

BOARD OF TRUSTEES
BOARD MEETING AGENDA
February 12, 2024 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 8, 2024
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of the Updated IRS /Standard Mileage Rates for 2023
- 2.4 Approval of Facilities Inspection Report
- 2.5 Approval of Humboldt-Del Norte SELPA MOU Transfer of ERMHS Funds from Member LEA's to SELPA
- 2.6 Approval of Extended Leave of Absence Credentialed Employee 2023-24
- 2.7 Approval of Leave of Absence Credentialed Employee 2024-25 School Year
- 2.8 Approval of Request for Retirement- Credentialed Employee

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
- 5.2 Certification of 2023-2024 First Interim Report

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Consider Approval of Updated Cutten and Ridgewood 2022-2023 School Accountability Report Cards (SARC)
- 6.2 Consider Approval of Cutten & Ridgewood 2022-2023 School Plan for Student Achievement (SPSA)
- 6.3 Consider Approval of 2023 – 2024 Comprehensive Safe School Plan (CSSP)
- 6.4 Annual Update to the Local Control Accountability Plan (LCAP) and the Local Control Funding Formula Budget Overview for Parents (BOP)
- 6.5 Consider Approval of the GASB 96 Subscription Based Information Technology Arrangement Capitalization Policy
- 6.6 Consider Approval of Tree Removal \$9350.00 (Behind Cutten Rm 15)
- 6.7 Consider Approval of BESC Revised Change Order Which Includes Upfront Cost for Electricity Panel
- 6.8 Discussion 2023 – 2024 Governor's Proposed Budget Report

- 6.9 Discussion Tentative Certificated Staffing Options for 2024– 2025
- 6.10 Discussion Budget-General funds and One Time Funds Specifically UTK and ELOP

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: Becky
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

11. 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 Drive, Eureka

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES
BOARD MEETING MINUTES
January 8, 2024 6pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

1.0 CALL TO ORDER/FLAG SALUTE-Meeting called to order at 6:01pm. Board members in attendance: Dennis Reinholtzen , Mary DeWald, Andy Sundquist, Becky Reece, and Beth Johnson. Flag Salute.

2.0 CONSENT AGENDA- Consent to agenda motioned by Dennis Reinholtzen seconded by Andy Sundquist. Motion carried 4-0.

- 2.1 Approval of Minutes-December 11, 2023
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Quarterly Report on Williams Uniform Complaints
- 2.4 Approval of Facilities Inspection Report
- 2.5 Approval of E. Landheer Long Term Substitute Position-Cutten

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS- No 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.

4.0 REPORTS

- 4.1 Cutten Ridgewood PTA Report- Carnival set for April 24th. May 16th beautification of both campuses with a movie and popcorn celebration afterwards.
- 4.2 School Site Council- Wednesday 01/10/24 reviewing LCAP.
- 4.3 HBTA Report- Friday 01/12/24 teachers attending TK conference as Kencke is presenting for the second year in a row. Staff appreciative of the educator effectiveness funds to attend a conference this year. Thanks from all teachers/staff for everything the board does for Cutten district.
- 4.4 Principal's Report- Winter theme decorating contest at Cutten went great. Student council wants wall ball walls repaired and will be pitching about it at their next meeting. Spelling bee being held January 30th. Regional bee will be held in February at Cutten again. 5th and 6th grade boys basketball teams started up and are running good so far. Gate academy happening 01/10/24 at HSU. Kudos to Jay for working and getting floors nice and cleaned during winter break. Math night happening January 24th. TK playground installed and will be having a TK event March 5th and 6th for prospective parents.
- 4.5 Enrollment- No update, after IDTs start getting updated February will have a better count idea.
- 4.6 LCAP- Surveys within next two weeks for goals feedback from parents/staff.

5.0 CORRESPONDENCE

- 5.1 Recognition of Jovannah Martinez-Hobo Selected into the Catalyst Library Program- Program is fully paid for Jovannah to be up to date on materials.
- 5.2 School Board Recognition Month- Thankful for the hard work especially during Covid and the hard times. But in general just everything the Board does to make Cutten great.

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Bond Survey Results Presentation-Greg Isom; Discussion/Approval of Bond Measure

on 2024 Election Ballot- Recommended to put in ballot based on results, but board would like more outreach if possible.

6.2 Consider Approval of Cutten and Ridgewood 2022 – 2023 Accountability Report Cards - Motioned by Dennis Reinholtsen subject to completion with a second from Beth Johnston. Motion carried 5-0.

6.3 Consider Approval of Declaration of Need for Fully Qualified Educators 2023-24- Motioned by Andy Sundquist seconded by Beth Johnston. Motion carried 5-0

6.4 Consider Approval of Cutten ELO-P Plan Revision- Motioned by Andy Sudquist seconded by Dennis Reinholtsen . Motion carried 5-0.

6.5 Discussion and Update on Bond, HVAC, Electrical, and Solar Projects- Fiber optic project was less work than had been anticipated and hoping for a refund from the large upfront sum. Fire Alarm at Ridgewood still to be finalized and the gates situation as well. Rental rented out again.

7.0 SUPERINTENDENT REPORT- Nothing more to report

8.0 BOARD MEMBER COMMENTS / COMMUNICATION- Thanks to Jay for setting up the light at the Ridgewood parking lot.

9.0. ADJOURNMENT- Meeting adjourned at 7:12pm.

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

EARNINGS by Earnings Code		Income	Adjustments	TAXES		Employee	Employer	Total	Subject Grosses
No Gross Pay			7.00	Federal Withholding	49,144.24			49,144.24	548,833.31
Regular	614,625.84			State Withholding	18,757.14			18,757.14	548,833.31
				Social Security	12,560.17		12,560.17	25,120.34	202,583.02
				Medicare	8,661.54		8,661.54	17,323.08	597,343.92
				SUI		298.72	298.72	298.72	597,343.92
				Workers' Comp		16,528.54	16,528.54	16,528.54	597,343.92
TOTAL	614,625.84		7.00	SUBTOTAL	89,123.09		38,048.97	127,172.06	
EARNINGS by Group		Income	Adjustments	REDUCTIONS		Employee	Employer	Total	Subject Grosses
Base Pay	424,250.63			PERS	2,949.18		11,240.62	14,189.80	42,131.24
Docks	1,357.99-			PERS / 62	6,236.72		20,799.47	27,036.19	77,959.07
Extra Duty	5,416.46			STRS / 60	25,238.11		47,029.07	72,267.18	333,825.19
Miscellaneous			7.00	STRS / 62	5,386.60		10,081.74	15,468.34	72,583.90
Stipends	180,115.25			Tax Sheltered Annuit	8,700.00		8,700.00	8,700.00	
Substitutes	2,925.00			Health & Welfare	15,301.40		75,908.80	91,210.20	
Vacation Pay	3,276.49			Dependent Care	120.00		120.00	120.00	
				Supplemental Insuran	838.86			838.86	
				Flex Medical Savings	1,021.66			1,021.66	
TOTAL	614,625.84		7.00	SUBTOTAL	65,792.53		165,059.70	230,852.23	
EARNINGS		Person Type	Female Employees	DEDUCTIONS		Employee	Employer	Total	Subject Grosses
Certificated	47	425,035.28	42	Dues & Memberships	3,407.55			3,407.55	32.80
Classified	52	189,590.56	45	Garnishments	400.00			400.00	
				Health & Welfare		1,030.00		1,030.00	
				Miscellaneous	850.00			850.00	
				Supplemental Insuran	2,981.60			2,981.60	
				Summer Savings	28,693.26			28,693.26	
TOTAL	99	614,625.84	87	SUBTOTAL	36,332.41		1,030.00	37,362.41	172,268.50
TOTALS				TOTALS	191,248.03		204,138.67	395,386.70	

Vendor Summary for Pay Date 01/10/2024 thru 01/31/2024

Cancel/Reissue for Process Date 01/10/2024 thru 01/31/2024

Vendor Checks	9,619.67	8
Vendor Liabilities	385,767.03	29
	<u>395,386.70</u>	<u>37</u>

Reissued	
Cancel Checks	
Void ACH	

Selection Grouped by Org, Filtered by (Org = 9, Fiscal Year = 2024, Starting Pay Date = 1/1/2024, Ending Pay Date = 1/31/2024)

Pay01a

Payroll Summary by Org

Pay Date 01/10/2024 through 01/31/2024

Fiscal Year 2023/24

BALANCING DATA		NET	
Gross Earnings	614,625.84	423,377.81	Net Pay
District Liability	204,138.67	191,248.03	Deductions
	818,764.51	204,138.67	Contributions
			Direct Deposits
			Checks
			Partial Net ACH
			Negative Net
			Check Holds
			Zero Net
		TOTAL	423,377.81
			173

Selection Grouped by Org, Filtered by (Org = 9, Fiscal Year = 2024, Starting Pay Date = 1/1/2024, Ending Pay Date = 1/31/2024)

009 - Cutten Elementary School District

Generated for Vanesa Carillo-Salas (VCARILLO), Feb 9 2024

8:50AM



Checks Dated 01/01/2024 through 01/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000226843	01/04/2024	(HARRIS) SHAFER'S ACE HARDWARE	01-4374		351.47
3000226844	01/04/2024	ADVANCED SECURITY SYSTEM	01-5804		978.00
3000226845	01/04/2024	BESC Inc.	01-6200		20,250.00
3000226846	01/04/2024	CRYSTAL CREAMERY	13-4711		2,706.33
3000226847	01/04/2024	Haley Davis	01-5800		680.00
3000226848	01/04/2024	J.W. PEPPER & SON INC.	01-4310		52.19
3000226849	01/04/2024	KEENAN SUPPLY	Cancelled		28,754.50 *
Cancelled on 01/11/2024, Cancel Register # AP01112024					
3000226850	01/04/2024	MENDES SUPPLY COMPANY	01-4374		1,670.48
3000226851	01/04/2024	MISSION LINEN SUPPLY	01-5550		683.28
3000226852	01/04/2024	STAPLES ADVANTAGE	01-4310		306.79
3000226853	01/04/2024	STUDIO W ARCHITECTS	21-6210		933.02
3000226854	01/04/2024	VALLEY PACIFIC PETROLEUM SVCS	01-4365		584.82
3000227515	01/11/2024	AT&T CALNET 2	01-5909		316.46
3000227516	01/11/2024	BANK OF NEW YORK MELLON	21-5800		825.00
3000227517	01/11/2024	CARTER, JOYCE	01-5635		20.00
3000227518	01/11/2024	CRYSTAL SPRINGS BOTTLED WATER	01-5531	18.00	
			01-5623	14.00	32.00
3000227519	01/11/2024	DONS RENT ALL	01-5623		46.98
3000227520	01/11/2024	Kristyn Fresz	01-5800		1,900.00
3000227521	01/11/2024	MCGRAW-HILL SCHOOL ED HOLDING.	01-4110		1,902.44
3000227522	01/11/2024	P G & E	01-5511	67.01	
			01-5520	3,933.55	4,000.56
3000227523	01/11/2024	POWELL CONCRETE PUMPING	01-4391		345.61
3000227524	01/11/2024	POWELL LANDSCAPING MATERIALS	01-4391		504.74
3000227525	01/11/2024	Ubeo West,LLC	01-5637		1,964.21
3000227526	01/11/2024	Verizon Wireless	01-5921		437.44
3000227527	01/11/2024	POWELL LANDSCAPING MATERIALS	01-4391		1,620.73
3000228104	01/18/2024	Benchmark Education Comp LLC	01-4210		8,972.55
3000228105	01/18/2024	CAMPTON ELECTRIC	01-4374		295.63
3000228106	01/18/2024	HUMB COMMUNITY SERVICES DIST	01-5530		1,073.86
3000228107	01/18/2024	Humboldt IPA	01-5800		2,000.00
3000228108	01/18/2024	KEENAN ASSOCIATES	01-9540		28,754.50
3000228109	01/18/2024	P G & E	01-5511		1,142.24
3000228110	01/18/2024	PACIFIC PAPER COMPANY	01-4351		671.89
3000228111	01/18/2024	Silverline Tree Service LLC	01-5800		2,850.00
3000228112	01/18/2024	Carillo-Salas, Vanesa	01-5201		108.73
3000228113	01/18/2024	Felmlee, Jamie L	01-5210		500.00
3000228114	01/18/2024	Goodman, Kimberly A	01-4310		92.21
3000228115	01/18/2024	Luciani, Ashly C	01-4391	161.88	
			01-5210	1,225.00	1,386.88
3000228116	01/18/2024	Rutter, Darcie R	01-5950		10.20
3000228117	01/18/2024	Standish, Christina J	01-4310		105.92

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.

Checks Dated 01/01/2024 through 01/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000228876	01/25/2024	AUTHOR FESTIVAL-HCOE ATTN: Ryan Keller	01-5210		100.00
3000228877	01/25/2024	Dickinson, Lori J	01-4310		96.78
3000228878	01/25/2024	EMPLOYMENT DEVELOPMENT DEPT	01-9540		638.30
3000228879	01/25/2024	EUREKA OXYGEN CO.	01-5635		310.09
3000228880	01/25/2024	EUREKA RUBBER STAMP COMPANY	01-4391		160.65
3000228881	01/25/2024	Gabbert, Stacey E	01-5210		581.68
3000228882	01/25/2024	P G & E	01-5511		182.71
3000228883	01/25/2024	U.S. BANK	01-4210	8,627.05	
			01-4310	3,816.35	
			01-5210	350.00	12,793.40
3000228884	01/25/2024	Escutia, Elizabeth M	01-5210		150.00
3000228885	01/25/2024	Hinrichs, Danielle G	01-5210		354.58
3000228886	01/25/2024	Kencke, Joseph T	01-5210		500.00
3100649436	01/31/2024	Stephanie R. Houseworth	Cancelled		1,107.89 *
Cancelled on 02/06/2024, Cancel Register # PM240208					
			Total Number of Checks	51	136,807.74

	Count	Amount
Cancel	2	29,862.39
Net Issue		106,945.35

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	46	102,481.00
13	CAFETERIA FUND	1	2,706.33
21	BUILDING FUND	2	1,758.02
Total Number of Checks		49	106,945.35
Less Unpaid Tax Liability			.00
Net (Check Amount)			106,945.35

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.

December 26, 2023

M E M O R A N D U M

TO: District Superintendents and Charter School Directors
FROM: Corey Weber, Assistant Superintendent of Business Services
SUBJECT: **NEW IRS MILEAGE REIMBURSEMENT RATES AND BID THRESHOLD FOR 2024**

This memorandum is to inform all Humboldt County School Districts and Charter Schools of the updated Internal Revenue Service (IRS) mileage reimbursement rate and the Annual Adjustment to Bid Threshold for Contracts Awarded by School Districts. Both become effective on January 1, 2024

On December 14, 2023, the IRS issued the standard mileage reimbursement rates for 2024. The updated rate for business miles driven in a personal car will increase to 67¢ per mile beginning January 1, 2024. HCOE will be adopting this rate to conform to the Internal Revenue Service allowable rate. Each District and Charter School should follow its own processes and procedures in regards to adopting the new rate.

On December 5, 2023 the California Department of Education (CDE) released a letter regarding the adjustment of the bid threshold for contracts raising the threshold to \$114,500 starting January 1, 2024. School Districts are required to use this bid threshold for contracts subject to competitive bidding, which include:

- Purchase of equipment, materials, or supplies to be furnished, sold, or leased to the school district.
- Services that are not construction services.
- Repairs, including maintenance as defined in *PCC* Section 20115, that are not public projects as defined in *PCC* Section 22002(c).

For more information we are attaching both the IRS notice and CDE's letter referenced above.

If you have any questions, please feel free to contact me.

Sincerely,



CW:ts

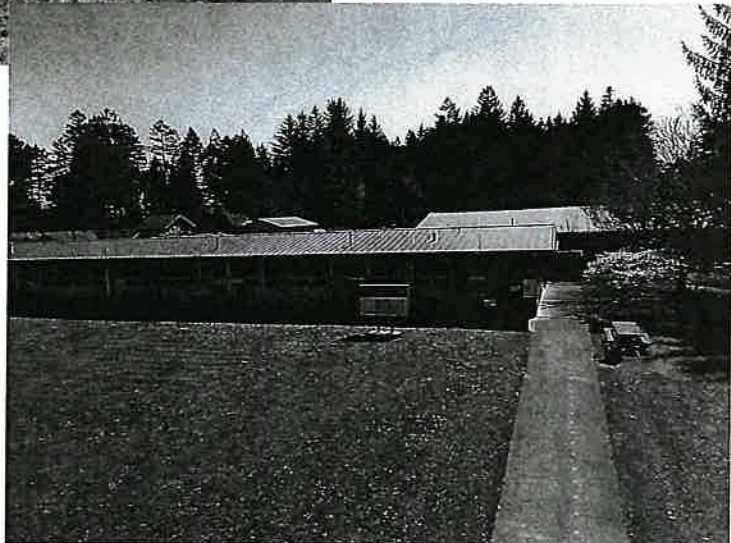
Cc: District & Charter School CBOs

Attachments: December 5, 2023 CDE Letter
December 14, 2023 IRS Notice

CUTTEN SCHOOL DISTRICT

Facilities Report

2023-2024



Cutten School District
4182 Walnut Dr.
Eureka, CA 95503

August 2023

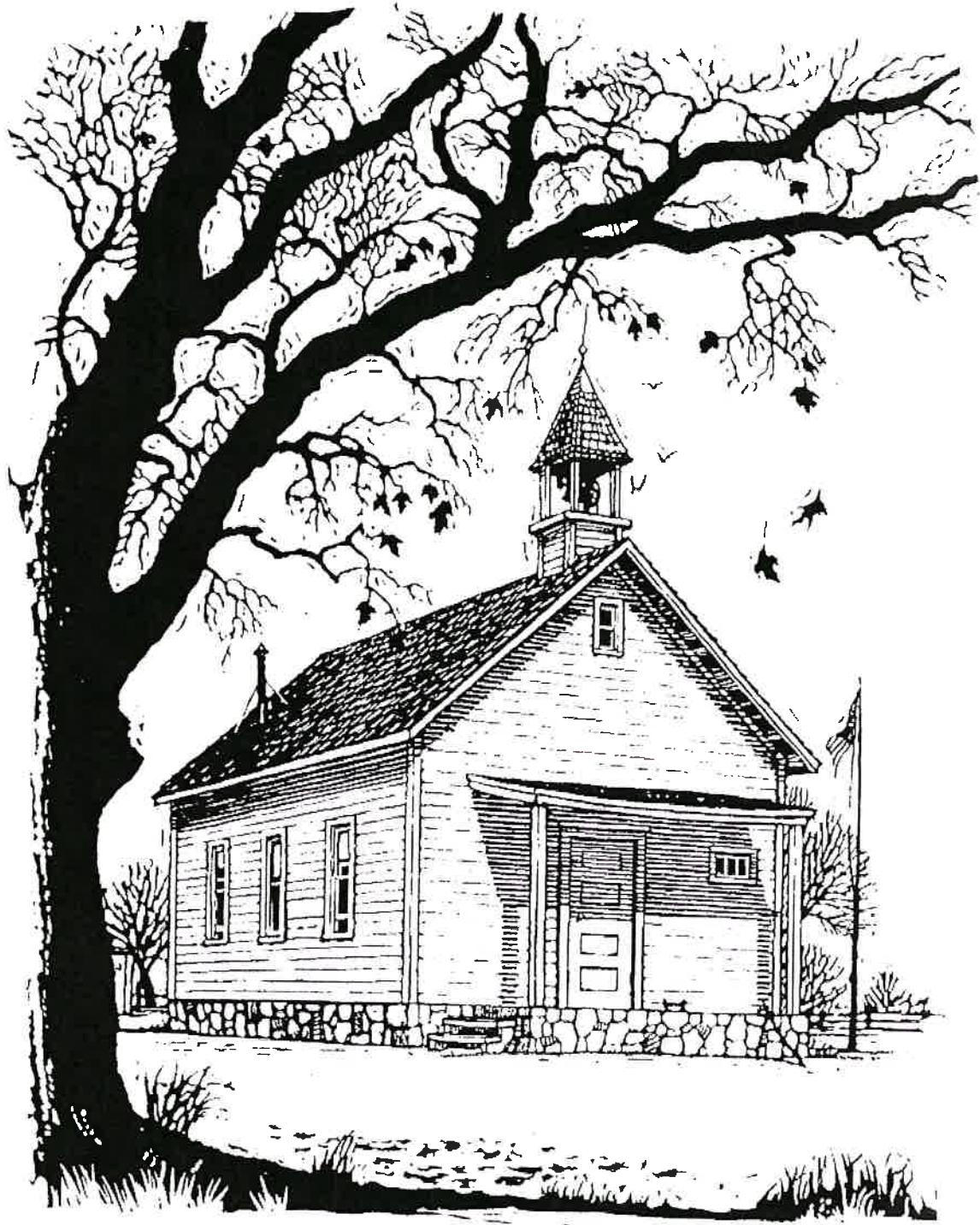


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INTRODUCTION

District Vision and Mission Statement

Building a better world... one student at a time.

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 accomplish our mission by creating a joyful, student-centered, and consistent learning environment rich in the arts and sciences, where everyone knows they are respected members of the Cutten-Ridgewood family.

Plan Purpose

The purpose of this report is to:

- 1) Document the current condition of district facilities,
- 2) Support long term planning for maintenance and modernization needs, and
- 3) Anticipate future facilities needs including new construction, renovation, and replacement.

The plan includes all available information on the current age and condition of current facilities, the estimated replacement data and cost, and recommendations based on available information.

District History

The Cutten School District was founded in July 1891. The district served kindergarten through eighth grade in a single building, located on the 4000 block of V St. In the 1930s the school transitioned to serving kindergarten through sixth grade in three rooms at the original site. In 1951 construction of the current Cutten School was completed, with just over 200 students attending. Eight years later, construction of Ridgewood School began, opening its doors in fall 1960. That year, district enrollment exceeded 450 students. During the early 1980s, the schools split by grade level, with Ridgewood School serving grades kindergarten through second, and Cutten School serving grades three through six.

Various new construction and modernization projects have occurred over the past 60 years, as the district grew to over 600 students, nearly 75 staff, and 28 classrooms. In 2018 the District successfully passed a General Obligation bond for \$4,000,000. With these funds several projects at both sites began summer 2022 with the goal to improve site safety and accessibility, and to modernize facilities.

Student Enrollment

Site Enrollment

Ridgewood School

Grade Level / Program	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Special Day Class	5	9	11	10	13	9	8
Transitional Kindergarten	21	26	24	14	10	37	32
Kindergarten	80	75	92	67	69	70	80
First	88	81	81	89	60	66	76
Second	81	93	83	79	86	61	66
Site Total	270	275	280	249	225	243	262

Cutten School

Grade Level	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Third	87	79	84	103	85	74	85	62
Fourth	84	82	82	85	94	86	65	94
Fifth	86	80	87	79	79	95	85	64
Sixth	81	83	76	79	65	68	86	84
Site Total	338	324	329	346	323	323	321	304

District Enrollment

17 Year Trend

			2023-24	2022-23
			566	564
2021-22	2020-21	2019-20	2018-19	2017-18
548	583	637	613	599
2016-17	2015-16	2014-15	2013-14	2012-13
619	602	575	573	555
2011-12	2010-11	2009-10	2008-09	2007-08
552	559	561	555	590

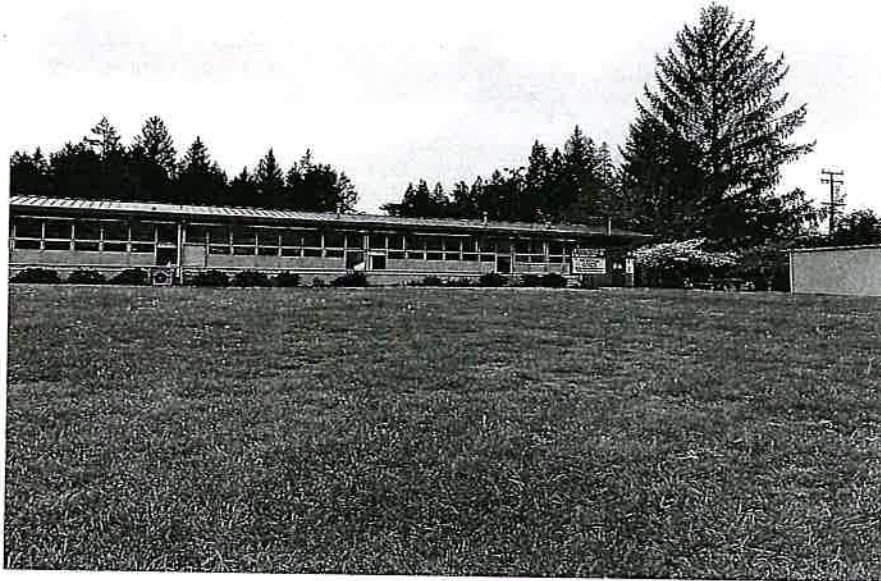
Long-term Historical Trend (by Decade)

2020-21	2010-11	2000-01	1990-91	1980-81
583	559	581	576	384
1970-71	1960-61	1950-51	1940-41	1930-31
489	472	204	47	24
1920-21	1910-11	1900-01	July 1891 (Founding)	
22	33	20	15	

SITE INVENTORIES

Ridgewood School

3060 Ridgewood Dr. Eureka, CA, 95503



Summary

Year Opened: 1960

Year(s) modernized: 1993, 2022

Site area: 12.01 acres

Total building area: 20,974 sq ft

Permanent classrooms: 12

Portable classroom: 5

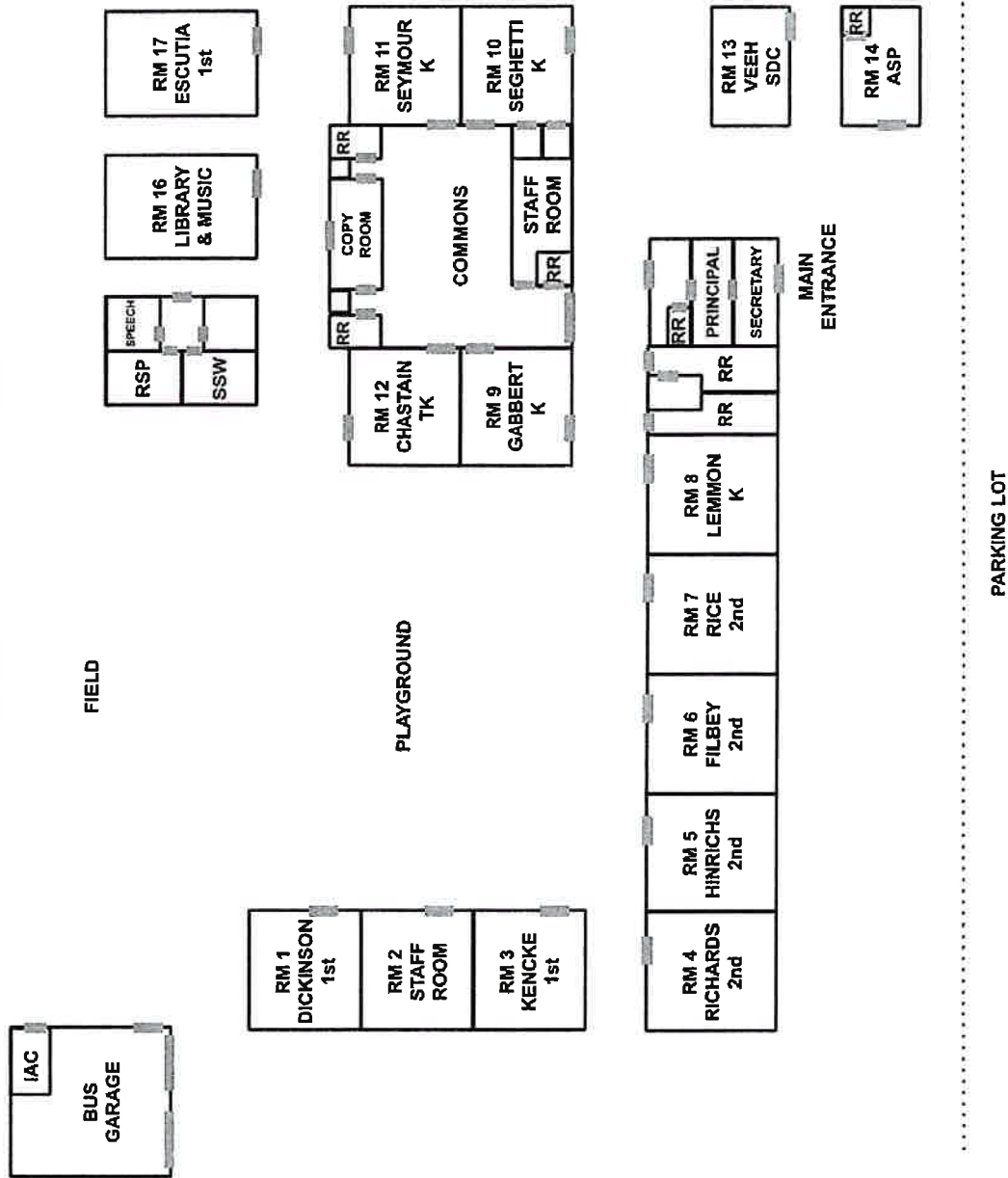
Grade levels served: TK - 2

Student enrollment: 259

Employment: 20 certificated, 21 classified

Site Map - Ridgewood

RIDGEWOOD SCHOOL MAP



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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION	SCHOOL	Humboldt
SCHOOL SITE	SCHOOL TYPE (GRADE LEVEL)	Elementary TK-2nd
INSPECTOR'S NAME	NAME OF DISTRICTS OR SITE	
Jay Steegler	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR (IF APPLICABLE)	Becky McQuarrie
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET) - 15,100 CU FT	DATE EVALUATION WAS CONDUCTED	2/20/20
TOTAL ESTIMATED SITE SQUARE FOOTAGE (ACRES) - 12 ACRES		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE - 20,974 sq ft		
		Rain 56 degrees F

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	A. SYSTEMS			B. STRUCTURAL		C. MECHANICAL		D. ELECTRICAL		E. PESTS/TERMINAL INFESTATION		F. SAFETY		G. STRUCTURAL DAMAGE		H. SPECIAL SCHOOL SCHEDULES	
	CALLBACK	MECHANICAL	SEWER	INTERIOR SURFACES	OVERALL CATEGORIES	PLUMBING	ELECTRICAL	ROOFING	ASBESTOS	ENVIRONMENTAL	HAZARDOUS MATERIALS	TRIP/SLOPE	TRIP/SLOPE	TRIP/SLOPE	TRIP/SLOPE	TRIP/SLOPE	TRIP/SLOPE
26	17	10	18	26	26	26	25	4	19	26	26	26	26	26	26	26	26
Percent of Systems in Good Repair	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Number of "OK's" divided by (Total Areas - "NA's")	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Percent per Category (average of above)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Rank (circle one)	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD
GOOD = 100%-100%																	
FAIR = 75%-89.99%																	
POOR = 0%-74.99%																	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 100 SCHOOL RATING → GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating description below.

PERCENTAGE	DESCRIPTION	RATING
85%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
75%-84.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
65%-74.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-64.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repair and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

The carpets in rooms 5-12 need to be replaced. The Furnaces in rooms 1-3 need to be replaced.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

Current Room Use and Square Footage - Ridgewood

Room(s)	Current Use	Square Footage (total)
Rooms 4-8 (Main Wing)	<ol style="list-style-type: none"> 1. Classrooms 2. Office 3. Storage 4. Custodial 5. Student bathrooms 6. Adult bathroom 	5,730
Rooms 9-12 (Commons)	<ol style="list-style-type: none"> 1. Classrooms 2. Commons 3. Staff room 4. Staff prep area 5. Custodial 6. Storage 7. Student bathrooms 8. Adult bathroom 	6,028
Rooms 1-3	Classrooms	2,880
Room 13	Classroom	960
Room 14	After School Program	960
Room 15	<ol style="list-style-type: none"> 1. Sensory room 2. Speech 3. Social worker 4. Resource 	960
Room 16	Library and Music	960
Room 17	Classroom	960
Garage	<ol style="list-style-type: none"> 1. Bus and storage 2. Speech program 	1,536
Total		20,974

Conditions Assessment and Replacement Projections - Ridgewood

Foundation and Framing - Ridgewood				
	Construction Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 4-8 (Main Wing)	1960	Good	N/A	\$1,809,026
Rooms 9-12 (Commons)	1960	Good	N/A	\$1,855,974
Rooms 1-3	1997	Good	2047	\$625,411
Room 13	1990	Good New siding, 6/18	2040	\$171,997
Room 14	2005	Good	2055	\$179,947
Room 15	2005	Good	2055	\$171,997
Room 16	2005	Good	2055	\$186,070
Room 17	2003	Good Replaced rotten foundation, 6/18	2053	\$171,997
Garage	1997	Good	N/A	\$211,531
Total				\$5,383,950
Notes:	Exterior painted, summer 2018 (\$130,000) The commons modernization, summer 2022 - Replaced some interior and exterior walls not built to code			

Roofing - Ridgewood				
	Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 4-8 (Main Wing)	2000	Excellent	2050	
Rooms 9-12 (Commons)	2000	Excellent	2050	

Rooms 1-3	1997	Excellent	2047	
Room 13	1990	Good	2040	
Room 14	2005	Good	2055	
Room 15	2005	Good	2055	
Room 16	2005	Good	2055	
Room 17	2023	Excellent	2053	
Notes:	Room 17 suffers from condensation in its attic space.			

Mechanical - Ridgewood				
	Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 4-8 (Main Wing)	2021	Excellent	2061	
Rooms 9-12 (Commons)	2021	Excellent	2061	
Rooms 1-3	1997	Good	ASAP	
Room 13	2017	Excellent	2037	
Room 14	2017	Excellent	2037	
Room 15	2017	Excellent	2037	
Room 16	2017	Excellent	2037	
Room 17	2017	Excellent	2037	
Notes:	New heat pumps installed in Rooms 4, 5, 7, 8, 9, 10, 11, and 12 (Room 6 heat pump installed 2019), summer 2021 ERV systems installed in Rooms 4-12, summer 2021 ERV and heat pumps installed in Commons, summer 2022			

Plumbing - Ridgewood				
	Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 4-8 (Main Wing)	1960	Good	N/A	
Rooms 9-12 (Commons)	1960	Good	N/A	
Rooms 1-3	1997	Good	N/A	
Room 13	1990	Good	N/A	
Room 14	2005	Good	N/A	
Room 15	2005	N/A	N/A	
Room 16	2005	N/A	N/A	
Room 17	2003	Good	N/A	
Notes:	Touchless faucets installed in staff and student bathrooms. Touchless faucets ordered for classrooms beginning the 2020-21 school year. Student (2) and adult (1) ADA compliant bathrooms completed in Commons, summer 2022 Staff room replumbed, summer 2022 Asbestos pipes abated, summer 2022			

Electrical - Ridgewood				
	Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 4-8 (Main Wing)	1960	Fair	N/A	
Rooms 9-12 (Commons)	1960	Poor	N/A	
Rooms 1-3	1997	Good	N/A	
Room 13	1990	Good	N/A	
Room 14	2005	Good	N/A	

Room 15	2005	Good	N/A	
Room 16	2005	Good	N/A	
Room 17	2003	Good	N/A	
Notes:	A new transformer and Main panel has been installed. A subpanel was installed in the commons to run heat pumps, copiers, water heaters and lighting.			

Flooring - Ridgewood				
	Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 4-8 (Main Wing)	Carpets, 2016-2019	Good	2030	
Rooms 9-12 (Commons)	2007 2023	Fair excellent	2032 2053	
Rooms 1-3	2017	Good	2032	
Room 13	2023	excellent	2053	
Room 14	2018	Good	2033	
Room 15	2005	Good	2020	
Room 16	2017	Good	2032	
Room 17	2017	Good	2032	
Notes:	New flooring in Commons (assembly area, staff room, prep room, and bathrooms), summer 2022 Asbestos tiles abated, summer 2022			

Information Technology - Ridgewood				
	Original Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Sitewide fiber optic cable	2015	Good	2024	\$14,181

Rooms 4-8 (Main Wing)	2015	Good	2025	
Rooms 9-12 (Commons)	2015	Good	2025	
Rooms 1-3	2015	Good	2025	
Room 13	2015	Good	2025	
Room 14	2015	Good	2025	
Room 15	2015	Good	2025	
Room 16	2015	Good	2025	
Room 17	2015	Good	2025	
Notes:	Completely new internet infrastructure Replacement dates for access points Server moved to Cutten, 2022			

Other - Ridgewood				
	Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Fire alarm	2023	Excellent	N/A	
Security System	2018	Good	N/A	
Security cameras	2016?	Good	N/A	
Outdoor play structures	1960? 2003 2007	Good	N/A	\$50,000 per structure
TK	2023	Excellent		\$30,000
Parking lot	2018	Good	2048	
Fencing	South fence - 2016	Good	N/A	\$10,500
Paving near bus garage	2020	Good	N/A	\$80,000
Greenhouse	2015	Good	N/A	\$5,000

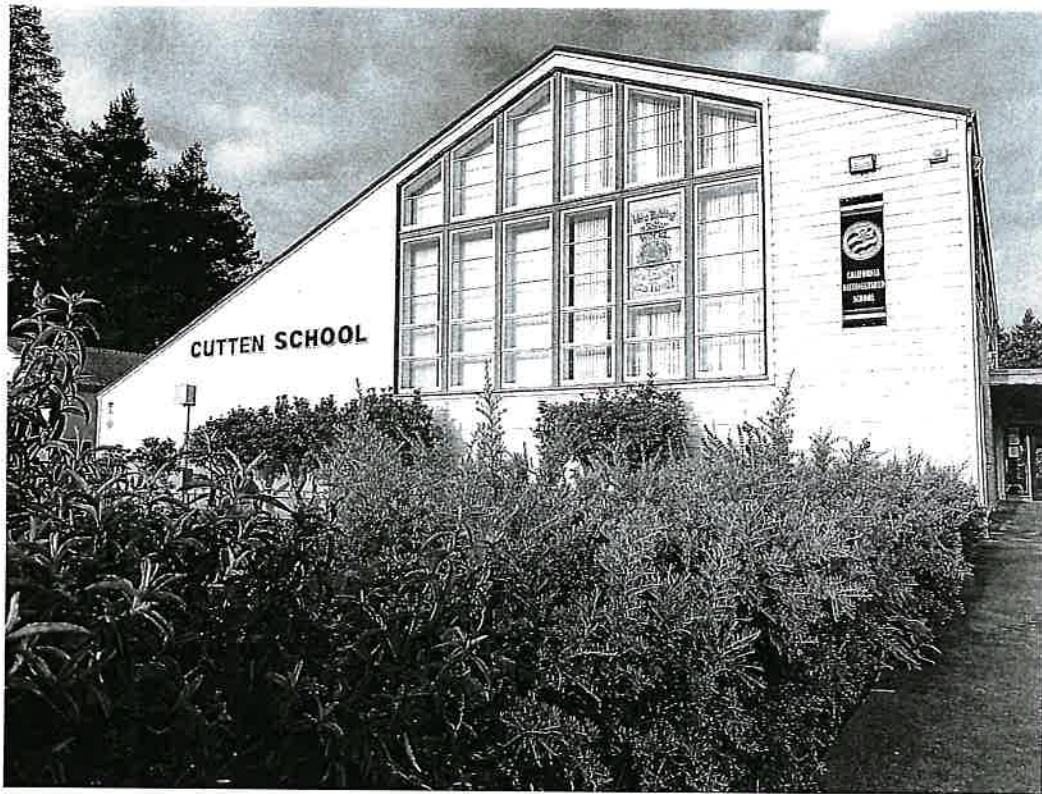
Outbuildings and sheds	PE Shed, 2018	Good	N/A	\$3,000
Notes:	Non ADA compliant slopes have been repaved 2023.			

Recommendations

- Electrical in main wing and commons generally insufficient to carry multiple large loads
- Begin planning for replacement of modular classrooms in coming decades

Cutten School

4182 Walnut Dr. Eureka, CA, 95503



Summary

Year Opened: 1951

Year(s) Modernized: 1993, 2022

Site Area: 7.28 acres

Total Building Area: 28,383 sq ft

Permanent classrooms: 12

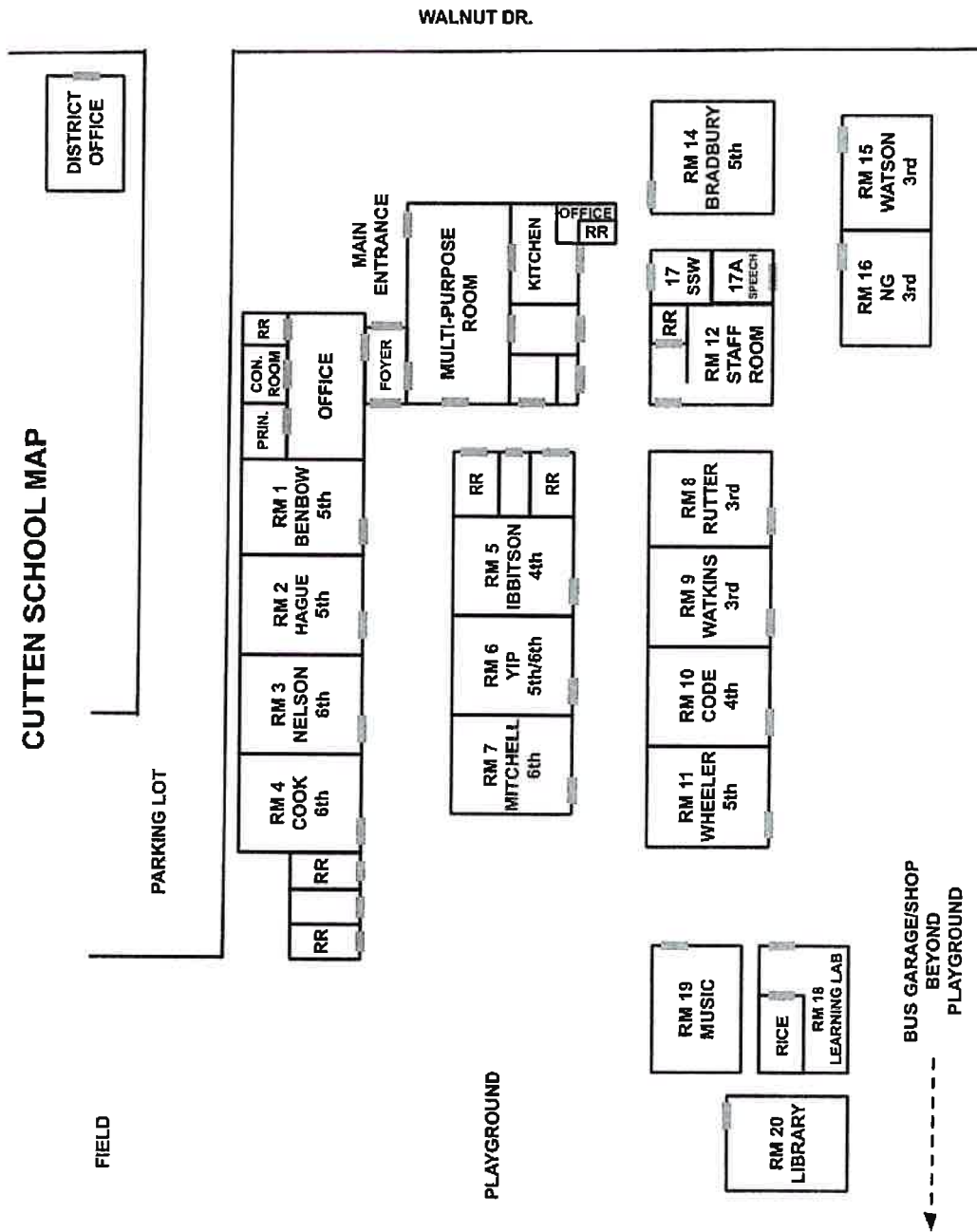
Portable Classroom: 6

Grade Levels Served: 3 - 6

Student Enrollment: 323

Employment: 20 certificated, 24 classified

Site Map - Cutten



Facilities Inventory Tool - Cutten

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
 SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 04/22)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 7 of 7

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION
 Cutten Elementary, Humboldt C.O.E.

SCHOOL SITE
 Humboldt

SCHOOL TYPE/GRADE LEVELS
 Elementary TK-2nd

NUMBER OF CLASSROOMS ON SITE
 26

NUMBER OF RESTROOMS ON SITE
 8

INSPECTOR'S NAME
 Jay Seeger

INSPECTOR'S TITLE
 Facilities Manager

NAME OF PERSON REFERRED TO FOR REPAIRS/MAINTENANCE THE REPRESENTATIVE EMPLOYER
 Becky McQuarrie

DATE OF INSPECTION
 11/20/23

WEATHER CONDITIONS AT TIME OF INSPECTION
 Rain 56 degrees F

TOTAL ESTIMATED BLDG. SQUARE FOOTAGE
 20,374 sq ft

TOTAL ESTIMATED BLDG. SQUARE FOOTAGE
 20,374 sq ft

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF CATEGORIES EVALUATED	A. SYSTEMS			B. STRUCTURE		C. ELECTRICAL		D. MECHANICAL		E. PLUMBING		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
	CALLIUMS	MECHANICAL	BIENR	ROOFING	FOUNDATION	ELECTRICAL	PLUMBING	MECHANICAL	PLUMBING	MECHANICAL	PLUMBING	MECHANICAL	PLUMBING	MECHANICAL	PLUMBING	MECHANICAL	PLUMBING
26	17	19	18	26	26	25	4	19	26	26	26	26	26	20	26	26	26
Percent of System in Good Repair (Total/Assess - 100%)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Percent per Category (average of above)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
RISK (Circle one)	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD
GOOD = 80%-100%																	
FAIR = 75%-80.99%																	
POOR = 0%-74.99%																	

OVERALL RATING: **100** → **SCHOOL RATING**** → **GOOD**

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for Total Percent per Category.

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
95%-100%	The school needs most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:
 The carpets in rooms 9-12 need to be replaced. The Furnaces in rooms 1-3 need to be replaced.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

Current Room Use and Square Footage - Cutten

Room(s)	Current Use	Square Footage (total)
Rooms 1-4 (Upper wing)	<ol style="list-style-type: none"> 1. Classrooms 2. Office 3. Adult bathroom 4. Student bathroom 5. Storage 	5,358
Rooms 5-7 (Middle wing)	<ol style="list-style-type: none"> 1. Classrooms 2. Student Bathrooms 3. Custodial closet 	3,300
Rooms 8-11 (Lower wing)	<ol style="list-style-type: none"> 1. Classrooms 2. Staff room 3. Adult bathroom 4. After school office 5. Social worker office 	3,690
Multipurpose Room	<ol style="list-style-type: none"> 1. Multipurpose room 2. Kitchen 3. Adult bathroom 4. Storage 	3,505
Room 14	Classroom	952
Room 15 and 16	Classrooms	1,920
Room 18	Resource and speech programs	960
Room 19	Music	960
Room 20	Library	1,440
Annex	IT and kitchen storage	1,150
Garage/Shop	<ol style="list-style-type: none"> 1. Bus and storage 2. Shop 	3,328
Total		26,563

Conditions Assessment and Replacement Projections - Cutten

Foundation and Framing - Cutten				
	Construction Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 1-4 (Upper wing)	1951	Good	N/A	\$1,673,234
Rooms 5-7 (Middle wing)	1951	Good	N/A	\$1,022,418
Rooms 8-11 (Lower wing)	1951	Good	N/A	\$1,128,561
Multipurpose Room	1951	Good	N/A	\$1,055,722
Room 14	1975	Fair	2025	\$170,600
Room 15 and 16	1997	Good	2047	\$411,479
Room 18	1997	Good	2047	\$186,393
Room 19	2005	Good	2055	\$171,997
Room 20	1997	Good	2047	\$331,854
Annex	1945	Fair	N/A	\$231,514
Garage/Shop	1975	Good	N/A	\$463,884
Total				\$6,847,656
Notes:	Office and kitchen remodeled 2022 Windows replaced in Rooms 1-11, summer 2022 Reconfiguration of the office to enhance campus safety, summer 2022 Kitchen remodel, summer 2022 2020 - Exterior of Annex and garage painted 2020 - Termite treatment on middle wing 1992(?) - Termite damage found, framing replaced on middle and lower wing			

Roofing - Cutten				
	Construction Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 1-4 (Upper wing)	Metal, 1992 50 Mil PVC, 2022	Good Excellent	2042	
Rooms 5-7 (Middle wing)	Metal, 1992 50 Mil PVC, 2022	Good Excellent	2042	
Rooms 8-11 (Lower wing)	Metal, 1992 50 Mil PVC, 2022	Good Excellent	2042	
Multipurpose Room	1992	Good	2042	
Room 14	50 Mil PVC, 2022	Excellent	1995	
Room 15 and 16	1997	Good	2047	
Room 18	1997	Good	2047	
Room 19	2005	Good	2055	
Room 20	1997	Good	2047	
Annex	2011	Good	2041	
Garage/Shop	2016	Good	2066	\$67,579
Notes:	Low-grade roofing (torch down), replaced 2021			

Mechanical - Cutten				
	Construction Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 1-4 (Upper wing)	Unknown	Good	ASAP	

Rooms 5-7 (Middle wing)	Unknown	Good	ASAP	
Rooms 8-11 (Lower wing)	Unknown	Good	ASAP	
Multipurpose Room	Unknown	Good	ASAP	
Room 14	Mini Split, 2022	Excellent	2042	
Room 15 and 16	2017	Good	2037	
Room 18	2016	Good	2036	
Room 19	2017	Good	2037	
Room 20	2017	Good	2037	
Annex	Unknown	Good	N/A	
Garage/Shop	None	N/A	N/A	
Notes:	ERV in MPR, Fall 2023? Heat pumps and ERVs installed in Rooms 1-11 and 14, 2021. Waiting for Electrical upgrade to power the new heat pumps Annex has single gas wall heater			

Plumbing - Cutten				
	Construction Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 1-4 (Upper wing)	1951	Good	N/A	
Rooms 5-7 (Middle wing)	1951	Good	N/A	
Rooms 8-11 (Lower wing)	1951	Good	N/A	
Multipurpose Room	2022	Excellent	N/A	
Room 14	1975	Fair	N/A	
Room 15 and 16	1997	Good	N/A	

Room 18	1997	N/A	N/A	
Room 19	2005	Good	N/A	
Room 20	1997	N/A	N/A	
Annex	2020	New	N/A	
Garage/Shop	1975	Fair	N/A	
Notes:	Kitchen replumbed as part of remodel, summer 2022 2020 - New plumbing, including on-demand water heater and bathroom installed in Annex. Kitchen remodel scheduled for 2021. 2020 - Touchless faucets installed in staff and student bathrooms. Touchless faucets ordered for classrooms beginning the 2020-21 school year. Wing two bathrooms remodeled 2023 new plumbing.			

Electrical - Cutten				
	Construction Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 1-4 (Upper wing)	1951	Good	N/A	
Rooms 5-7 (Middle wing)	1951	Good	N/A	
Rooms 8-11 (Lower wing)	1951	Good	N/A	
Multipurpose Room	1951	Good	N/A	
Room 14	1975	Fair	N/A	
Room 15 and 16	1997	Good	N/A	
Room 18	1997	Good	N/A	
Room 19	2005	Good	N/A	
Room 20	1997	Good	N/A	
Annex	Unknown	Good	N/A	
Garage/Shop	1975	Good	N/A	

Notes:	Main electrical box planned for upgrade, 2024 2020 - Some wiring and circuit breaker improvements made 2017 - All lighting converted to LED (\$41,943) 1990s(?) - Rooms 1-11 wire mold outlets with RJ45
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Flooring - Cutten				
	Construction Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 1-4 (Upper wing)	Vinyl Tiles, 2001	Good	N/A	
Rooms 5-7 (Middle wing)	Vinyl Tiles, 2005	Good	N/A	
Rooms 8-11 (Lower wing)	Vinyl Tiles, 2005	Good	N/A	
Multipurpose Room	Vinyl Tiles, 2001 Kitchen, 2022	Good	N/A	
Room 14	2019	Good	N/A	
Room 15 and 16	2019	Good	N/A	
Room 18	1997	Good	N/A	
Room 19	2017	Good	N/A	
Room 20	2017	Good	N/A	
Annex	Front room, bathroom, and storage, 2020	Excellent	N/A	
Garage/Shop	1975	Good	N/A	
Notes:	New flooring in office kitchen and kitchen bathroom, 2022			

Information Technology - Cutten				
	Construction Date	Current Condition	Replacement Date	Estimated Replacement Cost
Rooms 1-4 (Upper wing)	2020	Good	2030	
Rooms 5-7 (Middle wing)	2020	Good	2030	
Rooms 8-11 (Lower wing)	2020	Good	2030	
Multipurpose Room	2020	Good	2030	
Room 14	2020	Good	2030	
Room 15 and 16	2020	Good	2030	
Room 18	2020	Good	2030	
Room 19	2020	Good	2030	
Room 20	2020	Good	2030	
Annex	2020	Good	2030	
Garage/Shop	2021	Good	2030	
Notes:	Server moved from Ridgewood to Cutten, 2022 All switches and access points upgraded, 2019 Server installed and wires replaced, 2020 Replacements dates for access points			

Other - Cutten				
	Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Fire alarm	2023	Excellent	N/A	
Security Alarm	2020	Good	N/A	
Security cameras	Main buildings (2016?)	Good	N/A	?

	Bus garage (Mar. 2021)	Good		\$600
Outdoor play structures	Purple, 2003	Good	N/A	\$50,000 per structure
	Blue and Yellow, 2020	Good		
Parking lot	Unknown	Good	2030	
Fencing	Western boundary, 2017	Excellent	N/A	
	North, East, South boundaries raised to 6 ft 2021	Excellent		
Outbuildings and sheds	Brick shed, ?	Poor	Remodeled, 2021	
	Toy shed, 2017	Good		
	Garden shed, 1985	Good	New roof 2022	
Notes:	Non-compliant ADA access being fixed in 2022 new ramps. Trip hazards being removed			

Recommendations

- School exterior in need of painting
- Chronic leaks in the roof penetrations.
- Solar array installation is dependent on roof repair/replacement
- Electrical in upper, middle and lower wings generally insufficient to carry multiple large loads
- Replace gas wall heater in the Annex.
- Construction of an additional permanent classroom at the west end of middle wing
- Begin planning for replacement of modular classrooms in coming decades
- Replace HVAC System in Staff Lounge
- Upgrade Student Bathrooms
- Repave Playground

Maintenance and Transportation

Conditions Assessment and Replacement Projections

	Purchase Date	Current Condition	Replacement Date	Estimated Replacement Cost
Bus 24	2019	Excellent	2034	\$100,000
Bus 28	2019	Excellent	2034	\$100,000
Bus 5	1997	Excellent	2012	\$100,000
Van	2015 (2008 model)	Good	2035	\$20,000
Truck	2018	Excellent	2040	\$20,000
Tractor	1971	Good	2031	\$20,000
Riding mowers (2)	2022	Excellent	20 years	\$3,000 each
Notes:				

Recommendations

APPENDIX A

DSA Project Numbers and Approval Dates

Project	DSA Number	Approval Date	Notes
RW Bond	118595	6/10/22	ACGC
Cutten Bond	118465	2/18/22	ACGC
Cutten HVAC	119566	4/22/21	BESC

Now, therefore, In consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

Duration of Memorandum of Understanding

This MOU shall be effective from July 1, 2024, through June 30, 2029.

The Parties agree as follows:

1. Member LEAs Shall:

- Transfer ERMHS Funds to SELPA
 - Member LEAs agree that for each fiscal year in which this MOU is in effect, the allocation for the state principal apportionment of special education mental health/ERMHS funding will be transferred to the SELPA biannually, as of January 31st and June 30th. Additionally, federal special education mental health/ERMHS funds distributed to them will be transferred to the SELPA upon receipt of funds by the LEA.
- Follow Educationally Related Mental Health Services (ERMHS) Policies and Procedures
 - Pre-Referral Intervention Requirements
 - Social-Emotional Assessment Requirements
 - Request for Assistance Process

2. SELPA Shall:

- SELPA agrees that all special education mental health funds transferred from the Member LEAs to the SELPA will be allocated pursuant to the SELPA's ERMHS Allocation Plan in place for the current school/fiscal year.
- Hire, supervise, and provide Behavioral Health Clinicians and ERMHS to students enrolled in Member LEA schools, and who qualify for ERMHS services as identified in their Individualized Education Program (IEP).
- Process all Requests for Assistance in a timely manner.
- Update the Local Plan, Local Allocation Policy, and ERMHS Policies and Procedures as required to meet local needs.

3. Changes to ERMHS Programming

The Parties agree that, if any changes in ERMHS programming are required because of the implementation of this MOU, these changes will be determined by the SELPA Policy Council based on local needs. The SELPA Executive Director will report out on implementation of this MOU at least once per year.

4. Timeline for Planning and Review of Any Changes in ERMHS Provision/Withdraw from MOU

The SELPA agrees that any changes to ERMHS provision among Member LEAs will be addressed using the procedures set forth in this MOU. The SELPA requires written notice of not less than one-year plus one-day in order for any Member LEA to withdraw from this MOU. Notice by March 1 of the fiscal year prior is required to enter into this MOU for the following full fiscal year.

The Member LEA requesting withdraw from this MOU shall submit the form found in the Appendix in this document to the SELPA Executive Director. The Member LEA will ensure that they address all components of the Appendix. The request will be reviewed by the SELPA Executive Director. The SELPA Executive Director will make a recommendation to the SELPA Governing Board regarding whether to approve the withdraw. If approved by the SELPA Governing Board, the planning process will take place over the course of the following fiscal year in preparation for the change to take effect in the second fiscal year. All requests to withdraw from this MOU will be decided on a case-by-case basis.

This process is the only way a Member LEA can withdraw from this MOU.

5. Superseded by Action of the SELPA Governing Board

Parties agree that this MOU and/or any of its terms will be superseded, and thereby rendered null and void, if the SELPA Policy Council, following SELPA procedures, makes changes to the service delivery model, program operators, Local Plan, and/or Allocation Plan affecting the subject matter of this MOU.

6. Severability/Waiver

If any provision of this MOU is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision of this MOU. No waiver of any provision of this MOU shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

7. Execution of MOU Electronically and in Counterparts

This MOU may be executed in counterparts such that the signatures may appear on separate signature pages. A copy or an original, with all signatures appended together, shall be deemed a fully executed MOU. A facsimile or scanned version of any party's signature shall be deemed an original signature.

**HUMBOLDT-DEL NORTE SELPA
MEMORANDUM OF UNDERSTANDING
TRANSFER OF ERMHS FUNDS FROM MEMBER LEAS TO SELPA**

This Memorandum of Understanding (“MOU”) is made by and between the Humboldt-Del Norte SELPA (“SELPA”) and the member local educational agencies (“Member LEAs”) of the Humboldt-Del Norte SELPA. The SELPA’s Superintendent’s Policy Council has approved this MOU and each Member LEA has authorized the execution of this MOU by an authorized agent. SELPA and the Member LEAs may be collectively referred to as the “Parties” or individually as a “Party.”

Purpose of MOU

Whereas, the purpose of this MOU is to direct Educationally Related Mental Health Services (“ERMHS”) funds from participating Member LEAs to the SELPA to continue the provision of ERMHS per the SELPA Local Plan, the SELPA Allocation Plan, and related policies; and

Whereas, prior to the enacted 2023-2024 State Budget, state and federal funding for special education mental health services (also known as ERMHS, or educationally-related mental health services) was distributed to the SELPA, which then distributed these funds and/or provided direct services in accordance with the SELPA Local Plan (“Local Plan”) and the SELPA Allocation Plan (“Allocation Plan”); and

Whereas, on June 15, 2023, the California legislature adopted language through passage of the 2023-2024 Budget Act to allocate state and federal funding for special education mental health services directly to each Member LEA instead of the SELPA, effective July 1, 2023; and

Whereas, the Parties to this MOU have a history of collaborative local decision-making that, under the existing funding and allocation structure, as well as within the SELPA Local Plan, has ensured that the full continuum of services, including ERMHS, is available to all students served within the SELPA; and

Whereas, the SELPA has staffed ERMHS providers for the Member LEAs for 11 years using the special education mental health services funds in accordance with yearly SELPA Allocation Plans; and

Whereas, changes from any potential changes in implementation of ERMHS are likely to result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA; and

Whereas, these changes and the resulting challenges and impacts will be particularly difficult on the students, parents, and staff of the smaller Member LEAs; and

Whereas, to avoid unnecessary changes and resulting consequences, the Parties desire to maintain the SELPA’s previous structure for distributing special education mental health funds and/or providing direct services.

IN WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this MOU as of the date set next to the signatures below.

Dated: _____

By: _____
Haley Jones, SELPA Executive Director
Humboldt-Del Norte SELPA

Dated: _____

By: _____
Luke Biesecker, Superintendent
Arcata School District

Dated: _____

By: _____
Christy Ng, Superintendent
Big Lagoon School District

Dated: _____

By: _____
DeAnn Waldvogel, Superintendent
Blue Lake School District

Dated: _____

By: _____
John Blakely, Superintendent
Bridgeville School District

Dated: _____

By: _____
Blaine Sigler, Superintendent
Cuddeback School District

Dated: _____

By: _____
Becky MacQuarrie, Superintendent
Cutten School District

Dated: _____

By: _____
Jeff Harris, Superintendent
Del Norte County Office of Education
Del Norte Unified School District

Dated: _____

By: _____
Gary Storts, Superintendent
Eureka City Schools

Dated: _____

By: _____
Danielle Carmesin, Superintendent
Ferndale Unified School District

Dated: _____

By: _____
Justin Wallace, Superintendent
Fieldbrook School District

Dated: _____

By: _____
Amy Betts, Superintendent
Fortuna Elementary School District

Dated: _____

By: _____
Clint Duey, Superintendent
Fortuna Union High School District

Dated: _____

By: _____
Si Talty, Superintendent
Freshwater School District

Dated: _____

By: _____
Michael Quinlan, Superintendent
Garfield School

Dated: _____

By: _____
Teresa Mondragon, Superintendent
Green Point School District

Dated: _____

By: _____
Michael Davies-Hughes, Superintendent
Humboldt County Office of Education

Dated: _____

By: _____
Kevin Trone, Superintendent
Hydesville School District

Dated: _____

By: _____
Melanie Nannizzi, Superintendent
Jacoby Creek School District

Dated: _____

By: _____
Jennifer Lane, Superintendent
Klamath-Trinity Joint Unified School District

Dated: _____

By: _____
Greta Turney, Superintendent
Kneeland School District

Dated: _____

By: _____

Linda Row, Superintendent
Loleta Union School District

Dated: _____

By: _____

Colby Smart, Interim Superintendent
Maple Creek School District

Dated: _____

By: _____

Karen Ashmore, Superintendent
Mattole Unified School District

Dated: _____

By: _____

Julie Giannini-Previde, Superintendent
McKinleyville Union School District

Dated: _____

By: _____

Roger Macdonald, Superintendent
Northern Humboldt Union High School District

Dated: _____

By: _____

Shari Lovett, Superintendent
Northern United - Humboldt Charter Schools

Dated: _____

By: _____

Amanda Platt, Superintendent
Orick School District

Dated: _____

By: _____

Rene McBride, Superintendent
Pacific Union School District

Dated: _____

By: _____

James Malloy, Superintendent
Pacific View Charter School 2.0

Dated: _____

By: _____

Raven Coit, Superintendent
Peninsula School District

Dated: _____

By: _____

Angela Johnson, Superintendent
Rio Dell Elementary School District

Dated: _____

By: _____
Amy Gossien, Superintendent
Scotia School District

Dated: _____

By: _____
Teri Waterhouse, Superintendent
South Bay Union School District

Dated: _____

By: _____
Stephanie Steffano-Davis, Superintendent
Southern Humboldt Unified School District

Dated: _____

By: _____
Alyse Nichols, Superintendent
Trinidad Union District

811-3/6818262.1

PC Approved 2-7-24

APPENDIX

Application to Withdraw from ERMHS Funding MOU

Note: This form to be completed by the Requesting LEA.

Part I: Identification:

Requesting LEA	
Date of Request	
Effective Date of Withdraw	

Part II: Information Required:

Number of Students	
Number of Staff	
Description of Program	

Part III: Address the following areas as they relate to the impact of withdraw:

Pupil Needs (Describe how the students' special education needs will be addressed):
Availability of a full continuum of services to affected students:

Functional continuation of the current individual educational program for affected students:

Provision of services in the least restrictive environment from which the affected students can benefit:

Maintenance of all appropriate support services:

Assurance of compliance with all federal and state laws, regulations, and policies of the Humboldt-Del Norte SELPA:

<p>Means by which parents and staff were represented in the planning process :</p>

Part IV: Administrative Approval:

1. The requesting LEA and the governing body of the SELPA of which the agencies are members, agree to the withdraw.
2. In addition, by signing this form, all signatories assure that:
 - a. Special education instruction and related services provided by each affected LEA comply with all state and federal requirements; and
 - b. The level of services and the opportunity of the affected students to interact with the general school population is not diminished as a result of the withdraw; and
 - c. The withdraw is consistent with all SELPA policies and the Local Plan.
3. If any of the involved parties disagree with the proposed withdraw, the matter will be resolved by the alternative resolution process.

CERTIFICATIONS

Local Education Agency Name: _____

 Superintendent or Authorized Designee

 Date

 HDN SELPA Executive Director

 Date

 SELPA Governing Board Chair

 Date

January 27, 2024

Cutten School District Office
4182 Walnut Dr.
Eureka, CA 95503

Dear Superintendent MacQuarrie and Cutten School District Board of Trustees,

Please accept this letter requesting a final, one-year extension on the leave of absence the board granted last year.

I am grateful for this current leave of absence, as it has given me the opportunity for professional growth and experience.

Respectfully,

A handwritten signature in blue ink, appearing to read "Christy Ng", with a stylized flourish at the end.

Christy Ng



Retirement

2 messages

Lori Dickinson <ldickinson@cuttensd.org>

Mon, Jan 29, 2024 at 7:49 AM

To: Becky MacQuarrie <bmacquarrie@cuttensd.org>, Annette Sligh <asligh@cuttensd.org>

January 29, 2024

Becky MacQuarrie

Cutten School Board

Annette Sligh, Ridgewood Principal

[Cutten School District](#)

[4182 Walnut Dr.](#)

[Eureka, CA 05503](#)

Please accept this letter as notification of my retirement, effective June 30, 2024.

My teaching career has spanned over 30 years in grades kindergarten through fifth grade across various public school districts and overseas American International Schools. However, the past eight years at Ridgewood School hold a special place in my heart. I am thankful for the unwavering support and camaraderie I've shared with my amazing colleagues and the administration here. It's been a joy to have the opportunity to work with children in the small-town neighborhood where I live, knowing I'll get to see many of them grow up. I feel fortunate to end my career in the Cutten School District.

Thank you for all you do to enrich the lives of the children in our community.

Sincerely,

Lori Dickinson

Annette Sligh <asligh@cuttensd.org>

Mon, Jan 29, 2024 at 9:32 AM

To: Lori Dickinson <ldickinson@cuttensd.org>

Cc: Becky MacQuarrie <bmacquarrie@cuttensd.org>

Congratulations again.

[Quoted text hidden]

—
Annette Sligh
Principal, Ridgewood School



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: Wojciech Czyz
Administrative Analyst

DATE: January 22, 2024

SUBJECT: Statement of Economic Interests (Form 700)

REQUIRES ACTION BY APRIL 2, 2024

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 2, 2024. 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
Rebecca Josephine Reece	Annual	Continuing without a break in service.
Elizabeth Bowen Johnston	Annual	Continuing without a break in service.
Mary Catherine Dewald	Annual	Continuing without a break in service.
Andrew Christopher Sundquist	Annual	Continuing without a break in service.
Dennis Craig Reinholtsen	Annual	Continuing without a break in service.

Important: Contact Wojciech Czyz 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 2, 2024**. 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 2023-2024 official form for reporting year 2023. Filers using the wrong form will be required to refile their Form 700 on the correct form. A courtesy one-page Form 700 template and 2023-2024 Statement of Economic Interests Form 700 Packet are attached; however, electronic copies can be obtained at <https://www.fppc.ca.gov/Form700.html>

Annual Reporting Period

The annual reporting period is January 1 – December 31, 2023. Filers who filed an assuming or leaving office Form 700 between October 1 – December 31, 2023, 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. Please reference the attached “How To Fill Out Form 700” before completing the form.

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 baring 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 2, 2024**. 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 wczyn@co.humboldt.ca.us. Our office can look at form and review 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 has recently migrated to an electronic system for filing 700 forms run by Granicus. This system allows 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. Some of you will have already received notification emails, and some you will be receiving them as we approach the 700 due date. Do not disregard the emails, and if you haven't already, use the received log-in information to create a personal account. If you submit a paper form, you do not also have to file electronically, it will be uploaded from our office.

For new board members, when filling out your 700 forms include personal board emails (*i.e.* wczyn@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 attached; 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 baring white-out will be returned and an amendment will be required.



COUNTY OF HUMBOLDT
Office of Elections & Voter Registration

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

How to Fill Out Form 700

In the appropriate line at the top of the form, please write your name. Sections 1 and 2 have been partially completed for you. If the form includes a Trustee Area or Division below the agency name, please make sure to write in the appropriate number or letter.

In Section 3, please check the appropriate box as indicated in the cover letter. If assuming or leaving office, please write in the corresponding date on the appropriate line.

In Section 4, please check the boxes for any relevant schedules. **If you have no schedules to report, please check the "None" box.** Please indicate the total number of pages on the appropriate line. Schedule attachments can be found at <https://www.fppc.ca.gov/Form700.html>

In Section 5, please write your mailing address, phone number, and personal or personal board email address. Please sign and date the form with blue or black ink. If you wish to sign digitally, please reference the "Filing with a Digital Signature" fact sheet at the website listed above.

Once the form has been submitted, **no corrections can be made.** In the case of any omissions or needed corrections, you will be issued an Amendment request and will have to fill out all the same information again.

If you have any questions about completing the form, please contact me at wczyz@co.humboldt.ca.us or by phone at (707) 441-5360. Thank you.

Regards,

Wojciech Czyz
(Voy-teck Chizh)
Administrative Analyst

**STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT**

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
Cuttan Elementary School District
Division, Board, Department, District, if applicable Your Position
Board Member

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of _____
- Judge, Retired Judge, Pro Tem Judge, or Court Commissioner (Statewide Jurisdiction)
- County of _____
- Other Cuttan Elementary School District

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2023, through December 31, 2023.
-or- The period covered is ____/____/____, through December 31, 2023.
- Assuming Office: Date assumed ____/____/____
- Candidate: Date of Election _____ and office sought, if different than Part 1: _____
- Leaving Office: Date Left ____/____/____ (Check one circle.)
- The period covered is January 1, 2023, through the date of leaving office.
- or- The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (required)

► Total number of pages including this cover page: _____

Schedules attached

- Schedule A-1 - Investments – schedule attached
- Schedule A-2 - Investments – schedule attached
- Schedule B - Real Property – schedule attached
- Schedule C - Income, Loans, & Business Positions – schedule attached
- Schedule D - Income – Gifts – schedule attached
- Schedule E - Income – Gifts – Travel Payments – schedule attached

-or- None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS
()

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____
(month, day, year)

Signature _____
(File the originally signed paper statement with your filing official.)

ROSTER OF PUBLIC OFFICIALS

Legal Name of Agency: _____

Mailing Address: _____

Telephone: _____ Fax: _____

EMAIL: _____

Members of Governing Board (if you need additional space, please use a separate piece of paper)

Name: _____ **Current term ends:** _____

Residence address: _____

Name: _____ **Current term ends:** _____

Residence address: _____

Name: _____ **Current term ends:** _____

Residence address: _____

Name: _____ **Current term ends:** _____

Residence address: _____

Name: _____ **Current term ends:** _____

Residence address: _____

Title and name of Presiding Officer: _____

Address: _____

Name of secretary or clerk: _____

Address: _____

Address where records are maintained: _____

Frequency, time and place of board meetings: _____

Submitted by: _____ Date: _____
(signature)

Title: _____

**Return original form to the Humboldt County Office of Elections:
2426 6th Street, Eureka, CA 95501-0788**

January 10, 2024

Becky MacQuarrie, Superintendent
Cutten School District
4182 Walnut Dr
Eureka, CA 95503

Subject: Certification of 2023-2024 First Interim Report

Dear Becky MacQuarrie:

Thank you for the timely submission of the district's 2023-2024 First Interim Report. We acknowledge that you and the governing board have issued a positive certification of the district's financial status.

In accordance with Education Code Section 42131, we have completed our review and analysis of the district's First Interim Report. Given the assumptions underlying these budget projections, we concur with your positive certification.

Although we concur with your positive certification, we wish to bring your attention to the following:

Facilities

We noted that the budget contains expenditures related to bond facility projects. As the district moves forward with current and future projects, we recommend the district closely monitor the expenditures to avoid any unintended fiscal impact to district reserves or cash.

We wish to acknowledge and express our appreciation to the district's staff, the governing board and the community for their continued diligence and hard work. If you have any questions regarding our review process, please feel free to contact our office.

Sincerely,



Corey Weber
Assistant Superintendent of Business Services
Humboldt County Office of Education

CW: ts

c: Michael Davies-Hughes, Superintendent, HCOE
District School Board President

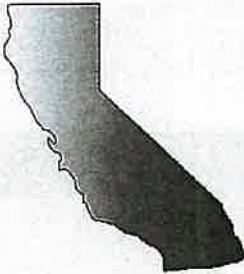
Cutten Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	86
Grade 4	65
Grade 5	85
Grade 6	86
Total Enrollment	322

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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)	16.10	100.00	31.30	97.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.50	1.55	11953.10	4.28
Unknown	0.00	0.00	0.30	1.02	15831.90	5.67
Total Teaching Positions	16.10	100.00	32.20	100.00	279044.80	100.00

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

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

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

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

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
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	0

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

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

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

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

Science	FOSS, 2021	Yes	0.0%
History-Social Science	Scott Foresman (3-5), 2006 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	N/A	0.0%

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report September, 2023

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

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

2022-23 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

2022-23 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

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

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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

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

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

Fiscal Year 2022-23 Types of Services Funded

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,037	\$48,481
Mid-Range Teacher Salary	\$67,786	\$73,129
Highest Teacher Salary	\$94,010	\$99,406
Average Principal Salary (Elementary)	\$99,190	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$122,980	\$138,991
Percent of Budget for Teacher Salaries	31.19%	29.34%
Percent of Budget for Administrative Salaries	3.51%	5.99%

Professional Development

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

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

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

Professional Development

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

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

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

Ridgewood Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	69
Grade 2	64
Total Enrollment	240

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	2.1%
Asian	3.3%
Hispanic or Latino	17.5%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	13.8%
White	62.1%
English Learners	1.7%
Foster Youth	0.4%
Homeless	4.2%
Socioeconomically Disadvantaged	44.2%
Students with Disabilities	13.8%

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)	15.10	94.75	31.30	97.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	3.13	0.50	1.55	11953.10	4.28
Unknown	0.30	2.06	0.30	1.02	15831.90	5.67
Total Teaching Positions	16.00	100.00	32.20	100.00	279044.80	100.00

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	0.50

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
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	0

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

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

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

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading, 2017	Yes	0.0%
Mathematics	McGraw Hill My Math, 2014	Yes	0.0%

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

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

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

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

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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	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 with the addition of a transitional kindergarten playground, 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

August 2023

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

If you would like to become involved 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	249	247	61	24.7
Female	119	117	24	20.5
Male	130	130	37	28.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	9	8	2	25.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	44	44	17	38.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	33	33	7	21.2
White	153	152	34	22.4
English Learners	12	11	5	45.5
Foster Youth	1	1	0	0.0
Homeless	11	11	4	36.4
Socioeconomically Disadvantaged	119	119	35	29.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	16	42.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.41	1.61	0.00	1.23	1.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.61	0
Female	0.84	0
Male	2.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.03	0
White	1.96	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.68	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.63	0

2023-24 School Safety Plan

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6	1	0
1	14	5	0	0
2	16	2	2	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	231	0	0	1

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	240

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,883	\$2,085	\$7,798	\$68,719
District	N/A	N/A	\$7,922	\$72,859
Percent Difference - School Site and District	N/A	N/A	-1.6	-5.8
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	2.5	-9.7

Fiscal Year 2022-23 Types of Services Funded

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,037	\$48,481
Mid-Range Teacher Salary	\$67,876	\$73,129
Highest Teacher Salary	\$94,010	\$99,406
Average Principal Salary (Elementary)	\$99,190	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$122,980	\$138,991
Percent of Budget for Teacher Salaries	31.19%	29.34%
Percent of Budget for Administrative Salaries	3.51%	5.99%

Professional Development

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

Professional Development

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

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

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

School Year:

2022-23



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 (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cutten Elementary School	12-62745-6007736	May 16, 2023	

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

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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 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 who have been with the district for one or two years and bi-annually for certificated staff who have been with the district for three or more years. Certificated staff with more than ten years in the district may 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 Aides: Three hour daily aide in every classroom
- Tier II Instructional support in ELA and mathematics

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.

Educational Partner 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.

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 and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	7.25%	5.6%	4.36%	25	18	14
African American	0.29%	0.3%	0.31%	1	1	1
Asian	3.48%	3.4%	3.12%	12	11	10
Filipino	0.29%	0.3%	%	1	1	
Hispanic/Latino	13.33%	13.7%	11.53%	46	44	37
Pacific Islander	0.58%	0.3%	0.31%	2	1	1
White	62.61%	61.2%	62.93%	216	197	202
Multiple/No Response	12.17%	15.2%	17.45%	42	49	56
Total Enrollment				345	322	321

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 3	102	84	72
Grade 4	85	93	85
Grade 5	79	79	96
Grade 6	79	66	68
Total Enrollment	345	322	321

Conclusions based on this data:

1. Enrollment (overall and in subgroups) has remained steady between 2020-2021 and 2021-2022 (Difference of one.)
2. Our Hispanic/Latino percentage has decreased from 2020-2021, while our percentage of Multiple/No response has increased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	6	8	4	1.7%	2.50%	1.2%
Fluent English Proficient (FEP)	11	7	7	3.2%	2.20%	2.2%
Reclassified Fluent English Proficient (RFEP)	2	1		33.3%	12.5%	

Conclusions based on this data:

1. Our percentage of EL students decreased from the 2020-2021 school year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82	86	69	82	0	69	82	0	69	100	0.0	100.0
Grade 4	81	93	85	79	0	84	79	0	84	97.5	0.0	98.8
Grade 5	84	78	93	83	0	92	83	0	92	98.8	0.0	98.9
Grade 6	76	65	67	76	0	67	76	0	67	100	0.0	100.0
All Grades	323	322	314	320	0	312	320	0	312	99.1	0.0	99.4

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2427.		2429.	21.95		18.84	28.05		31.88	24.39		34.78	25.61		14.49
Grade 4	2473.		2480.	27.85		22.62	18.99		35.71	25.32		23.81	27.85		17.86
Grade 5	2511.		2513.	19.28		22.83	38.55		42.39	18.07		11.96	24.10		22.83
Grade 6	2539.		2530.	17.11		11.94	34.21		37.31	31.58		34.33	17.11		16.42
All Grades	N/A	N/A	N/A	21.56		19.55	30.00		37.18	24.69		25.00	23.75		18.27

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.17		17.39	51.22		71.01	25.61		11.59
Grade 4	24.05		26.19	49.37		65.48	26.58		8.33
Grade 5	32.53		26.09	44.58		58.70	22.89		15.22
Grade 6	19.74		16.42	53.95		73.13	26.32		10.45
All Grades	25.00		22.12	49.69		66.35	25.31		11.54

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.73		5.80	62.20		75.36	17.07		18.84
Grade 4	22.78		7.14	49.37		75.00	27.85		17.86
Grade 5	37.35		19.57	40.96		64.13	21.69		16.30
Grade 6	19.74		14.93	65.79		61.19	14.47		23.88
All Grades	25.31		12.18	54.38		68.91	20.31		18.91

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.61		10.14	54.88		72.46	19.51		17.39
Grade 4	21.52		17.86	65.82		75.00	12.66		7.14
Grade 5	10.84		9.78	75.90		78.26	13.25		11.96
Grade 6	14.47		14.93	75.00		74.63	10.53		10.45
All Grades	18.13		13.14	67.81		75.32	14.06		11.54

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.29		20.29	50.00		65.22	31.71		14.49
Grade 4	20.25		14.29	54.43		78.57	25.32		7.14
Grade 5	18.07		11.96	56.63		71.74	25.30		16.30
Grade 6	31.58		11.94	53.95		74.63	14.47		13.43
All Grades	21.88		14.42	53.75		72.76	24.38		12.82

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. The percentage of students at or near standard went up in each subject.
2. The overall percentage of students at standard not met decreased.
3. The overall percentage of students who exceeded standard decreased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82	86	69	82	0	68	82	0	68	100	0.0	98.6
Grade 4	81	93	85	79	0	84	79	0	84	97.5	0.0	98.8
Grade 5	84	78	93	83	0	92	83	0	92	98.8	0.0	98.9
Grade 6	76	65	67	76	0	67	76	0	67	100	0.0	100.0
All Grades	323	322	314	320	0	311	320	0	311	99.1	0.0	99.0

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2438.		2441.	20.73		14.71	30.49		42.65	34.15		26.47	14.63		16.18
Grade 4	2472.		2482.	13.92		15.48	26.58		36.90	39.24		33.33	20.25		14.29
Grade 5	2502.		2498.	19.28		8.70	20.48		27.17	30.12		43.48	30.12		20.65
Grade 6	2534.		2544.	22.37		23.88	19.74		23.88	28.95		37.31	28.95		14.93
All Grades	N/A	N/A	N/A	19.06		15.11	24.38		32.48	33.13		35.69	23.44		16.72

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.49		27.94	45.12		52.94	24.39		19.12
Grade 4	22.78		21.43	41.77		55.95	35.44		22.62
Grade 5	28.92		16.30	30.12		60.87	40.96		22.83
Grade 6	32.89		17.91	32.89		61.19	34.21		20.90
All Grades	28.75		20.58	37.50		57.88	33.75		21.54

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.17		23.53	58.54		63.24	18.29		13.24
Grade 4	24.05		23.81	46.84		58.33	29.11		17.86
Grade 5	22.89		7.61	42.17		75.00	34.94		17.39
Grade 6	19.74		23.88	48.38		58.21	31.58		17.91
All Grades	22.50		18.97	49.06		64.31	28.44		16.72

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.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24.39		17.65	50.00		67.65	25.61		14.71
Grade 4	18.99		9.52	51.90		64.29	29.11		26.19
Grade 5	14.46		4.35	44.58		69.57	40.96		26.09
Grade 6	18.42		19.40	48.68		62.69	32.89		17.91
All Grades	19.06		11.90	48.75		66.24	32.19		21.86

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. The percentage of students at or near standard went up in each subject.
2. The overall percentage of students at standard not met decreased.
3. The overall percentage of students who exceeded standard decreased.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											4	8	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.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
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.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
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:

- * English learner population too small to report test data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
321	41.4	1.2	0.6
Total Number of Students enrolled in Cutten Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	1.2
Foster Youth	2	0.6
Homeless	8	2.5
Socioeconomically Disadvantaged	133	41.4
Students with Disabilities	43	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	14	4.4
Asian	10	3.1
Filipino		
Hispanic	37	11.5
Two or More Races	56	17.4
Pacific Islander	1	0.3
White	202	62.9

Conclusions based on this data:

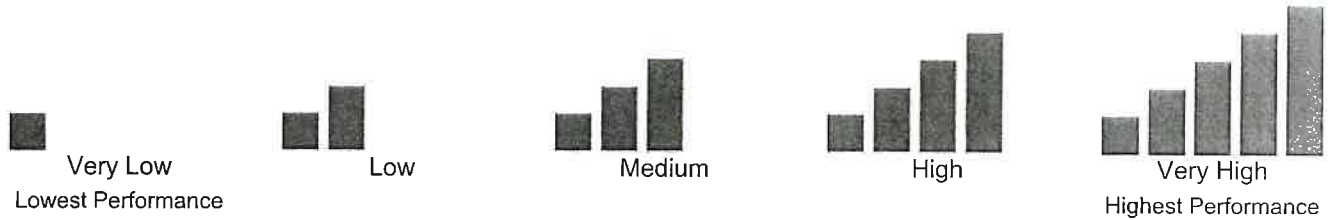
1. Our largest student group is White.
2. Our next largest student groups are Hispanic and Two or More Races.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	Chronic Absenteeism High	Suspension Rate Medium
Mathematics Medium		
English Learner Progress No Performance Level		

Conclusions based on this data:

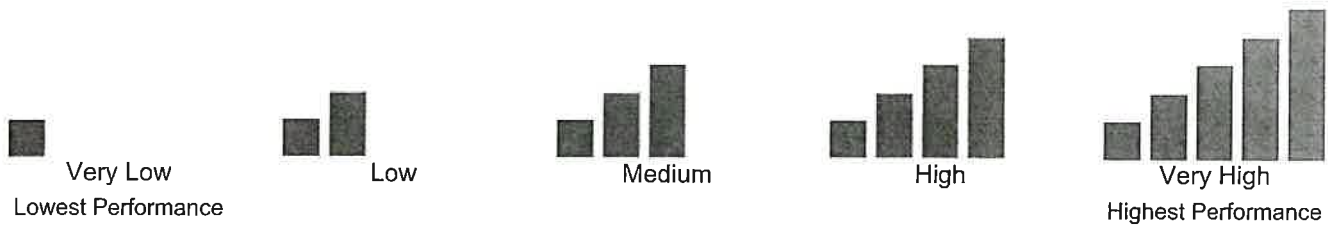
1. Our Chronic Absenteeism is high - Due to the Covid Pandemic students stayed home more frequently when sick and didn't consistently complete Independent Study Contracts.

School and Student Performance Data

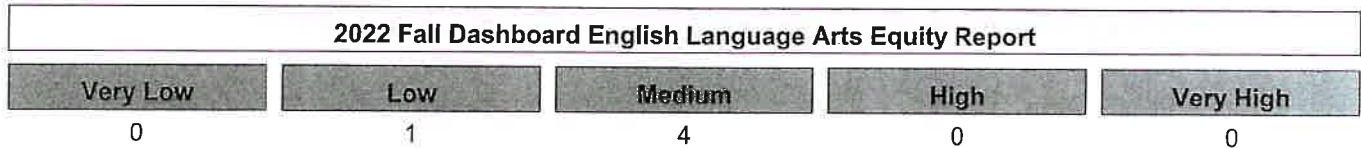
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Medium 4.2 points above standard 310 Students</p>	<p>English Learners</p> <p>No Performance Level 12.3 points below standard 11 Students</p>	<p>Foster Youth</p> <p>No Performance Level 3 Students</p>
<p>Homeless</p> <p>No Performance Level 7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Medium 3.1 points below standard 137 Students</p>	<p>Students with Disabilities</p> <p>Low 45.2 points below standard 47 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American No Performance Level 1 Student	American Indian No Performance Level 51.5 points below standard 13 Students	Asian No Performance Level 8 Students	Filipino
Hispanic  Medium 2.5 points below standard 34 Students	Two or More Races  Medium 4.9 points above standard 55 Students	Pacific Islander No Performance Level 1 Student	White  Medium 9.1 points above standard 198 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 4 Students	Reclassified English Learners 7 Students	English Only 4.9 points above standard 299 Students

Conclusions based on this data:

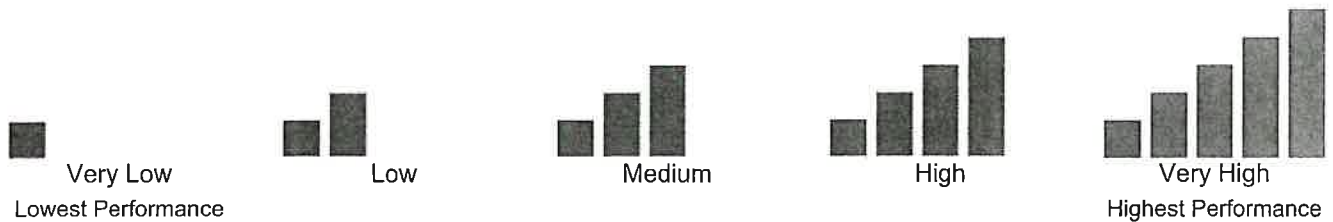
1. While all students scored in the medium range, students with disabilities scored below standard. Those students would benefit from more support in ELA.
2. All three Race/Ethnicity groups scored in the medium range.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).






This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Medium 10.2 points below standard 309 Students</p>	<p>English Learners</p> <p>No Performance Level 50.5 points below standard 11 Students</p>	<p>Foster Youth</p> <p>No Performance Level 3 Students</p>
<p>Homeless</p> <p>No Performance Level 7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Low 25.1 points below standard 137 Students</p>	<p>Students with Disabilities</p> <p>Low 29.7 points below standard 47 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<p>African American</p> <p>No Performance Level 1 Student</p>	<p>American Indian</p> <p>No Performance Level 82.8 points below standard 13 Students</p>	<p>Asian</p> <p>No Performance Level 8 Students</p>	<p>Filipino</p>
<p>Hispanic</p>  <p>Low 26.1 points below standard 34 Students</p>	<p>Two or More Races</p>  <p>Medium 13.3 points below standard 55 Students</p>	<p>Pacific Islander</p> <p>No Performance Level 1 Student</p>	<p>White</p>  <p>Medium 0.4 points below standard 197 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>4 Students</p>	<p>Reclassified English Learners</p> <p>7 Students</p>	<p>English Only</p> <p>8.7 points below standard 298 Students</p>

Conclusions based on this data:

1. While all students scored in the medium range, students with disabilities and students who are socioeconomically disadvantaged, scored below standard. These students will benefit from extra support in math.
2. Teachers will benefit from additional professional development in mathematics.
3. Our Hispanic students will benefit from extra support in math.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
<p>No Performance Level making progress towards English language proficiency Number of EL Students: 4 Students Performance Level: No Performance Level</p>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

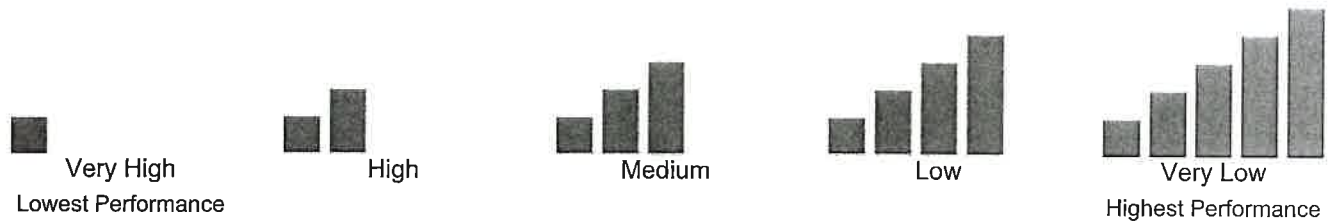
1. N/A
2. N/A
3. N/A

School and Student Performance Data

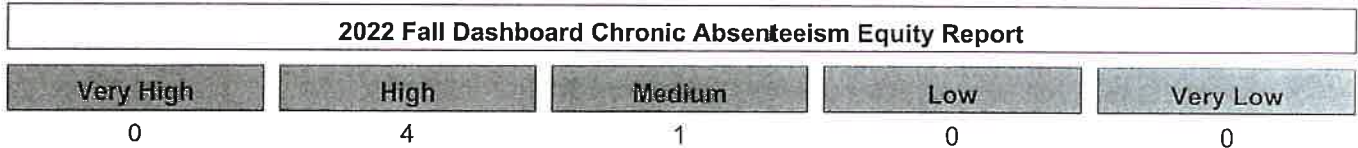
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).






This section provides number of student groups in each level.



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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>High 11.8% Chronically Absent 323 Students</p>	<p>English Learners</p> <p>No Performance Level Less than 11 Students 4 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>High 18.8% Chronically Absent 144 Students</p>	<p>Students with Disabilities</p> <p>High 14.3% Chronically Absent 49 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level Less than 11 Students 1 Student</p>	<p>No Performance Level 53.8% Chronically Absent 13 Students</p>	<p>No Performance Level Less than 11 Students 10 Students</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>High 13.2% Chronically Absent 38 Students</p>	 <p>High 10.7% Chronically Absent 56 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	 <p>Medium 9.8% Chronically Absent 204 Students</p>

Conclusions based on this data:

1. Covid has impacted attendance.
2. Overall, we had high absenteeism in almost all areas.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

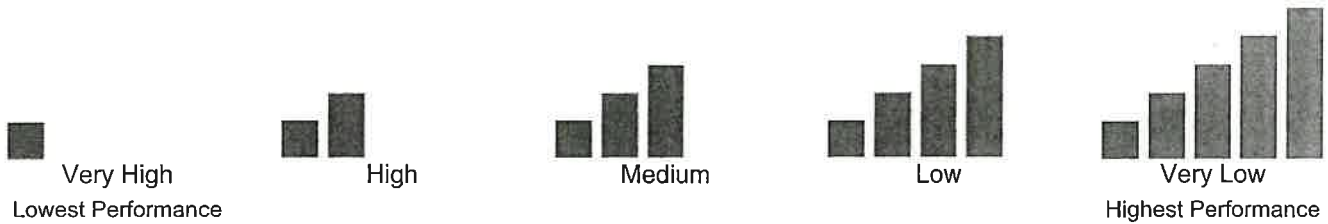
1. N/A
2. N/A
3. N/A

School and Student Performance Data

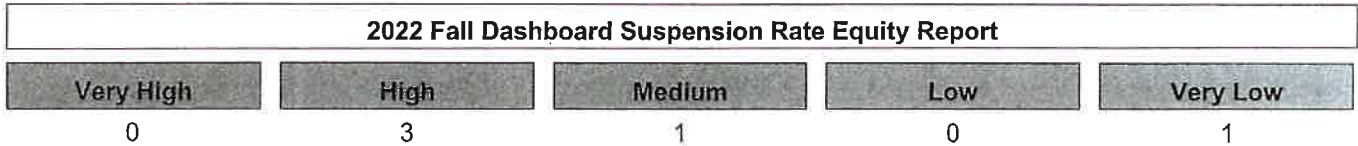
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).






This section provides number of student groups in each level.



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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Medium 1.8% suspended at least one day 328 Students</p>	<p>English Learners</p> <p>No Performance Level Less than 11 Students 5 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>High 3.4% suspended at least one day 148 Students</p>	<p>Students with Disabilities</p> <p>Medium 2% suspended at least one day 51 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level Less than 11 Students 1 Student</p>	<p>No Performance Level 14.3% suspended at least one day 14 Students</p>	<p>No Performance Level 0% suspended at least one day 11 Students</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>High 4.9% suspended at least one day 41 Students</p>	 <p>High 3.6% suspended at least one day 56 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	 <p>Very Low 0% suspended at least one day 204 Students</p>

Conclusions based on this data:

1. While our overall suspension rate is medium, socioeconomically disadvantaged students were suspended at a higher rate. Those students will benefit from Restorative Practices.
2. Our students who are Hispanic and Two or More Races need more behavioral support. They will benefit from Restorative Practices.
3. Teachers will benefit from Restorative Practices and PBIS training.

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 achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success.

Identified Need

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 2, 4, 7, 8

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.1 Number of highly qualified teachers and appropriate teacher assignments. Priority 1, 2	100% highly qualified, appropriate teacher assignments	Maintain 100% highly qualified, appropriate teacher assignments
M1.2 Local multiple measures of student achievement. Priority 8	2020 Second trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79% 2021 Second Trimester results-"progressing" or 'met' Reading, 71% Writing, 71% Math, 83%	Second trimester results - "progressing" or "met" Maintain Reading, 73% Increase Writing, 70% Maintain Mathematics, 79%
M1.3 A broad course of study provided to all students. Priority 7	100% student access and participation, including unduplicated students and	Maintain 100% student access and participation, including unduplicated students and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students with disabilities, in all areas of study: ELA, math, history/ social science, science, the arts, health, and physical education.	students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education.
M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.	Met/Exceeded in 2019/20: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56%	Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53%
	MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50%	MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%
	Data not available. No testing in the Spring of 2020/21. See local data in M1.2.	
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points. Priority 4	2019/20 achievement ratings: 22 All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1	All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1
	Data not available. No testing in the Spring of 2021. See local data in M1.2.	
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6. Priority 4	2019/20 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7	All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3
	Data not available. No	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	testing in the Spring of 2021/22. See local data in M1.2.	
M1.7 5th grade Science California Science Test scores. Priority 4	<p>Met/Exceeded in 2019/20: All students 36.14% SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23%</p> <p>Data not available. No testing in the Spring of 2020/21.</p>	<p>Meet/Exceed in 2024: All students 42% SED: 33% SWD: 19% Hispanic: 35% White: 50%</p>
M1.8 Class size. Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6
M1.9 Percentage of English learner pupils making progress toward English proficiency. Priority 4	<p>ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students.</p> <p>ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year.</p>	If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores. Priority 8	<p>Students' HFZ (2018 -19): Aerobic Capacity: 66.3% Body Composition: 61.6% Abdominal Strength: 89.5% Trunk Extension Strength: 96.5% Upper Body Strength: 47.7% Flexibility: 86.0%</p> <p>Students' HFZ (2021-2022): Aerobic Capacity: 81.7% Body Composition:</p>	<p>Students' HFZ: Aerobic Capacity: 68.3% Body Composition: 63.6% Abdominal Strength: 91.5% Trunk Extension Strength: 96.5%(maintain) Upper Body Strength:49.7% Flexibility: 88.0%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.11 Implementation of State Standards and Professional Development by certificated staff. Priority 2.	<p>Not taken this year</p> <p>Abdominal Strength: 90.3%</p> <p>Trunk Extension Strength: 100%</p> <p>Upper Body Strength: 66.7%</p> <p>Flexibility: 91.4%</p>	<p>a) Increase implementation by .10 each year in each content area.</p> <p>b) Maintain two full days of professional development for each teacher.</p>
	<p>2019-2020</p> <p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.14, EngLangDev 2.62, Math 4.10, NGSScience 4.10, Hist/Soc Science 3.38</p> <p>b) Two full days of professional development by each teacher.</p>	
	<p>2021-2022</p> <p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.32, EngLangDev 3.18, Math 4.86, NGSScience 4.36, Hist/Soc Science 3.23</p> <p>b). 5 full days of professional development by each teacher.</p>	
M1.12 Arts integration self reported staff survey. Priority 2, 7	<p>Baseline scores to be determined</p>	<p>Desired outcome for 2023-24 will be identified when baseline is determined.</p>
	<p>2021-2022</p> <p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.13 Participation rates in music opportunities. Priority 2, 7	100% students receiving music instruction.	Maintain 100% of students receiving music instruction.
M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. Priority 2	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	Maintain full access to the CCSS and ELD standards for English learner pupils.

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 Teacher Assignment

- a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program
- b. Provide induction support as needed through NCTIP
- c. Classroom supplies; \$500 per classroom

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)
3,354,779.00	LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 ELA and Math Intervention

Provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment.

- a. 0.50 FTE Classified Coordinator - Cutten School
- b. 0.60 FTE Classified Coordinator - Ridgewood School
- c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction
- 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)
92,392.00	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Special Education Resource Program and Speech & Language Services

Provide special education and speech and language services.

- a. 2.0 FTE resource teacher salary
- b. 1.0 FTE speech and language pathologist
- c. 1.0 FTE speech and language pathologist assistant
- d. 3.56 FTE Special Education Assistants
- e. Assessment and curriculum 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)
522,421.00	Special Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.4 Special Day Class
- Maintain TK - 2 Special Day Class at Ridgewood School.
- a. Special Day Class teacher
- b. 1.025 FTE Special Day Class aides

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)
130,790.00	Special Education

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 Instructional Aides
- Maintain instructional aides in every classroom to support all students 2.5 hours daily.
- a. 9.375 FTE instructional aides

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)
263,389.00	Title I

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 Instructional Aide Support

Instructional aides to provide support specifically for unduplicated student groups

- a. .75 FTE Instructional aides

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)
6,345.00	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 GATE Services

Provide GATE services, grades 4 through -6

- a. 0.30 FTE Teacher
- b. 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)
20,204.00	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8 Student to Teacher/Instructional Aide Ratio

Support opportunities for differentiation to provide appropriate instruction for the low-income student population that is underperforming by decreasing student to teacher and instructional aide ratio.

- a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6
- b. 0.375 FTE instructional aide

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)
134,765.00	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.9 Music Education
Provide music instruction to all students.
- a. .75 FTE certificated music teacher
- b. Materials and 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)
72,763.00	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.10 Music Education

Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available.

- a. .25 FTE certificated music 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)
23,088.00	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.11 Next Generation Science Standards
Implement Next Generation Science Standards.
- a. Purchase NGSS curriculum materials
 - b. Provide training to implement new curriculum
 - c. Provide substitutes for teacher team collaboration

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)
00.00	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.12 Arts Education
Integrate and strengthen arts instruction across the curriculum.
- a. Hire a part time 0.5 FTE arts instructor
 - b. Provide professional development

c. Participate in arts collaborative with the COE

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)
43,440.00	

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13 Technology and Infrastructure

Ensure that the District's technology and infrastructure are maintained and up to date.

- a. Maintain 0.80 FTE District Technology Coordinator
- b. Replace obsolete and aging devices
- c. Provide IT support for infrastructure (consultant)

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)
55,472.00	

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.14 Summer School

Provide summer school to under-performing students to mitigate learning loss.

- a. certificated staff
- b. classified staff
- c. administrator
- d. curriculum and 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)
183,202.00	

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15 Devices for Student Groups

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

- a. Purchase 50 Chromebooks for loan to unduplicated students
- b. Hotspot subscriptions to provide Internet connectivity for unduplicated students.

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)
5,950.00	LCFF

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.16 Outdoor Learning Space

Install shade structures at each school site.

- a. Preparation of structure site
- b. Shade structure purchase and installation

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)
00.00	

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.17 Leadership Team

Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement.

- a. Leadership Team Stipend
- b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.)
- c. Professional development presenter fees, materials, subscriptions, and registration fees

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)
25,000.00	

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.18 Library Staffing

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.

Amount(s)	Source(s)
98,556.00	

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.19 Language Development Support

Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need.

- a. ELPAC coordinator
- b. 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)
11,000.00	LCFF

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.20 Classroom Funds

Support student learning with classroom funds.

- a. Provide teachers with a yearly allowance.

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)
15,000.00	

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During a time of teacher shortages, we maintained the necessary level of staffing in classrooms, reading and mathematics intervention, special education, music, GATE, social work, and library to fully implement the core curriculum and to provide access to ELA, mathematics, history--social science, science, the arts, health, and physical education for all. Every student has access to all adopted curriculum and a device to access resources. Classroom aides were present in every classroom, the Tier II Targeted Intervention Program (TIP) was fully--implemented, class sizes were kept to below Ed Code standards, the few EL students were supported as required, music and art instruction was provided for every student.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy/Activity 1.16 The outdoor learning space was not completed as price was estimated far below the actual installation cost needed to comply with DSA requirements.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy/Activity 1.16 Outdoor learning space will not be installed.

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

Safe and Welcoming Environment

LEA/LCAP Goal

LCAP Goal #2

Goal 2

Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports.

Identified Need

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 3, 5, 6

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.1 Suspension / expulsion rates Priority 6	<p>2019/20 suspension data: Five students suspended, of an enrollment of 626. All students: .8% SED: 1.0% SWD: 2.9% Hispanic: 2.2% American Indian: 0.0% White: 0.3% Two or more races:1.2% Expulsion rate = 0%</p> <p>2021/2022 suspension data: 7 students suspended, of an enrollment of 551. All students: 1.3% SED: 2.3% SWD: 1.4% Hispanic: 2.9% American Indian: 1.4% White: 5.7% Two or more races: 0.0% Expulsion rate = 0%</p>	<p>Maintain or decrease all student suspension rate from .8%.</p> <p>All student groups suspension rate maintained or declined from baseline</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.2 School Safety and Connectedness of students, staff, and parents. Priority 6	<p>2019/20 42% response rate (32 of 77 fifth grade students) School connectedness 81%; Academic motivation 75%; Caring adult relationships 74%; High expectations 90%; Meaningful participation 39%; Feel safe at school 92%; Students well behaved 52%; Students treated fairly when break school rules 64%; Students treated with respect 96% Reference survey data@wested.org</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100%</p> <p>2021/2022 Reference survey data@wested.org Data collected every other year.</p>	<p>Increase response rate to 70% School connectedness 85%; Academic motivation 80%; Caring adult relationships 80%; High expectations 90%; Meaningful participation 75%; Feel safe at school 92%; Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96%</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98%</p> <p>Staff responding positively to the following: School safety: 96% Connectedness: 100%</p>
M2.3 Facility Inspection Tool. Priority 1	"good" or "excellent" standards per FIT reports	Maintain "good" or "excellent" standards per FIT reports
M2.4 Williams Report: Every pupil has sufficient access to standards-aligned instructional materials. Priority 1	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Maintain sufficient instructional materials for all pupils and "no complaints" status per Williams Act.
M 2.5 Custodian staffing levels. Priority 6	Custodial and maintenance staffing levels at 3.92 FTE.	Maintain 2021-22 staffing levels.
M2.6 Attendance rates. Priority 3, 5	Attendance rate at 2020 P2: 96.37%.	Maintain or increase attendance rate at P2 96%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Attendance rate at 2021 P2: 95.54%.	
M2.7 Chronic absenteeism rate. Priority 5	Chronic absence rate at 2020 P2: 7.33%. Chronic absence rate at 2021 P2: 7.87%.	Chronic absence rate at 2020 P2: 7%.
M2.8 Parent / guardian participation and decision making opportunities for all students, including unduplicated students, for the school district and each individual school site. Priority 3	<p>2019/20: Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 151 Student survey responses (3rd-6th): 228 (71%) Participation in IEPs: 100% LCAP community meeting: 20 participants School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil.</p> <p>2021/22 Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 42 on ESSER III Input survey Student survey responses (3rd-6th): 211 (66%) Participation in IEPs: 100% LCAP community meeting: used school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with</p>	Maintain Parent /Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 175 Student survey responses (3rd-6th): 75% Participation in IEPs: 100% LCAP community meeting attendance: 50 participants School Site Council membership: 5 parents (full representation) with at least one parent of unduplicated pupil.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	one parent of unduplicated pupil.	
M2.9 School meals served. Priority 5	<p>School meals served at 2020 P2: Total lunches.....26,283 Total breakfasts....6,028</p> <p>School meals served at 2021 P2: Total lunches.....52,414 Total breakfasts.....8,691</p>	Maintain or increase school meals served at 2020 P2: Total lunches.....26,283 Total breakfasts.....6,028
M2.10 Ventilation and heating in classrooms. Priority 1	<p>Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats.</p> <p>2021 Replaced 9 unit heaters at Ridgewood School and in the process of installing 13 at Cutten School. 9 ventilation systems and thermostats fully installed at Ridgewood and 13 at Cutten.</p>	All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

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

2.1 Social Work and/or Behavioral Services

Provide school social work and/or behavioral services.

a. .80 FTE School Social Worker

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)
87,793.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Social Work Services to Unduplicated Count Students
Focus school social work services on unduplicated count students.
a. 1.0 FTE Certificated School Social Worker

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)
85,964.00	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 School Climate Team and PBIS
Maintain district-wide Positive Behavior Support System - PBIS.
a. Facilitator stipend
b. Team stipends
c. Professional development
d. Classroom aide training

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)
12,000.00	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Heating and Ventilation Upgrade

Replace unit heaters with mini-split electrical and ventiation units.

Install bi-polar ionization devices.

- a. Phase 1 Ridgewood School
- b. Phase 2 Cutten School, part 1
- c. Phase 3 Cutten School, part 2
- d. Electrical upgrade at Cutten School

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)
297,958.00	

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

2.5 Maintenance/Custodial Staff and Resources

Provide adequate maintenance/custodial staff and resources.

- a. 3.92 FTE Maintenance/custodial staff
- b. Supplies
- c. Repairs

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)

397,451.00

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

2.6 Equipment and Supplies Other Than Curriculum

Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials).

- a. Classroom supplies
- b. Classroom desks

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)

30,000

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7 Facility Deferred Maintenance

Plan for deferred maintenance projects.

- a. Cutten School Fencing
- b. Cutten kitchen improvements
- c. Cutten Community building remodel

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)
00.00	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.8 Support Services to Parents

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

- a. Child care
- b. Trainer / Interpreter fees
- c. Meeting 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)
2,000.00	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.9 Communication with Parents

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

- a. 1.29 FTE school secretaries -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria).
- b. SchoolWise student information system
- c. SchoolWise mass notification system
- d. Remind App communication subscription

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)
124,181.00	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance School Meal Program

a. District contribution

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)
00.00	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.11 Bus Transportation

Provide bus transportation within the district, and field trip transportation.

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

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)
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53,769.00

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2-.12 Decrease Suspension Rate

a. .10 FTE Social Worker

b. Incentives

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)

11,975.00

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.13 Decrease Chronic Absenteeism

a. .10 FTE School Social Worker

b. Parent education

c. Materials

d. Incentives

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)

13,025.00

LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.14 Bus transportation service for Low -Income Students.

Provide a safe and reliable means of transportation to and from school for low-income students.

- a. .75 FTE Bus driver

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)
188,106.00	LCFF

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.15 Student Council

Maintain fifth and sixth grade Student Council at Cutten.

- a. Advisor stipend
- b. Materials & supplies
- c. Field trips

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)
1,705.00	

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.16 Career Exploration and Cultural Events to Build School Connections.
Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events.

- a. Event fees
- b. 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)
2,500.00	LCFF

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.17 Attendance and Parent Education Support
Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach.

- a. .20 FTE Administrator

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)
21,228.00	LCFF

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.18 Counseling Services
1:1 counseling services for identified students

a. 0.65 FTE classified counselor

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)
6,200.00	

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A concerted effort has been made to decrease chronic absenteeism through a combination of parent/guardian outreach and student incentives/education. Continued utilization of Positive Behavior Interventions and Supports, Multi-tiered Systems of Support, and school social workers have improved school climate and decreased suspension rates. Numerous facilities repairs, upgrades, and ongoing maintenance are performed by our maintenance and custodial staff to keep the school in good condition.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes are expected for this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$18,582.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,394,411.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$263,389.00

Subtotal of additional federal funds included for this school: \$263,389.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$1,536,669.00
LCFF	\$3,941,142.00
Special Education	\$653,211.00

Subtotal of state or local funds included for this school: \$6,131,022.00

Total of federal, state, and/or local funds for this school: \$6,394,411.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	1,536,669.00
LCFF	3,941,142.00
Special Education	653,211.00
Title I	263,389.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,335,855.00
1000-1999: Certificated Personnel Salaries	3,354,779.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		513,637.00
		1,023,032.00
	LCFF	273,540.00
	LCFF	312,823.00
1000-1999: Certificated Personnel Salaries	LCFF	3,354,779.00
	Special Education	653,211.00
	Title I	263,389.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,058,556.00
Goal 2	1,335,855.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Annette Sligh	Principal
Jen Code	Classroom Teacher
Melissa Seymour	Classroom Teacher
Nadine Seghetti	Classroom Teacher
Kim Goodman	Other School Staff
Diana Baclagan	Parent or Community Member
Carissa Carsey	Parent or Community Member
Nancy Corran	Parent or Community Member
Sean Galt	Parent or Community Member
Lauren Hansen	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Darcie Rutter on

SSC Chairperson, Lauren Hansen on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2022-23



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 (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgewood Elementary School	12-62745-6007744	May 16, 2023	

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
Additional Targeted Support and Improvement

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

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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.

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 one or two years. And bi-annually for certificated staff who have been with the district for three or more years. Certificated staff with more than ten years in the district may be evaluated 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 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 Intervention in ELA and mathematics

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
- Multiple intervention programs and 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 TK-2)
- Classroom instructional aides in every classroom (TK-2)
- Multiple intervention programs and supports utilizing research-based materials and assessments

Fiscal support (EPC)

Not applicable since no budget items exceeded 10% revision.

Educational Partner 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.

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 to address learning loss
2. Support social-emotional learning
3. Professional development in mathematics
4. Increased academic enrichment opportunities

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	2.72%	3.1%	2.95%	8	8	7
African American	0.34%	0.4%	0.42%	1	1	1
Asian	2.72%	3.1%	4.22%	8	8	10
Filipino	0%	%	%	0		
Hispanic/Latino	11.9%	13.9%	16.88%	35	36	40
Pacific Islander	0%	%	0.42%	0		1
White	65.65%	62.3%	59.07%	193	162	140
Multiple/No Response	16.67%	17.3%	16.03%	49	45	38
Total Enrollment				294	260	237

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	122	82	82
Grade 1	84	95	63
Grade 2	88	81	92
Grade 3		2	
Total Enrollment	294	260	237

Conclusions based on this data:

1. Enrollment (overall and subgroups) has declined slightly from the 2020-2021 school year.
2. COVID may have influenced this data.
3. The percentage in the white student group decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	7	7	8	2.4%	2.70%	3.4%
Fluent English Proficient (FEP)	4	4	8	1.4%	1.50%	3.4%
Reclassified Fluent English Proficient (RFEP)	3	0		33.3%	0.0%	

Conclusions based on this data:

1. Our percentage of EL students increased slightly since the 2020-21 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	4	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										4	8	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.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
K	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*
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.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
K	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
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:

- * English learner population too small to report test data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
237	48.1	3.4	1.7
Total Number of Students enrolled in Ridgewood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	3.4
Foster Youth	4	1.7
Homeless	14	5.9
Socioeconomically Disadvantaged	114	48.1
Students with Disabilities	34	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian	7	3.0
Asian	10	4.2
Filipino		
Hispanic	40	16.9
Two or More Races	38	16.0
Pacific Islander	1	0.4
White	140	59.1

Conclusions based on this data:

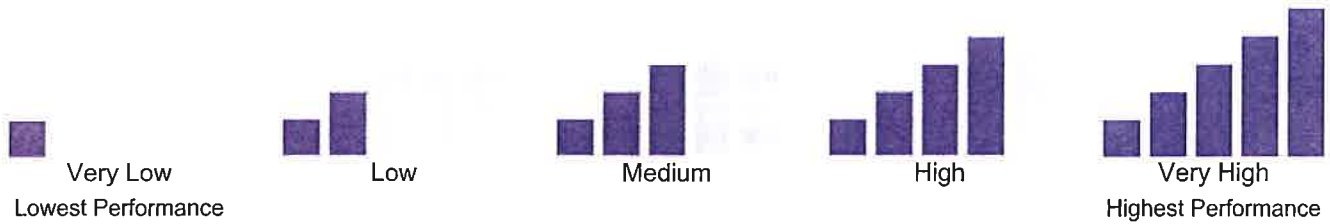
1. Our largest population is white, hispanic and two or more races are our next highest population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	Chronic Absenteeism High	Suspension Rate Very Low
Mathematics High		
English Learner Progress No Performance Level		

Conclusions based on this data:

- Students in grades TK-2 do not participate in CAASPP testing.
- Data not updated since 2018 - 2019 school year

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
<p>No Performance Level making progress towards English language proficiency Number of EL Students: 2 Students Performance Level: No Performance Level</p>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

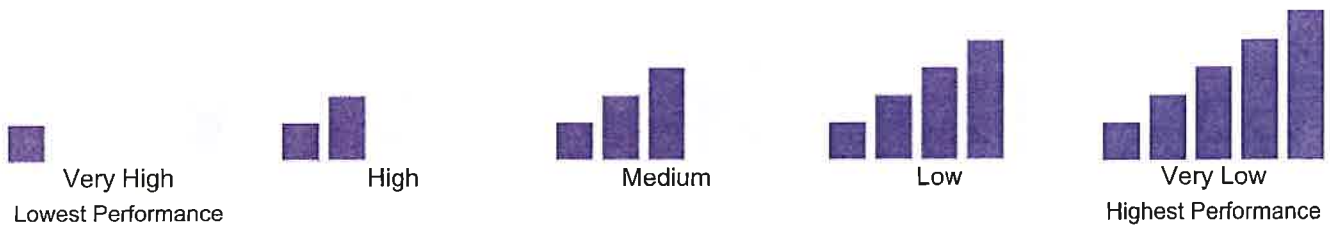
- 1.

School and Student Performance Data

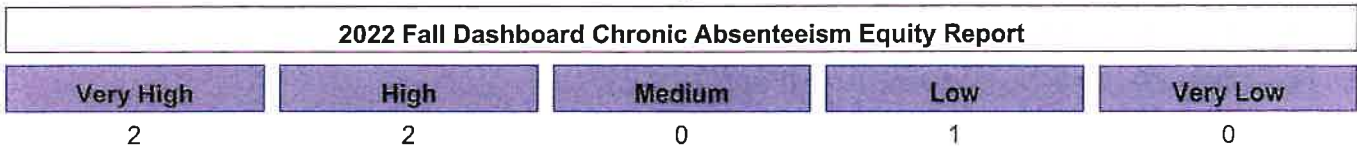
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).






This section provides number of student groups in each level.



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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>High 14% Chronically Absent 242 Students</p>	<p>English Learners</p> <p>No Performance Level Less than 11 Students 8 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>No Performance Level 25% Chronically Absent 16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>High 18.7% Chronically Absent 123 Students</p>	<p>Students with Disabilities</p> <p>Very High 26.1% Chronically Absent 46 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level Less than 11 Students 2 Students</p>	<p>No Performance Level Less than 11 Students 6 Students</p>	<p>No Performance Level Less than 11 Students 10 Students</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>Very High 21.4% Chronically Absent 42 Students</p>	 <p>Low 5% Chronically Absent 40 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	 <p>High 13.5% Chronically Absent 141 Students</p>

Conclusions based on this data:

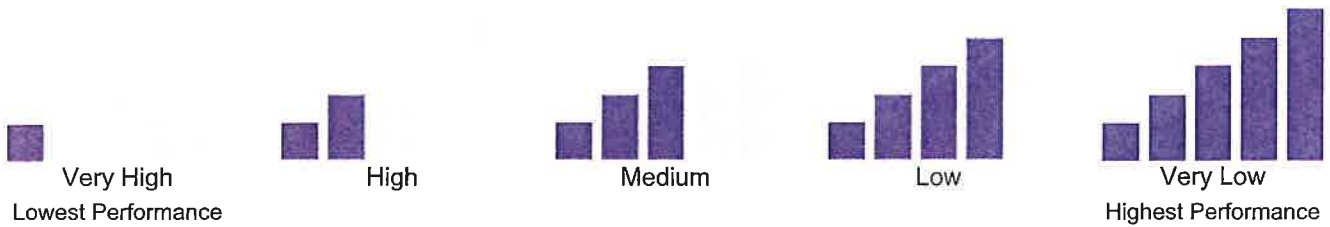
1. As a school site our chronic absenteeism is high at 14%.
2. COVID has impacted attendance.
3. Students with disabilities (26.1% Chronically Absent) and Hispanic students (21.4% Chronically Absent) are identified for Additional Targeted Support and Improvement in chronic absenteeism.

School and Student Performance Data

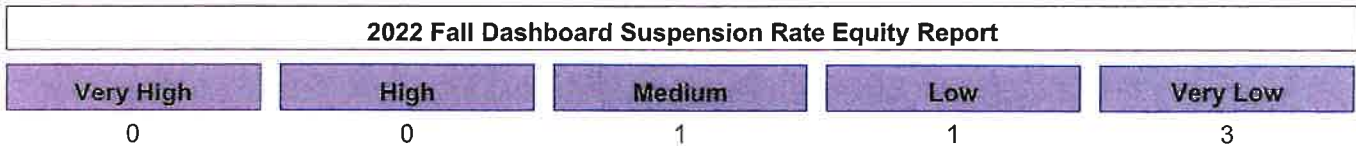
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

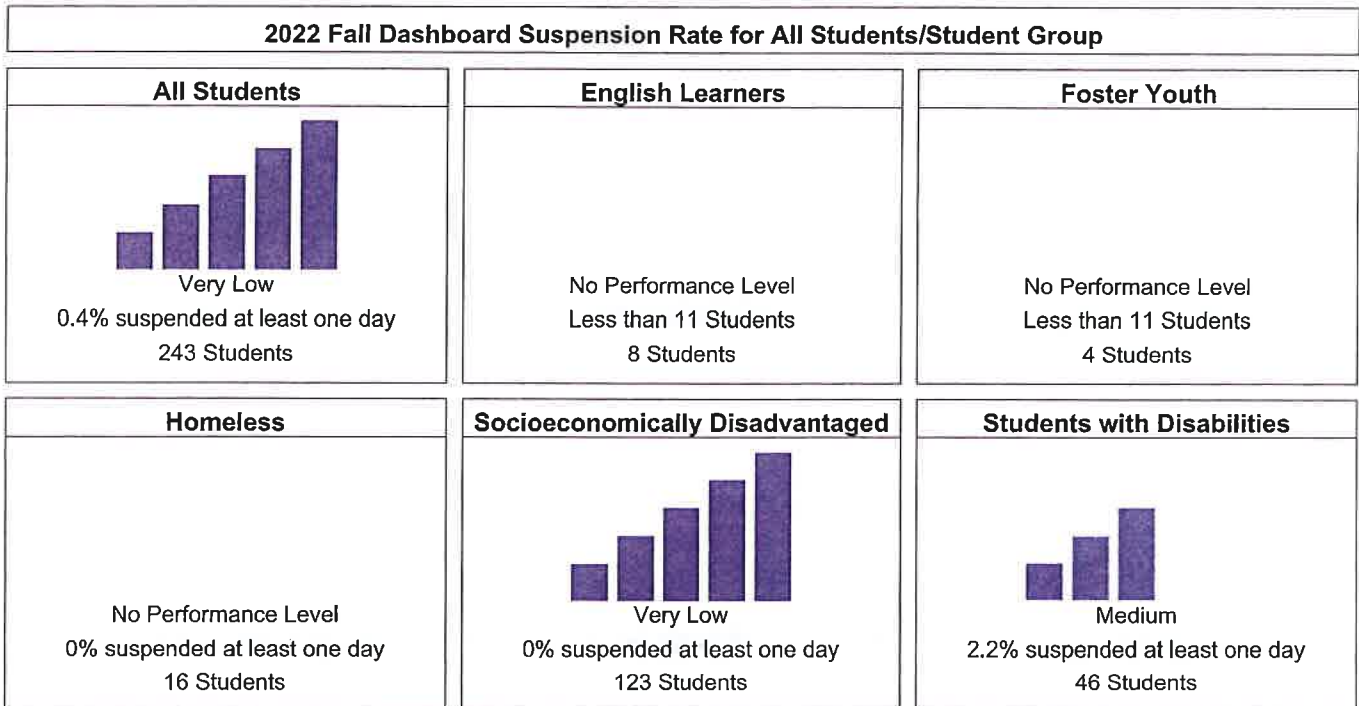
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).






This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level Less than 11 Students 2 Students</p>	<p>No Performance Level Less than 11 Students 7 Students</p>	<p>No Performance Level Less than 11 Students 10 Students</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>Very Low 0% suspended at least one day 42 Students</p>	 <p>Very Low 0% suspended at least one day 40 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	 <p>Low 0.7% suspended at least one day 141 Students</p>

Conclusions based on this data:

1. While my rating for all students is very low, students with disability is medium. The white rating is low.
2. Those students will benefit from restorative practices.
3. The school is looking into providing Behavior Jedi Training for staff.

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 achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success.

Identified Need

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 2, 4, 7, 8

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.1 Number of highly qualified teachers and appropriate teacher assignments. Priority 1, 2	100% highly qualified, appropriate teacher assignments.	Maintain 100% highly qualified, appropriate teacher assignments.
M1.2 Local multiple measures of student achievement. Priority 8	2020 Second Trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79% 2021 Second Trimester results-"progressing" or 'met' Reading, 71% Writing, 71% Math, 83%	Second trimester results - "progressing" or "met" Maintain Reading,73% Increase Writing, 70% Maintain Mathematics, 79%
M1.3 A broad course of study provided to all students. Priority 7	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/ social science, science, the arts, health, and physical education.	Maintain 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M1.4 CAASPP scores-reduce the gaps in achievement. Priority 4.	<p>Met/Exceeded in 2019/20:</p> <p>ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56%</p> <p>MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50%</p> <p>Data not available. No testing in the Spring of 2020/21. See local data in M1.2.</p>	<p>Meet/Exceed in 2024:</p> <p>ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53%</p> <p>MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%</p>
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points. Priority 4	<p>2019/20 achievement ratings: 22 All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1</p> <p>Data not available. No testing in the Spring of 2021. See local data in M1.2.</p>	<p>All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1</p>
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6. Priority 4	<p>2019/20 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7</p> <p>Data not available. No testing in the Spring of 2021/22. See local data in M1.2.</p>	<p>All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3</p>
M1.7 5th grade Science California Science Test scores. Priority 4	<p>Met/Exceeded in 2019/20: All students 36.14%</p>	<p>Meet/Exceed in 2024: All students 42% SED: 33%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23%</p> <p>Data not available. No testing in the Spring of 2020/21.</p>	<p>SWD: 19% Hispanic: 35% White: 50%</p>
M1.8 Class size. Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6
M1.9 Percentage of English learner pupils making progress toward English proficiency. Priority 4	<p>ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students.</p> <p>ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year.</p>	If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores. Priority 8	<p>Students' HFZ (2018 -19): Aerobic Capacity: 66.3% Body Composition: 61.6% Abdominal Strength: 89.5% Trunk Extension Strength: 96.5% Upper Body Strength: 47.7% Flexibility: 86.0%</p> <p>Students' HFZ (2021-2022): Aerobic Capacity: 81.7% Body Composition: Not taken this year Abdominal Strength: 90.3% Trunk Extension Strength: 100% Upper Body Strength: 66.7% Flexibility: 91.4%</p>	<p>Students' HFZ: Aerobic Capacity: 68.3% Body Composition: 63.6% Abdominal Strength: 91.5% Trunk Extension Strength: 96.5%(maintain) Upper Body Strength:49.7% Flexibility: 88.0%</p>
M1.11 Implementation of State Standards and Professional Development by certificated staff. Priority 2.	<p>2019-2020</p> <p>a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable</p>	a) Increase implementation by .10 each year in each content area.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Implementation of the Standards indicates: EngLangArts: 4.14, EngLangDev 2.62, Math 4.10, NGSScience 4.10, Hist/Soc Science 3.38 b) Two full days of professional development by each teacher.</p> <p>2021-2022 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.32, EngLangDev 3.18, Math 4.86, NGSScience 4.36, Hist/Soc Science 3.23 b). 5 full days of professional development by each teacher.</p>	<p>b) Maintain two full days of professional development for each teacher.</p>
<p>M1.12 Arts integration self reported staff survey. Priority 2, 7</p>	<p>Baseline scores to be determined 2021-2022 a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68</p>	<p>Desired outcome for 2023-24 will be identified when baseline is determined.</p>
<p>M1.13 Participation rates in music opportunities. Priority 2, 7</p>	<p>100% students receiving music instruction.</p>	<p>Maintain 100% of students receiving music instruction.</p>
<p>M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. Priority 2</p>	<p>All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.</p>	<p>Maintain full access to the CCSS and ELD standards for English learner pupils.</p>

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 Teacher Assignment

- a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program
- b. Provide induction support as needed through NCTIP
- c. Classroom supplies; \$500 per classroom

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)
3,354,779.00	LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 ELA and Math Intervention

Provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment.

- a. 0.50 FTE Classified Coordinator - Cutten School
- b. 0.60 FTE Classified Coordinator - Ridgewood School
- c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction
- 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)
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92,392.00

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Special Education Resource Program and Speech & Language Services

Provide special education and speech and language services.

- a. 2.0 FTE resource teacher salary
- b. 1.0 FTE speech and language pathologist
- c. 1.0 FTE speech and language pathologist assistant
- d. 3.56 FTE Special Education Assistants
- e. Assessment and curriculum 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)
522,421.00	Special Education

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.4 Special Day Class

Maintain TK - 2 Special Day Class at Ridgewood School.

- a. Special Day Class teacher
- b. 1.025 FTE Special Day Class aides

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)
130,790.00	Special Education

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 Instructional Aides

Maintain instructional aides in every classroom to support all students 2.5 hours daily.

a. 9.375 FTE instructional aides

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)

263,389.00

Title I

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 Instructional Aide Support

Instructional aides to provide support specifically for unduplicated student groups

a. .75 FTE Instructional aides

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)

6,345.00

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7 GATE Services

Provide GATE services, grades 4 through -6

a. 0.30 FTE Teacher

b. 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)
20,204.00	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.8 Student to Teacher/Instructional Aide Ratio

Support opportunities for differentiation to provide appropriate instruction for the low-income student population that is underperforming by decreasing student to teacher and instructional aide ratio.

a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6

b. 0.375 FTE instructional aide

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)
134,765.00	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9 Music Education

Provide music instruction to all students.

- a. .75 FTE certificated music teacher
- b. Materials and 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)
72,763.00	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.10 Music Education

Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available.

- a. .25 FTE certificated music 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)
23,088.00	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.11 Next Generation Science Standards

Implement Next Generation Science Standards.

- a. Purchase NGSS curriculum materials
- b. Provide training to implement new curriculum
- c. Provide substitutes for teacher team collaboration

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)
00.00	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.12 Arts Education

Integrate and strengthen arts instruction across the curriculum.

- a. Hire a part time 0.5 FTE arts instructor
- b. Provide professional development
- c. Participate in arts collaborative with the COE

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)
43,440.00	

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.13 Technology and Infrastructure

Ensure that the District's technology and infrastructure are maintained and up to date.

- a. Maintain 0.80 FTE District Technology Coordinator
- b. Replace obsolete and aging devices
- c. Provide IT support for infrastructure (consultant)

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)
55,472.00	

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.14 Summer School

Provide summer school to under-performing students to mitigate learning loss.

- a. certificated staff
- b. classified staff
- c. administrator
- d. curriculum and 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)
183,202.00	

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.15 Devices for Student Groups

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

- a. Purchase 50 Chromebooks for loan to unduplicated students
- b. Hotspot subscriptions to provide Internet connectivity for unduplicated students.

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)
5,950.00	LCFF

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.16 Outdoor Learning Space
- Install shade structures at each school site.
- a. Preparation of structure site
- b. Shade structure purchase and installation

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)
00.00	

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 1.17 Leadership Team
- Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement.
- a. Leadership Team Stipend
- b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.)
- c. Professional development presenter fees, materials, subscriptions, and registration fees

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)
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25,000.00

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.18 Library Staffing

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.

Amount(s)	Source(s)
98,556.00	

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

English Language Students

Strategy/Activity

1.19 Language Development Support

Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need.

- a. ELPAC coordinator
- b. 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)
11,000.00	LCFF

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.20 Classroom Funds

Support student learning with classroom funds.

a. Provide teachers with a yearly allowance.

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)

15,000.00

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During a time of teacher shortages, we maintained the necessary level of staffing in classrooms, reading and mathematics intervention, special education, music, GATE, social work, and library to fully implement the core curriculum and to provide access to ELA, mathematics, history--social science, science, the arts, health, and physical education for all. Every student has access to all adopted curriculum. Classroom aides were present in every classroom, the Tier II Targeted Intervention Program (TIP) and Mathematics Assistance Program are fully--implemented, class sizes were kept to below Ed Code standards, and the few EL students were supported as required, and music and art instruction was provided for every student.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy/Activity 1.16 The outdoor learning space was not completed as price was estimated far below the actual installation cost needed to comply with DSA requirements.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy/Activity 1.16 Outdoor learning space will not be installed.

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

Safe and Welcoming Environment

LEA/LCAP Goal

LCAP Goal #2

Goal 2

Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports.

Identified Need

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 3, 5, 6

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.1 Suspension / expulsion rates Priority 6	<p>2019/20 suspension data: Five students suspended, of an enrollment of 626. All students: .8% SED: 1.0% SWD: 2.9% Hispanic: 2.2% American Indian: 0.0% White: 0.3% Two or more races: 1.2% Expulsion rate = 0%</p> <p>2021/2022 suspension data: 7 students suspended, of an enrollment of 551. All students: 1.3% SED: 2.3% SWD: 1.4% Hispanic: 2.9% American Indian: 1.4% White: 5.7% Two or more races: 0.0% Expulsion rate = 0%</p>	<p>Maintain or decrease all student suspension rate from .8%.</p> <p>All student groups suspension rate maintained or declined from baseline.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.2 School Safety and Connectedness of students, staff, and parents. Priority 6	<p>2019/20 42% response rate (32 of 77 fifth grade students) School connectedness 81%; Academic motivation 75%; Caring adult relationships 74%; High expectations 90%; Meaningful participation 39%; Feel safe at school 92%; Students well behaved 52%; Students treated fairly when break school rules 64%; Students treated with respect 96%</p> <p>Reference survey data@wested.org</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98%</p> <p>Staff responding positively to the following: School safety: 96% Connectedness: 100%</p> <p>2021/2022</p> <p>Reference survey data@wested.org Data collected every other year.</p>	<p>Increase response rate to 70% School connectedness 85%; Academic motivation 80%; Caring adult relationships 80%; High expectations 90%; Meaningful participation 75%; Feel safe at school 92%; Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96%</p> <p>Parents responding positively to the following: School safety: 94% Connectedness: 98%</p> <p>Staff responding positively to the following: School safety: 96% Connectedness: 100%</p>
M2.3 Facility Inspection Tool. Priority 1	"Good" or "excellent" standards per FIT reports	Maintain "good" or "excellent" standards per FIT reports
M2.4 Williams Report: Every pupil has sufficient access to standards-aligned instructional materials. Priority 1	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Maintain sufficient instructional materials for all pupils and "no complaints" status per Williams Act.
M 2.5 Custodian staffing levels. Priority 6	Custodial and maintenance staffing levels at 3.92 FTE.	Maintain 2021-22 staffing levels.
M2.6 Attendance rates. Priority 3, 5	Attendance rate at 2020 P2: 96.37%. Attendance rate at 2021 P2: 95.54%.	Maintain or increase attendance rate at P2 96%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
M2.7 Chronic absenteeism rate. Priority 5	<p>Chronic absence rate at 2020 P2: 7.33%. Chronic absence rate at 2021 P2: 7.87%.</p> <p>Chronic absence rate 2022 P2: for Hispanic 21.4% and SwD 26.1%</p>	<p>Chronic absence rate at 2020 P2: 7%. Chronic absence rate for Hispanic and SwD at 2024 P2: 9%</p>
M2.8 Parent / guardian participation and decision making opportunities for all students, including unduplicated students, for the school district and each individual school site. Priority 3	<p>2019/20: Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 151 Student survey responses (3rd-6th): 228 (71%) Participation in IEPs: 100% LCAP community meeting: 20 participants School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil.</p> <p>2021/22 Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 42 on ESSER III Input survey Student survey responses (3rd-6th): 211 (66%) Participation in IEPs: 100% LCAP community meeting: used school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil.</p>	
M2.9 School meals served. Priority 5	School meals served at 2020 P2:	Maintain or increase school meals served at 2020 P2:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Total lunches.....26,283 Total breakfasts....6,028 School meals served at 2021 P2: Total lunches.....52,414 Total breakfasts.....8,691	Total lunches.....26,283 Total breakfasts.....6,028
M2.10 Ventilation and heating in classrooms. Priority 1	Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats. 2021 Replaced 9 unit heaters at Ridgewood School and in the process of installing 13 at Cutten School. 9 ventilation systems and thermostats fully installed at Ridgewood and 13 at Cutten.	All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

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

2.1 Social Work and/or Behavioral Services
 Provide school social work and/or behavioral services.
 a. .80 FTE School Social Worker

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)
87,793.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.2 Social Work Services to Unduplicated Count Students

Focus school social work services on unduplicated count students.

- a. 1.0 FTE Certificated School Social Worker

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)
85,964.00	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.3 School Climate Team and PBIS

Maintain district-wide Positive Behavior Support System - PBIS.

- a. Facilitator stipend
- b. Team stipends
- c. Professional development
- d. Classroom aide training

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)
12,000.00	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Heating and Ventilation Upgrade

Replace unit heaters with mini-split electrical and ventiation units.

Install bi-polar ionization devices.

- a. Phase 1 Ridgewood School
- b. Phase 2 Cutten School, part 1
- c. Phase 3 Cutten School, part 2
- d. Electrical upgrade at Cutten School

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)
297,958.00	

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

2.5 Maintenance/Custodial Staff and Resources

Provide adequate maintenance/custodial staff and resources.

- a. 3.92 FTE Maintenance/custodial staff
- b. Supplies
- c. Repairs

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)
397,451.00	

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

2.6 Equipment and Supplies Other Than Curriculum

Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials).

- a. Classroom supplies
- b. Classroom desks

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)
30,000	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7 Facility Deferred Maintenance

Plan for deferred maintenance projects.

- a. Cutten School Fencing
- b. Cutten kitchen improvements
- c. Cutten Community building remodel

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)
00.00	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.8 Support Services to Parents

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

- a. Child care
- b. Trainer / Interpreter fees
- c. Meeting 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)
2000.00	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.9 Communication with Parents

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

- a. 1.29 FTE school secretaries -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria).
- b. SchoolWise student information system
- c. SchoolWise mass notification system
- d. Remind App communication subscription

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)
124,181.00	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.10 Enhance School Meal Program

- a. District contribution

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)
00.00	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.11

Provide bus transportation within the district, and field trip transportation

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

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)
53,769.00	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.-12 Decrease suspension rate

- a. .10 Social Worker
- b. Incentives

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)
11,975.00	

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2.13 Decrease Chronic Absenteeism
 - a. .10 FTE School Social Worker
 - b. Parent education
 - c. Materials
 - d. Incentives

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)
13,025.00	LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 2.14 Bus transportation service for Low -Income Students.
Provide a safe and reliable means of transportation to and from school for low-income students.
 - a. .75 FTE Bus driver

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)
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188,106.00

LCFF

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.15 Student Council

Maintain fifth and sixth grade Student Council at Cutten.

- a. Advisor stipend
- b. Materials & supplies
- c. Field trips

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)

1,705.00

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.16 Career Exploration and Cultural Events to Build School Connections.

Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events.

- a. Event fees
- b. 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)

2,500.00

LCFF

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.17 Attendance and Parent Education Support

Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach.

a. .20 FTE Administrator

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)

21,228.00

LCFF

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.18 Counseling Services

1:1 counseling services for identified students

a. 0.65 FTE classified counselor

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)

6,200.00

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A concerted effort has been made to decrease chronic absenteeism through a combination of parent/guardian outreach and student incentives/education. Continued utilization of Positive Behavior Interventions and Supports, Multi-tiered Systems of Support, and school social workers have improved school climate and decreased suspension rates. Numerous facilities repairs, upgrades, and ongoing maintenance are performed by our maintenance and custodial staff to keep the school in good condition.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ridgewood School was identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard. The Hispanic and Students with Disabilities student groups were eligible because all indicators were in the lowest performance category with one indicator in another category. These student groups only have two indicators: Absenteeism (Hispanic 21.4% and SwD 26.1% chronically absent) and Suspension (SwD 2.2% and Hispanic 0% suspended at least one day). Neither group is in the lowest or low category for suspension, so the school is focusing on absenteeism. Although not identified for ATSI, our Homeless student group has a similar chronic absenteeism rate of 25%. Given that the overall 'All' student performance level was in the low category with a 14% rate for chronic absenteeism (34 students), the school is focusing on attendance. Already, during the 2022-2023 school year, it should be noted that attendance is improving. Our percentage of absenteeism is currently at 7.28%. The school is using PBIS strategies to reinforce desired behavior and evidence-based interventions such as check-in check-out for students that are at risk of chronic absenteeism. The school is also using the SARB process for students that are continuing to have attendance problems. This includes developing a positive relationship with the family and providing support identified through the SARB process. For example: at home pickup, morning phone calls when children are absent, analysis of the bus schedule to ensure easy access for pick up locations.

Resource inequity analysis identified that students with economic barriers do receive support through gas vouchers; however, the process for this might be streamlined. Overall, the approach to supporting attendance is equitable and individualized as appropriate to meet the needs of students as described above.

A specific measurement for the Chronic Absenteeism metric will be added to metric 2.7 for Hispanics and Students with Disabilities groups based on ATSI identification to allow for closely monitoring support in this area for these students.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$18,582.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,394,411.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$263,389.00

Subtotal of additional federal funds included for this school: \$263,389.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$1,536,669.00
LCFF	\$3,941,142.00
Special Education	\$653,211.00

Subtotal of state or local funds included for this school: \$6,131,022.00

Total of federal, state, and/or local funds for this school: \$6,394,411.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	1,536,669.00
LCFF	3,941,142.00
Special Education	653,211.00
Title I	263,389.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,335,855.00
1000-1999: Certificated Personnel Salaries	3,354,779.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		513,637.00
		1,023,032.00
	LCFF	273,540.00
	LCFF	312,823.00
1000-1999: Certificated Personnel Salaries	LCFF	3,354,779.00
	Special Education	653,211.00
	Title I	263,389.00

Expenditures by Goal

Goal Number

Goal 1
Goal 2

Total Expenditures

5,058,556.00
1,335,855.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Annette Sligh	Principal
Jen Code	Classroom Teacher
Melissa Seymour	Classroom Teacher
Nadine Seghetti	Classroom Teacher
Kim Goodman	Other School Staff
Diana Baclagan	Parent or Community Member
Carissa Carsey	Parent or Community Member
Nancy Corran	Parent or Community Member
Sean Galt	Parent or Community Member
Lauren Hansen	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Annette Sligh on

SSC Chairperson, Lauren Hansen on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

- a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
- b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

**Cutten Elementary School District
Comprehensive School Safety Plan**

(Per Education Code Sections 32280-32289)

CDS Code

12-62745-000000

2023 - 2024

Contact Person: Becky MacQuarrie

Position: Superintendent

Telephone Number: (707) 441-3900

E-Mail Address: bmacquarrie@cuttensd.org

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I. GENERAL INFORMATION

A. School Site Council, Board of Trustees, School Administration, and Consulting Law Enforcement Representatives

School Site Council
Nancy Corran, Secretary Sean Galt Carissa Carsey Lauren Hansen Nadine Seghetti Melissa Seymour Jen Code Kim Goodman Diana Baclagan Annette Sligh

Board of Trustees
Mary DeWald Beth Johnston Becky Reece Dennis Reinholtsen Andrew Sundquist

School Administration
Becky MacQuarrie, District Superintendent Darcie Rutter, Cutten School Principal Annette Sligh, Ridgewood School Principal

Consulting Law Enforcement Agencies
Humboldt Bay Fire Humboldt County Sheriff's Office

B. Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive School Safety Plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates acts as the school safety planning committee, consisting of the following members:
 - The principal or the principal's designee
 - Three classroom teachers
 - Five parents/guardians or community members
 - One other employee who is a representative of non-classroom teaching staff
3. The School Site Council reviewed the content of the Comprehensive School Safety Plan and believes all legal requirements are met.
4. This plan was reviewed by staff in November 2023.
5. This plan was submitted to area law enforcement agencies for review in December 2020.
6. This school plan was adopted by the Cutten District School Site Council on November _____.
7. This school safety plan was approved by the board of trustees on December _____.

Superintendent's Name
Date

Superintendent's Signature

School Site Council Chair Name

School Site Council Chair Signature

Date

C. District Profile

Cutten is a single-attendance elementary school district with students at two sites. Ridgewood School provides instruction for students in transitional kindergarten through second grade, and Cutten School serves students in grades three through six. We currently have 559 students enrolled. Ridgewood School has a full-time principal, Cutten has a full-time principal and we have a District Superintendent. The staff totals 36 certificated and 45 classified employees. The Comprehensive School Safety Plan describes programs in place at our schools as well as strategies for continued improvement in providing a safe, orderly school environment conducive to learning. This plan also includes procedures for responding to a variety of school-based emergencies.

D. School Vision and Mission

School Vision and Mission

Building a better world... one student at a time.

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 accomplish our mission by creating a joyful, student-centered, and consistent learning environment rich in the arts and sciences, where everyone knows they are respected members of the Cutten-Ridgewood family.

II. CURRENT STATUS

California Education Code Section 32282 requires schools include the current status of crime and related school-related functions.

A. Suspension Rate

School Crime Status and Reporting

Cutten Elementary School District complies with all federal regulations in the accumulation and reporting of data and statistics pertaining to expulsions, suspension, and truancy information to satisfy NCLB requirements. In accordance with those requirements it has been determined that Cutten District is NOT at risk of being classified as a persistently dangerous school. With an enrollment of 631 students in the 2020-21 school year, the district reported a total of zero (0) suspensions and zero (0) expulsions. There were no crime-related incidents at either school campuses or at school-related functions.

The below information is from the California School Dashboard (<https://www.caschooldashboard.org/>) on suspension rates from the 2018-19 school year (2019-20 and 2020-21 school year data not available). For comparison, the statewide suspension rate is also included.

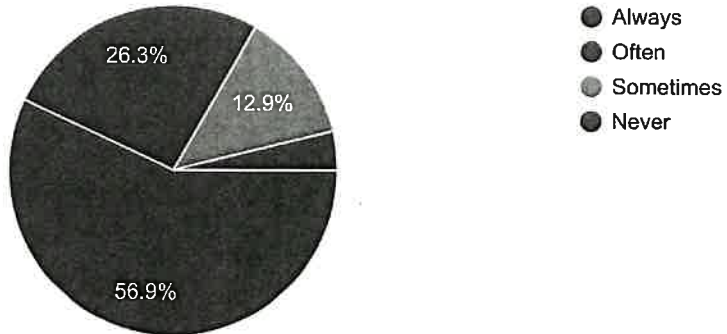
Cutten Elementary School	State of California
 Green 0.8% suspended at least once Declined 0.5% ⊕	 Yellow 3.4% suspended at least once Maintained -0.1%

B. Student Survey on School Climate

Students in grades three through six were surveyed in fall 2023 regarding their perception of connectedness and safety at school. These results will become part of our Local Control Accountability Plan local indicators. Included below are the results of two sample questions from the survey.

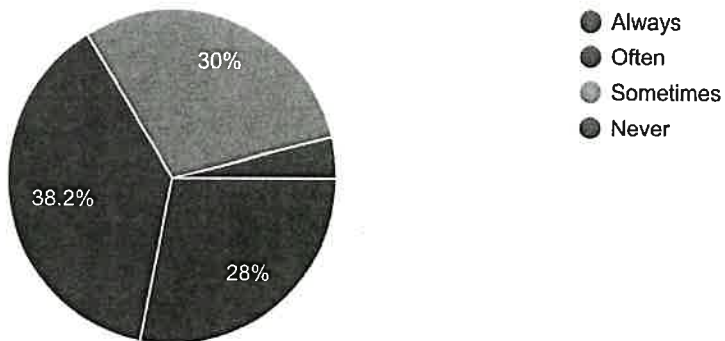
I feel safe at school.

209 responses



I like school.

207 responses



III. DISTRICT ACTION PLAN

A. Component 1: People and Programs

GOAL: Cutten School District will promote a school climate of respect, responsibility, and emotional safety.	Assessment	Program or Person Responsible
<p>Objective I: <u>Cutten School District will actively promote character development and values by:</u></p> <ol style="list-style-type: none"> 1. Implementing Positive Behavior Intervention Support (PBIS) 2. Promoting Safe, Respectful, and Responsible behavior across all school environments 3. Developing and implementing a reward system to recognize desired behaviors 4. Inviting students, staff, and the community to all school activities 5. Recognizing students at Cutten School who exhibit desirable citizenship, scholarship, art, and ACE (Attitude, Citizenship and Effort) with monthly awards 6. Recognizing students at Ridgewood School who exhibit desired behaviors with “Bucket Filling” certificates 7. Recognizing students at both schools who exhibit desired behaviors with “Positive Paws” tickets 8. Modeling of desirable character traits and values by staff 9. Utilizing the Multi-Tiered System of Support (MTSS) to guide systems in place 10. Restorative Practice Training for all staff 11. Community building (e.g. Assemblies and Morning Meetings) 12. School Climate Team composed of classified and certificated staff, administration, and parents/guardians meets monthly 	<p>Annual review of staff, student, and parent/guardian surveys</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team</p>
<p>Objective II: <u>Cutten School District will actively cultivate respectful communication and supportive relationships among staff members, students, family, and community members by:</u></p> <ol style="list-style-type: none"> 1. Advertising family events involving the school district, PTA, and Cutten Ridgewood Student Foundation, that are both on-site and off-site 2. Informing the community and parents of activities, events and important issues through newspaper articles, weekly parent bulletins, marquee, social media, district website, and the district’s mass notification system 3. Notifying families of available parenting workshops, trainings, or other appropriate educational opportunities 4. Sharing information about community “kid friendly” events 5. Inviting school and community members to annual meetings to review and provide input for the Local Control Accountability Plan 	<p>Annual review of staff, student, and parent/guardian surveys</p> <p>Tools used to maintain clear communication with families will be reviewed regularly for effectiveness</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team PTA</p>

<p><u>Objective III: Cutten School District will ensure all incoming students will have a safe and smooth transition into the district by:</u></p> <ol style="list-style-type: none"> 1. Providing a student/parent information packet which includes information on: <ol style="list-style-type: none"> a. Required forms to be completed b. School calendar c. Campus map d. Link to website e. Disciplinary procedures f. Positive Behavior Intervention Support (PBIS) program g. Student support service information h. Student medication procedure i. Welcome to Ridgewood/Cutten link on website j. Other information helpful to new students/families 2. Providing Kindergarten Orientations (multiple events held each spring) and kindergarten screening prior to entry 3. Conducting Class Study meetings to ensure all students' academic, social, and emotional needs are being addressed 4. Maintaining the cross-age buddy program to familiarize all students with both campuses and enhance peer relations 5. Leading a "Welcome Tour" to all new students 6. Holding a transition day and an evening event for students entering 3rd grade at Cutten and exiting Cutten at 6th grade 	<p>Check in with new students and parents/guardians periodically to evaluate transition.</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team</p>
<p><u>Objective IV: Cutten School District will improve campus beautification by:</u></p> <ol style="list-style-type: none"> 1. Removing campus litter each day 2. Reminding students of their responsibility to take care of the school 3. Holding an annual "Campus Work Day" 4. Reporting facility problem areas in a timely fashion to the custodians 5. Maintaining grounds and garden area 6. Making other improvements / enhancements as funding allows 7. Performing Facilities Inspection Tool (FIT) at least annually. 	<p>Annual review of staff, student, and parent/guardian surveys</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team Students School Site Council Parents/Guardians</p>
<p><u>Objective V: Cutten School District will ensure staff and students understand and appreciate diversity by:</u></p> <ol style="list-style-type: none"> 1. Promoting appreciation and acceptance of all learners regardless of ability 2. Incorporating diversity awareness across curriculum 3. Utilizing district-adopted ELA and social science curricula that emphasize diversity 4. Providing opportunities to learn multicultural songs and 	<p>Library and display cases showcase literature & art which emphasize diversity of cultures.</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team</p>

instrumentation in class and from the district music teacher		
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Component 2: Physical Safety of Students and Staff

GOAL: Cutten School District will ensure physical safety of students and staff.	Assessment	Program or Person Responsible
<p><u>Objective I: Cutten School District will improve campus safety by:</u></p> <ol style="list-style-type: none"> 1. Conducting a campus walk-through by JPA Risk Manager 2. Complying with findings of Physical Plant Safety Plan 3. Analyzing school crime mandated report (suspensions/ed code) 4. Updating automated emergency messaging system (SchoolWise) multiple times per year 5. Filling out incident reports for staff/student injuries 6. Completing California Healthy Kids Survey (CHKS) in fifth grade 7. Maintaining security cameras at both school sites 8. Replacing outside lighting fixtures as necessary to provide adequate illumination 9. Installing perimeter fencing at both school sites 	<p>Annual update of Comprehensive School Safety Plan by School Site Council</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers</p>
<p><u>Objective II: Cutten School District will ensure readiness for campus emergencies and for the safety of students and staff by:</u></p> <ol style="list-style-type: none"> 1. Providing emergency supply kits as well as checking the kits yearly for adequate supplies. 2. Providing students and staff with training and practice in the emergency procedures: <ol style="list-style-type: none"> a. Earthquake Drill b. Fire Drills/Earthquake with evacuation c. Shelter in place Modified Lockdown d. Lockdown Imminent Danger e. Threat Assessment Drill w/o school-wide action 3. Providing prevention education for students: <ol style="list-style-type: none"> a. Health education classes address: nutrition, at risk behaviors, dental hygiene, physical exercise, body image b. Activities and counseling address: bullying, sexual harassment, hate motivated behavior, threats c. Complete grade appropriate Healthy Kids Survey 4. Offering Crisis Prevention and Response Training for staff: <ol style="list-style-type: none"> a. Crisis Prevention Intervention (CPI) training b. First Aid / CPR 	<p>Administrative review following each safety drill</p> <p>Review and update school safety protocols on at least an annual basis</p>	<p>Site Administrators Certificated Staff Classified Staff School Social Workers School Climate Team School Site Council Fire Department Sheriff's Office</p>

<ul style="list-style-type: none"> 5. Providing Risk Reduction Education for staff: <ul style="list-style-type: none"> a. Mandated reporting b. Confidentiality c. Universal precautions/blood borne pathogens d. Safe equipment operation e. Employee and student injury reporting f. Sexual harassment policy g. Classroom management support h. Medication procedures i. Bullying prevention and intervention j. Communication of high risk students 6. Ensuring that Emergency Communication Protocols are clear to staff and ready to use: <ul style="list-style-type: none"> a. Site intercom system b. Two-way radios c. District transmitter communication d. District Disaster Preparedness Plan e. Code words or bells for specific drills 7. Practicing bus safety: <ul style="list-style-type: none"> a. At the beginning of each school year drivers will inform students of bus safety and acceptable bus behavior. b. Drivers conduct safety bus evacuations. c. Staff will review expectations of Safe, Respectful, and Responsible behavior on the buses. d. Cameras and child safety alert systems are installed on buses. 8. Collaborating with the local Fire Dept. and Sheriff on the Safe School Plan 9. Providing adequate safety equipment including window coverings, fire extinguishers, etc. 		
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IV. SCHOOL DISCIPLINE

A. District Procedures on School Discipline

Pursuant to Ed. Code 35291 – 35291.5

Every employee of the school is responsible for the enforcement of the discipline rules, included in this section, titled *Cutten School Tiger Pride* and *Ridgewood School Tiger Pride*.

The district shall submit the rules and procedures to the Board for review. The district shall provide the rules to each continuing student in the district at the beginning of the school year. New transfers or incoming students will receive copies as they enroll.

35291. The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

35291.5(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal schooldays.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

B. School Rules

At Cutten and Ridgewood Schools, Self Control Is Our Goal!

	Be Safe	Be Respectful	Be Responsible
Everywhere & Always	<p>Keep hands, feet, and objects to yourself</p> <p>Stay in your assigned area</p> <p>Wear appropriate clothing and footwear</p>	<p>Be kind</p> <p>Take turns</p> <p>Use good manners</p> <p>Listen with attention</p> <p>Use appropriate voice level</p> <p>Remove hats and hoods indoors</p>	<p>Be honest and fair</p> <p>Accept consequences</p> <p>Follow directions quickly</p> <p>Leave gum and candy at home</p> <p>Use cell phones and electronics only after school or as assigned</p>
Classroom	<p>Use materials appropriately</p>	<p>Take care of school property</p>	<p>Be on time</p> <p>Stay on task</p> <p>Keep your area tidy</p>
Playground	<p>Face forward</p> <p>Walk to and from lunch</p>	<p>Keep your food to yourself</p> <p>Ask permission appropriately</p>	<p>Eat what you take</p> <p>Keep your area clean</p>
Lunch	<p>Face forward</p> <p>Walk to and from your lunch spot</p>	<p>Keep your food to yourself</p> <p>Ask permission appropriately</p>	<p>Eat what you take</p> <p>Keep your area clean</p>
Assemblies	<p>Face forward</p>	<p>Clap when appropriate</p>	<p>Ask questions only when prompted to do so</p>
Hallways	<p>Face forward</p> <p>Walk at all times</p> <p>Stay in line with your group</p>	<p>Walk quietly</p>	<p>Wait patiently</p>
Bathroom	<p>Wash and dry your hands</p> <p>Report problems to an adult immediately</p> <p>Use the bathroom only for its intended use</p>	<p>Respect privacy</p>	<p>Flush the toilet</p> <p>Use paper appropriately</p> <p>Conserve water; keep soap and water in the sink</p> <p>Return quickly to class</p>
Bus & Bus Stop	<p>Wait on the sidewalk and out of the street</p> <p>Stay still while the bus is pulling up, and board after the door is fully open</p> <p>Keep seatbelt buckled at all times</p>	<p>Respect private property at bus stops</p> <p>Select a seat quickly and quietly.</p>	<p>Hold your belongings</p> <p>When safe, exit promptly</p>
Arrival & Dismissal (RIDGEWOOD)	<p>Follow parking lot safety rules</p> <p>Walk your wheels on school grounds</p> <p>At dismissal, check with the teacher before leaving the class group.</p>	<p>Leave the classroom and school grounds promptly at the end of the school day</p>	<p>Arrive no earlier than 8:00 and go directly to the classroom or breakfast room</p> <p>Pay for meals before school</p>
Arrival & Dismissal (CUTTEN)	<p>Follow parking lot safety rules</p> <p>Walk your wheels on school grounds</p> <p>Exit the back of the school only</p> <p>Wait for your ride at the back fence bench or at the end of the first wing</p>	<p>Leave the classroom and school grounds promptly at the end of the school day</p>	<p>Arrive no earlier than 8:00 and go directly to the Multipurpose Room until 8:15</p> <p>Pay for meals before school</p>

D. Behavior Tracking Form

Cutten - Ridgewood Schools Behavior Tracking Form

Student (Full Name): _____ Teacher _____ Grade _____

Reported by staff: _____ Incident Date _____ Time _____

Location

- | | | | | |
|---|--|--------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Music Room | <input type="checkbox"/> Parking Lot | <input type="checkbox"/> Assembly |
| <input type="checkbox"/> Gate | <input type="checkbox"/> Playground | <input type="checkbox"/> Bus | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Office |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Learning Lane/Lab | <input type="checkbox"/> MPR/Commons | <input type="checkbox"/> After-School Program | <input type="checkbox"/> Library |
| <input type="checkbox"/> Field Trip/Special Event | | | | |

Teacher/Office Actions for Major:

- | | | | | |
|--|---|---------------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> Referral to _____ | <input type="checkbox"/> Parent Contact- Date: | <input type="checkbox"/> Left Message | <input type="checkbox"/> Text | <input type="checkbox"/> Email |
|--|---|---------------------------------------|-------------------------------|--------------------------------|

MAJOR Behaviors (please select all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Uncooperative | <input type="checkbox"/> Fighting (<input type="checkbox"/> verbal AND/ OR <input type="checkbox"/> physical) |
| <input type="checkbox"/> Disrespect | <input type="checkbox"/> Inappropriate Location |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Forgery/Plagiarism/Cheating |
| <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Technology Violation |
| <input type="checkbox"/> Abusive/Inappropriate Language | <input type="checkbox"/> Inappropriate Display of Affection |
| <input type="checkbox"/> Property Damage/Vandalism | <input type="checkbox"/> Harassment (specify type) OR <input type="checkbox"/> Bullying |
| <input type="checkbox"/> Lying | <input type="checkbox"/> Gender <input type="checkbox"/> Ethnicity <input type="checkbox"/> Sexual |
| <input type="checkbox"/> Theft | <input type="checkbox"/> Religion <input type="checkbox"/> Physical <input type="checkbox"/> Disability <input type="checkbox"/> Race |
| <input type="checkbox"/> Other: _____ | |

Administration Actions:

- | | | |
|---|---|--|
| <input type="checkbox"/> Loss of privileges: _____ | <input type="checkbox"/> Peer intervention | <input type="checkbox"/> Parent contact |
| <input type="checkbox"/> Community service: _____ | <input type="checkbox"/> Time in office | <input type="checkbox"/> Conference w/ student |
| <input type="checkbox"/> Reteach program | <input type="checkbox"/> Restitution | |
| <input type="checkbox"/> Restorative practice: _____ | <input type="checkbox"/> Apology | <input type="checkbox"/> ASP suspension: _____ |
| <input type="checkbox"/> Alternative placement: _____ | <input type="checkbox"/> Action pending: _____ | |
| <input type="checkbox"/> Suspension: _____ days/ Return Date: _____ | <input type="checkbox"/> Bus Suspension- Days _____ Return Date _____ | |
| <input type="checkbox"/> Other: _____ | | |

Possible Motivation:

- | | |
|--|---|
| <input type="checkbox"/> Obtain Peer Attention | <input type="checkbox"/> Obtain Adult Attention |
| <input type="checkbox"/> Avoid Peer Attention | <input type="checkbox"/> Avoid Adult Attention |
| <input type="checkbox"/> Obtain Items/Activities | <input type="checkbox"/> Unsure |
| <input type="checkbox"/> Avoid Tasks/Activities | <input type="checkbox"/> Other: _____ |

Others Involved:

- Staff/ Substitute: _____
- Peers: _____

Incident Summary

Student Signature _____ Parent Signature _____

E. Medical Emergency Protocol

A. Staff procedures for serious student injuries or illness:

Call 911.

1. Call office personnel to report a medical emergency:

▶ call ext. 100 secretary, ext.121(Cutten) 122 (Ridgewood) principal to report a medical emergency. IF YOU CANNOT MAKE CONTACT WITH THE EXTENSIONS SEND A RUNNER TO THE OFFICE.

2. Clear the area (or room if necessary) of all students and clear the space around the student. If back or neck injury is suspected, do not move student. Keep student on their back if conscious. Place the student in a side-lying position if unconscious. Cover the student with a jacket and raise their legs in their backpack.

Response team will:

1. Call 911 if it hasn't been done and is deemed necessary. (Notify the secretary and principal if it hasn't been done.)
2. Ask for assistance as soon as possible. A recorder, a runner, and/or an assistant to help provide medical care may be needed. Students will not be assigned any of these roles unless school personnel or other adults are not available.
3. Stay with the student and administer emergency care. Follow the Emergency Procedures for injury or illness.
4. Contact parents/guardians or have the secretary contact parents/guardians and give a brief description of the emergency. Tell parents 911 has been called.
5. Give a report to arriving emergency personnel, and relinquish command to the higher trained medical responder that is first on the scene.
6. Document the following: the time the incident started, physical assessment, student's medical history, current medications, events preceding the medical emergency, the time 911 was called, the time of parent contact, the time and to whom you gave over command, and the time an ambulance arrived and left school.

B. School Secretary or chain of command responsibilities:

1. If needed call 911.
2. Send available support to help supervise class if needed.
3. Notify principal.
4. Verify that student's backpack/belongings were brought to the office.
5. Have a staff member stand outside and direct first responders to the scene.
6. The secretary or other school personnel will search the student's backpack, if deemed appropriate.
7. Check student's medical record in office for special conditions.
8. Have a copy of the student information card in office ready for ambulance personnel.

C. Directions for making 911 call:

1. Identify yourself and say: We have a medical emergency at:

Cutten School at 4182 Walnut Drive in Cutten (Eureka)

or

Ridgewood School 2060 Ridgewood Drive in Cutten (Eureka)

2. Be specific about which entry to come to and the location of the student.
3. Briefly identify the nature of the emergency such as drug reaction or overdose, rapid or slow heart rate, neck injury, asthma attack, anaphylactic reaction, etc.
4. Let the operator know if CPR is in progress or any other procedures like oxygen, neck restraints, etc.
5. Identify which emergency personnel are on the scene.
6. Ask for estimated time of arrival (ETA).

D. Equipment available on campus

1. First Aid Kit
2. Command Post Kit
3. Trauma Kit
4. Basic First Aid Supplies
5. Epinephrine Pens
6. AED

E. Emergency First Aid Guidelines for California Schools

The purpose of these guidelines is to assist school staff to respond to medical emergencies until emergency medical professionals arrive on scene.

Staff members trained in CPR and Standard First Aid: School Secretary will keep a current list (updated yearly) of all staff members who are certified in CPR and First Aid.

Students with special medical conditions

A list of students with asthma, seizures, diabetes, and other medical conditions who may need staff assistance in the event of an emergency maintained.

The school secretary will keep a list of students with medical conditions. School nurse also maintains medical information for each student which is accessible in the office.

Trained staff members on Epipen: all certificated staff members are trained.

Trained staff members on seizure response: all certificated staff members are trained.

F. Threat Assessment

In the event staff suspect a student poses a threat to others a Threat Assessment and Response Protocol must be complete (available in both school offices). Parent/guardian and law enforcement may be contacted based on the findings of the assessment.

V. SAFETY POLICIES

A. Child Abuse Prevention and Reporting

Students

BP 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Child Abuse Prevention and Reporting

Students

AG 5141.4

Definitions

Child abuse or neglect includes the following (Penal Code 11165.5, 11165.6):

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that

child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

707-445-6180

When the initial telephone report is made, the mandated reporter may want to note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case,

including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements (Penal Code 11174.3):

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

B. Notification to Teachers of Dangerous Pupils

Pursuant to Ed. Code 49079

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, "Conditions for Suspension, Expulsion," except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years.

Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person.

An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor.

No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false.

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

C. Safe Ingress/Egress Procedures

Cutten School

Student Supervision

Parents are required to drop off and pick up students behind the school playing fields. (Traffic proceeds down Primrose Street to the back of the school and then past Foxwood Estates on Arbutus). All students are released out the back of the school at the end of the day. This circumvents the congestion on Walnut Drive. The district employs crossing guards to safely cross students at the Primrose Street crosswalk before and after school. The busses load and unload within the school grounds. Multiple teachers serve bus duty each day and monitor student safety at the back of the school. There is adequate off-street parking for staff. The traffic plan is reinforced intermittently throughout the school year in the family newsletters which go to every student.

On-Campus Visitors

This is addressed in Board Policy 1250, and reinforced throughout the school year in the family newsletters.

Ridgewood School

Student Supervision

Students are not allowed on campus each school day until supervision is available. Staff regularly supervises the parking lot at arrival time. Traffic cones and signs are placed in the parking lot to inform drivers of student drop-off and drive-through zones. Staff supervises the parking lot at dismissal time. Students who are taking the bus are escorted by staff to the bus door. Students who are being picked up are supervised on the school grounds, and are not permitted through the exit gate until they are picked up. Parking lot procedures for student drop-off and pick-up are communicated to parents annually and with follow-up reminders in the school newsletter. Emergency evacuation procedures are incorporated into the Site Disaster Plan. Each year, the Safe Routes to School Survey is completed by families. Staff reviewed data about student mobility to and from school including how students travel to school and areas of concern that inhibit or restrict mobility.

On-Campus Visitors

This is addressed in Board Policy 1250, and reinforced throughout the school year in the family newsletters.

D. Community Relations

Visitors

BP 1250

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

Approved: September 14, 2015

Community Relations

VISITORS

AG 1250

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her purpose for entering school grounds
2. Proof of identity, upon request of the principal or designee
3. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing

before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

Approved: September 14, 2015

E. Nondiscrimination/Harassment

Students

BP 5145.3

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited

discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Nondiscrimination/Harassment

Students

AG 5145.3

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Superintendent

4182 Walnut Drive

Eureka, CA 95503

707-441-3900

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy.

In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to

programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Approved: March 14, 2016

F. Sexual Harassment

Students

BP 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Sexual Harassment

Students

AG 5145.7

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent

4182 Walnut Drive

Eureka, CA 95503

707-441-3900

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or proposition
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Approved: March 14, 2016

G. Suspension and Expulsion / Due Process

Students

BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-6" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee may establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The

Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Suspension and Expulsion / Due Process

Students

AG 5144.1

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-6

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew

packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of

"Additional Grounds for Suspension and Expulsion: Grades 4-6," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-6

Any student in grades 4-6 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student in grades 4-6 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-6" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated

employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-6" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other

than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no

alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
- a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-6" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-6" or "Additional Grounds for Suspension and Expulsion: Grades 4-6" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of

expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/us with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-6" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-6" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

Approved: March 14, 2016

H. Suspension and Expulsion / Due Process (Students with Disabilities)

Students

AG 5144.2

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred.

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s)

does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930.
2. Knowingly possesses or uses illegal drugs.

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V.
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability.
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies.

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Decision Not to Enforce Expulsion Order

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Approved: March 14, 2016

I. Dress Code Policy

Students

BP 5132

DRESS AND GROOMING

The Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Approved: June 13, 2016

Dress Code Policy

Students

AG 5132

DRESS AND GROOMING

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Open-toed or backless shoes are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, violent or

- sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors, except under special circumstances.
 4. Clothes shall be sufficient to conceal undergarments at all times and shall fit appropriately. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.

The principal, teachers, and coaches at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other school activities. The principal has the final say about the appropriateness of attire.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed and updated whenever related information is received.

Approved: June 13, 2016

VI. EMERGENCY RESPONSE PROCEDURES

A. Purpose and Scope

The Cutten Elementary School District Comprehensive School Safety Plan (CSSP) provides guidance and direction to administration, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the CSSP shall be used during an emergency incident involving at Cutten Elementary School.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact the Superintendent as quickly as possible. S/he will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

Public Agency Use of School Buildings for Emergency Shelters

Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need. (California Education Code 32282)

B. Safe School Leadership Team (SSLT)

The Safe School Leadership Team (SSLT) will take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary:

- Field Response
- Local Government
- Operational Area
- Regional
- State

The SSLT carries out the Field Response level of crisis and emergency management. The District School Safety Team functions as the Local Government level in this system. By organizing our crisis response plans according to SEMS/NIMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS/NIMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS/NIMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS/NIMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses.

SEMS/NIMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

Essential Management Functions: SEMS/NIMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses three primary ICS functions: Incident Command, Logistics, and Operations.

Under the SEMS/NIMS, tasks are delegated to members of the SSLT to handle critical incidents successfully. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the SSLT provides each member with the opportunity to specialize in the management of his/her area.

The SEMS/NIMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS/NIMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS/NIMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS/NIMS roles and responsibilities are assigned and understood by the SSLT members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. Local emergency responders use the SEMS/NIMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with local agencies.

Safe School Leadership Team

Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the SSLT should immediately begin assigned duties. For additional information staff should report to the school office or temporary command center where they will be assigned duties to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to Incident Command.

C. Personnel Duties and Responsibilities

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine *who does what, where, and how*—before such a disaster occurs.

State of California Government Code, Chapter 8, Division IV, Title I

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

D. Ridgewood School

1. Safe School Leadership Team

Incident Command	Annette Sligh	Principal
	Joe Kencke	Alternate #1
	Amy Chastain	Alternate #2
Planning	Sage Garrett	School Secretary
	Carrie Carlson	Alternate
Operations	Annette Sligh	Principal
	Mike Richards	Alternate #1
	Lori Dickinson	Alternate #2
Logistics	Jay Seeger	Head of Maintenance
	Martin Tunzi	Alternate
Finance	Vanessa Carillo-Salas	Business Manager

2. Student Wellness Team

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team. (TAMT)**. The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150. The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a

Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student’s well-being when and if returned to school.

Primary		Alternate	
Annette Sligh	Principal	Carrie Carlson	Resource Teacher
Ashly Luciani	School Social Worker	Anne Girard	Cutten School Social Worker
Tim Marsalon	School Resource Officer, Eureka Police Department		

Evacuation and Supervision	
Supervising Teacher:	Overseeing:
Amy Chastain	Kencke and Chastain
Nadine Seghetti	Seghetti and Seymour
Katrin Lemmon	Felmlee and Lemmon
Tom Veeh	Veeh and Richards
Lori Dickinson	Dickinson and Gabbert
Suzanne Rice	Rice and Hinrichs
Audrea Filbey	Filbey and Escutia

3. Emergency Response Team

Command Post Blacktop (white vest)	Medical Center Adjacent to Bus Garage (red vest)	Damage Assessment / Search and Rescue (orange vest)	
Annette Sligh	Melissa Seymour	Jay Seeger	Mike Richards
Ashly Luciani	Liz Escutia	Teresa Lee	Stacey Gabbert
Sage Garrett	Joe Kencke	Martin Tunzi	Dani Hinrichs
Carrie Carlson		Jamie Felmlee	

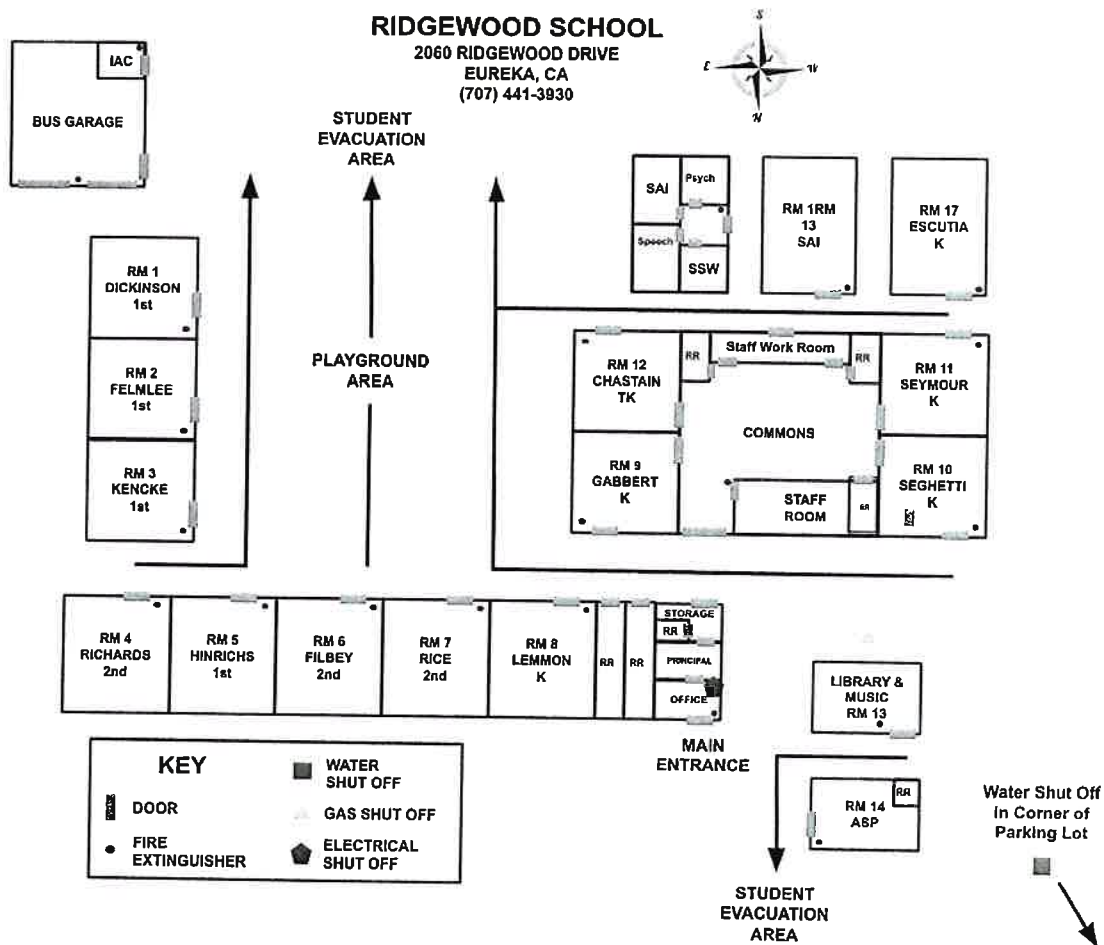
4. Evacuation Plan

Stage One Evacuation: ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas (see map, page 83).

Stage Two Relocation: OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with district transportation department, Humboldt County Sheriff, and Humboldt Bay Fire (gas leak, fallen aircraft...)

- Evacuation Plan Checklist:
 - Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both buses and autos)
 - Student Release area
 - Press / information area
 - Teams
 - Command Post
 - Medical Center
 - Damage Assessment/Search and Rescue
 - Student Evacuation and Supervision

5. Ridgewood School Map



6. Utility Shut Off Locations

- Wrench located
 - Inside the office storage room door to the right
- Electrical shut offs
 - **Rooms 4 - 8 (Main Wing) and Rooms 9 - 12 (Commons):**
 - Principal's office
 - Left-hand closet door
 - Left-hand panel
 - Lever labeled Main breaker 600 A
 - **Room 13:**
 - Principal's office
 - Right-hand closet door
 - Putty colored box
 - Upper left in closet
 - **Rooms 1 - 3, 14 - 17, and Bus Garage:**
 - Freestanding unit south of room 17
 - Left-hand lock
 - Two-inch wide lever

- **Water shutoff**
 - Staff parking lot at the street
 - Lock closest to the school is our lock
 - Two levers - either will shut off water
- **Gas shutoff**
 - Located in the hedge behind Room 13
 - Far left vertical pipe, back of the pipe
 - Half turn with wrench

7. Emergency/Crisis Disaster Log

Date of Incident: _____

FACILITY:

Electricity:

Rooms 4 - 8 (Main Wing) and Rooms 9 - 12 (Commons)

Rooms 1 - 3, 14 - 17, and Bus Garage

Room 13

Gas:

Behind SDC Room, in Hedge

Water:

Staff Parking Lot

Mark box when checked:

BUILDINGS CLEAR:

Rooms 1 - 8

 yes
 no

Rooms 9 - 12

Support Services, Library, Room 17

SDC and ASP

yes

no

STUDENTS:

Injuries:

 yes
 no

If yes, location(s):

STAFF:

All classes accounted for:

 yes
 no

All staff accounted for:

 yes
 no

NOTE - DOORS NOT LOCKED:

8. Staff Order of Release for Ridgewood

2023-2024

- | | |
|------------------------|------------------------|
| 1. Mariah LaFlamme | 27. Joe Kencke |
| 2. Linda Copeland | 28. Dani Hinrichs |
| 3. Michelle Urban | 29. Carrie Carlson |
| 4. Kacie Blacketer | 30. Mike Richards |
| 5. Catherine Hartridge | 31. Liz Escutia |
| 6. Alissa Morey | 32. Katri Pitts |
| 7. Taryn O'Kane | 33. Nadine Seghetti |
| 8. Teia Gutierrez | 34. Audrea Filbey |
| 9. Leina Blaisdell | 35. Lori Dickinson |
| 10. Tracy Thayer | 36. Suzanne Rice |
| 11. Aubrie Morgan | 37. Marissa Cunningham |
| 12. Lorna Kidd | 38. Nicole Schiller |
| 13. Izzi Curiel | 39. Ashly Luciani |
| 14. Jane Packer | 40. Teresa Lee |
| 15. Zeen Vincent | 41. Martin Tunzi |
| 16. Johanna Baca | 42. Jay Seeger |
| 17. Lilly Emerson | 43. Sage Garrett |
| 18. Trinity Blevins | 44. Annette Sligh |
| 19. Ella Wagner | |
| 20. Nicole Schiller | |
| 21. Katrin Lemmon | |
| 22. Jamie Felmlee | |
| 23. Tom Veeh | |
| 24. Amy Chastain | |
| 25. Melissa Seymour | |
| 26. Stacey Gabbert | |

E. Cutten School

1. Safe School Leadership Team

Incident Command	Becky MacQuarrie	Superintendent
	Darcie Rutter	Alternate #1
	Brandee Mitchell	Alternate #2
Planning	Alisha Bucher	School Secretary
	Anne Girard	Alternate
Operations	Becky MacQuarrie	Superintendent
	Darcie Rutter	Alternate #1
	Brandee Mitchell	Alternate #2
Logistics	Jay Seeger	Head of Maintenance
	Darold Ringler	Alternate
Finance	Vanesa Carillo-Salas	Business Manager

2. Student Wellness Team

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team. (TAMT)**. The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150. The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

Primary		Alternate	
Becky MacQuarrie	Superintendent	Darcie Rutter	Principal
Anne Girard	School Social Worker	Ashly Luciani	Ridgewood School Social Worker
Tim Marsolan	School Resource Officer, Eureka Police Department		

Evacuation and Supervision (<i>blue vests</i>)	
Supervising Teacher:	Overseeing:
Jeannie Hassler	Lindsay Watkins
Bethany Ibbitson	Brandee Mitchell
Jesse Wheeler	Jen Code
Kaycee Cook	Andrea Yip
Harriet Watson	Tracy Benbow
Mindi Bon	Jaime Hague

3. Emergency Response Team

Command Post Blacktop (<i>white vests</i>)	Medical Center Adjacent to Bus Garage (<i>orange vests</i>)	Damage Assessment / Search and Rescue (<i>red vests</i>)	
Darcie Rutter	Jaime Hague	Jay Seeger	Travis O'Brien
Anne Girard	Lindsay Watkins	Jen Code	Jay Seeger
Alisha Bucher	Susie Smelser	Alanzo Arenivaz	Tracy Benbow
Brandee Mitchell	Andrea Yip	Darold Ringler	Tina Standish

4. Evacuation Plan

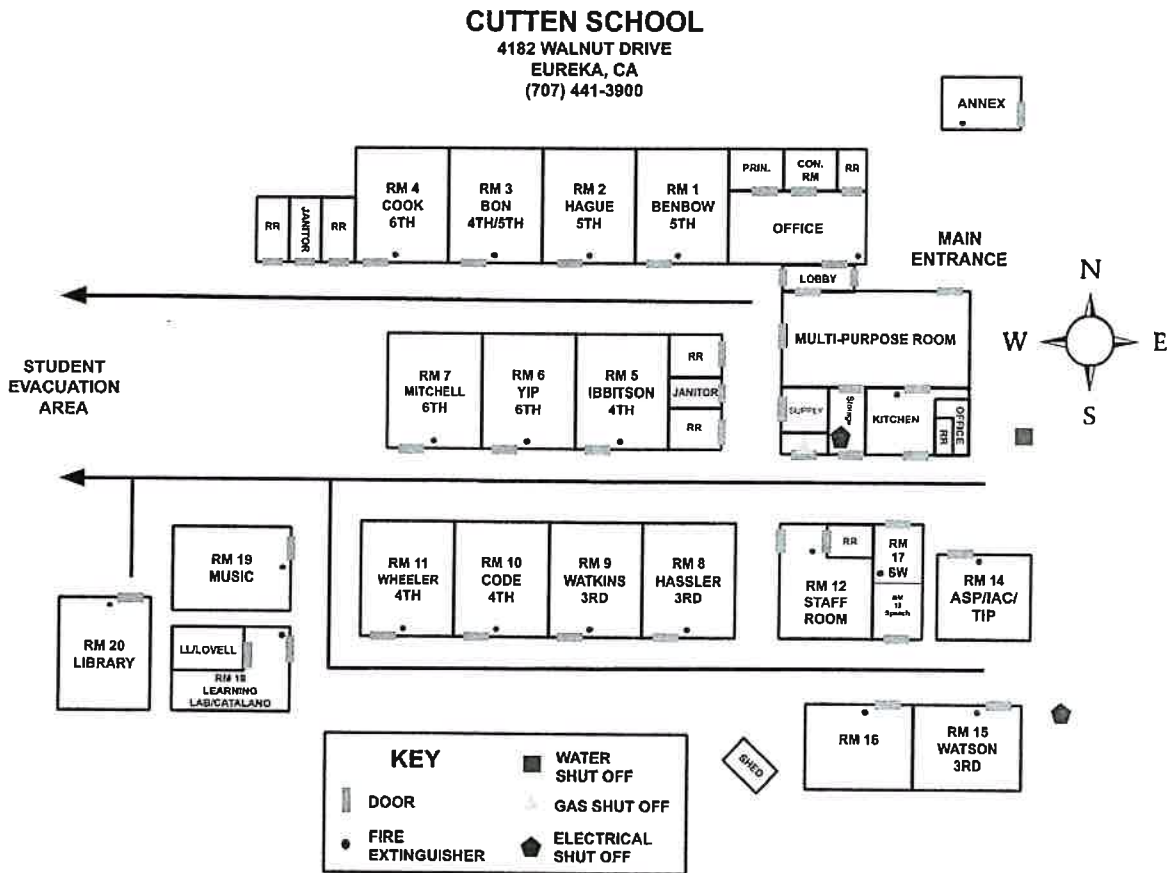
Stage One Evacuation: ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas (see map, page 83).

Stage Two Relocation: OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with the district transportation department, Humboldt County Sheriff, and Humboldt Bay Fire (gas leak, fallen aircraft...)

- Evacuation Plan Checklist:
 - Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both buses and autos)
 - Student Release area

- Press / information area
- Teams
 - Command Post
 - Medical Center
 - Damage Assessment/Search and Rescue
 - Student Evacuation and Supervision

5. Cutten School Map



6. Utility Shut Off Locations

- **Electrical shutoffs**
 - Boiler room adjacent to multi purpose room
 - Free standing unit east of Room 15
- **Water shutoff**
 - In lawn area at the front of school
- **Gas shutoff**
 - Accessed through door adjacent to exterior boiler room door

Emergency/Crisis Disaster Log

Date of Incident: _____

FACILITY:

Electricity:

Boiler Room adjacent to Multi Purpose Room

Freestanding Unit East of Room 15

Gas:

Door Adjacent to Exterior, Southern Boiler Room Door

Water:

Lawn in Front of the School

BUILDINGS CLEAR:

Rooms 8-11 and 15-16, Learning Lab, Music Room, and Library

yes

no

Rooms 1-7, Multi Purpose Room, Kitchen, Rooms 13, 14 & 17, and Annex

yes

no

STUDENTS:

Injuries:

yes

no

If yes, location(s):

STAFF:

All classes accounted for:

yes

no

All staff accounted for:

yes

no

NOTE - DOORS NOT LOCKED:

Staff Order of Release for Cutten, 2023-2024

- | | |
|----------------------------|----------------------|
| 1. Sharon Wheeler | 26. Jen Code |
| 2. Maria Comas | 27. Jaime Hague |
| 3. Karen Pino | 28. Darold Ringler |
| 4. Anne Robbins | 29. Tina Standish |
| 5. Gidget Hulstrom | 30. Andrea Yip |
| 6. Mikey Hulstrom | 31. Katri Pitts |
| 7. Jennifer Barbee | 32. Brandee Mitchell |
| 8. Stephanie Houseworth | 33. Annie Girard |
| 9. Madison Murrish | 34. Kaycee Cook |
| 10. Angelia Lewis | 35. Susie Smelser |
| 11. Mehgan Burton | 36. Julie Van Sickle |
| 12. Brandi Lawson | 37. Harriet Watson |
| 13. Brenae Houseworth | 38. Tracy Benbow |
| 14. Nicole Schiller | 39. Janel Catalano |
| 15. Jovanah Martinez-Hoboo | 40. Bethany Ibbitson |
| 16. Maria Tinkham | 41. Jesse Wheeler |
| 17. Ashlee Holgersen | 42. Kim Goodman |
| 18. Marissa Bell | 43. Jeannie Hassler |
| 19. Jessica Kelly | 44. Mindi Bon |
| 20. Travis O'Brien | 45. Grace Lovell |
| 21. Betty Davenport | 46. Jay Seeger |
| 22. Alanzo Arenivaz | 47. Darcie Rutter |
| 23. Lindsay Watkins | 48. Becky MacQuarrie |
| 24. Vanesa Carillo-Salas | |
| 25. Alisha Bucher | |

F. Drill Schedule

- **FIRE DRILL (1x /calendar month, unless alternate drill w/evacuation)**

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001).

- The principal shall notify staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
- Teachers shall ascertain that no student remains in the building.
- Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal or designee shall keep a record of each fire drill conducted and file a copy of this record.

- **EARTHQUAKE DRILL (2x year)**
- **LOCKDOWN DRILL (at least once per year)**

G. District Emergency Phone Numbers

Superintendent – Becky MacQuarrie

(707) 441-3900 (bus.); (707) 496-9916 (cell)

Cutten School Principal-Darcie Rutter

(707) 441-3900 (bus.); (707)496-2811

Ridgewood School Principal - Annette Sligh

(707) 441-3930 (bus.); (707) 616-2762 (cell)

Vanessa Carillo-Salas-Business Manager

(707) 441-3900 (bus.); (707) 382-0013 (cell)

Alisha Bucher-Cutten Secretary

(707) 441-3900 (bus.); (916) 838-3650 (cell)

Sage Garrett – Ridgewood Secretary

(707) 441-3930 (bus.); (707) 273-2801 (cell)

Maintenance and School Site Utilities Location (water, power, gas)

Jay Seeger (707) 616-3866 (cell)

District School Social Workers:

Anne Girard (Cutten School) (707) 502-0497 (cell)

Ashly Luciani (Ridgewood School) (707) 223-0821 (cell)

District Bus Transportation:

Darold Ringler (707) 362-3619 (cell)

Martin Tunzi (707) 672-2292 (cell)

H. 2-Way Radio Use

IN CASE OF A BOMB THREAT, DO NOT ACTIVATE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
- Minimize transmissions. Keep sentences short
- Key radio, wait 2 seconds then speak slowly, clearly, within two inches of the radio
- Use clear "sign-off" terms (eg
- During normal use, use only the channel assigned to the school.

VII. EMERGENCY RESPONSE PLANS

A. General Procedures

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across many emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
STATUS	<p>ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.</p>
	<p>EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically while students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.</p>
RESTRICTED MOVEMENT & ACCESS	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and • Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	<p>SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue if all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.</p>
	<p>SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in classrooms with exterior passageways must remain in the classroom while SHELTER IN PLACE</p>

	<p>is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p> <p>TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> ● Move students and staff into the school’s permanent building. ● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p> <p>DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
EVACUATION	<p>EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p> <p>OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
REUNIFICATION	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying everyone has the legal right to take custody of child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

B. Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.*

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur.
 - a. Act immediately if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
 - c. Be decisive. Communicate your plan to your students and act quickly.
 - d. Call 911 and the School Office as soon as it is safe to do so.
2. Options: *Run, Hide or Fight*
 - a. RUN: If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - o and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - o Police may mistake an item in your hands as a weapon.
 - o Leave everything behind.
 - If you encounter people along the way...
 - o Adults: Warn them and take them with you if you can but don't stop if they refuse to come.

- o Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Keep your students with you. Call 911 to report your location and obtain instructions.
- b. HIDE: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to act if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - o Construct a strong barricade.
 - o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - o If no other exit is available, be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location
 - The number of children with you:
 - b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.
4. Special Topics
- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - *Run* – If you encounter injured persons while you are trying to get out of danger...
 - o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - *Fight* – This is always the option of last resort because the probability of injury is highest when you are near the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
 - b. Law Enforcement: If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don’t run up to officers or attempt to hug or talk to them.
 - Don’t talk unless they ask you a question.
 - Do exactly what they tell you to do.
 - c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: Train all district / site staff involved with student activities and extracurricular programs.

PRINCIPAL OR DESIGNEE ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man, with a gun on campus. LOCKDOWN now."*
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

C. Biological Agent Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supplies
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

1. Notify principal.
2. Move students away from immediate vicinity of danger (if outside, implement Take Cover).
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
4. Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Initiate **SHELTER IN PLACE**.
2. Shut off HVAC units.
3. Move to central location where windows and doors can be sealed with duct tape.
4. Call 911. Provide location and nature of the emergency and school actions taken.
5. Turn on radio and listen for instructions.
6. Complete the Biological and Chemical Release Response Checklist
7. Remain inside the building until it is safe to leave.

Inside the building

STAFF ACTIONS:

1. Notify principal or site administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.
5. Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
2. Move up-wind from the potential danger.
3. Call 911. Provide exact location and nature of emergency.
4. Designate security team to isolate and restrict access to potentially contaminated areas.
5. Wait for instructions from emergency responders-- Health or Fire Department.
6. Complete the Biological and Chemical Release Response Checklist
7. Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

1. Wash affected areas with soap and water.
2. Immediately remove and contain contaminated clothing

3. Do not use bleach on potentially exposed skins.
4. Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

D. Bomb Threat

If the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone if possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

1. Listen. Do not interrupt caller.
2. Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
3. Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
4. Complete the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

1. Note the way the threat was delivered, where it was found and who found it.
2. Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
3. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
4. Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

5. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
6. If it is necessary to evacuate the entire school, use the fire alarm.
7. Call sheriff to look for suspicious packages, boxes or foreign objects.
8. Do not return to the school building until it has been inspected and determined safe by proper authorities.
9. Avoid publicizing the threat any more than necessary.

STAFF ACTIONS:

1. Evacuate students as quickly as possible, using primary or alternate routes.
2. Upon arrival at the designated safe site, take attendance. Notify the principal or designee of any missing students.
3. Do not return to the building until emergency response officials determine it is safe.

E. Chemical Accident Procedure

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

1. Alert others in the immediate area to leave the area.
2. Close windows and doors and restrict access to affected area(s).
3. Notify principal or designee.
4. DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Notify Fire Department and the Department of Public Health. Provide the following information:
 - a. School name and address, including nearest cross street(s)
 - b. Location of the spill and/or materials released; name of substance, if known
 - c. Characteristics of spill (color, smell, visible gases)
 - d. Injuries, if any
 - e. Your name and telephone number
2. Notify Maintenance personnel to shut off mechanical ventilating systems.
3. If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
4. Post a notice on the school office door stating location of evacuation site.
5. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
2. Upon arrival at evacuation site, take attendance. Notify principal or designee of any missing students.
3. Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
4. Do not return to the building until emergency response personnel have determined it is safe.

F. Duck, Cover, and Hold On

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public-address system and by teachers in classrooms:

Example: "Attention please. **DUCK, COVER AND HOLD**. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

1. Instruct students to move away from windows.
2. Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
3. Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

1. Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON**.
2. Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
3. Remain in place until shaking stops or for at least 20 seconds.

G. Earthquake Procedure

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL OR DESIGNEE ACTIONS:

1. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
2. Send search and rescue team to look for trapped students and staff.
3. Instruct staff to keep students a safe distance away from building entrances to assure no one re-enters.
4. Determine who will inform public information media as appropriate.
5. Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
6. Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

1. Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
2. Check for injuries, and render First Aid.
3. After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
4. Check attendance at the assembly area. Report any missing students to principal or designee.
5. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
6. Stay alert for aftershocks
7. Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

1. Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
2. After shaking stops, check for injuries, and render first aid.
3. Check attendance. Report any missing students to principal or designee.
4. Stay alert for aftershocks.
5. Keep a safe distance from any downed power lines
6. Do NOT re-enter building until it is determined to be safe.
7. Follow instructions of principal or designee.

During non-school hours

PRINCIPAL OR DESIGNEE ACTIONS:

1. Inspect school buildings with Maintenance personnel to assess damage and determine corrective actions.
2. Notify fire department and utility company of suspected breaks in utility lines or pipes.
3. If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
4. Determine who will inform public information media as appropriate.

H. Evacuation (On-Site)

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm.
2. Provided time is available, make an announcement over the public-address system:

Example: "Attention please. We need to EVACUATE all buildings. Teachers are to take their students to the Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan.
4. Use walkie-talkies to deliver additional instructions to teachers in hold areas.

PRINCIPAL OR DESIGNEE:

1. The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
2. When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
3. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
2. Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
3. Remain in the Assembly Area until further instructions are given.
4. Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Some people may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

1. Announce the type of emergency.
2. Offer your arm for guidance.
3. Tell person where you are going, obstacles you encounter.
4. When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

1. Turn lights on/off to gain person's attention -OR-
2. Indicate directions with gestures -OR-
3. Write a note with evacuation directions.

To evacuate individuals using crutches, canes, walkers, or wheelchairs

1. Evacuate these individuals as injured persons.
2. Assist and accompany to evacuation site, if possible -OR-
3. Use a sturdy chair (or one with wheels) to move person -OR-
4. Help carry individual to safety if necessary.

I. Evacuation (Off-Site)

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public-address system:

Example: "Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

PRINCIPAL OR DESIGNEE ACTIONS:

1. Determine the safest method for evacuating the campus. This may include the use of school bus or simply walking to the designated off-site location.
2. Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
3. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
4. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
2. If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
3. Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
4. Remain in place until further instructions are given.

Structured Reunification**STAFF ACTIONS:**

1. Ensure student identification necklaces are distributed and worn by all students.
2. Students remain in classroom or at the Assembly Area with the classroom teacher or teacher buddy until the Reunification Team Member calls for specific student(s).
3. Reunification Team Member will escort student(s) to the designated Release Point.
4. Student will be released to parent/guardian or identified emergency contact.
5. Release Team will document each student as he/she is released; to whom the student(s) is released; and the time of release.

J. Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL OR DESIGNEE:

1. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
2. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
3. Secure area to prevent unauthorized access until the Fire Department arrives.
4. Notify emergency response personnel of any missing students.
5. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
6. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
7. Determine if Student Release should be implemented. If so, notify staff, students and parents.

8. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. Initiate **DROP, COVER AND HOLD ON**.
2. If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

K. Fire

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL OR DESIGNEE ACTIONS:

1. Sound the fire alarm to implement **EVACUATION** of the building.
2. Immediately **EVACUATE** the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
6. Notify appropriate utility company of suspected breaks in utility lines or pipes.
7. If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
8. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

1. **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL OR DESIGNEE ACTIONS:

1. Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
2. Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

L. Flood

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur because of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Issue **STAND BY** instruction. Determine if evacuation is required.
2. Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue **OFF SITE EVACUATION** instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated.
6. Monitor AM radio weather station KINS for flood information.
7. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

1. If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
2. Remain with students throughout the evacuation process.

3. Upon arrival at the safe site, take attendance. Report any missing students to principal or designee and emergency response personnel.
4. Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

1. If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

M. Gas Odor/Fumes

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

1. Notify principal.
2. Move students from immediate vicinity of danger.
3. Do not turn on any electrical devices such as lights, computers, fans, etc.
4. If odor is severe, leave the area immediately.
5. If the building is evacuated, take student attendance and report any missing students to Principal or designee.

PRINCIPAL OR DESIGNEE ACTIONS:

1. If gas leak is internal, evacuate the building immediately.
2. Call 911.
3. Notify utility company.
4. Determine whether to move to alternate building location.
5. If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
6. Do not return to the building until it has been inspected and determined safe by proper authorities.

N. Hazardous Materials

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL OR DESIGNEE ACTIONS:

1. Call 911, if necessary.

2. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
3. Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate **OFF SITE EVACUATION**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
6. Wait for instructions from emergency responders-- Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

1. Follow standard student assembly, accounting and reporting procedures.
2. Report names of missing students to office.
3. Do not take unsafe actions such as returning to the building before it has been declared safe.

O. Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL OR DESIGNEE ACTIONS

1. Call 911. Provide all known essential details of the situation:
2. Number of hostage takers and description
3. Type of weapons being used
4. Number and names of hostages
5. Any demands or instructions the hostage taker has given
6. Description of the area
7. Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
8. Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
9. Secure exterior doors from outside access.
10. When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

11. Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
12. Identify media staging area, if appropriate. Implement a hotline for parents.
13. Account for students as they are evacuated.
14. Provide recovery counseling for students and staff.

STAFF ACTIONS:

1. If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
2. Alert the principal or designee.
3. Account for all students.

P. Intruder Procedure

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 8:00 a.m. and 4:00 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL OR DESIGNEE ACTIONS:

Initiate **LOCKDOWN**.

1. Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”*
 - “I understand the problem, and I am concerned.”*
 - “We need to work together on this problem.”*
2. As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
3. Keep subject in view until police or law enforcement arrives.
4. Take measures to keep subject away from students and building.
5. Designate a staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
6. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or law enforcement officer to be present.
7. Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

1. Notify the principal or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
2. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
3. Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

Q. Lockdown

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations always. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

Make an announcement in person directly or over the public-address system:

Example: "Attention please. We have an emergency and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL OR DESIGNEE ACTIONS:

1. Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
2. Call 911. Provide location, status of campus, all available details of situation.
3. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
4. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
2. Immediately lock doors and instruct students to lie down on the floor.
3. Close any shades and/or blinds if it appears safe to do so.
4. Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

1. Move quickly and quietly to the closest safe classroom.
2. If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

R. Power Outage (Planned and Unplanned)

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL OR DESIGNEE ACTIONS:

Notify utility company. Provide the following information:

- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities. ____

Plan for Loss of Electricity

Phones: Fax line and/or cell phones will be used since main phone system is dependent on power. _

Communication: School marquees, SchoolWise mass communication, and social media will be used to communicate plans with parents/guardians

Emergency Light: Battery powered lights are available in classrooms without sufficient natural light

Heating: Superintendent or designee will determine case by case if the temperature warrants closer due to low temperatures in the classrooms _____

Closure: School is canceled on the second day of a power outage unless power is restored by 6:00am, or if the superintendent or designee determines school should not be in session during the outage. _____

S. Secure Campus

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue if all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

1. Potential threat of violence in the surrounding community
2. Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases, and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

1. Is intended to prevent a potential community threat from entering campus
2. Heightens school safety while honoring instructional time
3. Requires that all exterior classroom / office doors are locked
4. Requires that no one goes in or out for any reason
5. Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

PRINCIPAL OR DESIGNEE ACTIONS:

Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example: "Your attention please. Due to reported police activity in the surrounding community, please implement **SECURE CAMPUS** procedures immediately."

- REPEAT -

1. Instruct Administrative Assistant to call law enforcement non-emergency number, inform them of campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put administrator on the call and ask to speak with Dispatch/Communications Supervisor
2. Designate assigned individual to lock all doors leading into administration building
3. Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
4. Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
5. If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
6. If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
7. If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
8. Depending on the timing of the situation, consider deactivating the period bells. Students and staff must remain inside if the threat persists
9. After the emergency has been neutralized, initiate **ALL CLEAR**
10. Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Move to the door and instruct any passing students to return to assigned classroom immediately
2. Close and lock the door
3. Continue class instruction or activity as normal
4. Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
5. Be alert to the possibility that response may elevate to **LOCKDOWN**
6. Do **NOT** call office to ask questions; Incident Command will send out periodic updates
7. Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

1. Gather students together and organize into an orderly formation
2. Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
3. Proceed to on-campus shelter location as quickly as possible
4. Once inside, take attendance to ensure all present students are accounted for
5. By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
6. Implement all classroom policies and procedures for **SECURE CAMPUS** status

7. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
8. Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

T. Shelter in Place

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

Make an announcement in person directly or over the public-address system:

Example: "Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL OR DESIGNEE ACTIONS:

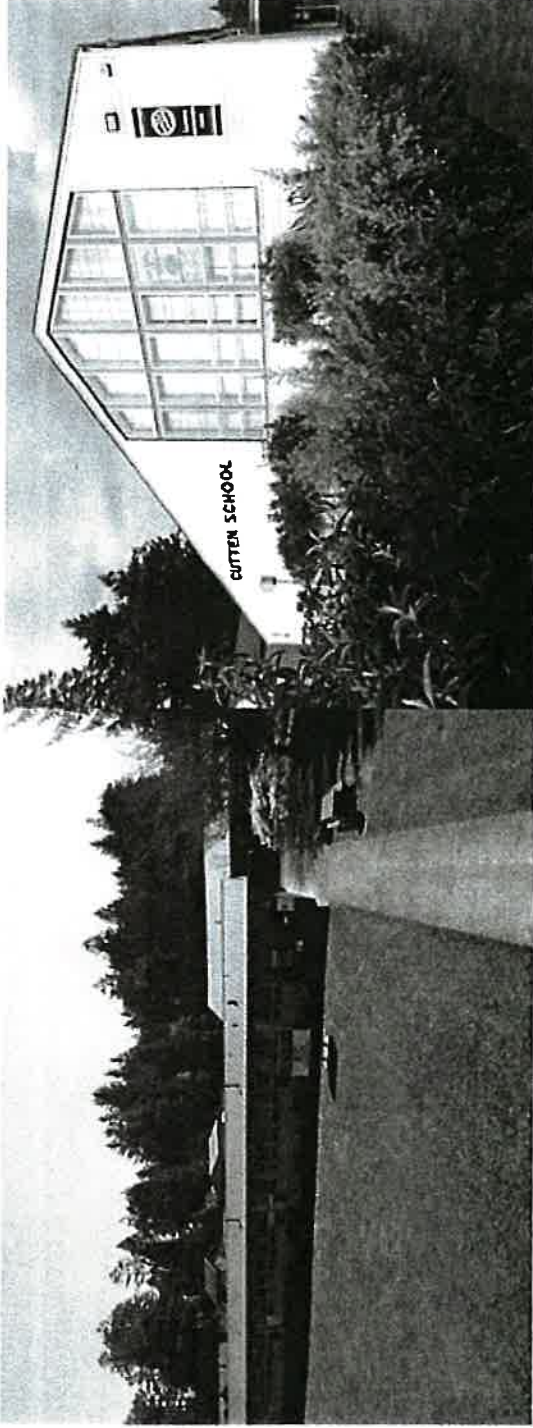
1. Make an announcement on the public-address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
2. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.

TEACHER and STAFF ACTIONS:

1. Immediately clear students from the halls. Stay away from all doors and windows.
2. Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
3. Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
4. Take attendance and call report in to administrative assistant. Wait for further instructions.

STUDENT ACTIONS:

Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.



Building a better world, one student at a time.

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cutten Elementary School District	Becky MacQuarrie Superintendent	bmacquarrie@cuttensd.org 7074413900

Goal 1

Goal Description

Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
M1.1 Number of highly qualified teachers and appropriate teacher assignments Priority 1, 2	100% highly qualified, appropriate teacher assignments	100% highly qualified, appropriate teacher assignments.	100% highly qualified, appropriate teacher assignments.	100% highly qualified, appropriate teacher assignments.	100% highly qualified, appropriate teacher assignments
M1.2 Local multiple measures of student achievement Priority 8	Second trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79%	Second Trimester results- "progressing" or 'met' Reading, 71% Writing, 71% Math, 83%	Second Trimester results- "progressing" or 'met' Reading, 74% Writing, 68% Math, 81%	N/A	Second trimester results - "progressing" or "met" Maintain Reading, 73% Increase Writing, 70% Maintain Mathematics, 79%
M1.3 A broad course of study provided to all students Priority 7	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education
M1.4 CAASPP Scores - reduce the gaps in achievement. Priority 4	Met/Exceeded in 2019: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38%	Data not available. No testing in the Spring of 2021. See local data in M1.2.	Met/Exceed in 2022: ELA All students: 56.73% SED: 46.51% SWD: 27% Hispanic: 48.57% White: 60.81%	Met/Exceed in 2023: ELA All students: 43.31% SED: 43.34% SWD: 34% Hispanic: 38.09% White: 47.53%	Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	White: 56% MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50%		MATHEMATICS All students: 47.59% SED: 40.31% SWD: 38.63% Hispanic: 40% White: 52%		MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points Priority 4	2019 achievement ratings: All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1	Data not available. No testing in the Spring of 2021. See local data in M1.2.	2022 achievement ratings: All students: 4.6 SED: -3.1 SWD: -48.9 Hispanic: -2.5 White: 9.7	2023 achievement ratings: All students: -5.9 SED: -16.7 SWD: -26.9 Hispanic: -20.4 White: .9	2023 achievement ratings: All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6 Priority 4	2019 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7	Data not available. No testing in the Spring of 2021. See local data in M1.2.	2022 achievement ratings: All students: -10.5 SED: -25.1 SWD: -36.4 Hispanic: -26.1 White: -8	2023 achievement ratings: All students: -12 SED: -17.4 SWD: -17.3 Hispanic: -25.6 White: -8.5	2023 achievement ratings: All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3
M1.7 5th grade Science California Science Test scores Priority 4	Met/Exceeded in 2019: All students 36.14% SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23%	Data not available. No testing in the Spring of 2021.	Met/Exceeded in 2022: All students 29.45% SED: 18.50% SWD: 8.36% Hispanic: 18.26% White: 44.25%	Met/Exceeded in 2023: All students 47.56% SED: 46.66% SWD: 36.36 % Hispanic: N/A White: 50.87%	Meet/Exceed in 2023: All students: 42% SED: 33% SWD: 19% Hispanic: 35% White: 50%
M1.8 Class size Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Maintain class size 24:1 or less, grades TK-3; 28 or less, 4-6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
M1.9 Percentage of English learner pupils making progress toward English proficiency Priority 4	ELPAC reporting by state board data is suppressed because 10 or fewer students were tested in 2019-2020. In 2020-2021 15 students in program and in 2021-22, 12 students.	ELPAC data shows 71% of the students improved from the 2020-2021 to the 2021-2022 school year.	ELPAC reporting by state board data is suppressed because 10 or fewer students were tested in 2021-2022 school year.	ELPAC reporting by state board data is suppressed because 10 or fewer students were tested in 2022-2023 school year.	If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores Priority 8	Students' HFZ (2018 - 19): Aerobic Capacity: 66.3% Body Composition: 61.6% Abdominal Strength: 89.5% Trunk Extension Strength: 96.5% Upper Body Strength: 47.7% Flexibility: 86.0%	Students' HFZ (2021-2022): Aerobic Capacity: 81.7% Body Composition: Not taken this year Abdominal Strength: 90.3% Trunk Extension Strength: 100% Upper Body Strength: 66.7% Flexibility: 91.4%	Students' HFZ (2022-2023): 100 % Participation Aerobic Capacity: 64% Body Composition: Not taken this year Abdominal Strength: 75% Trunk Extension Strength: 93% Upper Body Strength: 46% Flexibility: 80%	Students' HFZ (2022-2023): 100 % Participation Aerobic Capacity: 64% Body Composition: Not taken this year Abdominal Strength: 75% Trunk Extension Strength: 93% Upper Body Strength: 46% Flexibility: 80%	Students' HFZ: Aerobic Capacity: 68.3% Body Composition: 63.6% Abdominal Strength: 91.5% Trunk Extension Strength: 96.5% (maintain) Upper Body Strength: 49.7% Flexibility: 88.0%
M1.11 Implementation of State Standards and Professional Development by certificated staff Priority 2.	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.14, EngLangDev 2.62, Math 4.10, NGSScience 4.10, Hist/Soc Science 3.38	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.32, EngLangDev 3.18, Math 4.86, NGSScience 4.36, Hist/Soc Science 3.23	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 3.93 EngLangDev 3.33, Math 4.46, NGSScience 2.93, Hist/Soc Science 2.13	a). N/A b). 5 full days of professional development by each teacher	a) Increase implementation by .10 each year in each content area b) Maintain two full days of professional development for each teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
M1.12 Arts integration self reported staff survey Priority 2, 7	b) Two full days of professional development by each teacher	b). 5 full days of professional development by each teacher	b). 5 full days of professional development by each teacher	a.) N/A	Desired outcome for 2023-24 will be identified when baseline is determined.
M1.13 Participation rates in music opportunities Priority 2, 7	Baseline scores to be determined	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.53	100% students receiving music instruction	Maintain 100% of students receiving music instruction
M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency Priority 2	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Lexia.	Maintain full access to the CCSS and ELD standards for English learner pupils

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1-1	Teacher Assignment 1.1 a. All students taught by highly qualified certificated teachers no mis-assignments; employ administrator staffing sufficient to support the school program b. Provide induction support as needed through NCTIP	No	Partially Implemented	\$3,541,218.00	1,500,283.16

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	c. Classroom supplies; \$500 per classroom				
1.2	ELA and Math Intervention 1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment. a. 0.50 FTE Classified Coordinator - Cutten School b. 0.60 FTE Classified Coordinator - Ridgewood School c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction d. Assessment/instructional materials	No	Partially Implemented	\$145,050.00	53,480.73
1.3	Special Education Resource Program and Speech & Language Services 1.3 Provide special education and speech and language services. a. 2.0 FTE resource teacher salary b. 1.0 FTE speech and language pathologist c. 1.0 FTE speech and language pathologist assistant d. 3.56 FTE Special Education Assistants e. Assessment and curriculum materials	No	Partially Implemented	\$598,860.00	207,449.30
1.4	Special Day Class 1.4 Maintain TK - 2 Special Day Class at Ridgewood School. a. Special Day Class teacher b. 1.025 FTE Special Day Class aides	No	Partially Implemented	\$238,595.00	85,003.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.5	Instructional Aides 1.5 Maintain instructional aides in every classroom to support all students 2.5 hours daily. a. 9.375 FTE instructional aides	No	Partially Implemented	\$445,786.00	143,731.04
1.6	Instructional Aide Support 1.6 Instructional aides to provide support specifically for unduplicated student groups a. .75 FTE Instructional aides	Yes	Partially Implemented	\$27,582.00	8,102.85
1.7	GATE Services 1.7 Provide GATE services, grades 4 through -6 a. 0.30 FTE Teacher b. Materials	No	Partially Implemented	\$21,740.00	8,695.32
1.8	Student to Teacher/Instructional Aide Ratio 1.8 Support opportunities for differentiation to provide appropriate instruction for the low-income student population that is under-performing by decreasing student to teacher and instructional aide ratio. a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6 b. 0.375 FTE instructional aide	Yes	Partially Implemented	\$152,340.00	60,901.29