grade 2			
Grade 3	83	102	84
Grade 4	80	85	93
Grade 5	87	79	79
Grade 6	75	79	66
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	325	345	322

Conclusions based on this data:

1.

Enrollment (overall and in subgroups) has declined slightly from the 2019-2020 school year.

School and Student Performance Data

Student Enrollment

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	6	8	1.8%	1.7%	2.5%
Fluent English Proficient (FEP)	12	11	7	3.7%	3.2%	2.2%
Reclassified Fluent English Proficient (RFEP)	0	2	1	0.0%	33.3%	16.7%

Conclusions based on this data:

1.

Our percentage of EL students increased slightly since the 2019-2020 school year.

School Plan for Student Achievement (SPSA) Page 11 of 61 Cutten Elementary School

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	Scores 18-19	20-21	17-18	Tested 18-19	20-21
Grade 3	80	82	86	78	82	0	78	82	0	97.5	100	0.0
Grade 4	79	81	93	79	79	0	79	79	0	100	97.5	0.0
Grade 5	76	84	78	75	83	0	75	83	0	98.7	98.8	0.0
Grade 6	83	76	65	80	76	0	80	76	0	96.4	100	0.0
All Grades	318	323	322	312	320	0	312	320	0	98.1	99.1	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exc ceed ed				-21 -21 -21 -21 -21		Met			Met	
Grade 3	243 4.	242 7.		25.6 4	21.9 5		26.9 2	28.0 5		23.0 8	24.3 9		24.3 6	25.6 1	
Grade 4	4 245 5.	7 247 3.		21.5 2	27.8 5		24.0 5	18.9 9		22.7 8	25.3 2		31.6 5	27.8 5	
Grade 5	7 251 5.	6 2511 .		25.3 3	19.2 8		28.0 0	38.5 5		24.0 0	18.0 7		22.6 7	24.1 0	
Grade 6	9 252 7.	9 253 9.		12.5 0	17.1 1		36.2 5	34.2 1		32.5 0	31.5 8		18.7 5	17.1 1	
All Grades	4 N/ A	6 N/ A	N/A	21.1 5	21.5 6		28.8 5	30.0 0		25.6 4	24.6 9		24.3 6	23.7 5	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.92	23.17		47.44	51.22		25.64	25.61	
Grade 4	17.72	24.05		54.43	49.37		27.85	26.58	
Grade 5	38.67	32.53		41.33	44.58		20.00	22.89	
Grade 6	23.75	19.74		50.00	53.95		26.25	26.32	
All Grades	26.60	25.00		48.40	49.69		25.00	25.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing

Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.68	20.73		44.16	62.20		31.17	17.07	
Grade 4	15.38	22.78		51.28	49.37		33.33	27.85	
Grade 5	31.08	37.35		45.95	40.96		22.97	21.69	
Grade 6	22.78	19.74		53.16	65.79		24.05	14.47	
All Grades	23.38	25.31		48.70	54.38		27.92	20.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.23	25.61		70.51	54.88		10.26	19.51	
Grade 4	15.19	21.52		65.82	65.82		18.99	12.66	
Grade 5	22.67	10.84		53.33	75.90		24.00	13.25	
Grade 6	11.25	14.47		83.75	75.00		5.00	10.53	
All Grades	16.99	18.13		68.59	67.81		14.42	14.06	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.77	18.29		48.72	50.00		20.51	31.71	
Grade 4	21.52	20.25		50.63	54.43		27.85	25.32	
Grade 5	22.67	18.07		58.67	56.63		18.67	25.30	
Grade 6	26.25	31.58		51.25	53.95		22.50	14.47	

									-21					
Grade 3	244 3.	243 8.		18.1 8	20.7 3		35.0 6	30.4 9		27.2 7	34.1 5		19.4 8	14.6 3
Grade 4	1 246 6.	5 247 2.		16.4 6	13.9 2		25.3 2	26.5 8		34.1 8	39.2 4		24.0 5	20.2 5
Grade 5	3 250 5.	7 250 2.		20.0 0	19.2 8		18.6 7	20.4 8		33.3 3	30.1 2		28.0 0	30.1 2
Grade 6	6 254 9.	9 253 4.		25.0 0	22.3 7		25.0 0	19.7 4		33.7 5	28.9 5		16.2 5	28.9 5
All Grades	0 N/ A	5 N/ A	N/A	19.9 4	19.0 6		26.0 5	24.3 8		32.1 5	33.1 3		21.8 6	23.4 4

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.21	30.49		38.16	45.12		27.63	24.39	
Grade 4	26.58	22.78		34.18	41.77		39.24	35.44	
Grade 5	24.00	28.92		29.33	30.12		46.67	40.96	
Grade 6	33.75	32.89		30.00	32.89		36.25	34.21	
All Grades	29.68	28.75		32.90	37.50		37.42	33.75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.06	23.17		45.45	58.54		19.48	18.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

* English learner population too small to report test data.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population

Total Enrollment

322

This is the total number of students enrolled.

Socioeconomically Disadvantaged

38.8

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

English Learners

2.5

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic

courses.

Foster Youth

0.6

This is the percent of

students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage

English Learners 8 2.5 Foster Youth 2 0.6 Homeless 7 2.2 Socioeconomically Disadvantaged 125 38.8

Students with Disabilities 33 10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

African American 1 0.3 American Indian or Alaska Native 18 5.6 Asian 11 3.4 Filipino 1 0.3 Hispanic 44 13.7

Two or More Races 49 15.2 Native Hawaiian or Pacific Islander 1 0.3 White 197 61.2

Conclusions based on this data:

1.

Student groups and race/ethnicity percentages remained largely unchanged.

School Plan for Student Achievement (SPSA) Page 19 of 61 Cutten Elementary School
 School Plan for Student Achievement (SPSA) Page 20 of 61 Cutten Elementary School

School and Student Performance Data


Overall Performance


Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.


2019 Fall Dashboard Overall Performance for All Students

Academic Performance


English Language Arts

 Green

Mathematics

 Yellow

Conclusions based on this data:

Academic Engagement
Chronic Absenteeism  Blue

Conditions & Climate

Suspension Rate  Green
--

1. Due to the temporary suspension of CAASPP requirements the previous two school years, the California School Dashboard was last updated in Fall 2019.






School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Highest Performance

Red Orange Yellow Green Blue This section Performance

provides number of student groups in each color.

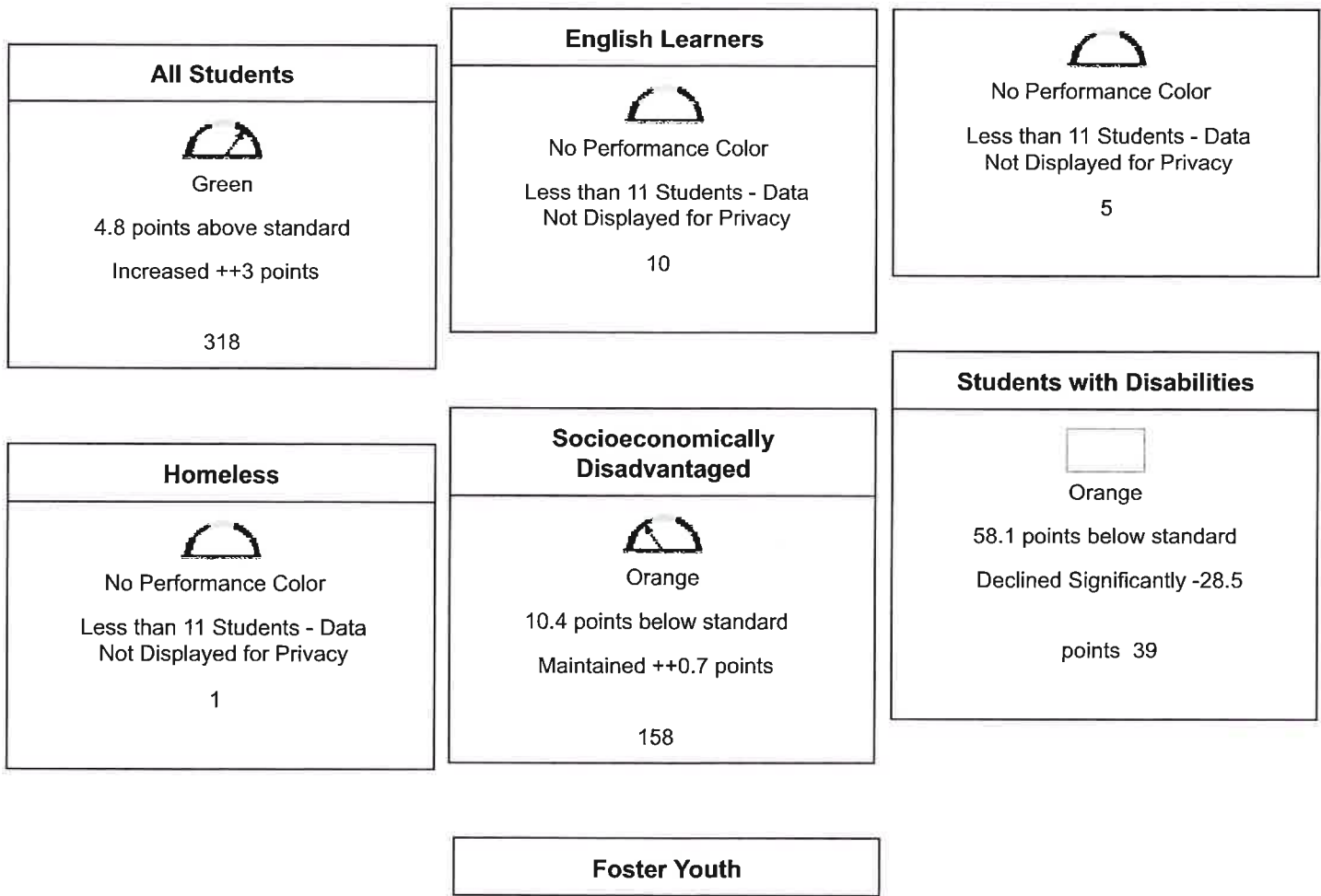
2019 Fall Dashboard English Language Arts Equity Report

--	--	--	--	--

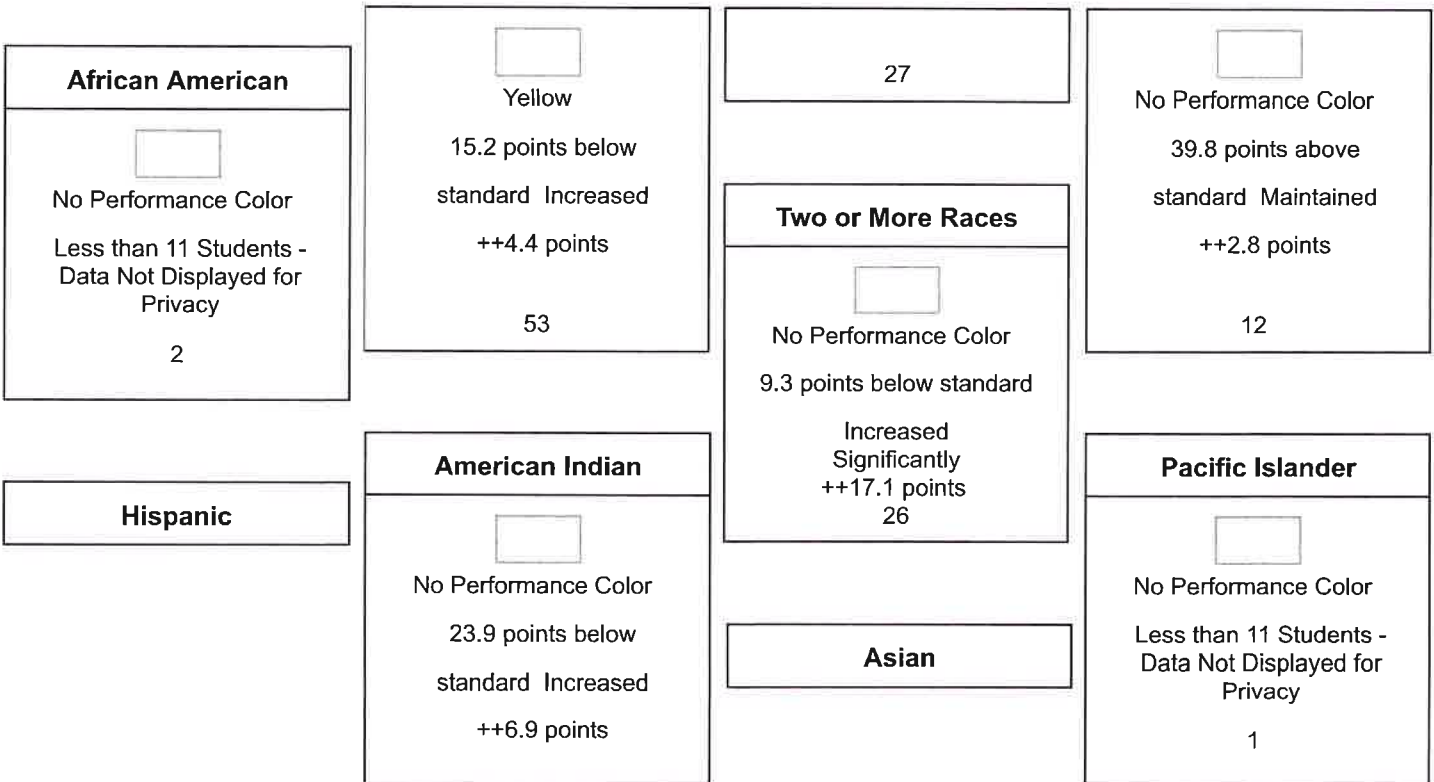
0 2 1 1 0

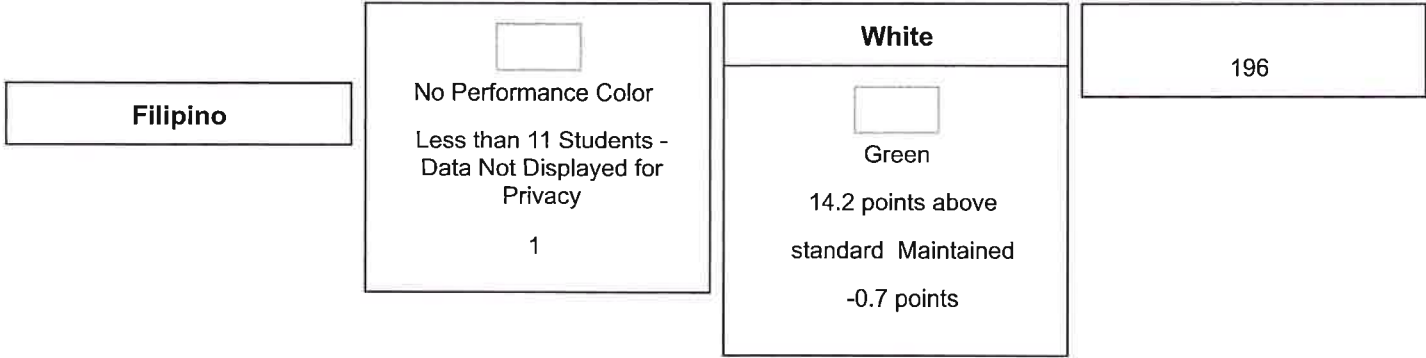
This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group



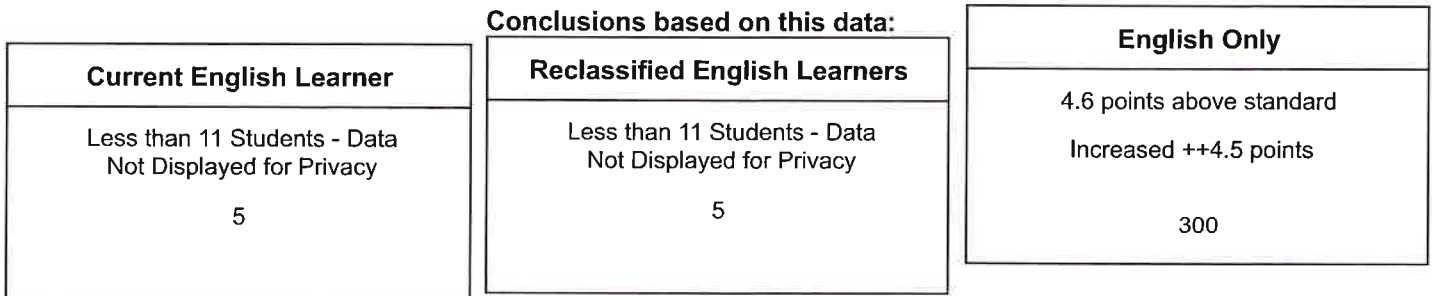
2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity





This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners



- Due to the temporary suspension of CAASPP requirements the previous two school years, the California School Dashboard was last updated in Fall 2019.

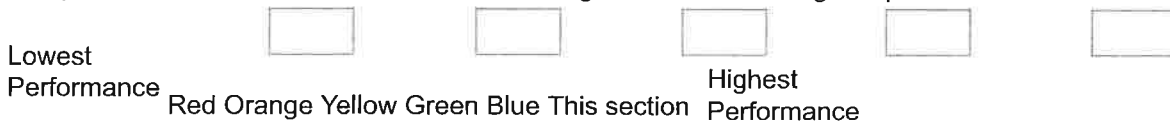
School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.







2019 Fall Dashboard Mathematics Equity Report

--	--	--	--	--

0 3 1 0 0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.









2019 Fall Dashboard Mathematics Performance for All Students/Student Group

<p align="center">All Students</p> <p align="center"></p> <p align="center">Yellow</p> <p align="center">11.3 points below standard</p> <p align="center">Declined -6.4 points</p> <p align="center">318</p>	<p align="center">English Learners</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">10</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">5</p>
<p align="center">Homeless</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">Socioeconomically Disadvantaged</p> <p align="center"></p> <p align="center">Orange</p> <p align="center">29.1 points below standard</p> <p align="center">Declined -5.4 points</p> <p align="center">158</p>	<p align="center">Students with Disabilities</p> <p align="center"></p> <p align="center">Orange</p> <p align="center">69.8 points below standard</p> <p align="center">Declined Significantly -44.8 points</p> <p align="center">39</p>
<p align="center">Foster Youth</p>		

School Plan for Student Achievement (SPSA) Page 24 of 61 Cutten Elementary School

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color 32.3 points below standard Declined Significantly -18.9 points 27	Asian  No Performance Color 8.6 points above standard Declined -9.4 points 12	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Orange 34.6 points below standard Declined -10.5 points 53	Two or More Races  No Performance Color 18.3 points below standard Increased Significantly ++17.1 points 26	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 1.7 points below standard Declined -6.5 points 196

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Conclusions based on this data:		
Current English Learner Less than 11 Students - Data Not Displayed for Privacy 5	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 5	English Only 10.8 points below standard Declined -4.1 points 300

- Due to the temporary suspension of CAASPP requirements the previous two school years, the California School Dashboard was last updated in Fall 2019.

Teachers will benefit from additional professional development in mathematics

2.

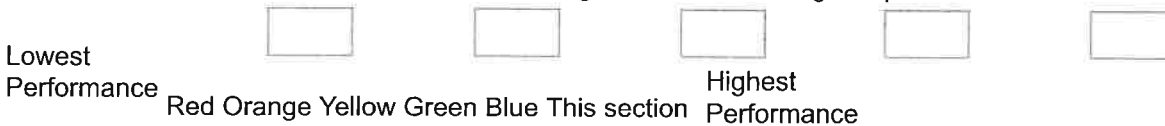
School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

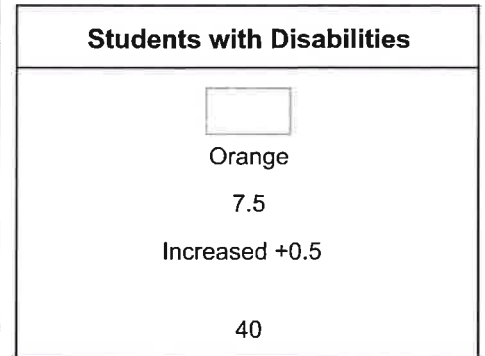
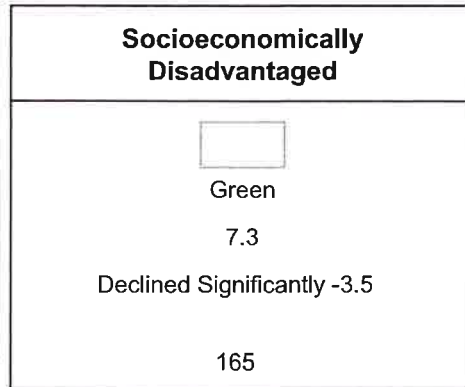
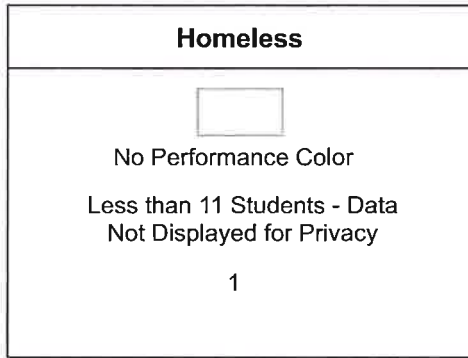
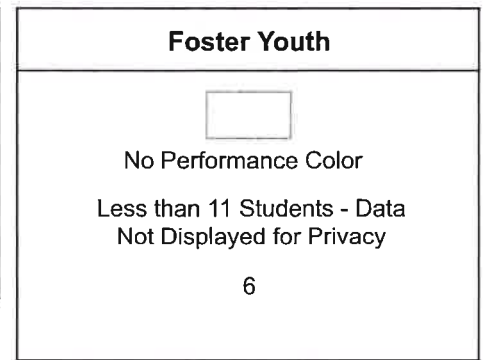
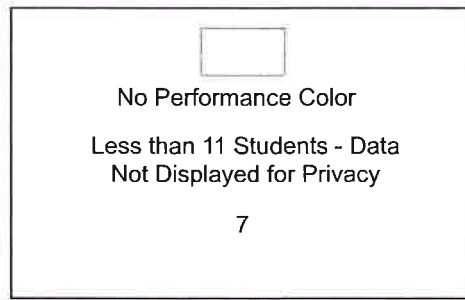
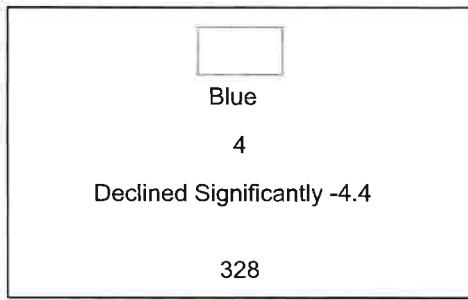


0 1 0 2 1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

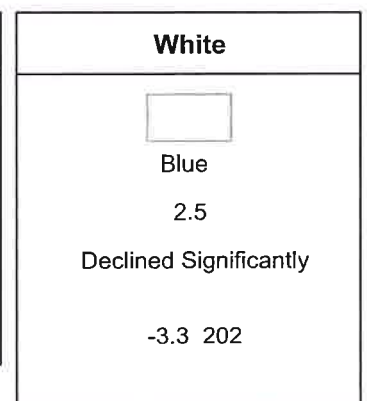
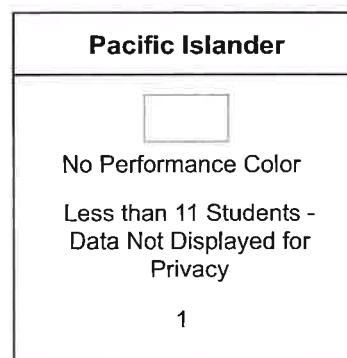
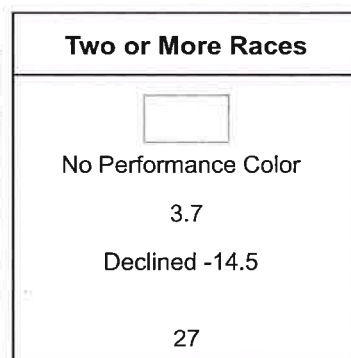
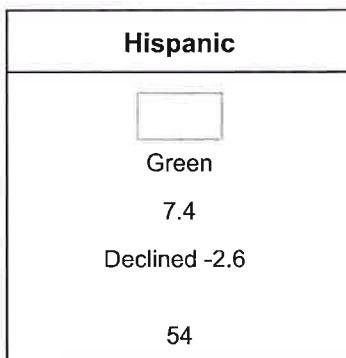
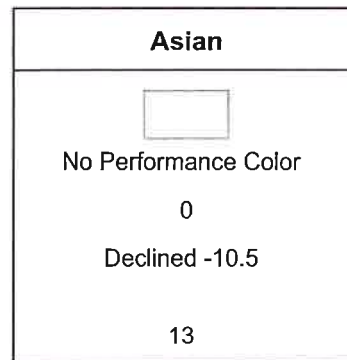
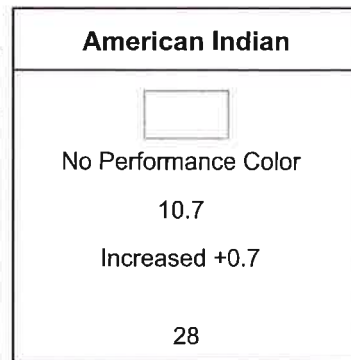
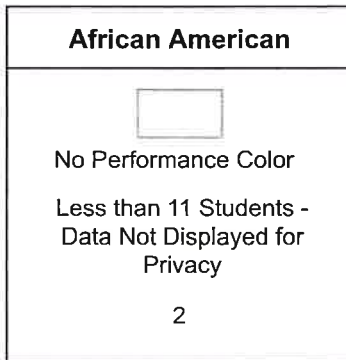
2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



English Learners

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1.

The California School Dashboard was last updated in Fall 2019.

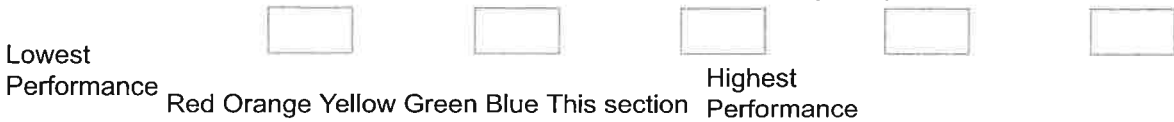
School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

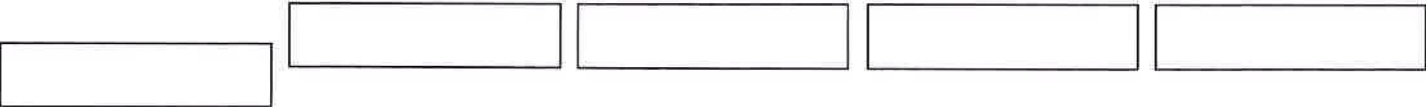
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.

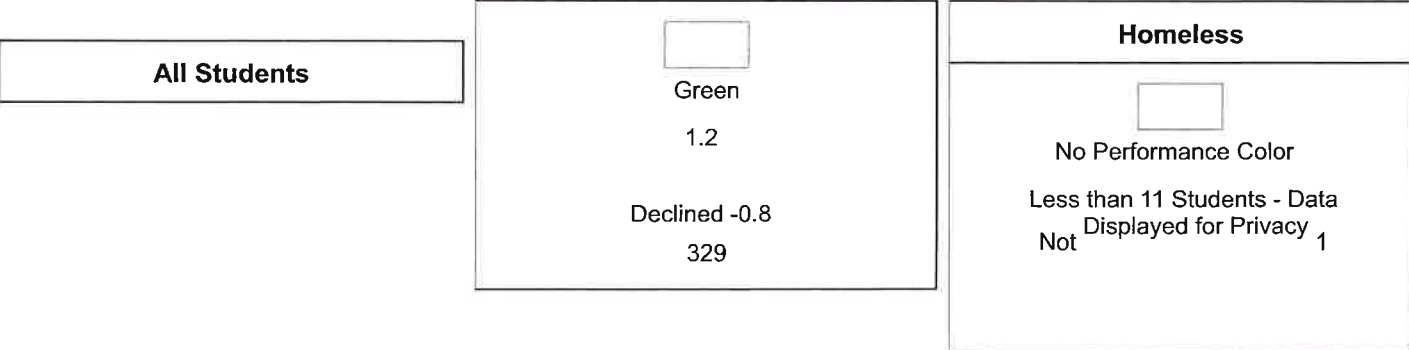
2019 Fall Dashboard Suspension Rate Equity Report

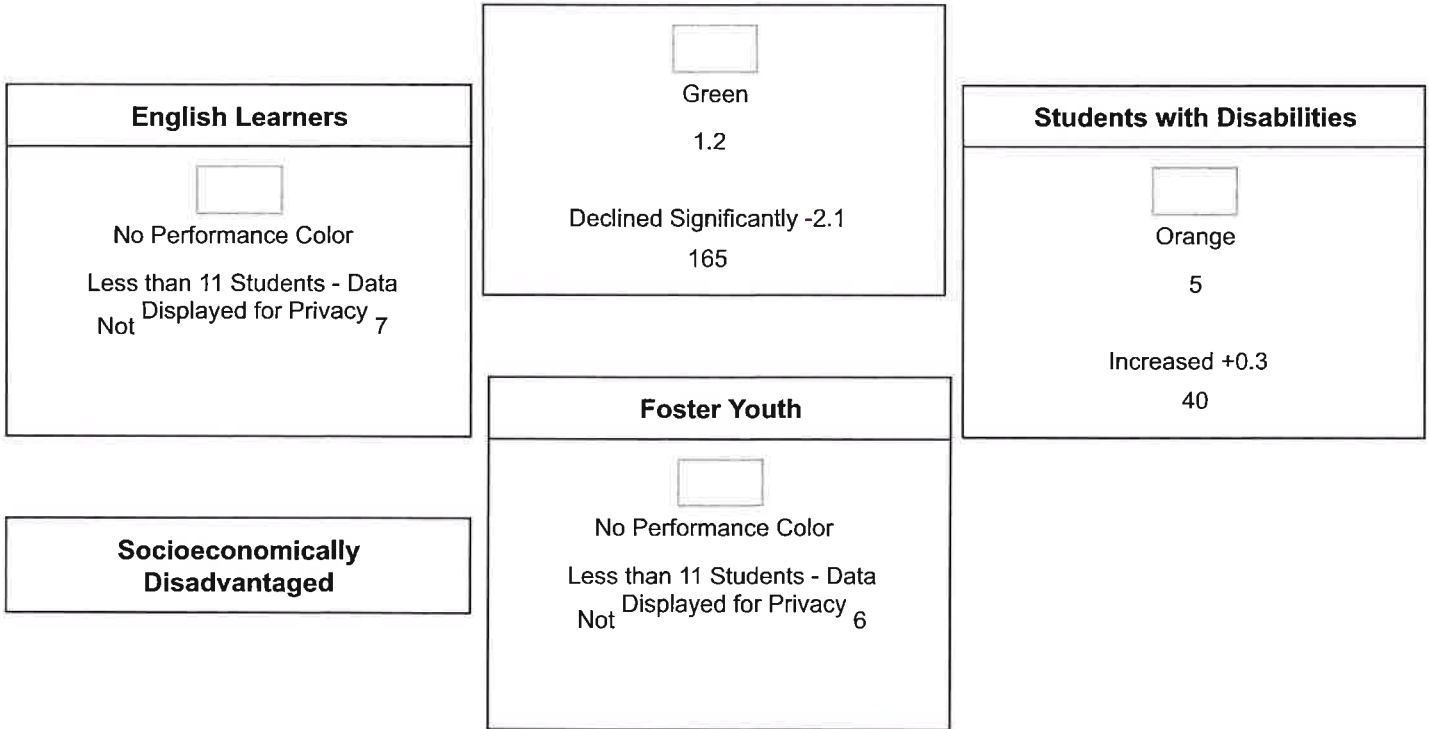


0 2 0 1 1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

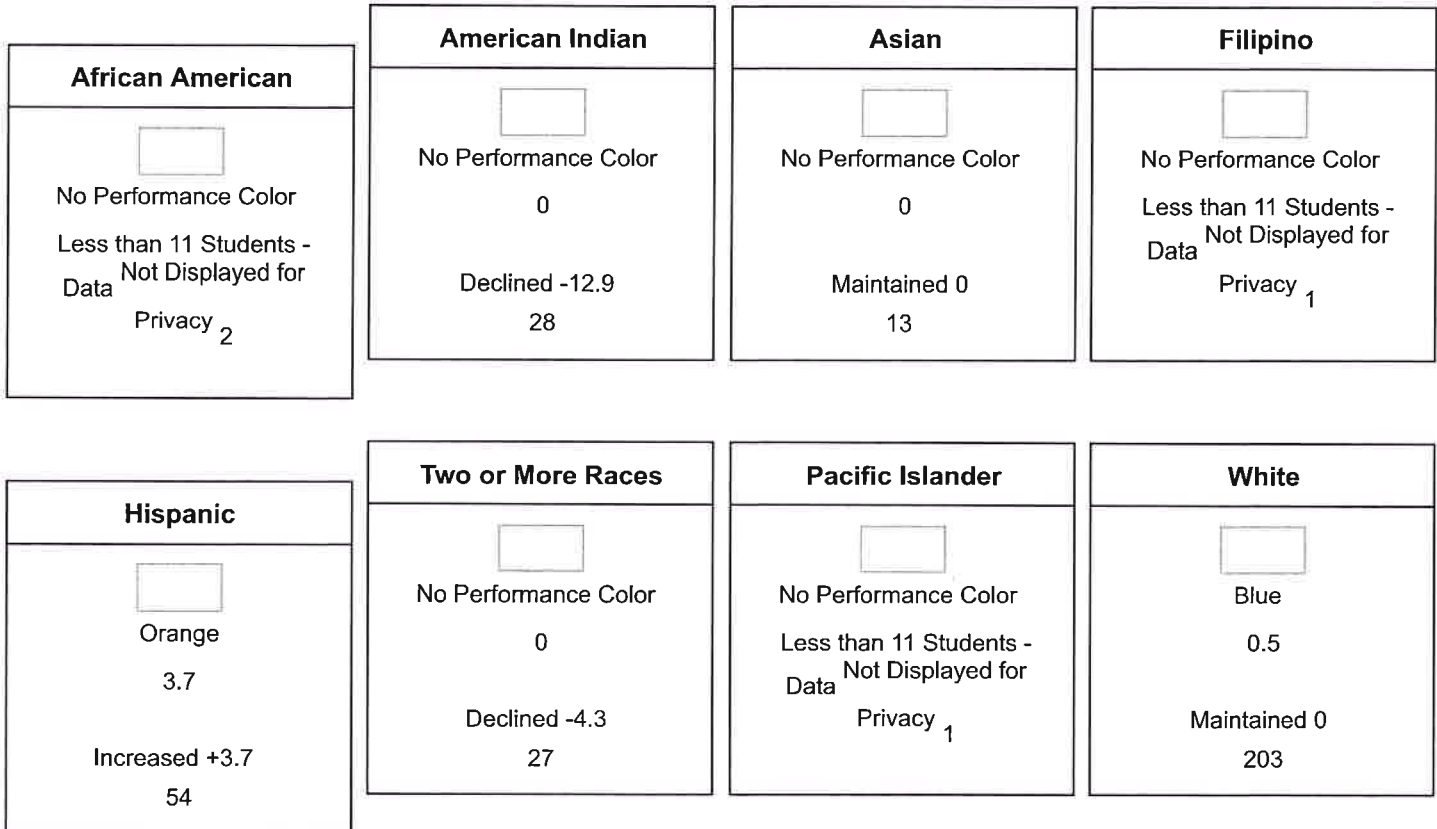
2019 Fall Dashboard Suspension Rate for All Students/Student Group





School Plan for Student Achievement (SPSA) Page 28 of 61 Cutten Elementary School

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	1.2

Conclusions based on this data:

1.

The California School Dashboard was last updated in Fall 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

LCAP Goal #1

Goal 1

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

Identified Need

All student will be proficient in all content areas.

Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome Expected Outcome

1.1 Number of highly qualified teachers / appropriate teacher assignments

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

standards
1.3 A broad course of study provided to all students
1.4 CAASPP scores

100% student acceptance and participation, including unduplicated students with disabilities in all areas of study: ELA, math, history/social science, the arts, health and physical education reflected in progress summaries
CAASPP 2015-16 Met/Exceeded 2014-15 47% ELA 40% Math Dashboard All students Low/yellow 8.5 pts

100% highly qualified appropriate teacher assignments
2017 multiple measures indicated progress 2nd trimester "progressing" or reading, 69%; math, 57%, math, 70%

Metric/Indicator Baseline/Actual Outcome Expected Outcome

1.5 5th grade Science California Science Test scores
1.6 Class size
1.7 English learner redesignation CELDT
1.8 NGSS materials purchase & implementation
1.9 5th grade physical fitness scores

1.10 Professional development registration / attendance records
1.11 Participation rates in arts opportunities

3 Socioeconomically disadvantaged: Low/yellow 32.1 points below level 3 Hispanic: low/orange 30.6 points below level 3 Math Dashboard All students Low/yellow 17.7 points below level 3 Socioeconomically disadvantaged: Low 42.1 points below level 3 Hispanic: Low/red 42.1 points below level 3
California Science Test no longer exists. CAST baseline set in 2018
Class size 24:1 or less for grades TK-3 28 or less for grades 4-5
13 EL students, of which 10 were reclassified in the fall of 2018, using the summative ELPAC assessment

NGSS pilot purchase and to determine Science curriculum meet district's needs
74% met six of standards
95%+ certificated participating in professional development re

the California Standard the ELA/ELD Framework Next Generation Science Standards
100% students receive music instruction

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1

a. Students taught by 27.4 highly qualified certificated teachers no mis-assignments; employ administrator staffing sufficient to support the school program

b. Provide induction support as needed - BTSA

c. Supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

2,767,545	
	14,000

	Title II Part A: Improving Teacher
18,000	Quality 4035--5800

Strategy/Activity 2

Students to be Served by this Strategy/Activity

LCFF
0000, -1100, 1301, 1302, 1303; 4035-, 1100; 1400

LCFF
0000--1133--A100

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

7,803

Students to be Served by this Strategy/Activity

LCFF
0000--1133--A100

Strategy/Activity 3

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3
 Provide Tier 2 Rtl / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction to unduplicated students and FY. Provide Tier 3 Rtl support to students with highest needs who are not identified for Special Education.

a. 0.30 FTE Certificated coordinator Tier II
 b. 0.50 hour daily per 25 classroom assistants
 c. 0.20 FTE Certificated coordinator Tier III
 d. Assessment/instructional materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

23,400	LCFF - Supplemental 0001--1133--A100
29,775	LCFF - Supplemental 0001--2100--A100
108,028	LCFF - Supplemental 0001--1133--A100
1,000	LCFF - Supplemental 0001--4312

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

1.4

Provide special education and speech and language services

- a. 2.0 FTE resource teacher salary
- b. .20 FTE speech and language pathologist and 1.25 FTE Special Education Assistants
- c. Supplies
- d. Other Operating Expenses

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

196,208	Special Education 3310--1104; 6500--1104)(FN 1120/1190
61,209	Special Education 6500--1104 (FN 1190); 3310--2103; 6500-- 2103, 6500--2122
1,150	Special Education 6500--4310
8,192	Special Education 6500--5800 (FN 1120, 1190, 3120)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.5

Maintain TK - 2 Special Day Class at Ridgewood School

- a. 1.0 FTE teacher
- b. 1.122 FTE assistants
- c. Books and Supplies
- d. Furniture and Equipment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

77,894	Special Education 6500--1104
33,345	Special Education 6500--2103
7,500	LCFF 0000--4310--A100

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.6

Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom

- a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6
- b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

122,747
279,629

Students to be Served by this Strategy/Activity

LCFF - Supplemental
0001--1100; 0001--2100
Title I
3010--2100--A100; 0000--2100--A100

Strategy/Activity 7

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

31,513

Students to be Served by this Strategy/Activity

LCFF
0000--1133-A100

Strategy/Activity 8

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.8

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

- a. Leadership Team Stipend
- b. Assessment tools (DIBELS, Fountas & Pinnell benchmark kits, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Students to be Served by this Strategy/Activity

4,866	Title I
	3010--1134--A100
7,021	LCFF
	0000--4391--A100

Strategy/Activity 9

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.9
 Staff libraries for increased access for students, staff, and families

- a. 1.50 FTE Library tech / aide
- b. Supplies
- c. Professional Development
- d. Certificated Librarian services through contract with HERC

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

applicable), Other State, and/or Local.

Amount(s) Source(s)

81,685	LCFF 0000--2216--A100
200	LCFF 0000--4391--A100
70	LCFF 0000--5800--A100

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

18,992	Students to be Served by this Strategy/Activity LCFF - Supplemental 0001--4310
--------	---

Strategy/Activity 11

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.11

Implement CA Standards (based upon the CCSS); provide high -quality, standards- based curriculum; grades 1 - 4 pilot Amplify Science program; update and reconfigure FOSS science kits; provide release days for 5th and 6th grade teachers to explore NGSS science materials

a. Consumable materials / eAssessments

b. Purchase NGSS curriculum materials

c. Purchase Amplify Science

d. Purchase Step Up to Writing Classroom kits

e. Teacher stipend

f. Substitutes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

12,000	2,000
200,000	Strategy/Activity 12
	Students to be Served by this Strategy/Activity
4,863	Lottery: Instructional Materials
	6300--4110
12,643	LCFF
	0000--4110; 6300
1,200	LCFF
	0000--4110

LPIE 7510--4391	Title II Part A: Improving Teacher Quality 4035--1140--A100
LCFF 0000--1150	

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

a. Purchase SPARK equipment
b. Athletic Director Stipend

Proposed Expenditures for this Strategy/Activity

School Plan for Student Achievement (SPSA) Page 38 of 61 Cutten Elementary School

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

3,000
1,218

Students to be Served by this Strategy/Activity

LCFF 0000--4400
LCFF 0000--1132

Strategy/Activity 13

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.13
a. Provide cross-curricular arts opportunities in partnership with community groups
b. Purchase high-quality art supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

2,000
3,000

Students to be Served by this Strategy/Activity

LCFF 0000-4310-A100
LCFF 0000-4310-A100

Strategy/Activity 14

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

b. Registration Fees, etc.
c. Professional Development presenter fee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.