

**BOARD OF TRUSTEES
BOARD MEETING AGENDA
February 19, 2026 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 13, 2026; January 22, 2026
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Facilities Inspection Report
- 2.4 Approval of Acceptance of Resignation .375 Classroom Aide Position (RW)
- 2.5 Approval of .375 Classroom Aide Position (RW)
- 2.6 Approval Contract RT Dennis Accountancy (Auditor)
- 2.7 Acceptance of Resignation (Retirement) 1.0 FTE Credentialed Position

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 Principals' Report
- 4.5 Enrollment/New Student Registration update 2025-2026
- 4.6 Construction Projects-Update

5.0 CORRESPONDENCE

- 5.1 Statement of Economic Interest Form 700
- 5.2 School Board Members Required Ethics Training Every 2 Years AB 1234
- 5.3 Certification of 2025-2026 First Interim Report
- 5.4 2025 – 2026 Governor's Proposed Budget Report

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Presentation/Discussion/Consider Approval CFW Facilities Plan
- 6.2 Discussion/Consider Approval of 2025 – 2026 Comprehensive Safe School Plan (CSSP) and Wellness Policy
- 6.3 Discussion/Acceptance MidYear Report Annual Update to the Local Control Accountability Plan (LCAP) and the Local Control Funding Formula Budget Overview for Parents (BOP)
- 6.4 Discussion/Approval of Tentative Certificated Staffing Options for 2026– 2027
- 6.5 Discussion/Approval of the 2026-2027 District Calendar
- 6.6 Discussion/Approval of Review of Rental Housing Income, and Approximately \$10,000 in Upgrades to Vacated Unit.
- 6.7 Information Only PCO #20 Removal of Irrigation from Scope; Credit (\$16,354.00); PCO #17 Floor Box Removal; (\$2,312.52)
- 6.8 Discussion/Consider Approval of #PCO #18.1 New Fiber Data, \$38,727.69, and PCO #19 Two Color Paint Request \$2363.64

- 6.9 Discussion/Consider Approval of Electric Bus/Chargers Acceptance of Grant; and Estimated Additional Costs (\$73,920.99 Electric Bus; \$8,820.19 EV Charger).
- 6.10 Discussion/Consider Approval to Rescind BP & AR 5145.13 Response to Immigration
- 6.11 Discussion/First Review of Updated Board Policies, Administrative Regulations. and Exhibits: BP 0410; BP & AR 1312.3; Exhibit 1312.3 E(1) &(2); AR 3542; BP & AR 4030; BP 4033; BP & AR 4119.11; AR 4119.12; Exhibit 4119.12 E(1); BP 4212.9; Exhibit 4212.9-E(1);BP & AR 4219.11; BP 4219.12; Exhibit 4219.12-E(1); BP 4312.9; Exhibit 4312.9-E(1); BP & AR 4319.11; AR 4319.12; Exhibit 4319.12-E(1); BP & AR 5145.3; BP & AR 5145.7; AR 5145.71; Exhibit 5145.71-E(1); AR 5113; BP 3470; BP & AR 5020; BP & AR 6020; BP 6143; BP & AR 1445; BP & AR 5125.1
- 6.12 Consider Approval of Global Adoption of Updated Board Policies, Administrative Regulations. and Exhibits: BP 0410; BP & AR 1312.3; Exhibit 1312.3 E(1) &(2); AR 3542; BP & AR 4030; BP 4033; BP & AR 4119.11; AR 4119.12; Exhibit 4119.12 E(1); BP 4212.9;Exhibit 4212.9-E(1);BP & AR 4219.11; BP 4219.12; Exhibit 4219.12-E(1); BP 4312.9; Exhibit 4312.9-E(1); BP & AR 4319.11; AR 4319.12; Exhibit 4319.12-E(1); BP & AR 5145.3; BP & AR 5145.7; AR 5145.71; Exhibit 5145.71-E(1); AR 5113; BP 3470; BP & AR 5020; BP & AR 6020; BP 6143; BP & AR 1445; BP & AR 5125.1
- 6.13 Information/Acceptance Second Presentation HBTA Sunshine Proposal of the Humboldt Bay Teachers's Association Initial Proposal for 2026-2027 Contract Negotiations: Opening with Salary and Health & Welfare
- 6.14 Discussion/Consider Approval Second Presentation of Cutten Elementary School District Initial Proposal: Teaching Hours-Article 5 Propose changes to the Professional Development calendar or work hours Leaves- Article 6 Propose changes to clarify the process of Personal Necessity (PN) days
- 6.15 Discussion/Approval of Vote for One Official 2026 Delegate Assembly Member Subregions-1: No Nominations, May Vote a Write In.

7.0 SUPERINTENDENT REPORT

8.0 PUBLIC COMMENT ON CLOSED SESSION ITEM

9.0 BOARD MEMBER COMMENTS / COMMUNICATION

10.0 CLOSED SESSION

10.1 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Becky MacQuarrie

Name of Organization Representing Employees: HBTA

11.0 RECONVENE TO OPEN SESSION

Report of Action Taken

12.0 ADJOURNMENT

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

Payroll Summary by Org

Fiscal Year 2025/26

EARNINGS by Earnings Code		Income	Adjustments	TAXES		Total	
No Gross Pay	Regular		5.00	Employee	Employer	Subject Grosses	
		466,717.50		30,091.51		404,193.37	
TOTAL				9,649.76	8,975.77	9,649.76	
		466,717.50	5.00	8,975.77	6,553.90	17,951.54	404,193.37
EARNINGS by Group				6,553.90	226.04	13,107.80	144,771.12
Base Pay		453,710.84		55,270.94	12,568.45	226.04	451,986.73
Docks		7,016.54					451,986.73
Extra Duty		5,409.40					451,986.73
Miscellaneous							451,986.73
Stipends		7,170.00					451,986.73
Substitutes		4,287.50					451,986.73
Vacation Pay		3,156.30					451,986.73
TOTAL		466,717.50	5.00	55,270.94	28,324.16	12,568.45	83,595.10

REDUCTIONS		Employee	Employer	Total	Subject Grosses
PERS		2,044.29	7,829.57	9,873.86	29,203.92
ERS / 62		7,405.67	24,818.30	32,223.97	92,570.98
STRS / 60	5.00	24,568.53	45,739.40	70,307.93	239,830.81
STRS / 62		8,041.87	15,051.43	23,093.30	78,803.20
Tax Sheltered Annuit		5,733.00		5,733.00	
Health & Welfare		13,040.78	89,814.70	102,855.48	
Supplemental Insuran		939.99		939.99	
Flex Medical Savings		750.00		750.00	
SUBTOTAL		62,524.13	183,253.40	245,777.53	

DEDUCTIONS		Employee	Employer	Total	Subject Grosses
Dues & Memberships		3,840.70		3,840.70	34.20
403b ROTH		3,050.00		3,050.00	
Garnishments		32.86		32.86	
District Repay		100.00		100.00	
Miscellaneous		850.00		850.00	
Supplemental Insuran		2,944.12		2,944.12	
Summer Savings		34,619.03		34,619.03	
SUBTOTAL		45,436.71	.00	45,436.71	207,713.67
TOTALS		163,231.78	211,577.56	374,809.34	

Vendor Summary for Pay Date 01/09/2026 thru 01/30/2026		7	25	32
Vendor Checks		9,357.67		
Vendor Liabilities		365,451.67		
TOTAL	115	466,717.50	94	397,398.42

Cancel/Reissue for Process Date 01/09/2026 thru 01/30/2026		Reissued	Cancel Checks	Void ACH

Payroll Summary by Org

Pay01a

Fiscal Year 2025/26

Pay Date 01/09/2026 through 01/30/2026

BALANCING DATA		NET	
Gross Earnings	466,717.50	Direct Deposits	271,893.32
District Liability	211,577.56	Checks	31,592.40
	<u>678,295.06</u>	Partial Net ACH	
		Negative Net	
		Check Holds	
		Zero Net	115
		TOTAL	303,485.72
			84
			31

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000300312	01/08/2026	(HARRIS) SHAFER'S ACE HARDWARE	01-4374		127.86
3000300313	01/08/2026	AT&T CALNET 2			
3000300314	01/08/2026	Brothers That Just Do Gutters	01-5909		331.65
3000300315	01/08/2026	Cal-Ore Grease Trap Services	01-5631		19,447.00
3000300316	01/08/2026	Crawford & Assoc. Inc	13-5560		3,000.00
3000300317	01/08/2026	EMPLOYMENT DEVELOPMENT DEPT	21-5800		2,897.26
3000300318	01/08/2026	JK Inspections LLC	01-9540		684.54
3000300319	01/08/2026	P G & E	21-5800		4,142.50
			01-5511	85.99	
3000300320	01/08/2026	SECURITY LOCK & ALARM	01-5520	7,661.42	7,747.41
			01-4381	16.16	
3000300321	01/08/2026	STUDIO W ARCHITECTS	01-5635	112.33	128.49
3000300322	01/08/2026	VALLEY PACIFIC PETROLEUM SVCS	21-6210		4,456.80
			01-4364	251.57	
3000300323	01/08/2026	Verizon Wireless	01-4365	1,460.30	1,711.87
3000300630	01/12/2026	ADVANCED SECURITY SYSTEM	01-5921		592.74
3000300631	01/12/2026	CRYSTAL CREAMERY	01-5804		1,118.00
3000300632	01/12/2026	FRANZ FAMILY BAKERY	13-4711		2,835.93
3000300633	01/12/2026	JOHNSON'S MOBILE RENTALS	13-4710		201.60
3000300634	01/12/2026	MENDES SUPPLY COMPANY	21-5800		146.81
3000300635	01/12/2026	MISSION LINEN SUPPLY	01-4374		5,001.58
3000300636	01/12/2026	SYSCO SACRAMENTO	01-5550		401.97
			01-4710	1,163.39	
			13-4396	2,496.36	
			13-4710	12,892.30	
3000300637	01/12/2026	Ubeo West, LLC	13-5623	147.85	16,699.90
3000301492	01/22/2026	CRYSTAL CREAMERY	01-7439		1,791.71
3000301493	01/22/2026	CRYSTAL SPRINGS BOTTLED WATER	13-4711		184.56
			01-5531	60.00	
3000301494	01/22/2026	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5623	34.00	94.00
			01-5861		96.00
3000301495	01/22/2026	Edclub, Inc			3,672.00
3000301496	01/22/2026	eLuma LLC	01-5884		8,092.61
3000301497	01/22/2026	ERIK MENDES	01-5800		795.35
3000301498	01/22/2026	Guzi-West Inp & Cons., LLC	01-5800		800.00
3000301499	01/22/2026	HUMB COMMUNITY SERVICES DIST	01-5800		1,093.19
3000301500	01/22/2026	MidAmerica Books	01-5530		374.13
3000301501	01/22/2026	MURPHY'S MARKET	01-4310		32.71
3000301502	01/22/2026	STUDIO W ARCHITECTS	13-4710		4,456.80
3000301503	01/22/2026	Ubeo West, LLC	21-6210		851.52
3000302067	01/26/2026	U.S. BANK	01-7439		
			01-4210	315.86	
			01-4310	3,030.53	
			01-4374	216.87	
			01-4393	56.06	

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.

ReqPay12a

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000302067	01/26/2026	U.S. BANK	01-5210	183.01	8,044.83
			01-5884	4,242.50	229.13
			01-4310		108.00
3000302068	01/26/2026	U.S. BANK	01-5210		60.00
3000302597	01/29/2026	Benbow, Tracy L	01-5210		50.00
3000302598	01/29/2026	Girard, Anne E	01-5210		121.19
3000302599	01/29/2026	Goodman, Kimberly A	01-4310		65.82
3000302600	01/29/2026	Hinrichs, Danielle G	01-4710		60.00
3000302601	01/29/2026	Hulstrom, Gidget L	01-5210		28.18
3000302602	01/29/2026	MacQuamie, Becky L	01-4310		174.62
3000302603	01/29/2026	Perry, Alexandra	01-4310		54.96
3000302604	01/29/2026	Richards, Michael J	01-4310		32.47
3000302605	01/29/2026	Shoghi, Jesse P	01-4310		24.39
3000302606	01/29/2026	Troyer, Chara R	01-4310		
3000302607	01/29/2026	Yip, Andrea N			
			Total Number of Checks	45	103,062.08

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	35	65,170.60
13	CAFETERIA FUND	6	21,791.31
21	BUILDING FUND	5	16,100.17
		45	103,062.08
Total Number of Checks			.00
Less Unpaid Tax Liability			
Net (Check Amount)			103,062.08

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

CUTTEN ELEMENTARY SCHOOL DISTRICT

**BOARD OF TRUSTEES
BOARD MEETING Minutes**

January 12, 2026 6 pm

Ridgewood Commons

2060 Ridgewood Drive Cutten, CA 95503

1.0 CALL TO ORDER/FLAG SALUTE- Board members in attendance: **Dennis Reinholtsen, Mary DeWald, Becky Reece, Beth Johnston. Meeting called to order at 6:05 pm with flag salute.**

2.0 CONSENT AGENDA- Moved by Becky Reece seconded by Mary DeWald. Motion carried 3-0.

- 2.1 Approval of Minutes-December 8, 2025
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Quarterly Report on Williams Uniform Complaints
- 2.4 Approval of Letter of Resignation/Retirement 1.0 Credentialed Cutten Resource Teacher
- 2.5 Approval of 1.0 Certificated Leave December 1, 2025-May 1, 2026
- 2.6 Approval of .8 FTE Classified Cutten ASP/Classroom Aide Position
- 2.7 Approval of .68 FTE Temporary Ridgewood Classified Aide Position
- 2.8 Approval of New 2025 IRS Mileage Reimbursement, Per Diem, and Bid Threshold Rates

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS-

Alissa Morey spoke in regards to leaving position as library aide at Ridgewood reducing FTE which caused her to owe a greater sum for summer premiums for her benefits, and asked for board policies be given as to the specifics to repayment for such premiums.

4.0 REPORTS

- 4.1 Cutten Ridgewood PTA Report- Raffle went great, spirit wear store will reopen in March. Talks continue about the school carnival.
- 4.2 School Site Council- Next meeting Jan 20th, wellness review and LCAP presentation
- 4.3 HBTA Report- Thanks to school board members for numerous hours that are volunteered to Cutten/RW and the dedication for school integrity. Sunshine proposal is on the board meeting notes. Lots of holiday performances before break that went great. The math adoption curriculum meeting went great. No decisions were made yet but looking at the materials and since it will be around for a long time is a very difficult decision. Math night is always well enjoyed. Dairy princess came to RW and presented on the farming and the whole process. 6th grade making their own chessboards and having an all school tournament. Foggy bottoms adopted a goat and will have lessons on the whole process for the class.
- 4.4 Principals' Report- Music performance by Katri absolutely great. Wed Jan 14th Math Night 5:30 -8. Spelling Bee was past week 1st place Leo Hyden 3 year winner, 2 Delphine, 3rd. Food drive collected over 700lb of food in donations.. The boys basketball team has concluded and girls teams will be starting. Ridgewood TK/K information night happened and went great.
- 4.5 Enrollment- Slowly coming in. December is slower as most districts hold them until the deadline to approve. Better idea by February since there is a 10 day deadline after January 31st.
- 4.6 LCAP- Morning meetings at the end of January for feedback to include the plan.

5.0 CORRESPONDENCE

- 5.1 School Board Recognition Month
- 5.2 Independent Financial and Compliance Audit Report

6.0

INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Presentation: CFW Facilities Plan
- 6.2 Discussion/Consider Approval of the 2025-26 District Facilities Plan- Motioned by Becky Reece seconded by Mary DeWald. Motion carried 4-0.
- 6.3 Discussion/Consider Approval of Cutten and Ridgewood 2024 – 2025 School Accountability Report Cards- Motioned by Becky Reece seconded by Beth Johnston. Motion carried 4-0.
- 6.4 Discussion/Consider Acceptance of 2024-2025 Independent Financial and Compliance Audit Report for School District and Measure L & K General Obligation Bond- Motioned by Becky Reece seconded by Beth Johnston. Motion carried 4-0.
- 6.5 Information/Public Presentation (Sunshine) of the Humboldt Bay Teachers’s Association Initial Proposal for 2026-2027 Contract Negotiations: Opening with Salary and Health & Welfare
- 6.6 Discussion/Consider Approval of 3 Hour (.375 FTE) Temporary Aide for Music Program (Art & Music Proposition 28 roll over funding)- Motioned by Becky Reece seconded by Mary DeWald. Motion carried 4-0.
- 6.7 Discussion/Consider Approval of an Additional 15min/day .028 FTE RW Cafeteria Aide for Setup/Inventory- Motioned by Beth Johnston seconded by Becky Reece. Motion carried 4-0.
- 6.8 Discussion/Approval to Increase Custodian Starting Pay to \$17.03 hr Beginning January 2026- Motioned by Becky Reece seconded by Mary DeWald. Motion carried 4-0.
- 6.9 Discussion/Consider Approval of Contract Audit Services RT Dennis Accountancy (1st year: \$20,000, 2nd year: \$21,000, 3rd year: \$22,000 plus travel)- Motioned by Becky Reece seconded by Beth Johnston. Motion carried 4-0.
- 6.10 Discussion/Consider Approval of Change Orders #11.1 and #008 Insulation Materials Change and Roof Spray Foam Insulation Credit (\$3,738.54), additional cost \$21,948.41.- Motioned by Beth Johnston seconded by Becky Reece. Motion carried 4-0.
- 6.11 Discussion/Information RW Bond and Future Cutten Projects- Little additional things caught by inspector that will need to be fixed.

7.0 **SUPERINTENDENT REPORT-** Cutten food service being reviewed by state which happens every 5 years. Will get a small review beforehand before the final review happens. Collective feedback from the district is being asked to be given to the county for the Math curriculum that is being looked at.

8.0 **PUBLIC COMMENT ON CLOSED SESSION ITEM-** None. Closed session at 7:34pm.

9.0 **BOARD MEMBER COMMENTS / COMMUNICATION-**

10.0 **CLOSED SESSION -** Closed at 7:36pm

9.1 **CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)**
Agency Negotiator: Becky MacQuarrie
Unrepresented Employee: Classified

9.2 **CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)**
Agency Negotiator: Becky MacQuarrie
Unrepresented Employee: Classified

9.3 **CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)**
Agency Negotiator: Becky MacQuarrie
Name of Organization Representing Employees: HBTA

11.0 RECONVENE TO OPEN SESSION- Reconvened at 8:17pm Nno action taken

12.0. ADJOURNMENT -Meeting adjourned at 8:20pm

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL BOARD MEETING Minutes
January 22, 2026, 2025 5:30 pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

Attendance: Dennis Reinholtsen, Mary DeWald, Becky Reece

1.0 CALL TO ORDER/FLAG SALUTE 5:30pm

2.0 CONSENT AGENDA None

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS None

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 INFORMATION / POSSIBLE ACTION ITEMS

4.1 Discussion/Consider Approval 2025-2026 Interdistrict Attendance Agreement
Becky Reece motioned to approve, Mary DeWald seconded. Motion carried.

4.2 Discussion/Consider Approval Change Order #15 Path of Travel \$17,794.74
Becky Reece motioned to approve, Mary DeWald seconded. Motion carried.

4.3 Discussion/Consider Approval of Change Order #13 Extra Fencing \$25, 162.23
Becky Reece motioned to approve, Mary DeWald seconded. Motion carried.

5.0 BOARD MEMBER COMMENTS / COMMUNICATION None

6.0 PUBLIC COMMENT ON CLOSED SESSION ITEM None

7.0 CLOSED SESSION 5:33pm

7.1 PUBLIC EMPLOYMENT (GC § 54957)

Agency Negotiator: Board President

Title: Classified Employee

7.2 PUBLIC EMPLOYMENT (GC § 54957)

Agency Negotiator: Board President

Title: Classified Employee

7.3 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Becky MacQuarrie

Name of organization representing employees: Humboldt Bay Teachers

Association

8.0 RECONVENE TO OPEN SESSION 6:00pm

7.1/7.2 No Action

7.3 Becky Reece motioned to approve Sunshine Items: Teaching Hours-Article 5 Propose changes to the Professional Development calendar or work hours; Leaves- Article 6 Propose changes to clarify the process of Personal Necessity (PN) days, Mary DeWald seconded. Motion carried. (Salaries & Benefits Sunshined by HBTA)

9.0 ADJOURNMENT 6:04pm

CUTTEN ELEMENTARY SCHOOL DISTRICT 2026 AUDIT CONTRACT

You have requested that we audit the financial statements of the governmental, each major fund, and the aggregate remaining fund information of Cutten Elementary School District, as of June 30, 2026 through June 30, 2028, and for the year then ended, and the related notes to the financial statements, which collectively comprise Cutten Elementary School District's basic financial statements as listed in the table of contents.

In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2026 through June 30, 2028. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs. The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America ("GAAS"), *Government Auditing Standards*, and the requirements of the 2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting ("State Compliance") will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS, *Government Auditing Standards*, and State Compliance, if any, and perform procedures to address those requirements.

Accounting principles generally accepted in the United States of America require certain required supplementary information ("RSI") to accompany the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- ❖ Management's Discussion and Analysis
- ❖ Schedule of the District's Proportionate Share of the Net Pension Liability, if applicable.
- ❖ Schedule of the District Contributions, if applicable.
- ❖ Schedule of Other Postemployment Benefit ("OPEB") Funding Progress and Employer Contributions, if applicable

Supplementary information other than RSI will accompany Cutten Elementary School District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America.

CUTTEN ELEMENTARY SCHOOL DISTRICT 2026 AUDIT CONTRACT

We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

- ❖ LEA Organization Structure
- ❖ Schedule of ADA
- ❖ Schedule of Instructional Time
- ❖ Schedule of Financial Trends and Analysis
- ❖ Reconciliation of Annual Financial and Budget Report With Audited Financial Statements
- ❖ Schedule of Expenditures of Federal Awards
- ❖ Notes to Supplementary Information

We will subject the above listed information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the above listed information is presented fairly in all material respects in relation to the financial statements as a whole.

Also, the document we submit to you will include the following other additional information that will not be subjected to the auditing procedures applied in our audit of the financial statements: Combining Statements and Individual Fund Statements and Schedules

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the earlier of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audits in accordance GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State Compliance. As part of an audit of financial statements in accordance with GAAS, *Government Auditing Standards*, and State Compliance, we exercise professional judgment and maintain professional skepticism throughout the audit.

CUTTEN ELEMENTARY SCHOOL DISTRICT 2026 AUDIT CONTRACT

We also:

- ❖ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ❖ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.² However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- ❖ Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- ❖ Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Cutten Elementary School District's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America, and State Compliance. Please note that the determination of abuse is subjective and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of Cutten Elementary School District's basic financial statements. Our report will be addressed to the governance of Cutten Elementary School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on State Compliance upon completion of our audit.

Audit of Major Program Compliance

Our audit of Cutten Elementary School District's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance, and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

CUTTEN ELEMENTARY SCHOOL DISTRICT 2026 AUDIT CONTRACT

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, the Uniform Guidance, and State Compliance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and, in accordance with *Government Auditing Standards*, and State Compliance, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and, performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs, and performing such other procedures as we consider necessary in the circumstances. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management's Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;³
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;

CUTTEN ELEMENTARY SCHOOL DISTRICT 2026 AUDIT CONTRACT

7. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs, and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including the disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit;
 - c. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence;
 - d. A written acknowledgement of all the documents that management expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report;⁴ and
 - e. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditor's report.⁴
16. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
17. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
18. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
19. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
20. For the accuracy and completeness of all information provided;
21. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
22. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

CUTTEN ELEMENTARY SCHOOL DISTRICT 2026 AUDIT CONTRACT

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest service we will perform the preparation of financial statements based on the SACS Unaudited Actuals.

We will not assume management responsibilities on behalf of Cutten Elementary School District. However, we will provide advice and recommendations to assist management of Cutten Elementary School District in performing its responsibilities.

Cutten Elementary School District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- ❖ We will perform the services in accordance with applicable professional standards, including GASB Statements .
- ❖ The nonattest services are limited to the financial statement preparation previously outlined. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities, including determining account coding and approving journal entries. Our firm will advise Cutten Elementary School District with regard to GASB Statements taken in the preparation of the financial statements, but Cutten Elementary School District must make all decisions with regard to those matters.

Other

The timing of our audit will be scheduled for performance and completion as follows: [insert dates]

Document internal control and preliminary tests
 Perform year-end audit procedures
 Issue audit reports

Begin	Complete
Spring	Fall
Fall	Fall
December	December

RT Dennis is the engagement partner for the audit services specified in this letter. His responsibilities include supervising RT Dennis Accountancy's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices will be rendered after work performance and are payable upon presentation. Our fee for the audit will not exceed \$20,000 for the year-ended June 30, 2026, \$21,000 for the year-ended June 30, 2027, and \$22,000 for the year-ended June 30, 2028. Plus, travel will be fully reimbursed, this will be divided by the other districts we travel to on that trip. We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use Cutten Elementary School District's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit.

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

CUTTEN ELEMENTARY SCHOOL DISTRICT 2026 AUDIT CONTRACT

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your Internet website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

The audit documentation for this engagement is the property of RT Dennis Accountancy and constitutes confidential information. However, we may be requested to make certain audit documentation available to the State Controller's Office state and/or federal agencies and the U.S. Government Accountability Office pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of RT Dennis Accountancy's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to these agencies and regulators. The regulators and agencies may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We agree to retain our audit documentation or work papers for a period of at least seven years from the date of our report.

You agree to inform us of facts that may affect the financial statements of which you may become aware during the period from the date of the auditor's report to the date the financial statements are issued.

At the conclusion of our audit engagement, we will communicate to those charged with governance the following significant findings from the audit:

- ❖ Our view about the qualitative aspects of the entity's significant accounting practices;
- ❖ Significant difficulties, if any, encountered during the audit;
- ❖ Uncorrected misstatements, other than those we believe are trivial, if any;
- ❖ Disagreements with management, if any;
- ❖ Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- ❖ Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- ❖ Representations we requested from management;
- ❖ Management's consultations with other accountants, if any; and
- ❖ Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

In accordance with the requirements of *Government Auditing Standards*, our latest external peer review report of our firm for your consideration and files can be obtained at https://peerreview.aicpa.org/public_file_search.html and the firm's number is 900006140576.

CUTTEN ELEMENTARY SCHOOL DISTRICT 2026 AUDIT CONTRACT

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements compliance over major federal award programs including our respective responsibilities.

We appreciate the opportunity to be your financial statement auditors and look forward to working with you and your staff.

Respectfully,

RT Dennis Accountancy
12223 Highland Avenue #106-625
Rancho Cucamonga CA 9173

February 6, 2026

RESPONSE:

This letter correctly sets forth our understanding.

Cutten Elementary School District

Acknowledged and agreed on behalf of Cutten Elementary School District by:

Name: _____

Title: _____

Date: _____



Becky MacQuarrie <bmacquarrie@cuttensd.org>

Retirement

Suzanne Rice <srice@cuttensd.org>

To: Becky MacQuarrie <bmacquarrie@cuttensd.org>

Fri, Feb 6, 2026 at 10:40 AM

Dear Mrs. MacQuarrie and the School Board,

I am writing to let you know I will be retiring at the end of the school year. Since I started in 2006, I have truly enjoyed being part of the school community as both a teacher and a parent and I'm grateful that I got to be part of an excellent team. Ridgewood School will always have a special place in my heart.

I appreciate the district's support in continuing my healthcare coverage until I become eligible for Medicare.

Thank you for the many years of collaboration and support.

Sincerely,
Suzanne Rice

On Fri, Feb 6, 2026 at 10:18 AM Becky MacQuarrie <bmacquarrie@cuttensd.org> wrote:

[Quoted text hidden]

This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this email. Please notify the sender immediately by email if you have received this email by mistake and delete this email from your system.

[Quoted text hidden]

CUTTEN SCHOOL DISTRICT Certificated Staffing / Enrollment for 2025-2026
August 2025

Grade Level	Classroom Teacher	Classroom Aide	1st Day Class Size	Class Size	Grade	Grade Totals	School Totals
SDC	Veeh, Tom	Hartridge, Macias	11	11	SDC	11	
TK	Chastain, Amy	O'Kane, Tarryn	18	18	TK	39	
TK	Seghetti, Nadine	Copeland, Linda	16	16			
TK	Seymour, Melissa	Morris, Melissa	5	5	Kindergarten	74	
K	Gabbert, Stacey	Emerson, Lilly	19	19			
K	Lemmon, Katrin	Thayer, Tracy	21	21			
K	Seymour, Melissa	Morris, Melissa	14	14			
K	Escutia, Liz	Moser, Shara	20	20			Ridgewood Total
1	Felmlee, Jamie	Blacketer, Kacie	22	22	First	74	274
1	Kencke, Joe	Urban, Michelle	22	22			
1	Hinrichs, Dani	Wagner, Ella	22	22			
1	Richards, Mike	Kidd, Lorna	8	8	Second	76	
2	Bon, Mindi	Holgerson, Ashleighna	21	21			
2	Ibbitson, Bethany	Houseworth, Stephanie	22	22			
2	Rice, Suzanne	Blaisdell, Lena	22	22			
2	Richards, Mike	Kidd, Lorna	11	11			
SDC	Jones, Taylor	Burton, Bunnell	10	10			10
3	Watkins, Lindsay	Pino, Karen	20	20	Third	75	
3	Standish Tina	Hulstrom, Gidget	20	20			
3	Troyer, Chara	Morgan, Aubrie	17	17			
3	Bise, Deirdre	Hulstrom, Mike	18	18	Fourth	70	
4	Hague, Jaime	Lawson, Brandi	24	24			
4	Benbow, Tracy	Kovaly, Anna	23	23			
4	Cudahy, Emily	Smith, Jessica	23	23	Fifth	62	
5	Code, Jen	Gonzales, Destiny	26	26			
5	Stokes, MaryBeth	Lane, Amaia	25	25			
5	Atkins, Shandi	Martin, Emily	11	11	Sixth	86	
6	Cook, Kaycee	Christiansen, Tyler	26	26			
6	Mitchell, Brandee	Creason, Valerie	25	25			
6	Yip, Andrea	Clark, Tyler	25	26			
6	Atkins, Shandi	Martin, Emily	9	9			1
Home/Hospital	Catalano, Janel		1	1			
	Totals		577	578		School Total	578

January 15, 2026

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

Subject: Certification of 2025-2026 First Interim Report

Dear Becky MacQuarrie:

Thank you for the timely submission of the district's 2025-2026 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 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

Governor Releases Education Budget Trailer Bill

1 message

Mon, Feb 2, 2026 at 5:40 PM

Barrett Snider <barrett@capitoladvisors.ccsend.com>
Reply-To: barrett@capitoladvisors.org
To: bmacquarrie@cuttensd.org

Today, the Administration released their draft **Education Budget Trailer Bill Language (TBL)**, which contains the proposed statutory changes to implement their January Budget proposal. This allows us all to analyze the proposals. What makes it fun is the TBL is 165 pages.

We want to make sure you have access to the language for the various proposals from the Governor, so we have linked to the relevant Education TBL sections below:

Discretionary Block Grant – As he has done in the past, Governor Newsom proposes to use some of the increased one-time revenues to provide a \$2.8 billion (approximately \$500 per pupil) discretionary block grant to LEAs. While the Block Grant again includes student support and professional development in the title, the funds are fully discretionary and the budget proposal specifically mentions use of the funds to manage attendance and enrollment declines, and to address rising costs. You will find the TBL [here](#).

Special Education - After a few years without any increases to state special education funding beyond COLA, the Governor's budget includes an additional \$509 million in ongoing funding to increase special education base rates. According to the TBL, this funding will equalize special education rates across the state, which means all LEAs would now receive the same per pupil rate of \$999. You will find the TBL [here](#).

Expanded Learning Opportunities Program (ELOP) – In response to growing concerns from LEAs about the insufficiency and variability of the Tier 2 rate under ELOP, the Governor is proposing an additional \$62.4 million ongoing funding to stabilize the Tier 2 per pupil rate at \$1,800. Specifically, the trailer bill language provides that, commencing with the 2026-27 school year, the Tier II rate "shall not be less than the per-unit rate of [\$1,800]." You will find the TBL [here](#).

Necessary Small Schools (NSS) – The proposed budget includes an ongoing increase of \$30.7 million to provide a 20% increase in funding for NSS. The proposal would also provide NSS with a COLA each year (same as LCFF). The Administration notes that these schools are most heavily impacted by enrollment declines and attendance fluctuations, and this funding will help provide program stability. You will find the TBL [here](#).

Kitchen Infrastructure and Training (KIT) Grants – Along with maintaining his commitment to fully fund universal meals, the Governor is proposing an additional \$100 million one-time funding for specialized kitchen equipment, infrastructure and training to support schools in providing more freshly prepared meals made with locally grown ingredients. Under the proposal, funding would go out on a competitive basis, with priority given to schools operating under a federal provision (ex. Community Eligibility Provision (CEP), Provision 2), LEAs that did not receive 2025 KIT funding, and LEAs that

attest to having obligated at least 65% of their KIT II (2022) dollars. You will find the TBL [here](#).

Reading Difficulties Risk Screening – To support the ongoing screening of kids in kindergarten, first and second grades for reading difficulties, the budget proposes \$40 million one-time funding, as well as statutory changes to clarify the appropriate administration of the screeners. You will find the TBL [here](#).

Learning Recovery Emergency Block Grant (LREBG) - When the state decreased the LREBG from \$7.9 billion to \$6.8 billion in the 2023-24 budget, that budget also included language stating the Legislature's intent to build the grant back up to its original amount through three payments of \$378.7 million, from 2025-26 to 2027-28. Having made the first payment in 2025-26, the Governor is proposing to speed up the remaining repayment with one final payment of \$757.3 million in 2026-27. You will find the TBL [here](#).

Community Schools – The budget proposes \$1 billion ongoing funding to expand community schools to more schoolsites with high concentrations of low-income, English learner, and foster youth. Given that dollar amount, it's very likely to be a target by both the Legislature and outside groups for paring back and/or spending elsewhere on other priorities. We know this is a major priority for CTA and Superintendent Tony Thurmond. You will find the TBL [here](#).

Charter School Accountability – Governor Newsom steps in to negotiate a resolution to competing perspectives on non-classroom based charter school reform. You will find the TBL [here](#).

Career Education – Following several fairly modest investments in Career Education last year, the Governor's Budget proposes an additional \$100 million one-time to increase access to college and career pathways for high school students, including expanding access to dual enrollment and dual credit opportunities. The proposed language also makes several policy changes to dual enrollment programs. You will find the TBL [here](#).

Credit for Prior Learning Initiative – Additionally, \$37 million (\$2 million ongoing) is proposed to support and expand the Credit for Prior Learning Initiative – an additional investment intended to incentivize more community colleges to participate. You will find the TBL [here](#).

Changes to Subject Matter Competency and Degree Majors – The budget proposes several changes to promote the use of academic degree majors (rather than assessments) as the method by which credential candidates demonstrate subject matter competency. You will find the TBL [here](#).

Clarification of National Board Service Requirements – The budget proposes language that clarifies that a National Board Certification Incentive Grant Program award recipient shall use service at a school listed on the most recent list of priority schools at the time when that recipient seeks employment at a priority school, and that the service at that school will continue to satisfy the service requirements even if the school falls off the priority list. You will find the TBL [here](#).

Teacher Residency Grant Program – The budget proposes \$250 million in additional funding for Teacher Residencies to be encumbered by June 30, 2030. This funding is also meant to support counselor residencies. You will find the TBL [here](#).

LA County School Wildfire Recovery – Proposes \$22.9 million to assist LEAs recovering from the Los Angeles County wildfires with \$4 million going to Pasadena Unified School District for outstanding and ongoing costs related to the state-of-emergency declared by the Governor in January 2025. You will find the TBL [here](#).

State Education Governance – The Governor proposes shifting oversight of education policy and funding from the California Department of Education under the State Board of Education, which is appointed by the Governor. You will find the TBL [here](#).

Universal and Targeted Assistance Funding Methodology – The proposal includes a new funding proposal for county offices to support all local educational agencies within the county’s jurisdiction. This proposal will also be informed by ongoing work at the State Board of Education. You will find the TBL [here](#).

Single District-Counties – The proposal also makes several changes to oversight of the state’s seven single-district counties. You will find that TBL [here](#) and [here](#).

We will send additional updates on some of these issues as we dig through them. In the meantime, feel free to reach out with questions and initial reactions.

- Barrett and the Capitol Advisors Team

Capitol Advisors Group, LLC. | 925 L Street Suite 1200 | Sacramento, CA 95814 US

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January 2026



CUTTEN
SCHOOL
DISTRICT

FACILITIES ASSESSMENT AND IMPLEMENTATION PLAN 2026

DRAFT

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ALAMEDA, CA 94502
(510) 596-8170

521 N. FIRST AVENUE
ARCADIA, CA 91006
(626) 829-8300

1901 S. VICTORIA AVENUE, SUITE 106
OXNARD, CA 93035
(805) 201-1989

CFW
— INC.



Prepared by:

Caldwell Flores Winters, Inc.
2163 Harbor Bay Parkway
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521 N. 1st Avenue
Arcadia, CA 91006

1901 Victoria Avenue, Suite 106
Oxnard, CA 93035

For:

Cutten School District
4182 Walnut Dr.
Eureka, CA 95503

Board of Trustees

Dennis Reinholtsen – President
Mary Dewald – Clerk
Becky Reece – Trustee
Beth Johnston – Trustee
Mindy Sehon – Trustee

District Administrators

Becky MacQuarrie - Superintendent
Vanessa Carillo-Salas – Chief Business Official

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SECTION 1

EXECUTIVE SUMMARY

Caldwell Flores Winters, Inc. (CFW) is pleased to present the 2026 Facilities Implementation Plan to the Cutten School District (District) Board of Trustees (Board). This report reviews the integration of the District's vision for educational initiatives with the ongoing educational and facilities program and includes an analysis of existing and proposed programs and facilities to enhance the scope of the District's improvement and construction program. The plan aligns Measure "K" General Obligation Bond funding with State School Facility Program (SFP) modernization eligibility to address facility needs.

The District provides a core curriculum in English language arts (ELA), mathematics, science and social studies and desires to have students continue to participate in instructional programs that require students to collaborate, solve Problems, analyze data, and find creative solutions to problems. The District has two school sites including Ridgewood Elementary (constructed in 1959 and serves TK/K – Grade 2) and Cutten Elementary (constructed in 1954 and serves Grades 3 – 6).

The District has secured local funding capacity through the successful passage of Measure "K" in November 2024 — a \$5 million general obligation bond authorization. The District has \$2.3 million in available Measure "K" bond funds with \$2.5 million remaining to be issued. Approximately \$3.8 million in State aid grants is estimated to support the program. In total, approximately \$8.6 million in funding is projected to be available. The plan identifies required modernization and infrastructure upgrades to address aging facilities, including HVAC systems, fire alarms, windows, and outdoor areas. Proposed improvements include an administration and classroom building and safety entry at Ridgewood Elementary, and modernization of learning and support spaces at Cutten School. A total of \$7.5 million in project improvements is proposed to be implemented over two phases which includes a \$1.1 million program reserve. The program reserve can be used to address potential regulatory code compliance issues that arise during design and construction as well as provide contingency for inflation in future construction costs. Overall, an \$8.6 million plan for improvement and funding for all schools is proposed.

It is proposed that the Governing Board of the Cutten School District:

- Review and adopt the proposed specifications, improvement projects, method of funding and phasing for those facilities to be funded
- Direct the preparation of proposed State grant funding applications for review and approval by the Board for submission to the State at the appropriate time
- Continue the District's efforts and undertake necessary steps to implement the plan

SECTION 2

EDUCATIONAL PROGRAM & PROPOSED SPECIFICATIONS

The Cutten School District (District) provides a comprehensive educational program for its students. The District operates two schools that serve students in transitional kindergarten (TK) through sixth grade. The District is located in Humboldt County and serves the unincorporated area of Cutten (part of the larger Eureka metropolitan area). There are approximately 576 students enrolled in the District. The District's mission statement is "Building a better world, one student at a time."

2.1 EDUCATIONAL PROGRAM

The District serves students in transitional kindergarten through sixth grade at two school sites. Ridgewood Elementary School serves students in transitional kindergarten through second grade with an enrollment of approximately 268 students. Cutten Elementary School serves students in third through sixth grade with an enrollment of approximately 308.

The District provides a core curriculum in English language arts (ELA), mathematics, science and social studies to all TK through sixth grade students to meet the California State Standards (CSS) and the Next generation Science Standards (NGSS). In addition, English learners receive the necessary instruction and additional support necessary to ensure that they make progress in developing English language proficiency. The District desires to have students continue to participate in instructional programs that require students to collaborate, solve Problems, analyze data, and find creative solutions to problems. Students also gain skills in expressing their ideas in a variety of ways, including written and oral.

The District's Local Contral and Accountability Plan outlines services to Foster Youth, English Learners and Low Income students to ensure their academic success and social/emotional health. Classroom teachers provide differentiated instruction with support from Instructional assistants who are available in all classrooms to provide small group and individual intervention/specialized instruction. School libraries are staffed to allow for increased access to books and literacy activities. Social/Emotional Counselors/Social Workers provide support for Social Emotional Learning, positive school culture and attendance.

Each of the schools has one Resource Specialist (RSP) program that provides services to qualifying students through both the push-in model (the RSP teacher provides academic services in the classroom) and pull-out model (the RSP teacher provides services to the students in a designated room in small groups). The program is staffed by a qualified teacher with support from Instructional Assistants. The

District provides speech services on a pull-out basis to students who qualify. The District uses Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) to meet the instructional needs of students. Intervention programs are for students who need additional academic support.

2.2 EDUCATIONAL SPECIFICATIONS

Educational specifications for facilities are required by Education Code sections 14001 and 14030. Although school districts have wide latitude in the design of their schools, they must ensure that the design is consistent with the California Code of Regulations, Title 5 standards, which include quantifiable minimums for various school site attributes, including classroom square footage.

Educational specifications outline essential educational concepts and detailed facility requirements so that the “form” of school facilities effectively follows the “function” required by the educational program. Educational specifications also help to anticipate activities, evaluate existing school sites and estimate costs associated with the modernization and construction of school facilities.

An assessment of the educational vision, goals and programs for the District was undertaken to determine how the school facilities should be designed to function and operate to meet the educational program needs of students. This information is needed to determine the educational specifications to inform future facilities planning efforts. A review of local and State standards, as well as consideration for the District’s educational program goals, led to the development of a proposed set of specifications presented below for consideration of the proposed modernization and construction of proposed future facilities improvements.

Tables 1 and 2 provide a summary of the educational specifications for TK/K-2 and Grade 3-6 facilities based on the District’s current grade configuration at existing school sites. Table 1 summarizes the approximate square footage required for a TK/K-2 school site serving a capacity of 313 students, per State standards (25:1 for TK-2 standard classrooms and 13:1 for SDC classrooms). The program includes six TK/K classrooms, six general purpose classrooms, one Special Day Class, one intervention room, and dedicated spaces for RSP, speech therapy, psychological services, and an afterschool office. Listed support spaces for administrative, library media center and kitchen facilities are based on existing conditions. Existing student dining is accommodated through outdoor seating. Recommended areas for student and staff restrooms and other required support spaces are also included. In total, the TK–2 program results in approximately 21,326 square feet of building area.

Table 1: Proposed TK-2 Educational Specifications (313 student Capacity)

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
INSTRUCTIONAL AREAS				LIBRARY MEDIA CENTER			
TK/K Classroom	6	1,100	6,600	Library Media Center	1	960	960
TK/K Restroom	6	100	600	Total			960
TK/K Workroom/Storage	6	110	660	WARMING KITCHEN			
General Purpose Classroom	6	960	5,760	Speed Line	1	435	435
Special Day Classroom	1	960	960	Serving Kitchen	1	241	241
Intervention Room	1	960	960	Total			676
RSP	1	480	480	RESTROOMS			
Speech Therapy Room	1	200	200	Student and Staff Restrooms	1	2,200	2,200
Afterschool Office	1	480	480	Total			2,200
Psychologist	1	200	200	BUILDING SUBTOTALS			
Total			16,900	Total Classrooms	14		14,280
ADMINISTRATIVE AREAS				Other Instructional Area			2,320
Reception	1	45	45	Administrative Areas			890
Waiting Area	1	268	268	Warming Kitchen			676
Principal's Office	1	144	144	Library Media Center			960
Breakout Room	1	90	90	Restrooms			2,200
Work Room	1	277	277	TOTAL AREA (SQ FT)			21,326
Staff Restroom	1	66	66				
Total			890				

Table 2 summarizes the approximate square footage required for a Grade 3-6 school site serving a capacity of 363 students, per State standards (25:1 for Grade 3-6 standard classrooms and 13:1 for SDC classrooms). The program includes 14 general purpose classrooms, one Special Day Class, one intervention room, and dedicated spaces for RSP, speech therapy, psychological services, and an afterschool office. Listed support spaces for administrative, library media center and multipurpose room (MPR) facilities are based on existing conditions. Recommended areas for student and staff restrooms and other required support spaces are also included. In total, the Grade 3-6 program results in approximately 24,831 square feet of building area.

Table 2: Proposed Grade 3-6 Educational Specifications (363 student Capacity)

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
INSTRUCTIONAL AREAS				LIBRARY MEDIA CENTER			
General Purpose Classroom	14	960	13,440	Library Media Center	1	1,271	1,271
Special Day Classroom	1	960	960	Total			1,271
Intervention Room	1	960	960	MULTIPURPOSE ROOM			
RSP	1	480	480	Multipurpose Room	1	2,202	2,202
Speech Therapy Room	1	200	200	Kitchen/Serving	1	502	502
Afterschool Office	1	480	480	Dry Storage	1	77	77
Psychologist	1	200	200	Staff Restroom	1	58	58
Total			16,720	Office Work Station	1	60	60
ADMINISTRATIVE AREAS				Total			2,899
Lobby and Reception	1	424	424	RESTROOMS			
Principal's Office	1	131	131	Student and Staff Restrooms	1	2,200	2,200
Teachers' Lounge/Kitchenette	1	109	109	Total			2,200
Staff Restroom	1	21	21	BUILDING SUBTOTALS			
Staff Restroom	1	26	26	Total Classrooms	16		15,360
Electrical and Server Room	1	10	10	Other Instructional Area			2,320
Work and Copy Room	1	60	60	Administrative Areas			781
Total			781	Multipurpose			2,899
				Library Media Center			1,271
				Restrooms			2,200
				TOTAL AREA (SQ FT)			24,831

SECTION 3

DISTRICT OVERVIEW, ENROLLMENT AND CAPACITY

Current and projected future enrollment impacts a district’s capacity to house students and inform local policy decisions for school site specifications, classroom loading standards, and required resources. This section provides an overview of and background on available school sites within the District and student housing capacity. School site enrollment, capacity, and age of facilities serve as a basis for determining the level of eligibility for State funding assistance when establishing the level of need for additional or modernized school facility improvements. The estimated capacity of a district to house its students is provided by comparing the total student enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms.

3.1 DISTRICT OVERVIEW

The Cutten School District (District) is located in the central western portion of Humboldt County and serves the unincorporated area of Cutten. Cutten is an unincorporated community as part of the larger Eureka metropolitan area. The District currently operates two schools and serves students in grades TK through sixth with a total enrollment of 576 students for the 2025-26 year. Table 3 below provides a summary of the District’s total enrollment as of 2025-26.

Table 3: 2025-26 District Enrollment by Grade

Grade	TK/K	1	2	3	4	5	6	Subtotal
Enrollment	119	73	78	78	75	66	87	576

**Preliminary enrollment data and assumes even distribution of SDC*

Table 4 provides a summary of the District’s historical enrollment by school site over the last five years. District. The District has experienced decline since 2020-21, however has shown enrollment recovery with an increase of 28 students from 2024-25 to 2025-26.

Table 4: Five Year Historical Enrollment by School

School Name	5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Ridgewood School	260	237	240	259	260	268
Cutten School	322	321	322	302	288	308
Total	582	558	562	561	548	576

The District has two school sites. Constructed in 1959, Ridgewood Elementary has a current enrollment of 268 and serves grades TK/K – two. Cutten Elementary has a current enrollment of 308 students serves grades three through six and was constructed in 1954. The District’s permanent school facilities reflect the design principles and standards of their time.

Table 5: Existing School Sites

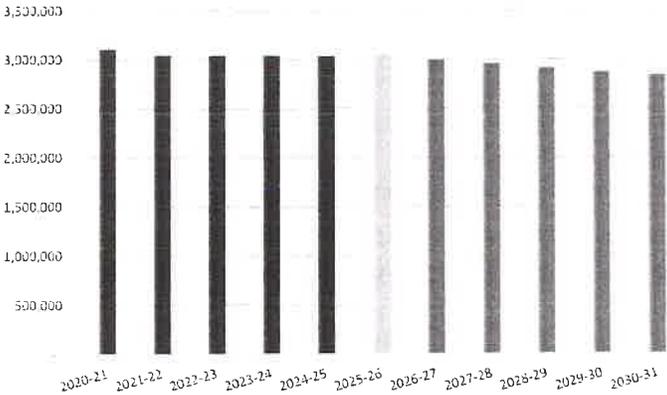
School	2025-26 Enrollment	Site Acreage	Year Built	Last Modernized*
1 Ridgewood Elementary <i>Total Grade TK-2</i>	268 268	12.0	1959	2011
2 Cutten Elementary <i>Total Grade 3-6</i>	308 308	7.3	1954	2025
Total	576			

*Note: Includes dates of when last modernization funding was received or approved by State

3.2 ENROLLMENT

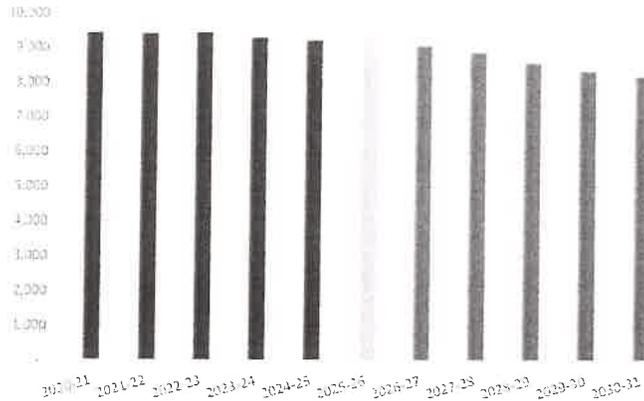
The California Department of Finance, Demographic Research Unit tabulates actual and projected TK-6 enrollment based on Department of Education enrollment data and Department of Public Health births. These projections allow a district to evaluate enrollment trends relative to its neighbors and the State. Figure 1 illustrates that California TK-6 public school enrollment declined from FY2020-21 to FY2025-26 with enrollment declines slowing in FY2025-26 from the prior year. The overall projection through FY2030-31, however, shows a 7% decline in grade TK-6 enrollments Statewide. The projected decline is largely attributable to a Statewide decrease in historical birth rates, leading to fewer students entering the education system.

Figure 1: California State TK-6 Enrollment Projection



More locally, Figure 2 shows State data for TK-6 enrollment in Humboldt County. Enrollment declined from 2020-21 through 2025-26 but has remained relatively stable in the most recent years. Enrollment is projected to continue to decline over the next five years.

Figure 2: Humboldt County TK-6 Enrollment Projection

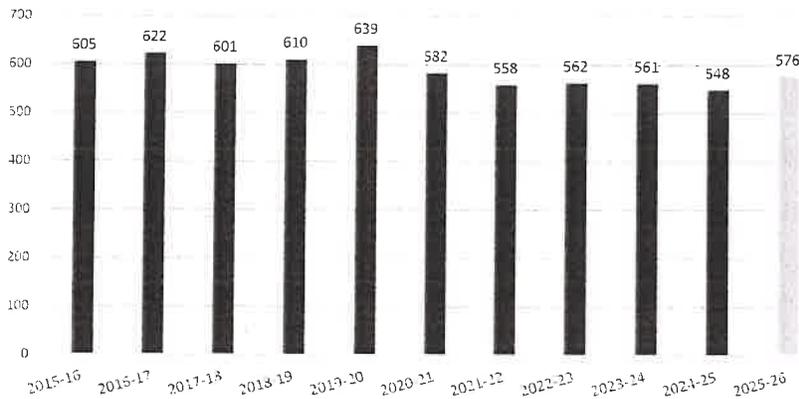


The District’s enrollment data in Table 6 and Figure 3 shows an enrollment decline since 2020-21 with enrollment recovering with an increase of 28 students from 2024-25 to 2025-26. Enrollment at the TK/K level increased over the last five years. Grades 1 – 5 experienced declines while grade 6 enrollment increased. Overall, the data reflects a modest decline in total enrollment, accompanied by varying shifts across individual grade levels.

Table 6: Historical Enrollment by Grade Level

Grade											Current	
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	5-Yr Change
TK/K	105	114	108	112	122	82	82	107	115	107	119	37
1	85	84	88	83	84	95	63	69	77	76	73	(22)
2	86	85	81	90	88	81	92	64	67	77	78	(3)
3	90	88	80	83	102	86	72	86	62	69	78	(8)
4	78	84	82	80	85	93	85	65	93	66	75	(18)
5	93	86	78	87	79	79	96	85	64	92	66	(13)
6	68	81	84	75	79	66	68	86	83	61	87	21
Total	605	622	601	610	639	582	558	562	561	548	576	(6)

Figure 3: District Historical Enrollment FY2015-16 – FY2025-26



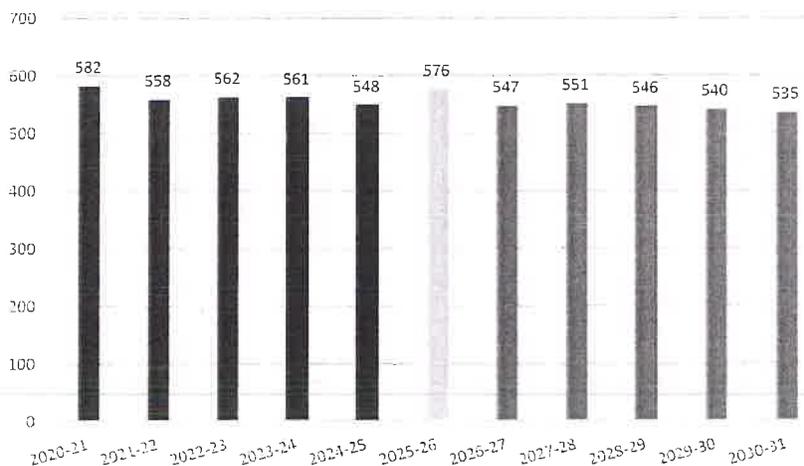
Historical data is used to project future enrollment at the District level. Typically, a child born in the District’s community is likely to begin attending Kindergarten at the age of five. The California Department of Finance in conjunction with Department of Public Health records projects likely births by County and U.S. Postal Zip Code area, but not by district. By correlating County births by the District’s most inclusive ZIP Code areas, birth projections can be applied at the local district level. Historically, this begins with a projection of kindergarten enrollment. Once the projection of future kindergarten enrollment is established, it can be coupled with historical student cohort survival rates between grade levels to project grade matriculation over time between grades 1 through 6. The cohort survival method reviews the movement of students through grades and serves as an indicator of net migration of students and grade level enrollment over time.

Table 7 and Figure 4 provide a history of District enrollment between FY2020-21 and FY2025-26 and projected enrollment as described above through FY2030-31. Based on zip code birth rates and enrollment trends at District operated schools, total District enrollment is forecasted to decrease by approximately 41 students by 2030-31. This projection trend is consistent with County trends but at a much lower rate and does not consider the impact of potential new residential development or the further implementation rate of TK and kindergarten students within the District.

Table 7: Projected Fifth-Year Enrollment with Zip Code Births

Grade	Current						Projected						5-Yr Change
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31		
TK/K	82	82	107	115	107	119	103	100	101	101	102	(17)	
1	95	63	69	77	76	73	77	71	68	70	70	(3)	
2	81	92	64	67	77	78	75	78	73	70	72	(6)	
3	86	72	86	62	69	78	79	76	80	74	71	(7)	
4	93	85	65	93	66	75	75	76	73	76	71	(4)	
5	79	96	85	64	92	66	78	78	79	76	79	13	
6	66	68	86	83	61	87	61	72	72	73	70	(17)	
Total	582	558	562	561	548	576	547	551	546	540	535	(41)	

Figure 4: Projected Fifth-Year Enrollment with Zip Code Births



3.3 STUDENT CAPACITY

The capacity of a district to house its students is determined by comparing the total student enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms. This information is useful in determining the impact of such standards and the need for additional school facilities to house all enrolled students effectively and efficiently. There are two broad categories of loading standards to consider. The first is State standards and the second is local standards.

State standards are primarily used for the State School Facility Program (SFP), which is administered by the Office of Public School Construction (OPSC) to determine capital funding eligibility to assist in local school construction and modernization. The SFP utilizes a uniform loading standard across grades to determine school capacities for the purpose of funding school construction or modernization projects. For elementary grades TK through 6, the State loading standard is 25 students for each permanently constructed classroom. Physical education and core facilities are not included in this calculation, nor does the State generally consider portable classrooms as being available to permanently house students. When a school has a greater number of students than what the State deems that school can house (the State loading standard multiplied by the number of permanent classrooms), the State considers the remaining students as “unhoused.”

Districts are not required to follow these targets for operations and commonly set their own “local” loading standards. District loading standards more accurately reflect current funding levels for the operational expenses of each active classroom. Moreover, local loading standards can include portable classrooms to calculate the capacity to house students. The District’s local loading standard is 24 students per classroom for grades TK – 2 and 30 students per classroom for grades 3-6. As demonstrated in Table 8, the District is over capacity by State standards (more students than there is permanent capacity) to house its students in permanent facilities overall and relies on portable classrooms to meet additional enrollment needs.

Table 8: District Classroom Inventory and Student Housing Capacity

School	2025-26 Enrollment	State Loading Standard				Local Loading Standard							
		State Loading	Perm. CRs	State Capacity	(Over)/Under Capacity	Local Loading	Perm. CRs	Port. CRs	Total CRs	Est. Local Capacity	Total Local Capacity	(Over)/Under Capacity	
Ridgewood	268	25	12	300	32	24	12	3	15	288	72	360	92
Cutten	308	25	11	275	(33)	30	11	4	15	330	120	450	142
Total	576		23	575	(1)		23	7	30	618	192	810	234

Sources: Cutten School District, CFW

As further presented in Table 8, the District has approximately 30 classrooms at its school sites. Of these, 23 classrooms or 77 percent of these classrooms are permanent (i.e., built on site), while the rest were constructed off-site and intended for use as temporary classrooms that could be relocated as needed (portable classrooms). Of the total inventory, 7 classrooms, or approximately 23 percent, are classified as portable. For State purposes, portable classrooms are generally not considered to be available to permanently house students. Therefore, the District’s capacity to house students in permanent classrooms under State standards is estimated to be 575 students. However, if local District standards

are applied which include the use of portable classrooms to house students, the District's capacity to house students is estimated to be 810.

The greatest variance among these outcomes is attributable to the number of portable classrooms that are assumed to be available to house students under local standards. Without portable classrooms, the District's capacity to house its students at the local standard of 24 students per classroom for Grades TK-2 and 30 students per classroom for Grades 3-6 drops from 810 to 618 students. Both approaches assume that available classrooms meet current State and local specifications to house students which may not be the case based on various factors such as age, square footage, habitability, code compliance or specific classroom specifications. Finally, every available classroom is assumed to be loaded at the maximum level and does not take into consideration the need for classrooms to house dedicated programs such as SDC severe students, before and after school programs, resource specialists, maker's rooms, and community school programs that may be required to operate at a lower loading standard.

SECTION 4

SCHOOL SITE ASSESSMENTS & PROPOSED IMPROVEMENTS

An assessment of District needs and areas of interest was conducted at the District's two school sites: Ridgewood Elementary and Cutten Elementary School. Site visits to the school sites were performed by a team of experienced engineers, planners, and school administrators. Areas of interest included the physical condition of classrooms and support facility interiors, with specific focus on how existing facilities may be improved. Discussions were held with District staff regarding facility improvements, the status of design and construction activities underway, and planned future improvements under consideration. Further discussions were held with District staff to review observations, areas of potential interest, and educational program changes under consideration. This information was then distilled into summaries of work that may be required at each site.

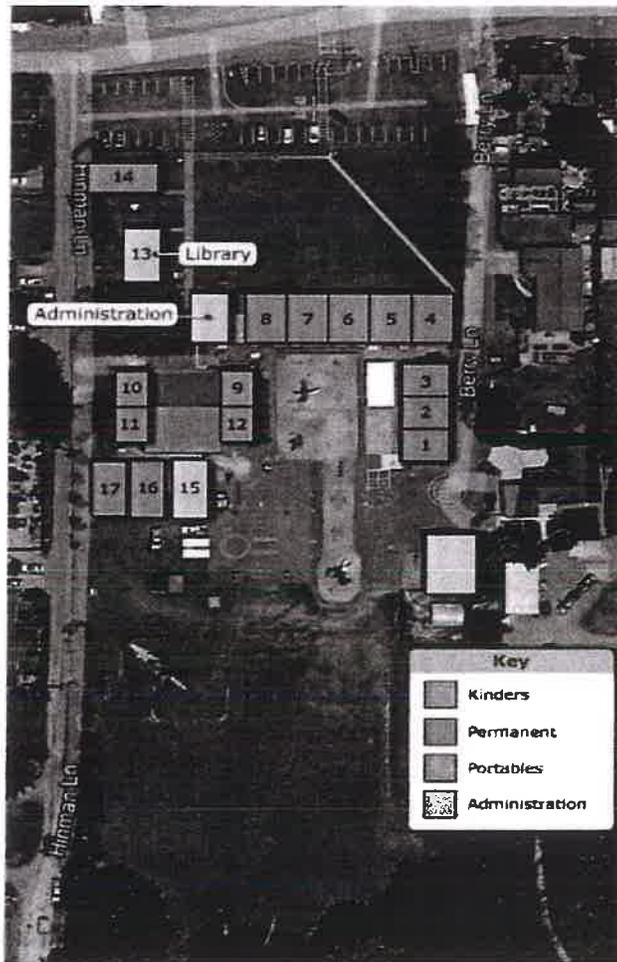
The assessments take into consideration previous plans, site visit evaluations, as-built conditions, State requirements, escalations of costs, and improvements underway. Based on these assessments, further improvements to school site facilities are proposed. In addition, a plan for sequencing proposed improvements at sites was prepared to accommodate the student population while minimizing classroom disruptions and associated costs for interim facilities during construction. A graphic representation of proposed work at each site is also presented. Proposed improvements are generally segregated into four categories, consisting of new construction, modernization, upgrades or repurposing of school facilities. Moreover, a specific site or school may have combinations of proposed improvements simultaneously or over time.

- **New Construction:** requires construction of new spaces, areas, additions or improvements that might be needed, including structural and utilities elements
- **Modernization:** entails improvement to an older and existing classroom or other space including furniture, fixtures and equipment, and other general improvements with a useful life of 25 years or more. It includes where needed wall finishes, lighting, flooring, electrical, HVAC, window, plumbing and ADA systems.
- **Upgrades:** provides furniture, fixtures, and equipment to provide students or teacher/staff with mobile, flexible learning environments that have higher technology capacity and cosmetic interior finishes where needed
- **Repurposing:** requires the redesign/reuse of existing permanent spaces into other functional that may require structural changes, upgrades or improvements

4.1 RIDGEWOOD ELEMENTARY SCHOOL

Ridgewood Elementary School is located at 2060 Ridgewood Drive, Eureka, California. The school occupies a 12.01-acre site and serves transitional kindergarten through second grade. It was built in 1959 and last modernized in 2022. The District received State modernization grant funding for previous improvement efforts in 2011. As of the 2025–26 school year, enrollment is approximately 268 students. The site is surrounded by residential housing, with open green space and forested areas to the south.

Figure 5: Ridgewood Elementary Existing Conditions



4.1.1 EXISTING CONDITIONS

The campus includes 12 permanent classrooms and five portable buildings. Two portables are used for support and library functions and three are used for classrooms. The administration building and Rooms 4–8 are located at the front center of the campus, with Rooms 1–3 to the east. The play area is in the south-central portion of the site. Portables 15–17 and the classrooms 9–12 are located east of the play area.

Classrooms 1–8 are permanent classrooms. Classrooms 1–3 are used for 1st grade and measure 860-867 square feet and include projector screens, modern lighting, ceiling speakers, AC vents, sinks, built-in casework, teacher monitors, student desks, stackable chairs, and whiteboards. Classrooms 4–8 are similar in layout and used for 1st and 2nd grade, with Room 8 also used for kindergarten. These classrooms have fluorescent lighting, large windows, and the same furnishings. Overall, the classrooms are in fair condition. Rooms 1–3 could benefit from HVAC upgrades, and Rooms 4–8 could benefit from window upgrades.

Classrooms 9–12 are permanent classrooms with a commons area and serve transitional kindergarten and kindergarten (TK/K). Under State standards, TK/K classrooms must incorporate Title 5 mandates of not less than 1,350 square feet, including required in-classroom restrooms, storage, teacher preparation areas, and wet and dry facilities. Title 5 requires restrooms that are self-contained within the classroom, with access from the play area, if possible, and are designed to allow for supervision from all areas of the classroom and play yards. Classrooms 9-12 range from 664 to 810 square feet and include sinks, carpet with vinyl composition tile near the sink areas, fluorescent lighting, ceiling-mounted projectors, wooden tables, plastic chairs with metal legs, wooden cubbies, and built-in wooden casework. Restrooms are nearby but not within the classrooms. These classrooms are in fair condition. The commons area is 1,248 square feet and includes a 95-square-foot staff restroom, a 92-square-foot girls' restroom, a 139-square-foot boys' restroom, a 225-square-foot staff room, and a 136-square-foot copy room. The restrooms have ceramic tile walls with painted concrete floors. These classrooms are not Title 5 compliant but are in good condition. The copy room has vinyl flooring, fluorescent lighting, windows, and copy equipment. The staff room includes acoustic ceiling tiles, modern lighting, vinyl flooring, a refrigerator, sink, casework, tables, and seating. Both the copy room and staff room are in good condition.

Portable Rooms 16 and 17 are used for 2nd grade and kindergarten, measuring 960 square feet. Room 17 does not meet Title 5 requirements for kindergarten. Both classrooms include ceiling tiles, windows, sinks, whiteboards, projectors, cubbies, shelving, and built-in casework. Room 16 uses standard wooden desks with metal legs and plastic chairs with metal legs, while Room 17 uses round wooden tables with metal legs and stackable plastic chairs. These portables would benefit from HVAC improvements. Both rooms are in fair condition and would benefit from interior upgrades and modern furniture. Portable Room 15 houses support services and totals 960 square feet. The room houses speech, support workroom, psychologist's office, and specialized academic instruction. The room includes carpeting, ceiling tiles, fluorescent lighting, casework, and mounted TV monitors. Room 15 would benefit from HVAC improvements but overall is in good condition.

The library (room 13), located near the main entrance, measures 960 square feet. The library has carpeted flooring, fluorescent lighting, tables, stackable plastic chairs, wooden shelving, a sink, two windows, and a TV monitor. The library would benefit from upgraded furniture and updated storage but overall is in good condition.

The administration area totals 267 square feet and includes the secretary's office, principal's office, storage area, and an 18-square-foot restroom. The building has painted wood plank ceilings with exposed beams, fluorescent lighting, and visible conduit. Offices contain built-in casework, desks, closets, and

computer monitors. The restroom has one sink, toilet, and mirror. The overall condition is fair and would benefit from new finishes and modern furniture.

The bus garage, located at the south end of campus, measures 1,536 square feet. The garage has a concrete floor, wooden ceiling, plywood walls, and two automatic roll-up doors. Shelving along the walls holds chairs, boxes, and equipment. The structure is functional and in good condition.

The campus exterior includes parking, open fields, and play areas. The main parking lot, accessed from Ridgewood Drive, has approximately 36 spaces and includes a parent and bus drop-off loop. The play areas include asphalt surfaces, a playground, and a baseball/softball field. Outdoor seating and tables are located near the administration area. The buildings have metal roofing and show age. Tree canopy coverage is adequate across the site.

4.1.2 INVENTORY SUMMARY

The following provides a summary inventory of buildings on the campus followed by an inventory of classroom usages and school site map.

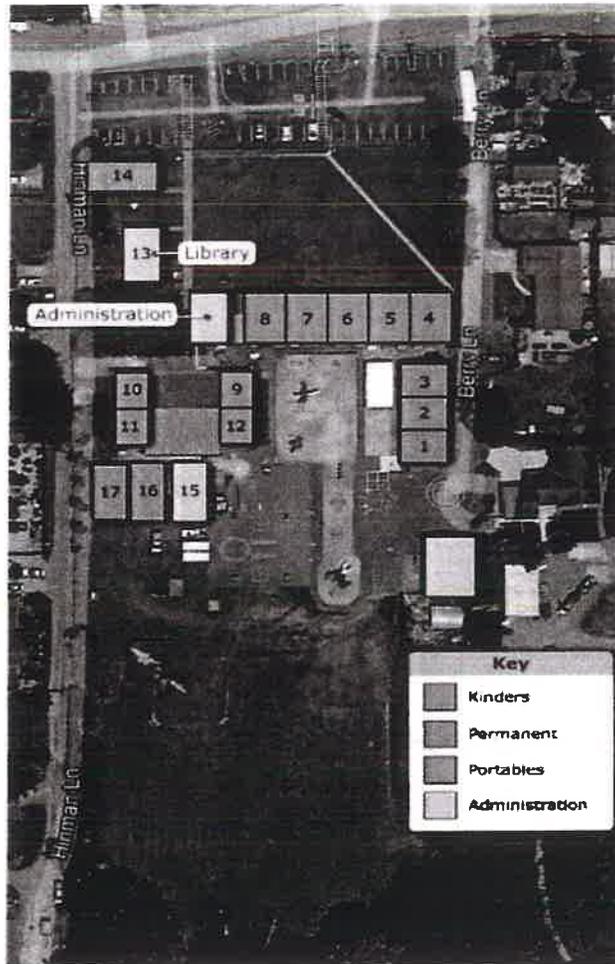
Table 9: Ridgewood Elementary Building Summary

Total Classroom 15												
Total Pupil Capacity: 363												
Building Name	Room Number	Type	Use	Number of Classrooms	DSA Number	DSA Approval	Year Constructed	Square Footage	Last Modernized	Last State Modernization Grant	Project Tracking Number (PTN)	Building ID
Building D	1-3	Permanent	Classrooms	3	68694	1996	1997	2,880	N/A	N/A	N/A	N/A
Building C	4-8	Permanent	Admin, Classrooms	5	16622	1958	1959	5,730	N/A	N/A	N/A	N/A
Building E	9-12	Permanent	Classrooms, Commons, Staff Prep	4	28282	1959	1960	6,028	2022	2011	N/A	N/A
Building B	13	Portable	Library	0	54077	1990	1991	960	N/A	N/A	N/A	N/A
Unknown	14	Portable	After School Program, Intervention	1	Unknown	Unknown	Unknown	960	N/A	N/A	N/A	N/A
Building H	15	Portable	All School Services	0	01-107577	2005	2005	960	N/A	N/A	N/A	N/A
Building G	16	Portable	Classrooms	1	01-107577	2005	2005	960	N/A	N/A	N/A	N/A
Building F	17	Portable	Classrooms	1	01-107265	2003	2003	960	N/A	N/A	N/A	N/A
Unknown	0	Permanent	Garage, Maintenance	0	Unknown	Unknown	Unknown	1,536	N/A	N/A	N/A	N/A

Table 10: Ridgewood Elementary 2025-26 Classroom Inventory and Usage

Total Classroom Count:		15								
Total Pupil Capacity:		363								
Pupil Capacity by Grade										
Grade	Total CRs	State Load	Capacity							
TK-2	14	25	350							
SDC NonSevere	1	13	13							
SDC Severe	0	9	0							
Total	15		363							
Classroom Inventory										
Building Name	Room No.	Type	Use	2025-26 Grade	DSA Number	DSA Approval	Year Constructed	Square Footage	Last Modernized	Last State Modernization Grant
Building D	1	Permanent	Classroom	2nd	68694	1996	1998	860	N/A	N/A
Building D	2	Permanent	Classroom	1st	68694	1996	1998	820	N/A	N/A
Building D	3	Permanent	Classroom	1st	68694	1996	1998	867	N/A	N/A
Building C	4	Permanent	Classroom	2nd	16622	1958	1959	867	N/A	N/A
Building C	5	Permanent	Classroom	1st	16622	1958	1959	861	N/A	N/A
Building C	6	Permanent	Classroom	2nd	16622	1958	1959	919	N/A	N/A
Building C	7	Permanent	Classroom	2nd	16622	1958	1959	789	N/A	N/A
Building C	8	Permanent	Classroom	Kindergarten	16622	1958	1959	681	N/A	N/A
Building E	9	Permanent	Classroom	Kindergarten	28282	1959	1960	810	2022	2011
Building E	10	Permanent	Classroom	Kindergarten	28282	1959	1960	780	2022	2011
Building E	11	Permanent	Classroom	TK/Kindergarten	28282	1959	1960	961	2022	2011
Building E	12	Permanent	Classroom	TK	28282	1959	1960	664	2022	2011
Unknown	14	Portable	Classroom	After School Program, Intervention	Unknown	Unknown	Unknown	960	N/A	N/A
Building G	16	Portable	Classroom	SDC NonSevere	01-107577	2005	2005	960	N/A	N/A
Building F	17	Portable	Classroom	Kindergarten	01-107265	2003	2003	960	N/A	N/A

Figure 6: Ridgewood Elementary 2025-26 School Site Map



4.1.3 PROPOSED IMPROVEMENTS

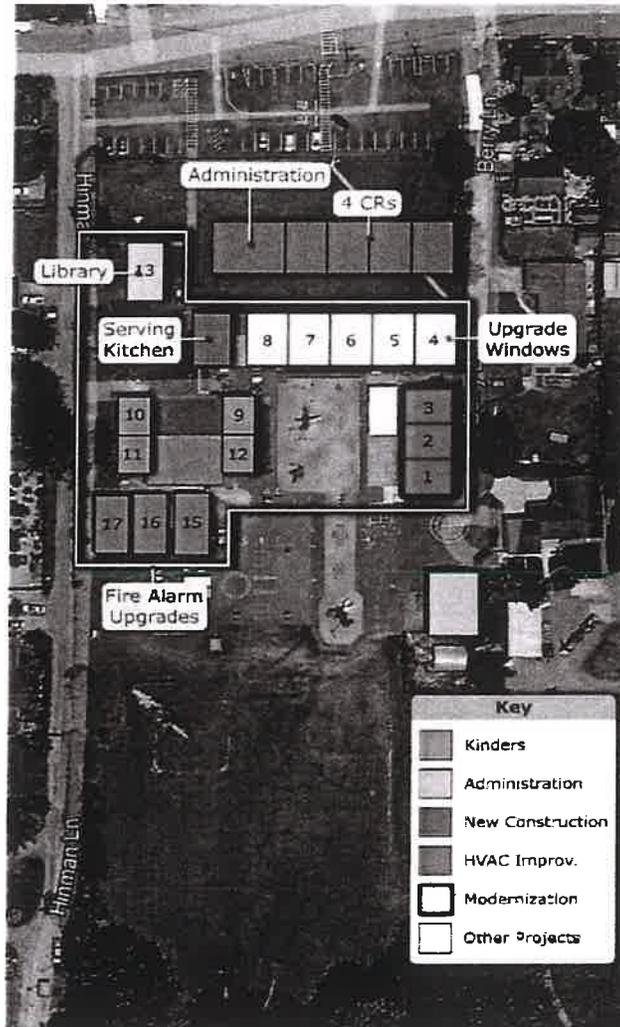
To enhance campus safety, improve building functionality, and extend the life of existing facilities, a series of improvement projects are proposed for Ridgewood School. These improvements address key infrastructure needs, upgrade aging systems, and improve site design to better support students and staff.

Sequence Improvements:

1. Construct a new Administration and Classroom (1) Building and redesign the main entry to the school, including new fencing and safety enhancements (Phase II)
2. Complete a campus-wide fire alarm system upgrade to improve safety and compliance
3. Upgrade HVAC systems in six classrooms, including three portable and three modular buildings classrooms 1,2,3,15,16, and 17
4. Replace and upgrade windows in the North Permanent Classroom Building, including five classrooms (Rooms 4,5,6,7,8) and administration office

5. Modernize seven classrooms, rooms 1,2,3,4,5,6, 7 (painting, flooring, furniture)
6. Conduct exterior site improvements (landscaping, paving, digital marquee)

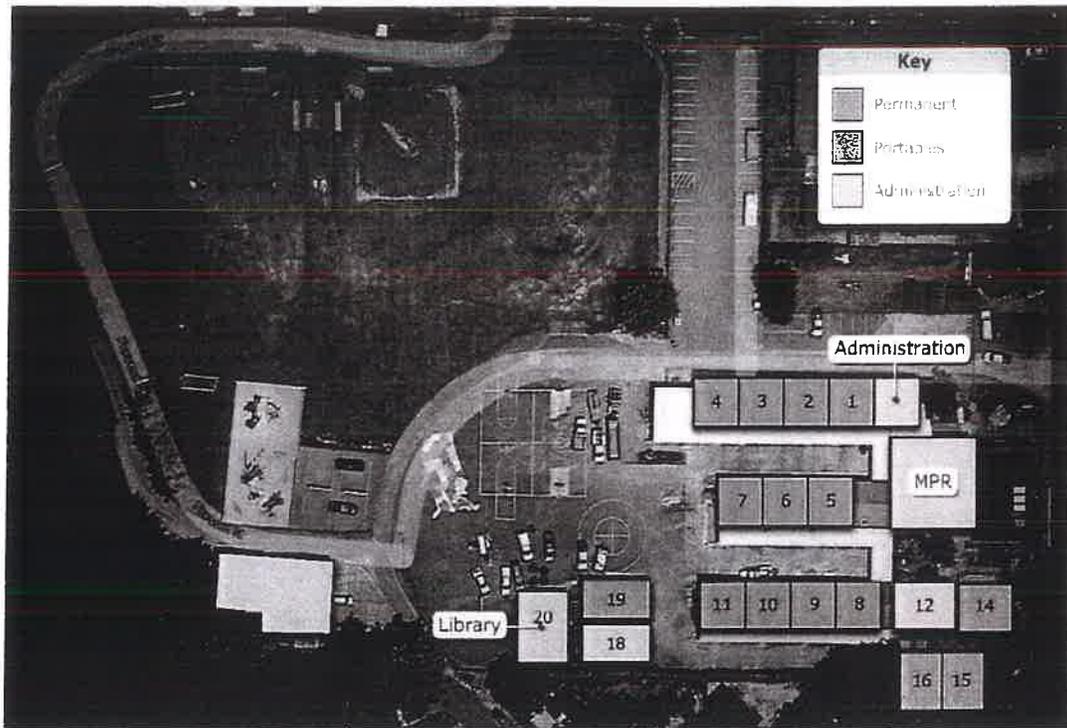
Figure 7: Ridgewood Elementary Proposed Improvements



4.2 CUTTEN ELEMENTARY SCHOOL

Cutten School is located at 4182 Walnut Drive, Eureka, California. The 7.3-acre campus serves grades 3–6 and was built in 1954, with the most recent modernization completed in 2022. The District received State Allocation Board (SAB) approval for modernization grant funding for previous improvements in December 2025, with funding anticipated to be received in late 2026/early 2027. As of the 2025–26 school year, enrollment is approximately 308 students. The site is bordered by district facilities and residential areas to the north, east, and south, with open space and athletic fields to the west. The main access point is from Walnut Drive.

Figure 8: Cutten Elementary Existing Conditions



4.2.1 EXISTING CONDITIONS

The campus includes permanent and portable facilities. There are 11 permanent classrooms and four portable classrooms. Major facilities include a multipurpose room, administrative offices, a learning lab, a speech lab, and a library. The administration building and multipurpose room are located at the front of the campus, with permanent classrooms to the west and portables to the south.

Permanent classrooms range from 735 to 908 square feet and are arranged in three wings: Rooms 1–4 (north), Rooms 5–7 (center), and Rooms 8–11 (south). Classrooms include vinyl flooring, fluorescent lighting, large windows with blinds, casework with sinks, whiteboards, and standard student desks. Rooms 1, 4, and 7 also include wall-mounted flat-screen monitors. Heating and ventilation are provided by ceiling-mounted units in all permanent classrooms, which are dated and indicate the absence of a central HVAC system. Restrooms adjacent to Rooms 1–4 are outdated and need renovation.

Rooms 12, 13, and 17 are located in a separate permanent building across from the multipurpose room. Rooms 13 and 17 are used for speech services, measuring 424 and 429 square feet. The rooms include sinks, whiteboards, tile flooring, and built-in storage. Room 12 serves as the staff support space, measuring 1,240 square feet, with copiers, mail slots, a kitchenette, a large conference table, lounge seating, and an in-room restroom.

Most portables are located on the south side of campus, with two additional portables near the play area. The portables are 960 square feet and include sinks, carpeting, and fluorescent lighting. Rooms 15, 16, and 19 have modern lighting, while Room 14 retains older fluorescent fixtures and finishes. Room 14 is the only portable with a wall-mounted TV and includes both a chalkboard and whiteboard and measures 952 square feet. Room 18 (Learning Lab) is a 960-square-foot portable with separate support program areas for speech and RSP programs. Room 19 (Music Room) measures 960 square feet and contains musical instruments, open shelving, and carpeted floors. The room is functional but cluttered, with limited storage.

The library is in a portable building of 1,440 square feet and features bookshelves, tables, a librarian's desk, a wall-mounted TV, and a carpeted reading area. The space is well-lit, organized, and in good condition. The kitchen, office, and multipurpose room (MPR) are located in the same section of the building. The 502-square-foot kitchen includes stainless steel surfaces, commercial appliances, four sinks, and a roll-up serving window connecting to the MPR. The adjacent restroom measures 58 square feet and is accessible in the kitchen area. The MPR measures 3,505 square feet and serves as a cafeteria, gym, and assembly space. It includes a full basketball court, foldable tables, vinyl flooring, and large windows for natural light. The finishes are dated, and modernization is recommended.

The administration area includes a 424-square-foot main office, a 131-square-foot principal's office with a private restroom, and 109-square-foot teachers' lounge room. While the main office and principal's office are in good condition, the conference room and restrooms are dated and need renovation.

The main entrance and drop-off area are accessed from Walnut Drive. The campus consists of single-story buildings with wood siding and pitched roofs showing signs of age. The grounds feature mature landscaping, playgrounds, basketball and handball courts, and open playfields. While the outdoor areas are well-maintained, the overall campus and buildings are dated and in need of modernization and repair.

4.2.2 INVENTORY SUMMARY

The following provides a summary inventory of buildings on the campus followed by an inventory of classroom usages and school site map.

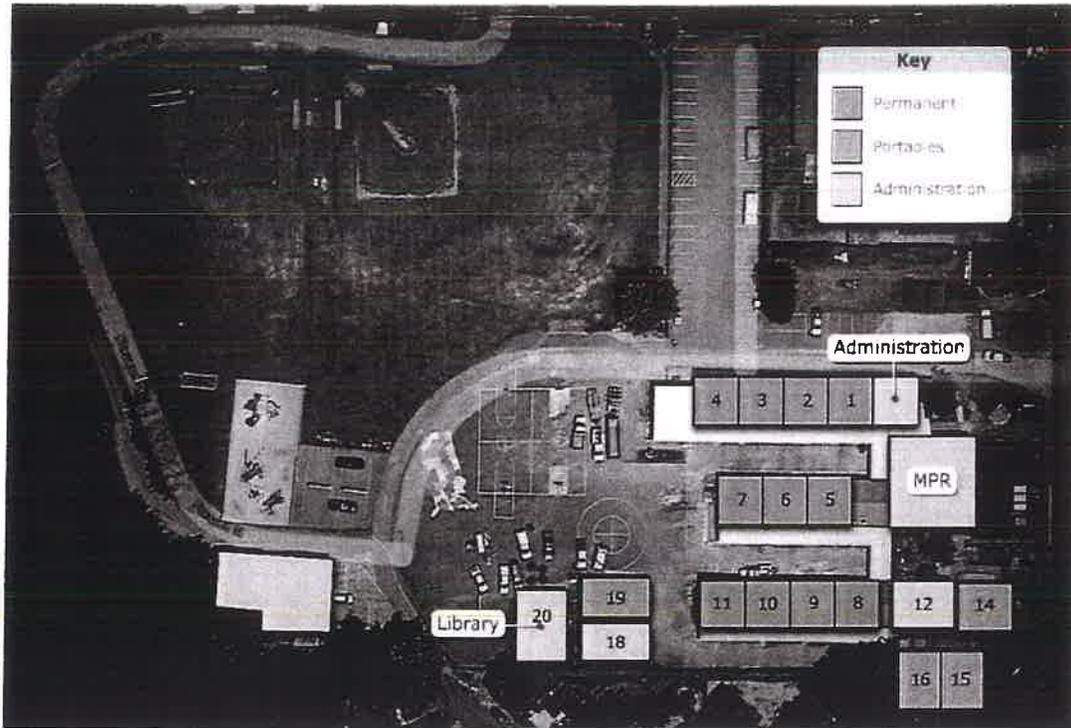
Table 11: Cutten Elementary Building Summary

Total Classroom 15												
Total Pupil Capacity: 391												
Building Name	Room Number	Type	Use	Number of Classrooms	DSA Number	DSA Approval	Year Constructed	Square Footage	Last Modernized	Last State Modernization Grant	Project Tracking Number (PTN)	Building ID
Building A	1-4	Permanent	Classroom	4	8515	1953	1954	5,358	2022	2025	N/A	N/A
Building D	5-7	Permanent	Classroom	3	10574	1953	1954	3,300	2022	2025	N/A	N/A
Building H	8-11	Permanent	Classroom	4	12664	1954	1955	3,690	2022	2025	N/A	N/A
Building G	12,13,17	Permanent	Staff Room, Support Space, Speech	0	10574	1953	1954	1,962	N/A	N/A	N/A	N/A
Building E	14	Portable	Classroom	1	Unknown	Unknown	Unknown	952	N/A	N/A	N/A	N/A
Building F	15	Portable	Classroom	1	68694	1997	1997	960	N/A	N/A	N/A	N/A
Building F	16	Portable	Classroom	1	68694	1997	1997	960	N/A	N/A	N/A	N/A
Building K	18	Portable	Learning Lab, Resource and Speech Program	0	53764	1990	1991	960	N/A	N/A	N/A	N/A
Building L	19	Portable	Music	1	01-107577	2005	2005	960	N/A	N/A	N/A	N/A
Building J	20	Portable	Library	0	68694	1997	1997	1,440	N/A	N/A	N/A	N/A
Building B	Admin	Permanent	Admin	0	8515	1953	1954	953	N/A	N/A	N/A	N/A
Building C	MPR	Permanent	MPR	0	10574	1954	1955	3,505	2022	2025	N/A	N/A
Unknown	Garage	Permanent	Bus and Storage	0	Unknown	Unknown	Unknown	3,328	N/A	N/A	N/A	N/A

Table 12: Cutten Elementary 2025-26 Classroom Inventory and Usage

Classroom Count:				15						
Total Pupil Capacity:				391						
Grade	Total CRs	State Load	Capacity							
2-6	14	27	378							
SDC	1	13	13							
SDC Severe	0	9	0							
Total	15		391							
Classroom Inventory										
Building Name	Room No.	Type	Use	2025-26 Grade	DSA Number	DSA Approval	Year Constructed	Square Footage	Last Modernized	Last State Modernization Grant
Building A	1	Permanent	Classroom	5th,6th	8515	1953	1954	868	2022	2025
Building A	2	Permanent	Classroom	5th	8515	1953	1954	908	2022	2025
Building A	3	Permanent	Classroom	5th	8515	1953	1954	893	2022	2025
Building A	4	Permanent	Classroom	6th	8515	1953	1954	796	2022	2025
Building D	5	Permanent	Classroom	4th	10574	1953	1954	849	2022	2025
Building D	6	Permanent	Classroom	6th	10574	1953	1954	783	2022	2025
Building D	7	Permanent	Classroom	6th	10574	1953	1954	935	2022	2025
Building H	8	Permanent	Classroom	3rd	12664	1954	1955	789	2022	2025
Building H	9	Permanent	Classroom	3rd	12664	1954	1955	809	2022	2025
Building H	10	Permanent	Classroom	4th	12664	1954	1955	735	2022	2025
Building H	11	Permanent	Classroom	4th	12664	1954	1955	776	2022	2025
Building E	14	Portable	Classroom	SDC NonSevere	Unknown	Unknown	Unknown	960	N/A	N/A
Building F	15	Portable	Classroom	3rd	68694	1997	1997	960	N/A	N/A
Building F	16	Portable	Classroom	3rd	68694	1997	1997	960	N/A	N/A
Building L	19	Portable	Classroom	Music	01-107577	2005	2005	960	N/A	N/A

Figure 9: Cutten Elementary 2025-26 School Site Map



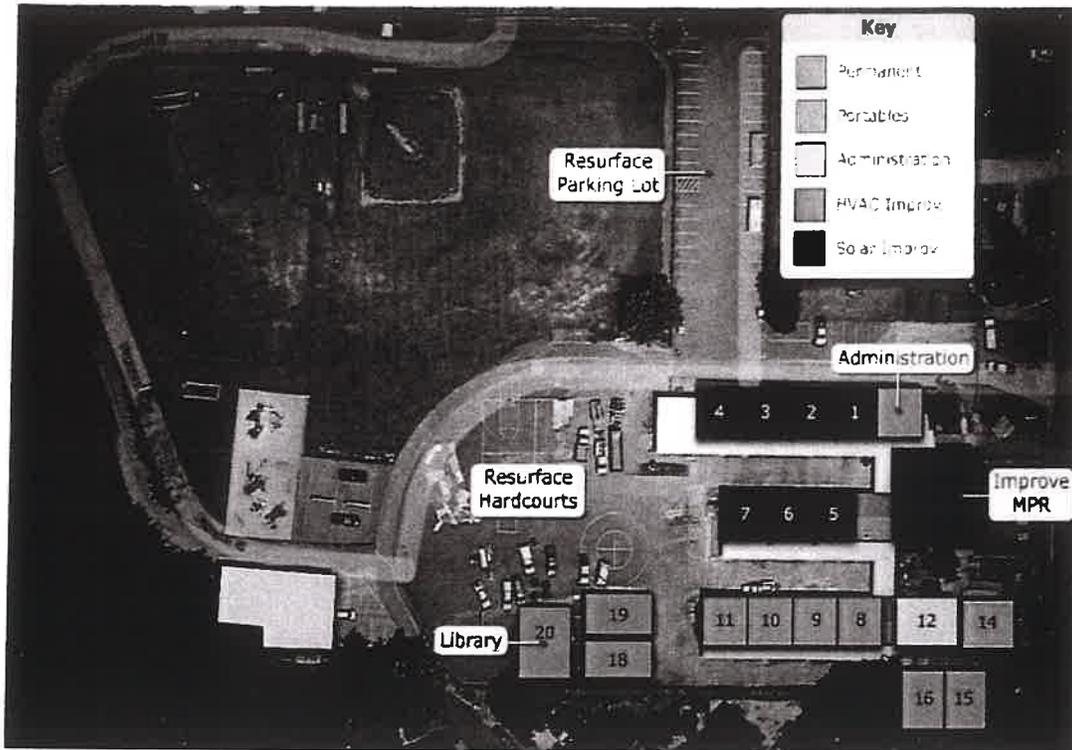
4.2.3 PROPOSED IMPROVEMENTS

To support the existing student population and maintain safe, functional facilities, a series of site improvements are proposed at Cutten Elementary. These projects address key infrastructure needs and modernize learning environments to extend the life and usability of campus facilities. Improvements include upgrades to outdoor spaces, energy efficiency enhancements, and facility repairs that will enhance overall site operations and aesthetics.

Sequence Improvements:

1. Resurfacing basketball and playground
2. Improve MPR (painting and new lunch tables)
3. Solar improvements
4. HVAC improvements to the Library and rooms 15, 16, 18, 19
5. HVAC improvements to Front Office
6. Resurfacing of parking lot
7. Exterior site improvements (landscaping, paving, digital marquee)

Figure 10: Cutten Elementary Proposed Improvements



4.3 SUMMARY OF PROPOSED IMPROVEMENTS

Based on the above assessments, State requirements, proposed educational specifications, and existing enrollment, improvements to school site facilities are proposed for each site. Table 13 presents the estimated cost of proposed improvements. The cost of the proposed improvements is estimated at approximately \$7.5 million. The estimated cost represents a combination of “hard” and “soft” costs. In combination, they comprise what is properly called the total “Project Cost”. Hard costs result from the construction itself (e.g., bricks and mortar). Soft costs are those costs that are integral part of the building process and are usually precursors to, or supportive of, the construction. These include professional fees and other related, non-construction costs such as architects, engineers, regulatory agency fees and associated studies. A reserve for escalation in costs, unforeseen contingencies, or regulatory agency approval requests of approximately \$1.1 million is proposed for a combined total program of approximately \$8.6 million. A detailed breakdown of estimated costs is provided in Appendix “A”. The allowances for the Phase II New Administration and Classroom Building and Safety Entry at Ridgewood Elementary are based on cost information provided by the District, while the modernization of seven classrooms and exterior site improvements reflect recent typical costs from comparable projects. The funding allocated for exterior site improvements at both campuses represents a flexible budget category that the District may use for eligible exterior site work, such as landscaping, paving, and the installation of a digital marquee, and reflects an allocation of existing funds rather than additional project costs, inclusive of both hard and soft expenses.

Table 13: Estimated Cost of Improvements

Estimated Uses	Total
Ridgewood Elementary	
Phase II New Admin and Classroom (1) Building and Safety Entry to School	\$ 2,375,000
Fire Alarm Upgrades	\$ 1,126,593
HVAC Improvements	\$ 722,399
Upgrade Windows	\$ 651,661
Modernization to 7 Classrooms (Painting, Flooring, Furniture)	\$ 409,500
Miscellaneous Exterior Site Improvements	\$ 302,272
Total	\$ 5,587,425
Cutten School	
Basketball and Playgrounds	\$ 123,647
MPR Upgrades (Painting and New Lunch Tables)	\$ 81,061
Solar Improvements	\$ 324,451
HVAC Improvements	\$ 722,399
Front Office HVAC	\$ 102,072
Resurfacing of Parking Lot	\$ 327,172
Miscellaneous Exterior Site Improvements	\$ 254,000
Total	\$ 1,934,802
Proposed Improvements Total	\$ 7,522,227
Program Reserve	\$ 1,135,677
Grand Total Estimated Uses	\$ 8,657,904

SECTION 5

PROPOSED FUNDING & PHASING

In California, school facility improvements are generally funded by a combination of sources which need to be identified, integrated, and ultimately sequenced to maximize their use. In almost all cases, the need for improvements exceeds the general availability of funding at any one time, requiring the prioritizing, sequencing, and phasing of improvements. Successful outcomes often rely on establishing an educational vision and specification for desired facilities, assessing existing facilities through that lens, integrating those components with available identified sources of funding and curating those outcomes within a facilities improvement plan that is ultimately presented to the Board for adoption and implementation.

This section reviews the identified sources of funds for proposed improvements. An assessment of the District's eligibility for State grants is provided, including an assessment of the amounts that may be received by school site over time and suggested methods to optimize and use such funding. These funds generally require a local match. An analysis of potential local funding sources available to the District to meet match requirements is provided including a review of local general obligation bond proceeds through the District's Measure "K" authorization.

In combination, a proposed phasing program of proposed improvements is presented. It takes into consideration the needs of the educational program, the status of existing school facilities, and additional proposed improvements. Further consideration is presented as to the required sequencing, and the ability to leverage projected State matching grants with local funds and available and proposed bond proceeds. A phased program is presented that maximizes funding benefits to the District yet minimizes the impact during construction to the sites and ongoing educational programs. To assist, proposed sources and uses of available funds are presented linked to a suggested phasing schedule that integrates the proposed improvements by school site, phase, and amount over time.

5.1 STATE AID AND ELIGIBILITY

The State of California provides periodic grants from voter approved bond measures or general fund contributions for the modernization or new construction of eligible school facilities as determined by the Office of Public School Construction (OPSC) and as funded by the State Allocation Board (SAB) pursuant to the School Facility Program (SFP). Funding is provided in the form of per pupil grants for facility improvements, including design, construction, testing, inspection, equipping, furnishings, technology, plus site service improvements or site acquisition. To receive funding, a local match is required from eligible district funds, including developer fees and bond proceeds. Under certain specific conditions, a district may qualify and apply for a release of its local match requirement based on a financial hardship review and subject to additional constraints and requirements.

In November 2024, California voters approved Proposition 2, the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024. Proposition 2 authorizes \$10 billion in State general obligation bonds for repair, upgrade, and construction of facilities at K–12 public schools (including charter schools), community colleges, and career technical education programs, including for improvement of health and safety conditions and classroom upgrades. In summary, Proposition 2 provides:

- \$3.3 billion for new school facility construction (with up to 10% of the amount set aside for eligible small school districts)
- \$4 billion for modernization of eligible older school facilities (with up to 10% of the amount set aside for eligible small school districts and \$115 million set aside for lead water testing and remediation)
- \$600 million for charter school construction or modernization
- \$600 million for CTE new construction or modernization facilities
- \$1.5 billion for Community Colleges

Proposition 2 also authorized eligible school districts applying for modernization grants to receive a supplemental grant for transitional kindergarten facilities if either existing facility is insufficient, or the school does not have an existing facility. Other supplemental grants offered to eligible school districts for modernization or new construction offer a 5 percent project costs adjustment to advance State energy goals and adapt to higher average temperatures that pose a threat to the health and safety of students and staff. A similar adjustment is provided for up to 5 percent that enables school facilities to provide students with the skills and knowledge necessary for high-demand technical careers.

At its February 2025 stakeholder’s meeting, the OPSC announced that requests for modernization program funding currently exceed the amount of bond authority available. Therefore, school districts must continue to submit a school board resolution acknowledging that the remaining SFP bond authority is currently exhausted when submitting modernization funding applications for the application to be accepted. School districts are not required to submit a similar resolution acknowledging that remaining SFP bond authority is currently exhausted when submitting new construction funding applications.

Furthermore, the SAB acted at the January 22, 2025 SAB meeting to implement a set aside to small districts pursuant to the voter approved Proposition 2. The SAB approved the implementation of up to 10 percent of the \$3.3 billion allocated for New Construction and \$4.0 billion allocated for modernization to be available towards small school district applications. This amount equates to a reserve in bond authority of \$330 million for new construction and \$400 million for modernization projects; for a total of \$730 million set aside for small school districts. A small school district is further defined as having an enrollment of 2,501 students or less.

Other key Proposition 2 elements include higher grant amounts to replace buildings at least 75 years old and expanding the sliding scale points system that determines State matching funds for new construction and modernization grants to include additional points for very small school districts (<200 students) and school district projects that use project labor agreements. Proposition 2 also requires school districts that

apply for grant funding as of October 31, 2024, to have a five-year facilities master plan approved by the governing board that is periodically updated and provides full facility information to the State. Districts seeking grants must also adopt a Board resolution that acknowledges that the district is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code as a condition of SFP participation, and that failure to submit an acceptable five-year school facilities master plan may result in rescission of project funding.

The following provides an overview of applicable State aid programs and estimated District eligibility for the modernization of existing facilities and new construction. Opportunities for grant funding are presented and are used to project the total amount of grant funding that may be available at present or in the future from all available sources and any local match of district funds that may be required by the State.

5.1.1 SFP MODERNIZATION PROGRAM AND DISTRICT ELIGIBILITY

An analysis of District enrollment and facilities indicates the District may be eligible for modernization grant funding under the State's School Facilities Program (SFP). The SFP for modernization provides funds on 60-40 state and local sharing basis for improvements that enhance existing school facilities, including those for HVAC, plumbing, lighting, and electrical systems. Modernization eligibility is established by school site and requires that permanent classrooms be at least 25 years old or since their last modernization and portable classrooms be at least 20 years old since placed in service. Students must be enrolled in eligible facilities based on State classroom loading standards of twenty-five elementary pupils per classroom.

Grant levels are periodically reviewed by the State and program funding is subject to project performance and certification at the completion of construction. The current pupil grant for modernization is \$6,034 for elementary grades. A higher per pupil grant amount is provided for classrooms that are in buildings 50 years or older equal to \$8,383 for elementary grades. An additional 5 percent of the total pupil grant amount is estimated to be provided for supplemental grants. Grant levels are periodically reviewed by the State and program funding is subject to project performance and certification at the completion of construction.

Table 14 provides a summary of the SFP modernization grants received to date totaling \$86,750. In December 2025, the District received State Allocation Board (SAB) approval for an "unfunded apportionment" for the Cutten Elementary School modernization grant application (Application #57/62745-00-002) in the amount of \$677,060. The District will need to participate in the next available priority funding round filing period scheduled to open on May 13, 2026 and close on June 11, 2026. Funding for this application is anticipated to be part of a fall bond sale with funding estimated to be received by late 2026/early 2027.

Table 14: Modernization Grants Received

School	Application #	Standard Pupils	Total Grant	Warrant Date
Ridgewood	57/62745-00-001	100	\$86,750	12/23/2011
Total		100	\$86,750	

Table 15 identifies that the District is currently eligible for approximately \$3.2 million in combined modernization pupil grants from existing permanent classrooms. This eligibility would require approximately \$2.2 million in a local match from District funds for a total project of at least \$5.4 million.

Table 15: Estimated Current Modernization Eligibility from Permanent Classrooms

2026											
	School	FY2025-26 Enroll	Elig. Pupils	Prior Pupils	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Cutten	308	300	101	199	8	\$1,668,217	\$83,411	\$1,751,628	\$1,167,752	\$2,919,380
2	Ridgewood	268	268	100	168	7	\$1,408,344	\$70,417	\$1,478,761	\$985,841	\$2,464,602
Total		576	568	201	367	15	\$3,076,561	\$153,828	\$3,230,389	\$2,153,593	\$5,383,982

Table 16 presents a similar analysis for portable classrooms that have been in service for at least 20 years. For purposes of this analysis, available school site enrollment is first allocated towards the eligibility of permanent classrooms and the balance, if any, is thereafter allocated to portable classrooms at each site. It is estimated that the District is currently eligible for \$50,686 in modernization pupil grants from eligible portable classrooms that currently exceed their 20-year life. This eligibility would require \$33,790 in a local match from District funds towards a project amount of at least \$84,476.

Table 16: Estimated Current Modernization Eligibility from Portable Classrooms

2026									
	School	FY2025-26 Enroll	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Cutten	308	8	1	\$48,272	\$2,414	\$50,686	\$33,790	\$84,476
2	Ridgewood	268	0	0	\$0	\$0	\$0	\$0	\$0
Total		576	8	1	\$48,272	\$2,414	\$50,686	\$33,790	\$84,476

Table 17 provides a combined view of current permanent and portable classroom eligibility, including potential additional five percent supplemental grants available for associated site development costs. Collectively, the District may be eligible at this time for a total of approximately \$3.3 million. All eligibility grant amounts can only be applied to their corresponding site. An approximate local match of \$2.2 million would be required by the District to access these grants.

Table 17: Estimated Combined Modernization Eligibility from Permanent and Portable Classrooms

2026									
	School	FY2025-26 Enroll	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Cutten	308	207	9	\$1,716,489	\$85,824	\$1,802,313	\$1,201,542	\$3,003,856
2	Ridgewood	268	168	7	\$1,408,344	\$70,417	\$1,478,761	\$985,841	\$2,464,602
	Total	576	375	16	\$3,124,833	\$156,242	\$3,281,075	\$2,187,383	\$5,468,458

Proposition 2 established a points-based determination and sliding scale for the required state and local matching shares for projects that do not qualify for financial hardship assistance for up to a 5% reduction to the required local match based on certain socioeconomic requirements. The points awarded are based on a district’s gross bonding capacity per enrollment, a district’s unduplicated pupil percentage as determined for purposes of the Local Control Funding Formula, whether a district has an enrollment of 200 pupils or fewer, and whether the project includes the use of a project labor agreement. Based on these factors, the District may be eligible to reduce its required local match to 39%, thereby increasing the total estimated State grant by approximately \$54,000.

Table 18 provides a 10 year projection of the District’s current and future combined modernization eligibility. No additional State modernization eligibility is projected through 2035 based on current enrollment and eligibility assumptions. These amounts are subject to annual review and require the submittal and approval of Division of the State Architect (DSA) proposed improvement design plans prior to submittal to OPSC for consideration. Therefore, the actual amount received may be further influenced by the plan of sequence and phasing that may be undertaken by a district in the implementation of its capital program.

Table 18: Estimated Current and Future Modernization Eligibility

	School	FY2025-26 Enroll	Current State Grant (60%)	2035 State Grant (60%)	Total State Grant (60%)
1	Cutten	308	\$1,802,313	\$0	\$1,802,313
2	Ridgewood	268	\$1,478,761	\$0	\$1,478,761
	Total	576	\$3,281,075	\$0	\$3,281,075

Under Senate Bill 50, the State SFP program provides the option of a “Like for Like” approach towards utilizing available modernization eligibility towards new construction. The “Like for Like” approach allows school districts to utilize modernization funding for new construction projects, if the new construction is replacing a facility with a similar facility that requires modernization at the same site. These funds do not affect a district’s new construction pupil grant eligibility and are in addition to any available new construction funding. Funds allocated under “Like for Like” are based on modernization grant eligibility on a site-by-site basis. “Like for Like” funding is proposed to be utilized where possible to fund proposed improvements that may be “best” reconstructed as opposed to being repaired or modernized.

Proposition 2 added the provision of a modernization grant alternative to replace buildings at least 75 years old. The grants for 75-year-old buildings would be provided in lieu of the typical per pupil base grant and can only be used for demolition and replacement of these buildings. Under this alternative, districts will receive an increased pupil grant amount of \$19,016 per eligible classrooms. To qualify, buildings that have reached 75 years of age must be demolished and replaced rather than modernized. One condition for receiving funding requires the use of a Cost Benefit Analysis to determine whether the costs associated with the modernization of a 75-year-old building will be at least 50 percent of what the costs would be to demolish and build it back. Table 19 provides a summary of the District’s school sites, year constructed, and year the school will have reached 75 years of age. Future consideration of eligibility for the 75 year old alternative grants and any proposed changes to the facilities plan will be needed as the sites near those dates.

Table 19: District School Sites – Year Built

School	Site Acreage	Year Built	Year 75+
Ridgewood	12.0	1959	2034
Cutten	7.3	1954	2029

5.1.2 SFP NEW CONSTRUCTION PROGRAM

The SFP New Construction Program provides state funds on a 50/50 state and local sharing basis for eligible projects that add permanent classroom capacity for districts to house students for the construction of a new school or the addition of classrooms to an existing facility. Eligibility is subject to annual review and allocated district wide and is not site specific. It is determined by the gap between a district’s projected enrollment and its capacity to house students in permanent classrooms as determined by the state based on the state loading standard of twenty-five students per classroom for elementary grades.

Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap in enrollment and capacity. Portable classroom capacity is generally excluded from the analysis as the state does not recognize portable classrooms as being permanently available to house students. The current pupil grant amount for new construction is \$15,847 for elementary grades for each student found to exceed a district’s permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs.

The SFP New Construction Program uses a regression analysis formula that involves current and historical enrollment data to project enrollment five years or ten years into the future to determine eligibility for new construction funding. This is known as the “Cohort Survival Method” which allows Districts to use the most advantageous outcome of either the five-year or ten-year enrollment projection to assist in establishing eligibility. For the five-year projection, the state also allows districts to take into consideration

an assigned student generation from the number of approved, but not yet built residential units that have been recorded by the local planning agency within the boundaries of a school district regardless of grade level to augment enrollment eligibility. This can be quite beneficial in districts experiencing rapid residential development.

For the five-year enrollment projection model, districts may select the most advantageous result from several methods of determining enrollment eligibility, including:

- Using enrollment data and approved residential housing units;
- Using enrollment, approved housing units, and county-level birth data;
- Or using enrollment, housing data, and ZIP code-level birth data.

An analysis was conducted based on the above method utilizing the District's enrollment data and 52 new residential units anticipated within the District's boundaries per the Humboldt County Planning Department resulting in no projected eligibility under the five year and ten year projection. The State requires an annual assessment of districts seeking new construction funding; thus, the District's eligibility may vary annually, based on the rate of enrollment increase or decline. This requires continuous annual review of the District's new construction eligibility and should thus be assessed accordingly.

5.1.3 STATE PS/TK/K GRANT PROGRAM

At various times, the State provides limited funds for competitive applications to fund specific school facilities. The State's Full Day Kindergarten Facilities (PS/TK/K) Grant Program was initiated in 2019 to provide one-time grants to construct new or retrofit existing facilities for the purpose of providing kindergarten classrooms to support full-day kindergarten instruction. In FY2021-22 the program was expanded to \$490 million in one-time grants to construct new or retrofit existing facilities for the purpose of providing classrooms to support full-day preschool (PS), transitional kindergarten (TK) and kindergarten (K) instruction. A state/local district match of 75/25 is required for preschool and TK projects or half-day kindergarten programs converting to full day. Districts that already have full-day kindergarten programs require a 50/50 match (state/local district) for new construction and a 60/40 (state/local district) match for retrofit projects.

Projects are required to meet CDE and Title 5 requirements including classrooms of 1,350 square feet, a restroom and storage/workroom accessibility from the main classroom area. Preschool projects need to meet additional Title 22 requirements specific to preschool such as one toilet per fifteen pupils and an outdoor activity space with at least 75 square feet per child. Districts are required to certify on the application for funding that prior to occupancy of the classrooms that the district has obtained a Childcare Center License from the California Department of Social Services (CDSS). As part of the license requirements, the CDSS will verify compliance with Title 22. The school district must provide evidence of licensure status at the time of project audit.

Four funding rounds have been completed for the program, all of which were oversubscribed. The Governor's May 2024 revised budget eliminated a previously anticipated fifth funding round of \$550 million. No further funding rounds for the program have been identified at this time.

5.1.4 FINANCIAL HARDSHIP

The State provides a Financial Hardship Program to assist districts that cannot provide all or part of their local match for an approved modernization or new construction SFP project. In Financial Hardship, the State funds its normal grant amount, and if a district is found to be eligible, provides an additional grant amount equal to the portion of the match that would have been required to be funded by a district. This in effect increases the amount of grant funding a district would otherwise receive. To qualify, a district must be charging the maximum developer fee and meet one of the following criteria:

- Bonded indebtedness of 60 percent or greater
- Successful passage of a Prop. 39 Bond
- District total bonding capacity of less than \$15 million. This amount will be adjusted for inflation per the OPSC in 2026

As of 2024-25, the District's indebtedness is above the threshold of 60 percent, making the District eligible for Financial Hardship status.

Under the current Financial Hardship Program, a district must exhaust all unencumbered capital fund balances available for modernization or new construction at the time of application. In addition, any funds that become available during the time the District is in the Hardship period will reduce the amount of the State's grant in lieu of the District's match, proportionally. Audits of available capital facilities funding (e.g., Funds 21, 25, 35) are required throughout the project period that a district is in Hardship funding and at "close out", or completion of the project. Until approved for construction, eligibility is subject to review every 6 months. A district can apply for both planning and/or construction funds.

Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction (e.g., modular) must be employed to achieve the desired space requirement for housing students or additional bond funding must be provided thereafter to complete a hardship project. Moreover, the Hardship period begins on the date of application, regardless of the date it is reviewed by OPSC or approved by the SAB. This requires that the District sequence projects proposed for Financial Hardship after all anticipated and available capital funds are encumbered. This assessment must be conducted for every six-month period that a district participates in the Financial Hardship Program.

5.2. GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used and efficient method of financing school facility improvements locally in California. More than 600 school districts in the State have issued G.O. bonds to finance necessary improvements. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition (Prop.) 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption

from State and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest to a district to finance improvements over time.

5.2.1 EXISTING G.O. BOND AUTHORIZATIONS & PAST ISSUANCES

The District has used G.O. bonds previously to fund major school facility improvements and has been very successful in making use of public financing options and garnering community support to improve school facilities. The District successfully passed a local G.O. bond authorization in November 2018. This authorization was approved by voters and authorized the sale of \$4 million in G.O. bonds, pursuant to Proposition 39 which sets a maximum annual projected tax rate of \$30 per \$100,000 assessed valuation for the purposes of issuing any remaining bond authorization. To date, \$4 million in bonds have been sold, leaving no remaining authorization from the 2018 Election.

Most recently, in November 2024, the District successfully passed a local G.O. bond authorization, approved by voters in the amount of \$5 million, also pursuant to Proposition 39 which sets a maximum annual projected tax rate of \$30 per \$100,000 assessed valuation for the purposes of issuing any remaining bond authorization. The District sold its first series of bonds from the 2024 Election authorization in March 2025 in the amount of \$2.5 million. There is \$2.5 million remaining in the 2024 Election authorization.

Table 20 summarizes the District’s past G.O. bond issuances and provides data for each issuance’s sale date, original principal, current outstanding principal, original repayment ratio, and remaining term. The 2018 Election bonds account for approximately \$3.8 million in outstanding principal. The 2024 Election bonds account for \$2.5 million in outstanding principal. All outstanding bonds are scheduled to be repaid by fiscal year (FY) 2054-55, with total annual payments ranging between approximately \$248,000 and \$625,000 for the next 30 years. Figure 20 indicates that the District had approximately \$6.3 million in total outstanding G.O. bonded indebtedness in FY2024-25, declining thereafter.

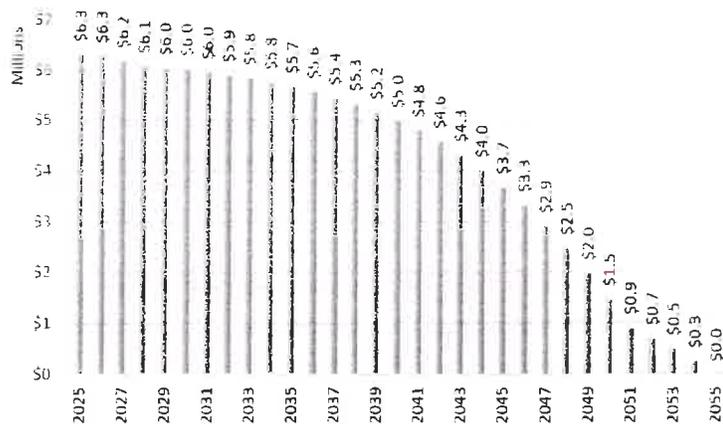
Table 20: Summary of District G.O. Bond Authorizations and Past Issuances

Series	Type	Sale Date	Principal Amount	Principal Outstanding	Repayment Ratio ⁽¹⁾	Years Remaining	Comments
2018 Election (55% Election)							Authorization: \$4,000,000
New Money Issues							
2019A	Tax-Exempt GO Bond	Jan 2019	\$2,000,000	\$1,855,000	1.97	24	
2020B	Tax-Exempt GO Bond	Jan 2020	\$1,998,286	\$1,943,286	1.96	26	
Total			\$3,998,286	\$3,798,286	1.96	26	
							Remaining Authorization: \$0
2024 Election (55% Election)							Authorization: \$5,000,000
New Money Issues							
2025A	Tax-Exempt GO Bond	Mar 2025	\$2,500,000	\$2,500,000	2.11	30	
							Remaining Authorization: \$2,500,000
Total			\$6,498,286	\$6,298,286	2.02	30	
			2024-25 Tax Rate per \$100,000 AV: \$20.00				

*Sources: Electronic Municipal Market Access (EMMA), Thomson Reuters, County

⁽¹⁾ Repayment ratio upon issuance of bonds

Figure 11: Remaining G.O. Bond Principal Over time



5.2.2 DISTRICT HISTORICAL ASSESSED VALUE & BONDING CAPACITY

Table 21 demonstrates the current assessed valuation for the District and the historical pattern of growth since 2010. The District experienced slow growth in assessed valuation between 2010 and 2015 due to the “Great Recession” with increased growth resuming in fiscal year 2015-16. The District’s last 5-year, 10-year, and 15-year annualized average growth in assessed valuation were 5.19 percent, 3.97 percent, and 3.08 percent, respectively. County data shows the District’s assessed valuation increased by approximately \$31 million in fiscal 2024-25, a 5.49 percent increase from the prior year, more than the most recent 5-year, 10-year, and 15-year annualized averages.

Table 21: Historic District Total Assessed Valuation

Historical Assessed Valuations		
FYE	Total	% Change
2010	\$379,708,867	N/A
2011	\$385,479,674	1.52%
2012	\$390,900,321	1.41%
2013	\$397,198,834	1.61%
2014	\$401,989,871	1.21%
2015	\$405,737,343	0.93%
2016	\$416,667,862	2.69%
2017	\$430,483,999	3.32%
2018	\$444,819,735	3.33%
2019	\$458,858,257	3.16%
2020	\$480,182,598	4.65%
2021	\$501,772,417	4.50%
2022	\$514,415,321	2.52%
2023	\$533,600,174	3.73%
2024	\$567,600,164	6.37%
2025	\$598,746,953	5.49%
5-Year Average		4.51%
10-Year Average		3.97%
15-Year Average		3.08%

Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For an elementary school district, bonded indebtedness cannot exceed 1.25 percent of the District’s total assessed valuation at the time bonds are to be sold without a waiver from the State. As calculated in Table 22, and using the District’s current total assessed value, the District has a gross bonding capacity of approximately \$7.5 million. The District has approximately \$6.3 million in total outstanding G.O. bonded indebtedness as of 2024-25, resulting in a current net bonding capacity of approximately \$1.2 million. Overall, the District is currently utilizing 84.15% of its statutory bonding capacity.

Table 22: District’s Bonding Capacity

BONDING CAPACITY ANALYSIS	
Fiscal Year 2024-25	
ASSESSED VALUATION	
Secured Assessed Valuation	\$586,998,091
Unsecured Assessed Valuation	\$11,748,862
DEBT LIMITATION	
Total Assessed Valuation	\$598,746,953
Applicable Bond Debt Limit	1.25%
Overall Bonding Capacity	\$7,484,337
Outstanding Bonded Indebtedness	\$6,298,286
NET BONDING CAPACITY	\$1,186,051
% of Capacity Currently Used	84.15%

Additional bonding capacity requires an increase in the assessed valuation of the District overtime and/or the repayment of the scheduled outstanding principal on bonds. For example, Table 23 demonstrates the scheduled repayment of outstanding principal for the District’s G.O. bonds and the effect of principal repayment and assessed valuation growth on the percentage of projected bonding capacity available over time, assuming no future bond issuances. When no assessed valuation growth is modeled, the District’s bonding capacity is projected to increase as scheduled principal is repaid. When a sustained increase in annual assessed valuation growth of 4.0% is modeled, the District’s bonding capacity is projected to accelerate over time. Alternatively, the District’s bonding capacity could be increased at any time through a formal request for a waiver of the District’s bonding capacity by the State, which is reviewed and granted on a case-by-case basis.

To qualify for Financial Hardship under OPSC requirements, the District must utilize at least 60% of its available gross bonding capacity. As of FY2024-25, the District is utilizing 84.15% of its available gross bonding capacity and therefore meets the Financial Hardship threshold.

Table 23: Remaining G.O. Bond Principal Outstanding Over Time

FYE	Assuming No (0.0%) Annual AV Growth			Assuming 4.0% Annual AV Growth	
	Outstanding Principal	Projected AV	Est. Bonding Capacity	Projected AV	Est. Bonding Capacity
2025	\$6,298,286	\$598,746,953	84.2%	\$598,746,953	84.2%
2026	\$6,283,286	\$598,746,953	84.0%	\$622,696,831	80.7%
2027	\$6,173,286	\$598,746,953	82.5%	\$647,604,704	76.3%
2028	\$6,078,286	\$598,746,953	81.2%	\$673,508,893	72.2%
2029	\$6,043,286	\$598,746,953	80.7%	\$700,449,248	69.0%
2030	\$6,003,286	\$598,746,953	80.2%	\$728,467,218	65.9%
2031	\$5,953,286	\$598,746,953	79.5%	\$757,605,907	62.9%
2032	\$5,893,286	\$598,746,953	78.7%	\$787,910,143	59.8%
2033	\$5,830,111	\$598,746,953	77.9%	\$819,426,549	56.9%
2034	\$5,751,936	\$598,746,953	76.9%	\$852,203,611	54.0%
2035	\$5,660,450	\$598,746,953	75.6%	\$886,291,755	51.1%
2036	\$5,555,654	\$598,746,953	74.2%	\$921,743,426	48.2%
2037	\$5,440,284	\$598,746,953	72.7%	\$958,613,163	45.4%
2038	\$5,304,914	\$598,746,953	70.9%	\$996,957,689	42.6%
2039	\$5,156,783	\$598,746,953	68.9%	\$1,036,835,997	39.8%
2040	\$4,990,892	\$598,746,953	66.7%	\$1,078,309,436	37.0%
2041	\$4,805,000	\$598,746,953	64.2%	\$1,121,441,814	34.3%
2042	\$4,565,000	\$598,746,953	61.0%	\$1,166,299,486	31.3%
2043	\$4,300,000	\$598,746,953	57.5%	\$1,212,951,466	28.4%
2044	\$4,005,000	\$598,746,953	53.5%	\$1,261,469,525	25.4%
2045	\$3,680,000	\$598,746,953	49.2%	\$1,311,928,306	22.4%
2046	\$3,320,000	\$598,746,953	44.4%	\$1,364,405,438	19.5%
2047	\$2,920,000	\$598,746,953	39.0%	\$1,418,981,655	16.5%
2048	\$2,480,000	\$598,746,953	33.1%	\$1,475,740,921	13.4%
2049	\$1,995,000	\$598,746,953	26.7%	\$1,534,770,558	10.4%
2050	\$1,480,000	\$598,746,953	19.8%	\$1,596,161,381	7.4%
2051	\$920,000	\$598,746,953	12.3%	\$1,660,007,836	4.4%
2052	\$720,000	\$598,746,953	9.6%	\$1,726,408,149	3.3%
2053	\$500,000	\$598,746,953	6.7%	\$1,795,464,475	2.2%
2054	\$260,000	\$598,746,953	3.5%	\$1,867,283,054	1.1%
2055	\$0	\$598,746,953	0.0%	\$1,941,974,376	0.0%

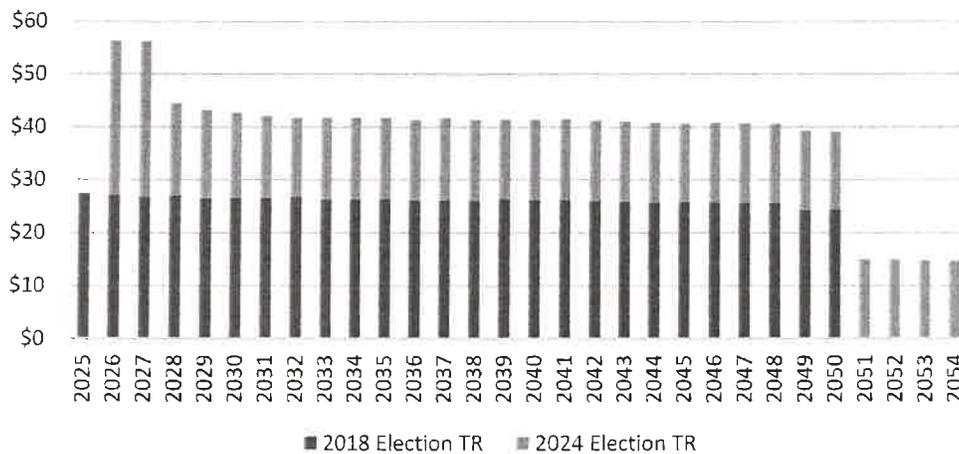
5.2.3 ADDITIONAL G.O. BOND SALES

All outstanding 2018 Election bonds were issued pursuant to Proposition 39 and are subject to a tax rate limit of \$30 per \$100,000 of AV. The 2024-25 tax rate of \$20.00 per \$100,000 of assessed valuation takes into consideration all bonds issued to date, additional development within the District since 2019, any recent increases in assessed value, and other factors that may influence assessed value or the repayment of outstanding debt.

In November 2024, the District successfully passed another local G.O. bond measure which authorized the sale of \$5 million in G.O. bonds. In March 2025, the District issued the first series of bonds from the 2024 Election authorization in the amount of \$2.5 million, leaving \$2.5 million in remaining authorization from the 2024 Election. Bonds issued from the 2024 Election are issued pursuant to Proposition 39 and are subject to a legal projected tax rate limit of \$30 per \$100,000 AV. This first series of bonds was structured such that the initial tax rate impact decreases over time to preserve tax rate capacity for the issuance of future bonds.

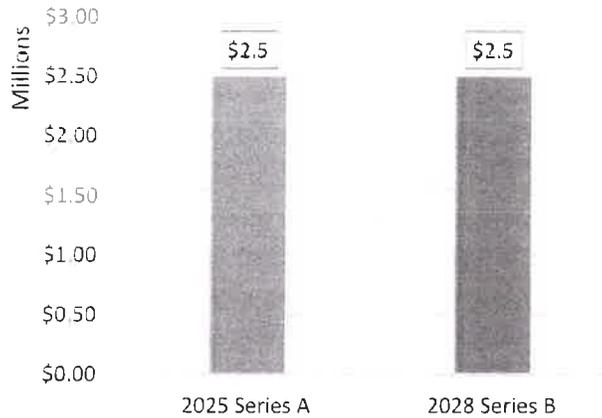
Figure 12 illustrates the estimated total tax rate for property owners in the District assuming a modeled annual assessed valuation growth rate of 4.0 percent through 2054-55.

Figure 12: Estimated Annual Tax Rate to Repay Outstanding Bonds



The \$2.5 million in remaining 2024 Election authorization may be issued in the future, as early as 2028, as assessed valuation in the District increases. In the example shown in Figure 13, the remaining authorization would be issued over one additional bond issuance of \$2.5 million in 2028. At the time of this report, it is estimated that all bonds could be issued with a total 2024 Election less than the tax rate of \$30 per \$100,000 AV estimated to voters at the time of the election. All bonds would be repaid by 2055. Actual timing and bond sale amounts depend on the actual assessed valuation and market conditions at the time of the sale and can be adjusted to meet the District’s needs.

Figure 13: Sample Timing and Amounts for Additional 2024 Election Bond Sales



5.3 PROPOSED SOURCES, USES, AND PHASING

This section provides an overview of the proposed sources and uses of funding for facilities improvements that are being recommended by phase. The proposed improvements are suggested to be implemented in two funding phases over a 7-year period. The projected phasing has taken into consideration the amount of prior and future G.O. bond sales and projected State aid funding. Table 24 summarizes the estimated sources of funding and proposed phasing of improvements (uses) that are projected to be available based on the analyses conducted above. Proposed uses include required modernization and infrastructure upgrades to address aging facilities, including HVAC systems, fire alarms, windows, and outdoor areas. Proposed improvements also include an administration and classroom building and safety entry at Ridgewood Elementary, and modernization of learning and support spaces at Cutten School.

A total of \$8.6 million is estimated to be available including \$4.8 million from the District’s Measure “K” General Obligation (G.O.) bond authorization and approximately \$3.8 million in State aid modernization grants. A total of \$7.5 million in project improvements is proposed to be implemented over two phases which includes a \$1.1 million program reserve. The program reserve can be used to address potential regulatory code compliance issues that arise during design and construction as well as provide contingency for inflation in future construction costs. Phase 1 includes an estimated \$3 million in funding sources, comprised of approximately \$2.4 million in G.O. bonds and \$677,060 in State aid modernization grants. This phase prioritizes the completion of the new administration and classroom building and safe entry project at Ridgewood and select improvements to Cutten consistent with the District’s goals. Approximately \$2.6 million in improvements are included in Phase 1, with a program reserve of \$404,695.

Phase 2 completes the construction at Ridgewood and Cutten schools. In total, approximately \$5.6 million is anticipated to be required to complete Phase 2, inclusive of a \$730,982 program reserve. Phase 2 is anticipated to be funded from Series “B” G.O. bond proceeds and State aid modernization grants.

Table 24: Estimated Sources and Uses of Funds

Estimated Sources	Phase 1 FY2025-26 - FY2027-28	Phase 2 FY2028-29- FY2031-32	Total
Measure "K" 2025 GO Bond Authorization			
2025 Series A	\$ 2,356,011	\$ -	\$ 2,356,011
2028 Series B	\$ -	\$ 2,500,000	\$ 2,500,000
Total	\$ 2,356,011	\$ 2,500,000	\$ 4,856,011
State Aid Modernization Eligibility			
Ridgewood School		\$ 1,408,344	\$ 1,408,344
Cutten School		\$ 1,716,489	\$ 1,716,489
Cutten School Reimbursement	\$ 677,060	\$ -	\$ 677,060
Total	\$ 677,060	\$ 3,124,833	\$ 3,801,893
Total Sources	\$ 3,033,071	\$ 5,624,833	\$ 8,657,904

Estimated Uses	Phase 1 FY2025-26 - FY2027-28	Phase 2 FY2028-29- FY2031-32	Total
Ridgewood Elementary			
Phase II New Admin and Classroom (1) Building and Safety Entry to School	\$ 2,375,000	\$ -	\$ 2,375,000
Fire Alarm Upgrades	\$ -	\$ 1,126,593	\$ 1,126,593
HVAC Improvements	\$ -	\$ 722,399	\$ 722,399
Upgrade Windows	\$ -	\$ 651,661	\$ 651,661
Modernization to 7 Classrooms (Painting, Flooring, Furniture)	\$ -	\$ 409,500	\$ 409,500
Miscellaneous Exterior Site Improvements	\$ -	\$ 302,272	\$ 302,272
Total	\$ 2,375,000	\$ 3,212,425	\$ 5,587,425
Cutten School			
Basketball and Playgrounds	\$ 123,647	\$ -	\$ 123,647
MPR Upgrades (Painting and New Lunch Tables)	\$ 81,061	\$ -	\$ 81,061
Solar Improvements	\$ 48,668	\$ 275,783	\$ 324,451
HVAC Improvements	\$ -	\$ 722,399	\$ 722,399
Front Office HVAC	\$ -	\$ 102,072	\$ 102,072
Resurfacing of Parking Lot	\$ -	\$ 327,172	\$ 327,172
Miscellaneous Exterior Site Improvements	\$ -	\$ 254,000	\$ 254,000
Total	\$ 253,376	\$ 1,681,426	\$ 1,934,802
Proposed Improvements Total	\$ 2,628,376	\$ 4,893,851	\$ 7,522,227
Program Reserve	\$ 404,695	\$ 730,982	\$ 1,135,677
Grand Total Estimated Uses	\$ 3,033,071	\$ 5,624,833	\$ 8,657,904

5.3.1 FIVE-YEAR CAPITAL BUDGET

Table 25 provides a projected five-year capital budget based on the estimated sources and uses identified above. It is projected that \$3 million in sources and uses may be available to begin implementation in Year 1. By Year 4, an additional \$5.6 million is estimated to be available to begin the implementation of the next set of proposed improvements. In total, \$8.6 million in estimated funding source and uses are proposed.

Table 25: Five-Year Capital Budget

	FY2025-26	FY2026-27	FY2027-28	FY2028-29	FY2029-30	
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Funding						
Measure K Bonds	\$2,356,011	\$0	\$0	\$2,500,000	\$0	\$4,856,011
State Aid	\$677,060	\$0	\$0	\$3,124,833	\$0	\$3,801,893
Total	\$3,033,071	\$0	\$0	\$5,624,833	\$0	\$8,657,904
Budget						
Ridgewood School	\$2,375,000	\$0	\$0	\$3,212,425	\$0	\$5,587,425
Cutten School	\$253,376	\$0	\$0	\$1,681,426	\$0	\$1,934,802
Program Reserve	\$404,695	\$0	\$0	\$730,982	\$0	\$1,135,677
Total	\$3,033,071	\$0	\$0	\$5,624,833	\$0	\$8,657,904

SECTION 6

RECOMMENDATIONS

6.1 CONCLUSION & RECOMMENDATIONS

It is proposed that the Governing Board of the Cutten School District:

- Review and adopt the proposed specifications, improvement projects, method of funding and phasing for those facilities to be funded
- Direct the preparation of proposed State grant funding applications for review and approval by the Board for submission to the State at the appropriate time
- Continue the District's efforts and undertake necessary steps to implement the plan

**Appendix A –
Estimated Cost of Improvements**



Project:

Cutten School District

Miscellaneous Projects

**Program Budget
Cost Estimate**

Revision 3

Estimate Date:

January 6, 2026

Prepared for:

Caldwell Flores Winters, Inc.
2163 Harbor Bay Parkway
Alameda, CA 94502

Prepared by:

Stone Creek Engineering, Inc.
1244 Dupont Court
Manteca, CA 95336

408-489-8853

jeff.threet@stonecreekengineering.com

Stone Creek Engineering, Inc.

Design Level: Program Budget

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Cutten School District

Project: Miscellaneous Projects

Designed by: N/A

Construction Cost Summary

Date: January 6, 2026

Scope of Works

Ridgewood School

Phase II New Admin and Classroom (1) Building and Safety Entry to School

Proposed Improvement Budget by CFW, as per advised no need to provide detailed breakdown

Fire Alarm Upgrade

Installation of a new campus wide fire alarm system

HVAC Improvements

Upgrade of (E) HVAC equipment and adjustments of (E) ductworks and grilles for (6) classrooms

Upgrade Windows

Upgrade windows for Building C and Administration Building.

Modernization to 7 Classrooms (Painting, Flooring, Furniture)

Proposed Improvement Budget by CFW, as per advised no need to provide detailed breakdown

Miscellaneous Site Improvements

Proposed Improvement Budget by CFW, as per advised no need to provide detailed breakdown

Cutten School

Basketball and Playgrounds

Resurfacing of existing pavement, 28,900sf

MPR Improvements

Re-painting of (E) walls and new lunch tables

Solar Improvements

Photovoltaic system will be installed on the existing building roofs

HVAC Improvements

Upgrade of (E) HVAC equipment and adjustments of (E) ductworks and grilles for (6) classrooms

Front Office HVAC

(N) HVAC System

Resurfacing of Parking Lot

Resurfacing of existing pavement, 27,280sf

Miscellaneous Site Improvements

Proposed Improvement Budget by CFW, as per advised no need to provide detailed breakdown

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Cutten School District

Project: Miscellaneous Projects

Designed by: N/A

Tab Name: Program Cost Summary

Date: January 6, 2026

Ridgewood School	Project Cost
Phase II New Admin, Classroom (1) Building and Safety Entry to School	\$2,375,000
Fire Alarm Upgrade	\$1,126,593
HVAC Improvements	\$722,399
Upgrade Windows	\$651,661
Modernization to 7 Classrooms (Painting, Flooring, Furniture)	\$409,500
Miscellaneous Exterior Site Improvements	\$302,272
School Site Total	\$5,587,425

Cutten School	Project Cost
Basketball and Playgrounds	\$123,647
MPR Upgrades (Painting and New Lunch Tables)	\$81,061
Solar Improvements Improvements	\$324,452
HVAC Improvements	\$722,399
Front Office HVAC	\$102,072
Resurfacing of Parking Lots	\$327,172
Miscellaneous Exterior Site Improvements	\$254,000
School Site Total	\$1,934,802

Proposed Improvement Total	\$7,522,227
-----------------------------------	--------------------

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Cutten School District
 Project: Miscellaneous Projects
 Designed by: N/A
 Tab Name: RW Project Cost Summary
 Date: January 6, 2026

Design Level: Program Budget

Ridgewood School				
Description	RW Fire Alarm Upgrade	RW HVAC Improvements	RW Window Upgrade	Total
Construction Cost (See next page for detail)	\$730,262	\$468,262	\$422,409	\$1,620,933
Soft Costs:				
Architect/Designer (AOR)	\$65,724	\$42,144	\$38,017	\$145,884
Surveying	\$0	\$0	\$0	\$0
Geotechnical Engineer (Construction Phase)	\$0	\$0	\$0	\$0
Preconstruction Services	\$109,539	\$70,239	\$63,361	\$243,140
DSA Plan Check Fees	\$7,303	\$4,683	\$4,224	\$16,209
CDE Plan Check Fees	\$1,826	\$1,171	\$1,056	\$4,052
Construction Inspection (IOR)	\$8,763	\$5,619	\$5,069	\$19,451
Special Testing and Inspection	\$1,461	\$937	\$845	\$3,242
State Aid Fee	\$18,257	\$11,707	\$10,560	\$40,523
Program Management Implementation Fee	\$36,513	\$23,413	\$21,120	\$81,047
Furniture, Furnishings, and Equipment (FF&E)	\$0	\$0	\$0	\$0
Total PROJECT Cost	\$979,646	\$628,173	\$566,662	\$2,174,481
Program Reserve (15%)	\$146,947	\$94,226	\$84,999	\$326,172
Total PROGRAM Cost	\$1,126,593	\$722,399	\$651,661	\$2,500,653

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Cutten School District
 Project: Miscellaneous Projects
 Designed by: N/A
 Construction Cost Summary
 Date: January 6, 2026

Design Level: Program Budget

Ridgewood School						
Trade	Description	Tab Name:	RW Fire Alarm Upgrade	RW HVAC Improvements	RW Window Upgrade	Total
		New Construction	N/A	N/A	0 sf	0 sf
		Renovation	N/A	N/A	3,505 sf	3,505 sf
		Total GSF	N/A	N/A	3,505 sf	3,505 sf
1.0	Demolition		\$0	\$7,713	\$14,843	\$22,556
2.0	Concrete - Site Concrete		\$0	\$0	\$0	\$0
3.0	Concrete - Structural Concrete		\$0	\$0	\$0	\$0
4.0	Masonry		\$0	\$0	\$0	\$0
5.0	Metals		\$0	\$0	\$0	\$0
6.0	Wood, Plastics & Composites		\$0	\$0	\$1,257	\$1,257
7.0	Exterior Wall Finishes		\$0	\$0	\$3,698	\$3,698
8.0	Insulation		\$0	\$0	\$0	\$0
9.0	Roofing		\$0	\$0	\$0	\$0
10.0	Sheet Metal		\$0	\$0	\$0	\$0
11.0	Openings - Doors, Frames, & Hardware		\$0	\$0	\$0	\$0
12.0	Openings - Windows/Glazing		\$0	\$0	\$244,048	\$244,048
13.0	Finishes - Metal Framing & Drywall		\$0	\$17,798	\$0	\$17,798
14.0	Finishes - Flooring		\$0	\$0	\$0	\$0
15.0	Finishes - Cement Plaster		\$0	\$0	\$0	\$0
16.0	Finishes - Tile		\$0	\$0	\$0	\$0
17.0	Finishes - Ceiling Systems		\$0	\$0	\$0	\$0
18.0	Finishes - Painting		\$0	\$0	\$0	\$0
19.0	Finishes - Other		\$0	\$0	\$0	\$0
20.0	Specialties		\$0	\$0	\$0	\$0
21.0	Equipment		\$0	\$0	\$0	\$0
22.0	Furnishings		\$0	\$0	\$0	\$0
23.0	Special Construction		\$0	\$0	\$0	\$0
24.0	Conveying Systems		\$0	\$0	\$0	\$0
25.0	Fire Suppression		\$0	\$0	\$0	\$0
26.0	Plumbing		\$0	\$0	\$0	\$0
27.0	HVAC		\$0	\$237,312	\$0	\$237,312
28.0	Electrical		\$0	\$29,664	\$0	\$29,664
29.0	Communications		\$0	\$0	\$0	\$0
30.0	Audio/Video		\$0	\$0	\$0	\$0
31.0	Security		\$0	\$0	\$0	\$0
32.0	Fire Alarm		\$456,138	\$0	\$0	\$456,138
33.0	Earthwork		\$0	\$0	\$0	\$0
34.0	AC Paving		\$0	\$0	\$0	\$0
35.0	Fencing		\$0	\$0	\$0	\$0
36.0	Landscaping		\$0	\$0	\$0	\$0
37.0	Utilities		\$0	\$0	\$0	\$0
38.0	Other: Renewable Energy		\$0	\$0	\$0	\$0
39.0	Other: Miscellaneous Site Improvements		\$0	\$0	\$0	\$0
Subtotal			\$456,138	\$292,487	\$263,846	\$1,012,471
Mark-ups	General Conditions	16.00%	\$72,982	\$46,798	\$42,215	\$161,995
	General Contractor Markup	6.50%	\$34,393	\$22,054	\$19,894	\$76,341
	General Contractor Bond & Insurance	2.85%	\$16,060	\$10,298	\$9,290	\$35,648
	Design Contingency	20.00%	\$115,915	\$74,327	\$67,049	\$257,291
	Construction Contingency	5.00%	\$34,774	\$22,298	\$20,115	\$77,187
Construction Cost - January 2026			\$730,262	\$468,262	\$422,409	\$1,620,933

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Cutten School District
 Project: Miscellaneous Projects
 Designed by: N/A
 Tab Name: RW Fire Alarm Upgrade
 Date: January 6, 2026

Design Level: Program Budget

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
FIRE ALARM SYSTEM					
32.0	New Fire Alarm System - Complete	23,918	sf	\$14.42	\$344,898
32.0	Underground Cabling	600	lf	\$185.40	\$111,240
FIRE ALARM SYSTEM				\$14.88	\$456,138
Subtotal Subcontractor Cost					\$456,138
	General Conditions	16.00%			\$72,982
	General Contractor Markup	6.50%			\$34,393
	General Contractor Bond & Insurance	2.85%			\$16,060
	Design Contingency	20.00%			\$115,915
	Construction Contingency	5.00%			\$34,774
Current Construction Cost					\$730,262

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Cutten School District

Project: Miscellaneous Projects

Designed by: N/A

Tab Name: RW HVAC Improvements

Date: January 6, 2026

Design Level: Program Budget

New Construction: 0 sf

Renovation: 5,760 sf

Total GSF: 5,760 sf

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
INTERIOR DEMOLITION					
1.0	Demolish (E) Acoustic Ceiling Tile	1,152	sf	\$1.55	\$1,780
1.0	Demolish (E) HVAC Equipment and Ductworks	5,760	sf	\$1.03	\$5,933
				\$1.34	\$7,713
METAL FRAMING & DRYWALL - INTERIOR					
13.0	(E) Ceiling Repairs	5,760	sf	\$3.09	\$17,798
				\$3.09	\$17,798
HVAC - AIR DISTRIBUTION					
27.0	HVAC Ductworks/Distribution/Grilles	5,760	sf	\$15.45	\$88,992
				\$15.45	\$88,992
HVAC - EQUIPMENT					
27.0	HVAC Equipment	5,760	sf	\$25.75	\$148,320
				\$25.75	\$148,320
BUILDING POWER					
28.0	Electrical Power for HVAC Improvements (allowance)	5,760	sf	\$5.15	\$29,664
				\$5.15	\$29,664
Subtotal Subcontractor Cost				\$50.78	\$292,487
	General Conditions	16.00%		\$8.12	\$46,798
	General Contractor Markup	6.50%		\$3.83	\$22,054
	General Contractor Bond & Insurance	2.85%		\$1.79	\$10,298
	Design Contingency	20.00%		\$12.90	\$74,327
	Construction Contingency	5.00%		\$3.87	\$22,298
Current Construction Cost				\$81.30	\$468,262

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Cutten School District
 Project: Miscellaneous Projects
 Designed by: N/A
 Tab Name: RW Window Upgrade
 Date: January 6, 2026

Design Level: Program Budget

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
INTERIOR DEMOLITION					
1.0	Demolish (E) Window	1,436	sf	\$8.76	\$12,572
1.0	Surface Preparation / Cleaning	1,040	lf	\$2.18	\$2,271
				\$1.65	\$14,843
EXTERIOR WALL SYSTEMS AND INSULATION					
7.0	Repair/ Patch/Finish (E) due to removal of (E) Windows	1,436	sf	\$2.58	\$3,698
				\$0.41	\$3,698
SEALANTS					
6.0	Sealants	1,436	sf	\$0.88	\$1,257
				\$0.14	\$1,257
WINDOW SYSTEMS, GLASS & GLAZING - EXTERIOR					
12.0	Exterior Glazing	1,436	sf	\$169.95	\$244,048
				\$27.12	\$244,048
Subtotal Subcontractor Cost				\$29.32	\$263,846
	General Conditions	16.00%		\$4.69	\$42,215
	General Contractor Markup	6.50%		\$2.21	\$19,894
	General Contractor Bond & Insurance	2.85%		\$1.03	\$9,290
	Design Contingency	20.00%		\$7.45	\$67,049
	Construction Contingency	5.00%		\$2.24	\$20,115
Current Construction Cost				\$46.93	\$422,409

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Cutten School District

Project: Miscellaneous Projects

Designed by: N/A

Tab Name: CUT Basketball and Playgrounds

Date: January 6, 2026

Design Level: Program Budget

New Construction: 0 sf

Renovation: 28,900 sf

Total GSF: 28,900 sf

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
DEMOLITION					
1.0	Surface Preparation / Pressure Wash	28,900	sf	\$0.14	\$3,922
				DEMOLITION	\$0.14
					\$3,922
SITE PAVING					
34.0	Repair/Patching/Levelling of Surface	8,670	sf	\$4.12	\$35,720
34.0	Basketball Court Striping	28,900	sf	\$0.36	\$10,418
				SITE PAVING	\$1.60
					\$46,138
Subtotal Subcontractor Cost				\$1.73	\$50,061
	General Conditions	16.00%		\$0.28	\$8,010
	General Contractor Markup	6.50%		\$0.13	\$3,775
	General Contractor Bond & Insurance	2.85%		\$0.06	\$1,763
	Design Contingency	20.00%		\$0.44	\$12,722
	Construction Contingency	5.00%		\$0.13	\$3,817
Current Construction Cost				\$2.77	\$80,148

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Cutten School District
 Project: Miscellaneous Projects
 Designed by: N/A
 Tab Name: CUT MPR Improvements
 Date: January 6, 2026

Design Level: Program Budget
 New Construction: 0 sf
 Renovation: 3,505 sf
 Total GSF: 3,505 sf

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
INTERIOR DEMOLITION					
1.0	Wall Surface Preparation	5,284	sf	\$0.27	\$1,434
				INTERIOR DEMOLITION	\$0.41
					\$1,434
PAINTING & WALLCOVERING					
18.0	Repair/ Patch (E) Wall	5,284	sf	\$1.55	\$8,164
18.0	Wall Painting Interior	5,284	sf	\$1.75	\$9,253
				PAINTING & WALLCOVERING	\$4.97
					\$17,417
Subtotal Subcontractor Cost				\$5.38	\$18,852
	General Conditions	16.00%		\$0.86	\$3,016
	General Contractor Markup	6.50%		\$0.41	\$1,421
	General Contractor Bond & Insurance	2.85%		\$0.19	\$664
	Design Contingency	20.00%		\$1.37	\$4,791
	Construction Contingency	5.00%		\$0.41	\$1,437
Current Construction Cost				\$8.61	\$30,181

Stone Creek Engineering, Inc.

Design Level: Program Budget

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Cutten School District

Project: Miscellaneous Projects

Designed by: N/A

Tab Name: CUT Solar Improvements

Date: January 6, 2026

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
RENEWABLE ENERGY					
<u>Renewable Energy Requirements</u>					
38.0	Roof Mounted Racking System	92,700	watts	\$0.36	\$33,274
38.0	PV System (Panels/Inverters/Boxes/Cabling)	92,500	watts	\$0.78	\$72,178
38.0	Conduits from PV System	150	lf	\$154.50	\$23,175
38.0	Connection to Main Switchgear	1	ea	\$2,737.91	\$2,738
RENEWABLE ENERGY					\$131,365
Subtotal Subcontractor Cost					\$131,365
	General Conditions	16.00%			\$21,018
	General Contractor Markup	6.50%			\$9,905
	General Contractor Bond & Insurance	2.85%			\$4,625
	Design Contingency	20.00%			\$33,383
	Construction Contingency	5.00%			\$10,015
Current Construction Cost					\$210,311

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Cutten School District
 Project: Miscellaneous Projects
 Designed by: N/A
 Tab Name: CUT HVAC Improvements
 Date: January 6, 2026

Design Level: Program Budget

New Construction: 0 sf
 Renovation: 5,760 sf
 Total GSF: 5,760 sf

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
INTERIOR DEMOLITION					
1.0	Demolish (E) Acoustic Ceiling Tile	1,152	sf	\$1.55	\$1,780
1.0	Demolish (E) HVAC Equipment and Ductworks	5,760	sf	\$1.03	\$5,933
INTERIOR DEMOLITION				\$1.34	\$7,713
METAL FRAMING & DRYWALL - INTERIOR					
13.0	(E) Ceiling Repairs	5,760	sf	\$3.09	\$17,798
METAL FRAMING & DRYWALL - INTERIOR				\$3.09	\$17,798
HVAC - AIR DISTRIBUTION					
27.0	HVAC Ductworks/Distribution/Grilles	5,760	sf	\$15.45	\$88,992
HVAC - AIR DISTRIBUTION				\$15.45	\$88,992
HVAC - EQUIPMENT					
27.0	HVAC Equipment	5,760	sf	\$25.75	\$148,320
HVAC - EQUIPMENT				\$25.75	\$148,320
BUILDING POWER					
28.0	Electrical Power for HVAC Improvements (allowance)	5,760	sf	\$5.15	\$29,664
BUILDING POWER				\$5.15	\$29,664
Subtotal Subcontractor Cost				\$50.78	\$292,487
	General Conditions	16.00%		\$8.12	\$46,798
	General Contractor Markup	6.50%		\$3.83	\$22,054
	General Contractor Bond & Insurance	2.85%		\$1.79	\$10,298
	Design Contingency	20.00%		\$12.90	\$74,327
	Construction Contingency	5.00%		\$3.87	\$22,298
Current Construction Cost				\$81.30	\$468,262

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Cutten School District
 Project: Miscellaneous Projects
 Designed by: N/A
 Tab Name: CUT Front Office HVAC
 Date: January 6, 2026

Design Level: Program Budget
 New Construction: 0 sf
 Renovation: 710 sf
 Total GSF: 710 sf

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
INTERIOR DEMOLITION					
1.0	Demolish (E) Ceiling	710	sf	\$1.80	\$1,280
				INTERIOR DEMOLITION	\$1.80
					\$1,280
METAL FRAMING & DRYWALL - INTERIOR					
13.0	Metal Frame - Ceilings	710	sf	\$14.42	\$10,238
13.0	Drywall Ceilings	710	sf	\$7.21	\$5,119
				METAL FRAMING & DRYWALL - INTERIOR	\$21.63
					\$15,357
PAINTING & WALLCOVERING					
18.0	Ceiling Painting	710	sf	\$1.85	\$1,316
				PAINTING & WALLCOVERING	\$1.85
					\$1,316
HVAC - AIR DISTRIBUTION					
27.0	HVAC Ductworks/Distribution/Grilles	710	sf	\$15.45	\$10,970
				HVAC - AIR DISTRIBUTION	\$15.45
					\$10,970
HVAC - EQUIPMENT					
27.0	HVAC Equipment	710	sf	\$25.75	\$18,283
				HVAC - EQUIPMENT	\$25.75
					\$18,283
BUILDING POWER					
28.0	Electrical Power for HVAC Improvements (allowance)	710	sf	\$5.15	\$3,657
				BUILDING POWER	\$5.15
					\$3,657
Subtotal Subcontractor Cost				\$71.64	\$50,862
	General Conditions	16.00%		\$11.46	\$8,138
	General Contractor Markup	6.50%		\$5.40	\$3,835
	General Contractor Bond & Insurance	2.85%		\$2.52	\$1,791
	Design Contingency	20.00%		\$18.20	\$12,925
	Construction Contingency	5.00%		\$5.46	\$3,878
Current Construction Cost				\$114.69	\$81,429

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Cutten School District

Project: Miscellaneous Projects

Designed by: N/A

Tab Name: CUT Parking Lot

Date: January 6, 2026

Design Level: Program Budget

New Construction: 0 sf

Renovation: 27,280 sf

Total GSF: 27,280 sf

TRADE PKG #	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST-SUB
SITE DEMOLITION					
1 0	Surface Preparation / Pressure Wash	27,280	sf	\$0.14	\$3,702
SITE DEMOLITION				\$0.14	\$3,702
SITE PAVING					
34.0	Repair/Patching/Levelling of Surface	27,280	sf	\$4.12	\$112,394
34.0	Parking Lot Striping	27,280	sf	\$0.41	\$11,239
SITE PAVING				\$4.53	\$123,633
Subtotal Subcontractor Cost				\$4.67	\$127,335
	General Conditions	16.00%		\$0.75	\$20,374
	General Contractor Markup	6.50%		\$0.35	\$9,601
	General Contractor Bond & Insurance	2.85%		\$0.16	\$4,483
	Design Contingency	20.00%		\$1.19	\$32,359
	Construction Contingency	5.00%		\$0.36	\$9,708
Current Construction Cost				\$7.47	\$203,860

**Appendix B –
Official District Assessed Valuation**

County of HUMBOLDT
AUDITOR CERTIFIED VALUES BY TAX BASE
Model Num: Final, Tax Year: 2025
AIRCRAFT VALUES INCLUDED

TAX CODE: 30600 CUDEBACK UNION ELEME				TAX CODE: 30700 CUTTEN ELEMENTARY SCH			
VALUE BASE: 7 Net of All				VALUE BASE: 7 Net of All			
TYPE: SPECIAL				TYPE: SPECIAL			
	<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>		<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>
PARCEL COUNT	659	100	759	PARCEL COUNT	2,070	164	2,234
LOCAL	110,420,388	4,991,175	115,411,563	LOCAL	606,322,411	10,625,343	616,947,754
UTILITY	71,500		71,500	UTILITY			0
TOTAL	110,491,888	4,991,175	115,483,063	TOTAL	606,322,411	10,625,343	616,947,754
PLUS HOX	1,129,515	21,000	1,150,515	PLUS HOX	7,225,400		7,225,400
TOTAL	111,621,403	5,012,175	116,633,578	TOTAL	613,547,811	10,625,343	624,173,154

TAX CODE: 30800 EUREKA ELEMENTARY SCH				TAX CODE: 30900 FIELDBROOK ELEMENTARY			
VALUE BASE: 7 Net of All				VALUE BASE: 7 Net of All			
TYPE: SPECIAL				TYPE: SPECIAL			
	<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>		<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>
PARCEL COUNT	13,225	2,351	15,576	PARCEL COUNT	433	51	484
LOCAL	3,824,724,622	211,205,394	4,035,930,016	LOCAL	132,707,179	3,068,197	135,775,376
UTILITY	672,100		672,100	UTILITY			0
TOTAL	3,825,396,722	211,205,394	4,036,602,116	TOTAL	132,707,179	3,068,197	135,775,376
PLUS HOX	33,699,343	84,940	33,784,283	PLUS HOX	1,538,600		1,538,600
TOTAL	3,859,096,065	211,290,334	4,070,386,399	TOTAL	134,245,779	3,068,197	137,313,976

TAX CODE: 31000 FORTUNA SCHOOL DIST				TAX CODE: 31100 FRESHWATER ELEMENTARY			
VALUE BASE: 7 Net of All				VALUE BASE: 7 Net of All			
TYPE: SPECIAL				TYPE: SPECIAL			
	<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>		<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>
PARCEL COUNT	3,709	481	4,190	PARCEL COUNT	1,227	94	1,321
LOCAL	1,036,496,509	60,920,141	1,097,416,650	LOCAL	337,424,535	5,484,503	342,909,038
UTILITY	3,614		3,614	UTILITY			0
TOTAL	1,036,500,123	60,920,141	1,097,420,264	TOTAL	337,424,535	5,484,503	342,909,038
PLUS HOX	9,485,158	7,000	9,492,158	PLUS HOX	3,601,530		3,601,530
TOTAL	1,045,985,281	60,927,141	1,106,912,422	TOTAL	341,026,065	5,484,503	346,510,568

TAX CODE: 31200 GARFIELD ELEMENTARY S				TAX CODE: 31400 HYDESVILLE ELEMENTARY			
VALUE BASE: 7 Net of All				VALUE BASE: 7 Net of All			
TYPE: SPECIAL				TYPE: SPECIAL			
	<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>		<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>
PARCEL COUNT	270	17	287	PARCEL COUNT	771	75	846
LOCAL	56,070,815	356,250	56,427,065	LOCAL	210,452,775	6,325,471	216,778,246
UTILITY			0	UTILITY	94,500		94,500
TOTAL	56,070,815	356,250	56,427,065	TOTAL	210,547,275	6,325,471	216,872,746
PLUS HOX	572,600		572,600	PLUS HOX	2,076,600		2,076,600
TOTAL	56,643,415	356,250	56,999,665	TOTAL	212,623,875	6,325,471	218,949,346

TAX CODE: 31600 KNEELAND ELEMENTARY S				TAX CODE: 31700 LOLETA UNION ELEMENTA			
VALUE BASE: 7 Net of All				VALUE BASE: 7 Net of All			
TYPE: SPECIAL				TYPE: SPECIAL			
	<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>		<u>SECURED</u>	<u>UNSECURED</u>	<u>TOTAL</u>
PARCEL COUNT	579	52	631	PARCEL COUNT	823	65	888
LOCAL	87,916,146	3,729,183	91,645,329	LOCAL	184,282,379	3,009,270	187,291,649
UTILITY			0	UTILITY			0
TOTAL	87,916,146	3,729,183	91,645,329	TOTAL	184,282,379	3,009,270	187,291,649
PLUS HOX	572,600		572,600	PLUS HOX	1,412,000		1,412,000
TOTAL	88,488,746	3,729,183	92,217,929	TOTAL	185,694,379	3,009,270	188,703,649

**Cutten Elementary School District
Comprehensive School Safety Plan**

(Per Education Code Sections 32280-32289)

CDS Code

12-62745-000000

2025-2026

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
Tina Standish, chair Shandi Adkins Carissa Carsey Nancy Corran Sean Galt Katrin Lemmon Teresa McGinnis Morgan McMahon Chara Troyer Annette Sligh
Board of Trustees
Mary DeWald Beth Johnston Becky Reece Dennis Reinholtsen Mindy Sehon
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 December 2025.
5. This plan was submitted to area law enforcement agencies for review in December 2025.
6. This school plan was adopted by the Cutten District School Site Council on November 18, 2025.
7. This school safety plan was approved by the board of trustees on February _____.

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 576 students enrolled. Ridgewood School has a full-time principal, Cutten has a full-time principal, and we have a District Superintendent. The staff totals 42 certificated and 52 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

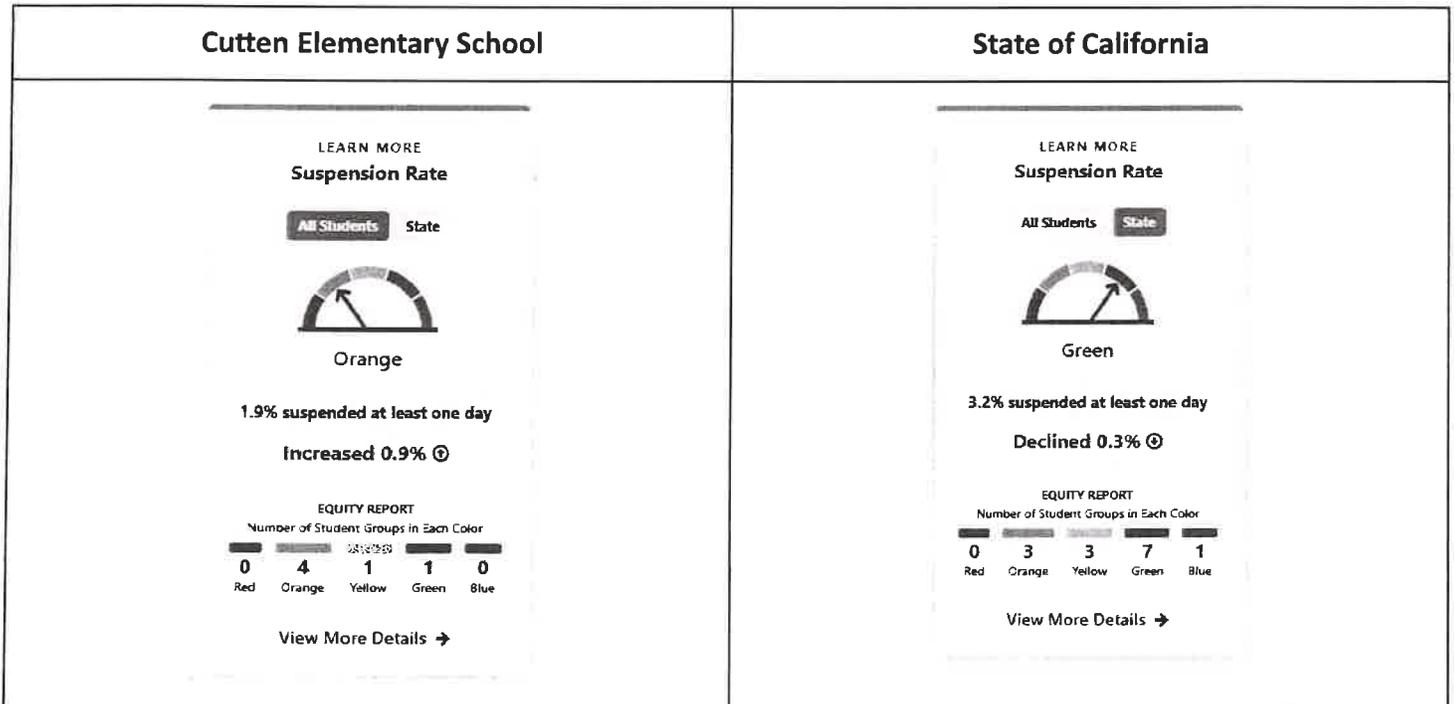
California Education Code Section 32282 requires schools include the current status of crime and related school-related functions.

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 562 students in the 2022-23 school year, the district reported a total of two (2) students suspended 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 2024-25 school year. For comparison, the statewide suspension rate is also included.

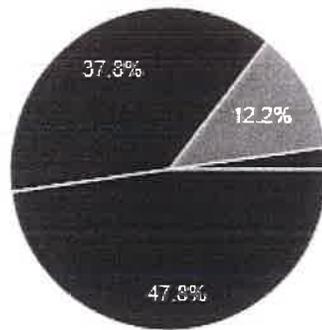


B. Student Survey on School Climate

Students in grades three through six were surveyed in Fall 2025 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.

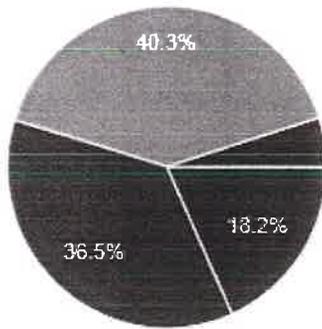
180 responses



- Always
- Often
- Sometimes
- Never

I like school.

181 responses



- Always
- Often
- Sometimes
- Never

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 	<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>5. Inviting school and community members to annual meetings to review and provide input for the Local Control Accountability Plan</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>	<p>Library and display cases showcase</p>	<p>Site Administrators Certificated Staff</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 instrumentation in class and from the district music teacher 	<p>literature & art which emphasize diversity of cultures.</p>	<p>Classified Staff School Social Workers School Climate Team</p>
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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 10. Classroom aides supervise lunch and recess at both 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: 	<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"> 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: <ul style="list-style-type: none"> a. Crisis Prevention Intervention (CPI) training b. First Aid / CPR 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. Phone 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	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Stay in your assigned area • Wear appropriate clothing and footwear 	<ul style="list-style-type: none"> • Be kind • Take turns • Use good manners • Listen with attention • Use appropriate voice level • Remove hats and hoods indoors 	<ul style="list-style-type: none"> • Be honest and fair • Accept consequences • Follow directions quickly • Leave gum and candy at home • Keep cell phones, smart watches, earpods, and electronics turned off and in backpack all day
Classroom	<ul style="list-style-type: none"> • Use materials appropriately 	<ul style="list-style-type: none"> • Take care of school property 	<ul style="list-style-type: none"> • Be on time • Stay on task • Keep your area tidy
Playground	<ul style="list-style-type: none"> • Listen to adults • Follow game rules • Use equipment properly 	<ul style="list-style-type: none"> • Include everyone • Show sportsmanship 	<ul style="list-style-type: none"> • Put away equipment • Put trash in the trash can • Line up quickly
Lunch	<ul style="list-style-type: none"> • Face forward • Walk to and from your lunch spot 	<ul style="list-style-type: none"> • Keep your food to yourself • Ask permission appropriately 	<ul style="list-style-type: none"> • Eat what you take • Keep your area clean
Assemblies	<ul style="list-style-type: none"> • Face forward 	<ul style="list-style-type: none"> • Clap when appropriate 	<ul style="list-style-type: none"> • Ask questions only when prompted to do so
Hallways	<ul style="list-style-type: none"> • Face forward • Walk at all times • Stay in line with your group 	<ul style="list-style-type: none"> • Walk quietly 	<ul style="list-style-type: none"> • Wait patiently
Bathroom	<ul style="list-style-type: none"> • Wash and dry your hands • Report problems to an adult immediately • Use the bathroom only for its intended use 	<ul style="list-style-type: none"> • Respect privacy 	<ul style="list-style-type: none"> • Flush the toilet • Use paper appropriately • Conserve water; keep soap and water in the sink • Return quickly to class
Bus & Bus Stop	<ul style="list-style-type: none"> • Wait on the sidewalk and out of the street • Stay still while the bus is pulling up, and board after the door is fully open • Keep seatbelt buckled at all times 	<ul style="list-style-type: none"> • Respect private property at bus stops • Select a seat quickly and quietly. 	<ul style="list-style-type: none"> • Hold your belongings • When safe, exit promptly
Arrival & Dismissal (RIDGEWOOD)	<ul style="list-style-type: none"> • Follow parking lot safety rules • Walk your wheels on school grounds • At dismissal, check with the teacher before leaving the class group. 	<ul style="list-style-type: none"> • Leave the classroom and school grounds promptly at the end of the school day 	<ul style="list-style-type: none"> • Arrive no earlier than 7:45 and go directly to the breakfast area • Arrive at 8:00 and go directly to classroom
Arrival & Dismissal (CUTTEN)	<ul style="list-style-type: none"> • Follow parking lot safety rules • Walk your wheels on school grounds • Exit the back of the school only • Wait for your ride at the back fence bench or at the end of the first wing 	<ul style="list-style-type: none"> • Leave the classroom and school grounds promptly at the end of the school day 	<ul style="list-style-type: none"> • Arrive no earlier than 8:00 and wait on the playground or go directly to the Multipurpose Room for breakfast

D. Behavior Tracking Form

Cutten - Ridgewood Schools Behavior Tracking Form

Referral Type: Administrator managed (Major) Parent Contact - **Date:**
 Staff managed (Minor) Left Message Text Email

Student (Full Name): _____ Teacher _____ Grade _____
× IEP/504

Reported by staff: _____ Incident Date _____ Time _____

Location

Classroom Hallway Bathroom Playground MPR/Cafeteria Music Library Bus
 Field Trip/Special Event Learning Lab/Lane Assembly Parking Lot ASP Office Gate

Behaviors (please select all that apply):

Uncooperative Fighting (× verbal **AND/ OR** × physical)
 Disrespect Inappropriate Location
 Disruption Forgery/Theft/Plagiarism
 Physical Aggression Technology Violation
 Abusive/Inappropriate Language Inappropriate Display of Affection/Touching
 Property Damage/Vandalism Harassment (specify type) **OR** Bullying
 Lying/Cheating Gender Ethnicity Sexual Religion
 Threatening Behavior **OR** Possession of Weapon Physical Disability Race
 Other: _____

Possible Motivation:

Obtain Peer Attention Obtain Adult Attention
 Avoid Peer Attention Avoid Adult Attention
 Obtain Items/Activities
 Avoid Tasks/Activities Unsure

Others Involved:

Staff/ Substitute: _____
 Peers: _____

Action taken:

Loss of privileges: _____ Peer intervention Parent contact
 Community service: _____ Time in office Conference w/student
 Reteach expectations: _____ Restitution
 Restorative practice: _____ Apology ASP suspension: _____
 Alternative placement: _____ Action pending:
 Suspension: _____ days Return Date: _____ Bus Suspension: _____ days Return date _____
 Other: _____

Incident Summary/Notes:

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: one teacher from each grade level is 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)

Humboldt County Department of Health and Human Services

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 buses 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)

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 AG 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 AG 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 (AG 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 their 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 their 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 their 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 their 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 their parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, their 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 their 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 their 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 their 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 they are transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with their 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 their 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, their parents/guardians, the district shall use the student's preferred name and pronouns consistent with their 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 their gender identity, without the necessity of a court order or a change to their 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 their 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 they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact the student's 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 AG 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AG 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 AG 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 they has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to the student's 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 AG 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, they 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 AG 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

J. RESPONSE TO IMMIGRATION Refer to BP & AR 1445

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 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
	Dani Hinrichs	Alternate #2
Logistics	Jay Seeger	Head of Maintenance
	Travis O'Brien	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	
Annette Sligh	Principal	Carrie Carlson	Resource Teacher
Ashly Luciani	School Social Worker	Anne Girard	Cutten School Social Worker
Ryan Flowers	School Resource Officer,		

	Eureka Police Department		
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Evacuation and Supervision	
Supervising Teacher: (blue vest)	Overseeing:
Amy Chastain	Joe Kencke
Nadine Seghetti	Melissa Seymour
Katrin Lemmon	Jamie Felmlee
Tom Veeh	Mike Richards
Mindi Bon	Stacey Gabbert
Suzanne Rice	Dani Hinrichs
Bethany Ibbitson	Elizabeth 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	Mike Richards	Jay Seeger
Ashly Luciani	Liz Escutia	Stacey Gabbert	Teresa Lee
Sage Garrett	Joe Kencke	Dani Hinrichs	Travis O'Brien
Carrie Carlson	Marissa Francis	Jamie Felmlee	

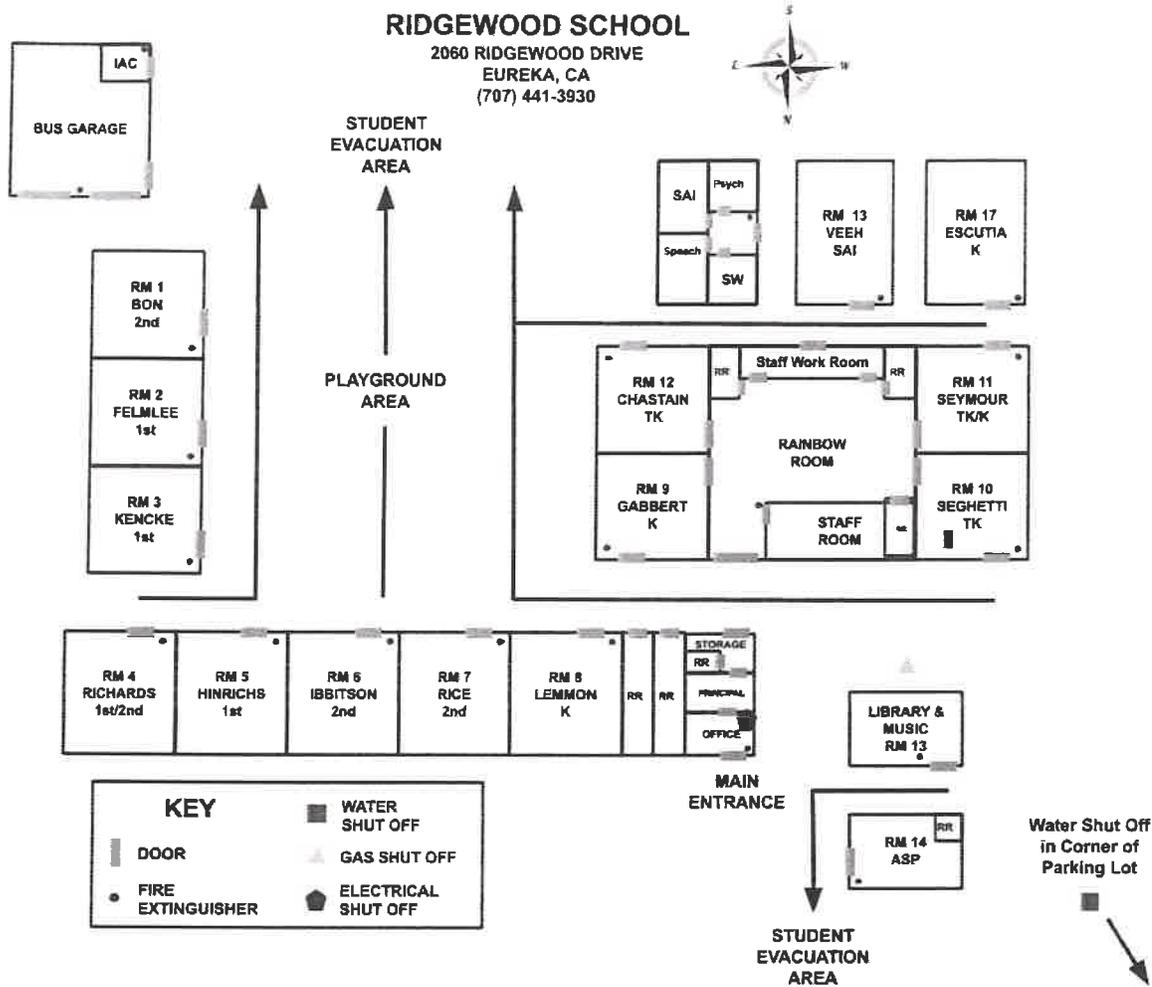
4. Evacuation Plan

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 (Rainbow Room):**
 - 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

2025-2026

- | | |
|--------------------------|----------------------|
| 1. Mariah LaFlamme | 23. Tom Veeh |
| 2. Melissa Morris | 24. Carrie Carlson |
| 3. Linda Copeland | 25. Amy Chastain |
| 4. Michelle Urban | 26. Melissa Seymour |
| 5. Kacie Blacketer | 27. Stacey Gabbert |
| 6. Stephanie Hiscox | 28. Joe Kencke |
| 7. Lauren Hansen | 29. Dani Hinrichs |
| 8. Leina Blaisdell | 30. Mike Richards |
| 9. Tracy Thayer | 31. Liz Escutia |
| 10. Lorna Kidd | 32. Katri Pitts |
| 11. Shara Moser | 33. Nadine Seghetti |
| 12. Janie Packer | 34. Bethany Ibbitson |
| 13. Camille Cardona | 35. Mindi Bon |
| 14. Lilly Emerson | 36. Suzanne Rice |
| 15. Ashlee Holgerson | 37. Ashly Luciani |
| 16. Stephanie Houseworth | 38. Tonja Speed |
| 17. Ella Wagner | 39. Teresa Lee |
| 18. Viridiana Macias | 40. Travis O'Brien |
| 19. Jordan McDaniel | 41. Jay Seeger |
| 20. Marissa Francis | 42. Sage Garrett |
| 21. Jamie Felmlee | 43. Annette Sligh |
| 22. Katrin Lemmon | |

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
Tonja Speed	School Psychologist		
Anne Girard	School Social Worker	Ashly Luciani	Ridgewood School Social Worker
Ryan Flowers	School Resource Officer, Eureka Police Department		

Evacuation and Supervision (<i>blue vests</i>)	
Supervising Teacher:	Overseeing:
Tina Standish	Lindsay Watkins
MaryBeth Stokes	Brandee Mitchell
Shandi Atkins	Jen Code
Kaycee Cook	Andrea Yip
Chara Troyer	Tracy Benbow
Deirdre Bise	Taylor Jones
Emily Cudahy	Jaime Hague

3. Emergency Response Team

Command Post Blacktop (white vests)	Medical Center Adjacent to Bus Garage (orange vests)	Damage Assessment / Search and Rescue (red vests)	
Darcie Rutter	Jaime Hague	Jay Seeger	Victoria Cota
Anne Girard	Lindsay Watkins	Jen Code	Taylor Jones
Alisha Bucher	Jesse Shoghi	Alanzo Arenivaz	Tracy Benbow
Brandee Mitchell	Andrea Yip	Darold Ringler	Janel Catalano

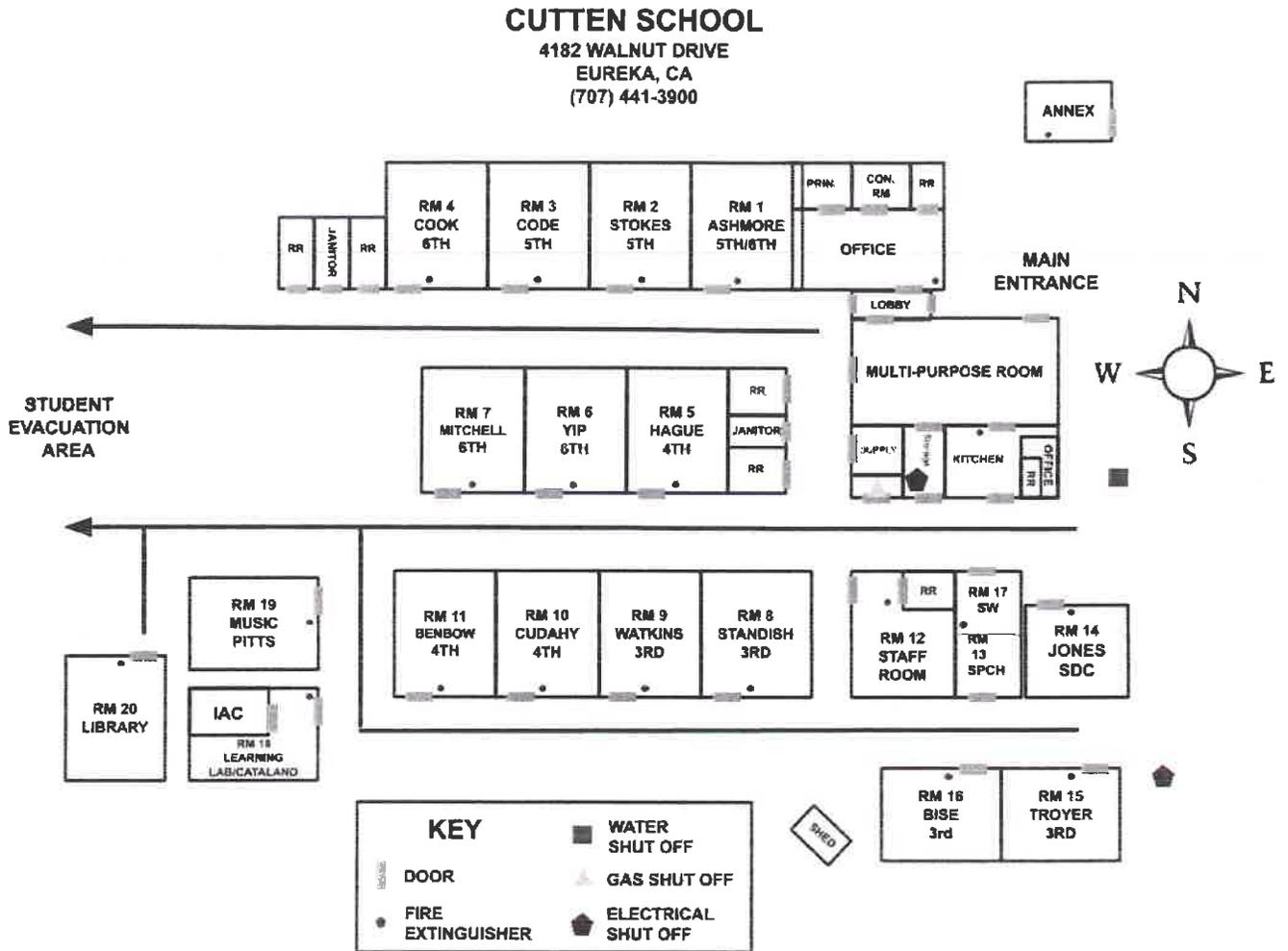
4. Evacuation Plan

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

Mark box when checked:



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, 2025-2026

<ol style="list-style-type: none">1. Karen Pino2. Alley Perry3. Gidget Hulstrom4. Mikey Hulstrom5. Angelia Lewis6. Mehgan Burton7. Valerie Creason8. Brandi Lawson9. Destiny Gonzalez10. Anna Kovaly11. Aubrie Morgan12. Destiny Gonzalez13. Tyler Clark14. Anne Robbins	<ol style="list-style-type: none">28. Darold Ringler29. Jesse Shoghi30. Lindsay Watkins31. Jen Code32. Jaime Hague33. Tina Standish34. Andrea Yip35. Katri Pitts36. Brandee Mitchell37. Annie Girard38. Kaycee Cook39. Julie Van Sickle40. Chara Troyer41. Iracy Benbow
<ol style="list-style-type: none">15. Jenni Bunnell16. Jessica Kelly17. Jessica Smith18. Theo Nelson19. Emily Martin20. Desiny Gonzalez21. Karla Tice22. Francisca Crutchfield23. Victoria Cota24. Betty Davenport25. Alanzo Arenivaz26. Vanesa Carillo-Salas27. Alisha Bucher	<ol style="list-style-type: none">42. MaryBeth Stokes43. Shandi Ashmore44. Emily Cudahy45. Emily Landheer46. Taylor Jones47. Kim Goodman48. Janel Catalano49. Tonja Speed50. Jay Seeger51. Darcie Rutter52. Becky MacQuarrie

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) 382-1132(cell)

Cutten School Principal-Darcie Rutter

(707) 441-3900 (bus.); (707)382-6270 (cell)

Ridgewood School Principal - Annette Sligh

(707) 441-3930 (bus.); (707) 382-6538 (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	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	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.
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.
	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.
	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

	<p>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 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 sight 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...
 - 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.
 - 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.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - 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 for 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 gasses)
 - 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

STAFF ACTIONS: RESPONSE TO IMMIGRATION Refer to BP & AR 1445

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.

U. Learning Continuity Plan

**CUTTEN ELEMENTARY SCHOOL DISTRICT
Learning Continuity Plan
2025-26**

I. INTRODUCTION

The purpose of this Continuity Learning Plan (CLP) is to outline the strategies and procedures for ensuring educational continuity and compliance with the newly enacted California law, SB 153. This plan aims to address the legal requirements while maintaining high standards of teaching and learning for all students.

We recognize that schools are fundamental to child development and well-being and provide our students with academic instruction, social and emotional skills, safety, reliable nutrition, occupational therapy, speech therapy, mental health resources, counseling, opportunities for occupational activity and relational connections.

From time to time, a catastrophic event or circumstance may arise where we change the way we provide educational services to students. Events may have a significant impact on our district, the community and our children's development. Events may alter the way we provide services and support for our students and families. We have new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families. In order to provide a sense of normalcy and continue learning, an Independent Study option using synchronous and asynchronous instruction has been put in place.

Finally, we will provide our staff and families with a Reopening Plan and multiple instructional models for accessing learning.

As always, it is our goal to provide a safe and engaging learning experience for all of our students.

II. GOALS & OBJECTIVES

Beginning July 1, 2025, this is our instructional continuity plan to establish communication with students and their families in order to provide instruction to students when in-person instruction is disrupted due to an emergency. As always, it is our goal to provide a safe and engaging learning experience for all of our students.

The goal of this plan is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards

Objectives include:

1. Ensure compliance with the new California law in all educational practices and policies.
2. Provide a clear framework for maintaining educational continuity in the event of disruptions.
3. Support educators, students, and families in adapting to new requirements.
4. Monitor and evaluate the effectiveness of the plan and make necessary adjustments. Continuity Learning Plan (CLP) is tailored to address the needs of students, educators, and the school community in compliance with new regulations.

OPTIONS AVAILABLE

Short term (up to 15 days) and Long term Independent Study opportunities are available for students whose parents choose not to send their children for in-person instruction. Teachers have been identified to manage the paperwork and to meet with the families. During the emergency, if able to do so, teachers will be expected to prepare remote learning work each week.

III. COMMUNICATION

Teachers and administrators will establish a common protocol for regular and consistent communication to parents.

Phase 4: All students return to school with no restrictions.

Phase 3: All students return to school every day with restrictions (i.e., different room assignments or learning environment, small groups, paired with another teacher, paired with another grade level or class, spacing, cohorts).

Phase 2: Hybrid Learning, a combination of in-person and remote learning, with reduced numbers of students on campus, cohorted attendance days, and a modified schedule.

Phase 1: Full Remote Learning with limited in-person instruction in small groups.

In Phase 1 and 2, the district's primary digital platforms are Google Classroom, Remind, and Google Meet for remote instruction. We have rigorous expectations and will implement remote learning standards that include daily live interaction with a teacher and peers, grade level content, and taking attendance. The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning, if needed. Families of students with Individualized Education Plans (IEP) will work with their child's classroom teacher and the Special Education Director to identify the areas of concern and to ensure continuity of instruction.

IV. INSTRUCTION & ATTENDANCE

As the possibility of uncertainty with the identified emergency, so does the possibility of alternating between virtual learning and in-person classroom activities.

We will provide continuity of instruction by:

1. Maintaining grade-level content and instructional rigor;
2. Focusing on the depth of instruction and pace;
3. Prioritizing English language arts and mathematics content standards and learning;
4. Maintaining the inclusion of each and every learner;
5. Identifying and addressing gaps in learning and unfinished learning through; formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum;
6. Focusing on commonalities that students share in this time of crisis, not just on their differences. These principles reflect high-quality instruction and will be integrated with a social-emotional and mental health response.

Teachers, at each grade level, will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student based on the Universal Design for Learning principles.

If a transition between in-person instruction and distance learning is necessary, teachers will use multiple platforms including Remind, Google Classroom, Google Meets, Zoom, phone calls, and individual conferences.

Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily by teachers in Aeries, as determined through engagement.

Teachers will also be expected to teach or provide rigorous video lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 3-4 hours per day. Students in TK/Kindergarten will receive 180+ minutes, while students in grades 1-3 will receive 230 minutes, and grades 4-6 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules will be provided to parents and students. TK-3rd grades are required to provide synchronous instruction opportunities daily, and grades 4-6 are required to provide daily live interaction opportunities and weekly synchronous instruction opportunities.

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels.

While we understand this schedule is dependent upon the percentages of remote learners and the evolving emergency response in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

Teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all teachers will quickly pivot to remote learning, if needed. All teachers will design lessons in our Google Classrooms for on-campus learners and/or remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.

Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one or small group meetings to support social and emotional learning.

Content for core subject areas will be provided through supplemented instructional resources.

In grades TK-3, learning packets and live virtual learning will take place via various platforms. In grades 4-6, content and instruction will be provided by teachers through Google Classroom/Meets, packets, and other platforms. These teachers are the point of contact for distance learning.

Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance.

Grading will be the same as on-campus learning and outlined in our district handbook and policy.

Physical Education, art, music, and library services will utilize a combination of Live sessions via Google Meet, and/or a bank of resources will be provided.

Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to access, complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day.

IN-PERSON INSTRUCTIONAL OFFERINGS

It is our strong desire to offer classroom-based instruction whenever possible. We will open school with in-person instruction if provided the go ahead by local officials and according to law.

The goal of this plan is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards.

We may offer an in-person hybrid school based on the emergency.

Short term/Long term Independent Study opportunities are available for students whose parents choose not to send their children for in-person instruction. Teachers have been identified to manage the paperwork and to meet with the families. Teachers are expected to prepare remote learning work each week. If our school is required to close due to exceeding the percentage of affected staff/schools in the district or an infected staff member or student, we will immediately migrate to a remote learning model for all students.

Students in grades K-6 will be in self-contained classrooms with a teacher. Social distancing to decrease student congregation in hallways, and staggered recess/lunch schedules will be implemented to reduce congregating of students.

The bell schedule could accommodate multiple recesses, lunch periods, and multiple meal distribution points, along with time for students to engage in recess before entering classrooms.

REMOTE LEARNING & COHERENCE IN INSTRUCTION

When we transition to remote learning, parents supervise students using the Independent Study resources and meet with their child's teacher at a minimum of every 5 days. If necessary, parents will pick up new work, turn in completed work and discuss the child's progress. As the emergency situation or event changes in our community, we could adjust our staff according to student needs.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

During a crisis or event beyond the district's control, all district students will be provided a computer device to carry to and from school daily, and to easily transition to remote learning if the need arises.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the Google Classroom and audio/video lessons enable students in remote settings to be successful by participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom for grades 4-6 and learning packets will be provided in grades TK-3 with some virtual interaction. To support our students who are served in their special programs, teachers will participate in weekly Collaboration Meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our Google Classroom. Pre-recorded instructional videos may be uploaded into the Google Classroom. Live teacher assistance will take place through various platforms during school hours on school days, after school, and/or

evening homework tutoring assistance. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

V. PROFESSIONAL DEVELOPMENT

The district will provide training for educators on instructional adjustments within the first week of the emergency. The format may include: workshops, webinars, and resource materials.

ONGOING LEARNING

Collaboration time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. The district will provide continuous learning for staff to continue to be proficient in the implementation of home learning. Teachers will work together to teach one another tips and tricks for distance learning. We will continue to use grade level and vertical teams to provide identified professional development.

Job embedded support for teachers will include teacher observations, professional learning communities, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

VI. CURRICULUM & INSTRUCTIONAL DESIGN

Staff will implement standards-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

Teachers will modify the curriculum and instructional materials to address individual student needs. Teachers will develop and distribute updated lesson plans and teaching resources to students and/or parents.

Teachers, support services staff, and administration will ensure students have access to necessary resources and support services. Resources may include: tutoring, counseling, and special education services.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the Google Classroom and audio/video lessons enable students in remote settings to be successful by participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom for grades 4-6 . To support our students who are served in their special programs, teachers will participate in weekly Collaboration Meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our Google Classroom. Pre-recorded instructional videos may be uploaded into the Google Classroom. Live teacher assistance will take place through various platforms during school hours on school days, after school, and/or evening homework tutoring assistance. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance with the on-campus grading system. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

VII. STUDENT SUPPORT & RESOURCES

The school district will work with educational partners to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success.

Assignments will be differentiated and adaptations will be provided as needed for individual students with disabilities, Foster Youth, Homeless Youth and English Learners. Technology devices will be provided to all students so that they can participate equitably in remote learning while at home. Instructional materials and lessons, provided by the teacher, for on-campus learning will be uploaded in Google Classroom or provided in a learning packet.

English learner students will continue to receive integrated and designated English language development using the ELD strategies embedded within the District adopted curriculum. When necessary, Tier 2 support may be provided for an *additional* minimum of 20 minutes, 4 days a week, either in-person or virtually. The English Learner coordinator is available to assist families with translation and other supports needed for their child to be successful in school.

Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Special Day Class students will

be able to attend in-person instruction to the greatest extent possible to ensure access to required services. Other service providers may deliver services in-person or virtually. For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days, as specified. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Interventions for our most at-risk students-At the elementary school students will receive PE and Intervention between 2 and 4 days per week depending on the teacher rotations and grade levels. Support staff will also be assigned to students that need additional support. After school tutoring will be provided to struggling students that have experienced learning loss.

A Foster Youth/Homeless Youth liaison will work with each of our foster youth or homeless youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary.

Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days.

Home visits, phone calls, emails and virtual meetings will take place by our homeless/foster youth liaison and/or counselor/administrator when students are not engaging with school.

Our most at-risk students will be assigned a staff member that will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, counselors, and support staff will work collaboratively to ensure all students have contact with the school.

COMMUNICATION

Teachers and administrators will establish a common protocol for regular and consistent communication to parents with pupils with unique needs.

ASSESSMENTS

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers, support staff and/or school testing coordinators will be trained on how to deliver online assessments.
3. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Google Classroom.
4. All assessments will guide instruction.

DATA COLLECTION

Teachers will assess students at the start of the school year. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels, our district will leverage curriculum based assessments. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Formative assessments will be administered and appropriately-paced to correspond with our scope and sequence.

VIII. TECHNOLOGY & INFRASTRUCTURE

During a crisis or event beyond the district's control, that requires remote learning, all district students will be provided a computer device to provide access to remote learning and to easily transition to remote learning if the need arises.

All district students will be provided a device to carry to and from school daily, and to easily transition to remote learning if the need arises.

Parents and students will sign a user-agreement at the beginning of the school year. Chromebooks (grades TK-6) will be assigned to each student. A check-out process is in place the first week of school in case we are required to shut down on a moment's notice. Our parking lot/WIFI access points will be open 24/7 for parents and families to be able to access the internet.

The district will also work with a local internet provider to secure free or reduced rates for internet access and to eliminate barriers for our most at-risk families. Upon request, parents that have no wifi at home will be provided with wifi hotspots so that their students can access their school work.

Students in grades TK-2 may be distributed paper packets on a weekly basis.

Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school so that students and staff may switch to distance learning in a moment's notice.

Getting Connected

Teachers may survey families to determine more individualized information regarding the deployment of devices and available internet access at home. Teachers will also assist parents in understanding Chromebooks, Google Classroom, attendance expectations, learning expectations and tips/tricks for teaching and monitoring student work at home. This will take place in a virtual meeting format within the first week of the emergency. Teachers will direct parents on how to access tech support for parents needing extra support.

In the first two weeks of school, teachers will teach students how to connect to and navigate Google Classroom and provide the expectations for taking care of the technology and expectations for remote learning, including grading and attendance.

The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning, if needed.

There is an expectation that students and their families will ensure the computer device and/or hotspot issued by the district is kept in good condition.

Computer Care Tips

Here are a few tips to help keep your computer in good working order:

- Move computers with care. Even a short fall can damage the hard drive and result in the complete loss of your data!
- Do not use Windex, alcohol, or ammonia to clean LCD screens. Microfiber or very soft cloths are the best options for cleaning LCD screens.
- Avoid extreme heat or cold. Computers operate best in the same temperatures that you do. Never leave your laptop outside or in a car for extended periods.
- Avoid getting the computer wet. Never power on a wet machine! If the machine does become wet carefully unplug the power from the wall and contact the Service Desk immediately!
- Keep the computer away from strong magnets or equipment that generates magnetic fields. In extreme situations this can cause data loss.
- Do not block or push anything into the air vents. This will cause the machine to overheat.
- Do not leave your laptop or case unattended. Laptops are easy to spot and prime targets for theft!
- When traveling, do not check your laptop with your luggage, always carry it with you.
- Take special care when plugging and unplugging the computer. Please do not yank the cord to unplug.
- Backup your data frequently and store the backups in a safe place.

Reach out to our Instructional Technology Department for computer support and to troubleshoot any issues.

IX. FEEDBACK

The school will collect feedback from students, parents, and staff on the effectiveness of the CLP. This may be done through surveys, one-on-one conversations, staff meetings, parent meetings, student meetings, focus groups, and feedback forms.

X. EVALUATION & ADJUSTMENTS

Administration will analyze feedback and performance data to assess the plan's effectiveness and make adjustments as needed annually.

XI. EMERGENCY PROCEDURES

Administration in collaboration with the staff and school board will develop and communicate emergency procedures to ensure learning continuity in case of unforeseen disruptions. Administration will create and distribute an emergency contact list, contingency plans, and remote learning protocols based on the length of the emergency.

XII. CONCLUSION

This Continuity Learning Plan ensures that our school complies with the new California law while providing a stable and effective learning environment for all students. Through diligent implementation and ongoing evaluation, we aim to support educational excellence and adaptability in our school community.

XIII. CONTACT INFORMATION

For questions or more information about this plan, please don't hesitate to contact the site principal or superintendent directly



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Becky MacQuarrie, Ed.D.

Board Policy Manual

Cutten ESD

Policy 5030: Student Wellness Policy 5030: Student Wellness

Original Adopted Date: 08/25/2025 |

Last Reviewed Date: 08/25/2025 S

Status: ADOPTED

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

School Wellness Council

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.31)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other district committee and a wellness council coordinator. The council may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.



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The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members. The wellness council shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.31)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs,



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programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutrition Guidelines for All Foods Available at School

For all foods and beverages available on each campus during the school day, the district shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)



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In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.



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To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (Education Code 49431.9; 7 CFR 210.31)

Program Implementation and Evaluation

The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.31)

Principals 707-441-3900 or 707-441-3930 drutter@cuttensd.org, asligh@cuttensd.org

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.31)

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and afterschool program staff, and/or other appropriate persons.

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements



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2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards
6. Results of the state's physical fitness test at applicable grade levels
7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years. The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and



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making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available to the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.31)

The Superintendent or designee shall distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance. Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

Records

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.31, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.31)



Building a better world, one student at a time.

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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

All students will demonstrate growth towards meeting or exceeding standards in English language arts, mathematics, and science. Additionally, English learners will demonstrate progress in developing English language proficiency.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Teachers, Instructional Materials, and Facilities (P1)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.2	Implementation of State Standards (P2)	and facilities are in good repair (2023-24 Local data) Academic content standards, including English learners, are fully implemented (2023-24 Local data)	and facilities are in good repair (2024-25 Local data) Academic content standards, including English learners, are fully implemented (2024-25 Local data)	and facilities are in good repair (2024-25 Local data) Academic content standards, including English learners, are fully implemented (2024-25 Local data)	and facilities are in good repair (2024-25 Local data) Academic content standards, including English learners, are fully implemented (2024-25 Local data)	and facilities are in good repair Academic content standards, including for English learners, are fully implemented
1.3	ELA CAASPP Scores (P4)	Met/Exceed in 2022-2023:ELA All students: 44% SED: 43% SWD: 34% Hispanic: 38% White: 48%	Met/Exceed in 2023-2024: ELA All students: 51.02% SED: 46.82% SWD: 34.61% Hispanic: 34.09% White: 54.65%	Met/Exceed in 2024-2025: ELA All students: 45.35% SED: 39.70% SWD: 36.37% Hispanic: 27.28% White: 58.82%	Met/Exceed in 2024-2025: ELA All students: 45.35% SED: 39.70% SWD: 36.37% Hispanic: 27.28% White: 58.82%	ELA All students: 47% SED: 46% SWD: 37% Hispanic: 41% White: 51%
1.4	Math CAASPP Scores (P4)	Met/Exceed in 2022-2023:MATHEMATICS All students: 43% SED: 41% SWD: 45% Hispanic: 26% White: 46%	Met/Exceed in 2023-2024:MATHEMATICS All students: 49.83% SED: 44% SWD: 35.64% Hispanic: 37.21% White: 54.10%	Met/Exceed in 2024-2025:MATHEMATICS All students: 45.71 % SED: 40.45% SWD: 38.18 % Hispanic: 40.9% White: 54.90%	Met/Exceed in 2024-2025:MATHEMATICS All students: 45.71 % SED: 40.45% SWD: 38.18 % Hispanic: 40.9% White: 54.90%	MATHEMATICS All students: 46% SED: 44% SWD: 48% Hispanic: 29% White: 49%
1.5	CA Science Test Scores (P4)	Met/Exceeded in 2022-2023:SCIENCE All students 48% SED: 47% SWD: 36 % Hispanic: N/A White: 51%	Met/Exceeded in 2023-2024:SCIENCE All students: 51.56% SED: 51.85% SWD: N/A Hispanic: N/A White: 68.42%	Met/Exceeded in 2024-2025:SCIENCE All students:32.66% SED: 22.34% SWD: 9.89% Hispanic: 18.47% White: 32.40%	Met/Exceeded in 2024-2025:SCIENCE All students:32.66% SED: 22.34% SWD: 9.89% Hispanic: 18.47% White: 32.40%	SCIENCE All students 51% SED:50% SWD: 39 % Hispanic: 36% White: 54%
1.6	English Learner Progress & English Learner Reclassification Rate(P4)	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	English Learner Progress Well/Moderately Developed: 47.93%	English Learner Progress Well/Moderately Developed: 47.93%	The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.7	Local ELA/Math Assessment Data (P8)	Second Trimester results-"progressing' or 'met' 2023-2024 Reading, 66% Writing, 71% Math, 82%	Second Trimester results-"progressing' or 'met' 2024-2025 Reading, 75% Writing, 76% Math, 89%	Second Trimester results-"progressing' or 'met' 2024-2025 Reading, % Writing, % Math, %	N/A	Second Trimester results-"progressing' or 'met' Reading, 69% Writing, 74% Math, 85%
1.8	Pupil Access to a Broad Course of Study(P7)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data)	All students have access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Teacher Assignment</p> <p>a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program</p> <p>b. Provide induction support as needed through NCTIP</p> <p>c. Classroom supplies; \$200 per classroom</p>	No	Partially Implemented	\$3,541,827.43	\$1,628,845.66
1.2	<p>ELA and Math Intervention</p> <p>Provide an ELA Tier 2 RTI /Targeted Intervention Program (TIP) and Tier 2 RTI / Targeted Intervention for Math, including program oversight and training, and purchase research--based curriculum and assessment.</p>	Yes	Partially Implemented	\$76,527.95	\$35,503.09

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>a. 0.50 FTE Classified Coordinator - Cutten School</p> <p>b. 0.60 FTE Classified Coordinator - Ridgewood School</p> <p>Instructional Aide Support Instructional aides to provide support specifically for EL student groups</p> <p>a. .75 FTE Instructional aides</p>	No	Partially Implemented	\$416,871.24	\$176,601.84
1.4	<p>Student to Teacher/Instructional Aide Ratio Support opportunities for differentiation to provide appropriate instruction for the low-income, foster youth, and EL student population that is underperforming by decreasing student to teacher and instructional aide ratio.</p> <p>a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6</p> <p>b. 0.375 FTE instructional aide</p>	Yes	Partially Implemented	\$81,460.57	\$44334.75
1.5	<p>Music Education Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available.</p> <p>a. 1.0 FTE certificated music teacher</p>	Yes	Partially Implemented	\$105,651.60	\$45,648.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.6	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	Yes	Partially Implemented	\$109,384.48	\$28,833.44
1.7	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	Yes	Partially Implemented	\$10,251.75	\$2282.16
1.8	Special Education Services Employ Special Education staff.	No	Partially Implemented	\$681,430.68	\$368,441.83

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Parent Involvement (P3)	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th):124/307(40%) Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, 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	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 72 on LCAP Input survey Student survey responses (3rd-6th):62.5% Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, 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	N/A	N/A	Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th): maintain participation rate Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, 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
2.2	Attendance Rate (P5)	94% attendance rate	96% attendance rate	96% attendance rate	96% attendance rate	96% attendance rate
2.3	Chronic Absenteeism Rate (P5)	All: 21% chronic absenteeism rate SED: 31% chronic absenteeism rate SWD: 32% chronic absenteeism rate Hispanic: 29% chronic absenteeism rate White: 18% chronic absenteeism FY: Suppressed EL: Suppressed (2023 Dashboard)	All: 18.8% chronic absenteeism rate SED: 26.1% chronic absenteeism rate SWD: 21.4% chronic absenteeism rate Hispanic: 29.2% chronic absenteeism rate White: 15.6% chronic absenteeism FY: Suppressed EL: Suppressed (2024 Dashboard)	All: 9.5% chronic absenteeism rate SED:13.1% chronic absenteeism rate SWD: 18.5% chronic absenteeism rate Hispanic: 17.3% chronic absenteeism rate White: 6.6% chronic absenteeism FY: Suppressed EL: Suppressed (2025 Dashboard)	All: 9.5% chronic absenteeism rate SED: 13.1% chronic absenteeism rate SWD: 18.5% chronic absenteeism rate Hispanic: 17.3% chronic absenteeism rate White: 6.6% chronic absenteeism FY: Suppressed EL: Suppressed (2025 Dashboard)	All: 5% chronic absenteeism rate SED: 5% chronic absenteeism rate SWD: 5% chronic absenteeism rate Hispanic: 5% chronic absenteeism rate White: 5% chronic absenteeism rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	Suspension & Expulsion Rates (P6)	6 students suspended, of an enrollment of 580 All students: 1 % SED: 1.4 % SWD:2.8% Hispanic: 0% American Indian: N/A% White: 8% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2023 Dashboard):	11 students suspended, of an enrollment of 583 All students: 1.9 % SED: 2.6% SWD:3.8% Hispanic: 3.1% American Indian: Suppressed White:1.1% Two or more races: 2.2% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2024 Dashboard):	1 students suspended, of an enrollment of 573 All students: 2.4 % SED: 3.4% SWD:6.4% Hispanic: 3.1% American Indian: Suppressed White:2.1% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2025 Dashboard):	1 students suspended, of an enrollment of 573 All students: 2.4 % SED: 3.4% SWD:6.4% Hispanic: 3.1% American Indian: Suppressed White:2.1% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2025 Dashboard):	Maintain or decrease all student suspension rate from 1%. All student groups suspension rate maintained or declined from baseline. Maintain 0% expulsion rate.
2.5	Sense of Safety and School Connectedness (P6)	53% response rate (35 of 67 fifth grade students) School connectedness 79%; Academic motivation 86%; Caring adult relationships 82%; High expectations 88%; Meaningful participation 52%; Feel safe at school 91%; Students well behaved 52%; Students treated fairly when break school rules 61%; Students treated with respect 88% Reference survey data@wested.org 2023-2024 Parent/Staff responding positively to school safety and	67% response rate (62 of 92 fifth grade students) School connectedness 80%; Academic motivation 88%; Caring adult relationships 78%; High expectations 89%; Meaningful participation 50%; Feel safe at school 88%; Students well behaved 64%; Students treated fairly when break school rules 64%; Students treated with respect 85% Reference survey data@wested.org 2024-2025 Parent/Staff/Students responding positively to school safety and	N/A	N/A	Increase response rate to 70% Maintain or improve responses from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		connectedness on the LCAP survey. School Safety: 97% Connectedness: 96% Staff responding positively to the following: School Safety: 96% School connectedness: 100%	connectedness on the LCAP survey. School Safety: 97% Connectedness: 97%			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	Social Work and/or Behavioral Services Provide school social work and/or behavioral services. a. .90 FTE School Social Worker	Yes	Partially Implemented	\$94,582.87	\$40,517.05
2.2	Social Work Services to Unduplicated Count Students Focus school social work services on unduplicated count students. a. .9 FTE Certificated School Social Worker	Yes	Partially Implemented	\$86,670.27	\$39,391.15
2.3	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	Yes	Partially Implemented	\$8,561.00	\$9,927.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.4	Decrease Suspension Rate Decrease suspension rate. a. .10 FTE Social Worker b. Incentives	Yes	Partially Implemented	\$9,630.30	\$4,376.79
2.5	Decrease Chronic Absenteeism Decrease chronic absenteeism. a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	Yes	Partially Implemented	\$10,509.20	\$4,501.89
2.6	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	Yes	Partially Implemented	\$78,021.00	\$26,681.39
2.7	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	Yes	Partially Implemented	\$30,078.31	\$15,160.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.8	School Psychologist/Counseling Services a. School Psychologist/Counseling services for identified students b. 1.0 FTE classified counselor	Yes	Partially Implemented	\$129,271.96	\$83,445.82

Goal 1

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 1

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 1

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
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Building a better world, one student at a time.

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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

All students will demonstrate growth towards meeting or exceeding standards in English language arts, mathematics, and science. Additionally, English learners will demonstrate progress in developing English language proficiency.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Teachers, Instructional Materials, and Facilities (P1)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.2	Implementation of State Standards (P2)	and facilities are in good repair (2023-24 Local data) Academic content standards, including English learners, are fully implemented (2023-24 Local data)	and facilities are in good repair (2024-25 Local data) Academic content standards, including English learners, are fully implemented (2024-25 Local data)	and facilities are in good repair (2024-25 Local data) Academic content standards, including English learners, are fully implemented (2024-25 Local data)	and facilities are in good repair (2024-25 Local data) Academic content standards, including English learners, are fully implemented (2024-25 Local data)	and facilities are in good repair Academic content standards, including for English learners, are fully implemented
1.3	ELA CAASPP Scores (P4)	Met/Exceed in 2022-2023:ELA All students: 44% SED: 43% SWD: 34% Hispanic: 38% White: 48%	Met/Exceed in 2023-2024: ELA All students: 51.02% SED: 46.82% SWD: 34.61% Hispanic: 34.09% White: 54.65%	Met/Exceed in 2024-2025: ELA All students: 45.35% SED: 39.70% SWD: 36.37% Hispanic: 27.28% White: 58.82%	Met/Exceed in 2024-2025: ELA All students: 45.35% SED: 39.70% SWD: 36.37% Hispanic: 27.28% White: 58.82%	ELA All students: 47% SED: 46% SWD: 37% Hispanic: 41% White: 51%
1.4	Math CAASPP Scores (P4)	Met/Exceed in 2022-2023:MATHEMATICS All students: 43% SED: 41% SWD: 45% Hispanic: 26% White: 46%	Met/Exceed in 2023-2024:MATHEMATICS All students: 49.83% SED: 44% SWD: 35.64% Hispanic: 37.21% White: 54.10%	Met/Exceed in 2024-2025:MATHEMATICS All students: 45.71 % SED: 40.45% SWD: 38.18 % Hispanic: 40.9% White: 54.90%	Met/Exceed in 2024-2025:MATHEMATICS All students: 45.71 % SED: 40.45% SWD: 38.18 % Hispanic: 40.9% White: 54.90%	MATHEMATICS All students: 46% SED: 44% SWD: 48% Hispanic: 29% White: 49%
1.5	CA Science Test Scores (P4)	Met/Exceeded in 2022-2023:SCIENCE All students 48% SED: 47% SWD: 36 % Hispanic: N/A White: 51%	Met/Exceeded in 2023-2024:SCIENCE All students: 51.56% SED: 51.85% SWD: N/A Hispanic: N/A White: 68.42%	Met/Exceeded in 2024-2025:SCIENCE All students:32.66% SED: 22.34% SWD: 9.89% Hispanic: 18.47% White: 32.40%	Met/Exceeded in 2024-2025:SCIENCE All students:32.66% SED: 22.34% SWD: 9.89% Hispanic: 18.47% White: 32.40%	SCIENCE All students 51% SED:50% SWD: 39 % Hispanic: 36% White: 54%
1.6	English Learner Progress & English Learner Reclassification Rate(P4)	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	English Learner Progress Well/Moderately Developed: 47.93%	English Learner Progress Well/Moderately Developed: 47.93%	The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.7	Local ELA/Math Assessment Data (P8)	Second Trimester results-"progressing" or 'met' 2023-2024 Reading, 66% Writing, 71% Math, 82%	Second Trimester results-"progressing" or 'met' 2024-2025 Reading, 75% Writing, 76% Math, 89%	Second Trimester results-"progressing" or 'met' 2024-2025 Reading, % Writing, % Math, %	N/A	Second Trimester results-"progressing" or 'met' Reading, 69% Writing, 74% Math, 85%
1.8	Pupil Access to a Broad Course of Study(P7)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data)	All students have access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
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; \$200 per classroom	No	Partially Implemented	\$3,541,827.43	\$1,628,845.66
1.2	ELA and Math Intervention Provide an ELA Tier 2 RTI /Targeted Intervention Program (TIP) and Tier 2 RTI / Targeted Intervention for Math, including program oversight and training, and purchase research--based curriculum and assessment.	Yes	Partially Implemented	\$76,527.95	\$35,503.09

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	a. 0.50 FTE Classified Coordinator - Cutten School b. 0.60 FTE Classified Coordinator - Ridgewood School				
1.3	Instructional Aide Support Instructional aides to provide support specifically for EL student groups a. .75 FTE Instructional aides	No	Partially Implemented	\$416,871.24	\$176,601.84
1.4	Student to Teacher/Instructional Aide Ratio Support opportunities for differentiation to provide appropriate instruction for the low-income, foster youth, and EL 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	Yes	Partially Implemented	\$81,460.57	\$44334.75
1.5	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. 1.0 FTE certificated music teacher	Yes	Partially Implemented	\$105,651.60	\$45,648.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.6	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	Yes	Partially Implemented	\$109,384.48	\$28,833.44
1.7	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	Yes	Partially Implemented	\$10,251.75	\$2282.16
1.8	Special Education Services Employ Special Education staff.	No	Partially Implemented	\$681,430.68	\$368,441.83

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Parent Involvement (P3)	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th): 124/307(40%) Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, 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	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 72 on LCAP Input survey Student survey responses (3rd-6th): 62.5% Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, 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	N/A	N/A	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th): maintain participation rate Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, 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
2.2	Attendance Rate (P5)	94% attendance rate	96% attendance rate	96% attendance rate	96% attendance rate	96% attendance rate
2.3	Chronic Absenteeism Rate (P5)	All: 21% chronic absenteeism rate SED: 31% chronic absenteeism rate SWD: 32% chronic absenteeism rate Hispanic: 29% chronic absenteeism rate White: 18% chronic absenteeism FY: Suppressed EL: Suppressed (2023 Dashboard)	All: 18.8% chronic absenteeism rate SED: 26.1% chronic absenteeism rate SWD: 21.4% chronic absenteeism rate Hispanic: 29.2% chronic absenteeism rate White: 15.6% chronic absenteeism FY: Suppressed EL: Suppressed (2024 Dashboard)	All: 9.5% chronic absenteeism rate SED: 13.1% chronic absenteeism rate SWD: 18.5% chronic absenteeism rate Hispanic: 17.3% chronic absenteeism rate White: 6.6% chronic absenteeism FY: Suppressed EL: Suppressed (2025 Dashboard)	All: 9.5% chronic absenteeism rate SED: 13.1% chronic absenteeism rate SWD: 18.5% chronic absenteeism rate Hispanic: 17.3% chronic absenteeism rate White: 6.6% chronic absenteeism FY: Suppressed EL: Suppressed (2025 Dashboard)	All: 5% chronic absenteeism rate SED: 5% chronic absenteeism rate SWD: 5% chronic absenteeism rate Hispanic: 5% chronic absenteeism rate White: 5% chronic absenteeism rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	Suspension & Expulsion Rates (P6)	6 students suspended, of an enrollment of 580 All students: 1 % SED: 1.4 % SWD:2.8% Hispanic: 0% American Indian: N/A% White: 8% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2023 Dashboard):	11 students suspended, of an enrollment of 583 All students: 1.9 % SED: 2.6% SWD:3.8% Hispanic: 3.1% American Indian: Suppressed White:1.1% Two or more races: 2.2% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2024 Dashboard):	1 students suspended, of an enrollment of 573 All students: 2.4% SED: 3.4% SWD:6.4% Hispanic: 3.1% American Indian: Suppressed White:2.1% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2025 Dashboard):	1 students suspended, of an enrollment of 573 All students: 2.4 % SED: 3.4% SWD:6.4% Hispanic: 3.1% American Indian: Suppressed White:2.1% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2025 Dashboard):	Maintain or decrease all student suspension rate from 1%. All student groups suspension rate maintained or declined from baseline. Maintain 0% expulsion rate.
2.5	Sense of Safety and School Connectedness (P6)	53% response rate (35 of 67 fifth grade students) School connectedness 79%; Academic motivation 86%; Caring adult relationships 82%; High expectations 88%; Meaningful participation 52%; Feel safe at school 91%; Students well behaved 52%; Students treated fairly when break school rules 61%; Students treated with respect 88% Reference survey data@wested.org 2023-2024 Parent/Staff responding positively to school safety and	67% response rate (62 of 92 fifth grade students) School connectedness 80%; Academic motivation 88%; Caring adult relationships 78%; High expectations 89%; Meaningful participation 50%; Feel safe at school 88%; Students well behaved 64%; Students treated fairly when break school rules 64%; Students treated with respect 85% Reference survey data@wested.org 2024-2025 Parent/Staff/Students responding positively to school safety and	N/A	N/A	Increase response rate to 70% Maintain or improve responses from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		connectedness on the LCAP survey. School Safety: 97% Connectedness: 96% Staff responding positively to the following: School Safety: 96% School connectedness:100%	connectedness on the LCAP survey. School Safety: 97% Connectedness: 97%			

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	Social Work and/or Behavioral Services Provide school social work and/or behavioral services. a. .90 FTE School Social Worker	Yes	Partially Implemented	\$94,582.87	\$40,517.05
2.2	Social Work Services to Unduplicated Count Students Focus school social work services on unduplicated count students. a. .9 FTE Certificated School Social Worker	Yes	Partially Implemented	\$86,670.27	\$39,391.15
2.3	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	Yes	Partially Implemented	\$8,561.00	\$9,927.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.4	Decrease Suspension Rate Decrease suspension rate. a. .10 FTE Social Worker b. Incentives	Yes	Partially Implemented	\$9,630.30	\$4,376.79
2.5	Decrease Chronic Absenteeism Decrease chronic absenteeism. a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	Yes	Partially Implemented	\$10,509.20	\$4,501.89
2.6	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	Yes	Partially Implemented	\$78,021.00	\$26,681.39
2.7	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	Yes	Partially Implemented	\$30,078.31	\$15,160.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.8	School Psychologist/Counseling Services a. School Psychologist/Counseling services for identified students b. 1.0 FTE classified counselor	Yes	Partially Implemented	\$129,271.96	\$83,445.82

Goal 1

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
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Goal 1

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
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Goal 1

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Goal #	Action Title and Description		Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Actions & Measuring and Reporting Results

DRAFT

CUTTEN SCHOOL DISTRICT
2026-2027 School Calendar

MONTH	MON	TUES	WED	THURS	FRI	HOLIDAYS	DAYS TAUGHT
First Month	17	18	19	20	21*	Teacher Preservice Days - Aug. 17-21	16
August 18 to	24	25	26*	27	28	First Day of School - Aug. 30	
September 12	31	1	2*	3	4	Labor Day - Sept. 7	
	7	8	9*	10	11		
Second Month	14	15	16*	17	18		20
September 15 to	21	22	23*	24	25		
October 10	28	29	30*	1	2		
	5	6	7*	8	9		
Third Month	12	13	14*	15	16		19
October 13 to	19	20	21*	22	23		
November 7	26	27	28*	29	30	10/30 Teacher inservice-No School	
	2	3	4*	5	6		
Fourth Month	9	10	11	12	{13}	Veterans Day - Nov. 11	14
November 10 to	16~	17~	18~	19~	20~	-Conference Week - Nov. 16-20	
December 5	23	24	25	26	27	Early Dismissal: Cutten 12:15pm	
	31	1	2*	3	4	Fall Break - Nov. 23-27	
Fifth Month	7	8	9*	10	11		10
December 8 to	14	15	16*	17	18*		
January 2	21	22	23	24	25	Winter Break - Dec. 21- Jan. 1	
	28	29	30	31	1		
Sixth Month	4	5	6*	7	8		19
January 5 to	11	12	13*	14	15		
January 30	18	19	20*	21	22	Martin Luther King Day - Jan. 18	
	25	26	27*	28	29		
Seventh Month	1	2	3*	4	5		15
February 2 to	8	9	10*	11	12		
February 27	15	16	17	18	19	Presidents' Week - Feb. 15-19	
	22	23	24*	25	26		
Eighth Month	1	2	3*	4	{5}		20
March 2 to	8~	9~	10~	11~	12~	-Conference Week - Mar. 8-12	
March 27	15	16	17*	18	19	Early Dismissal: Cutten 12:15pm	
	22	23	24*	25	26		
Ninth Month	29	30	31*	1	2		15
March 30 to	5	6	7	8	9	Spring Break - Apr. 5-9	
April 24	12	13	14	15	16	Make-up Days - April 8-9 if needed	
	19	20	21*	22	23*		
Tenth Month	26	27	28*	29	30		20
April 27 to	3	4	5*	6	7		
May 22	10	11	12*	13	14		
	17	18	19*	20	21	May 28 No Teacher Duty-No School	
Eleventh Month	24	25	26*	27	28	Memorial Day - May 31	12
May 25 to	31	1	2*	3	4	Last Day of School - June 9	
June 11	7	8	9	10	11	Teacher Duty Day - June 10	
	14	15	16	17	18	Juneteenth June 18	
End of Trimester							180
Conference Week							
School Breaks							
Inservices-No School							
Paid Holidays-No School							
First/Last Day of School							
1st Trimester				59 Days			
Aug. - Nov.							
2nd Trimester				59 Days			
Nov.-Feb							
3rd Trimester				62 Days			
Mar. - June					180 Days		
						*Early Dismissal Ridgewood 1:05 pm	
						*Early Dismissal Cutten 1:40 pm	
						~Conference Week Early Dismissal:	
						Ridgewood 1:05	
						Cutten 12:15	

Tri. 1

Tri. 2

Tri. 3

Signed in successfully.

Dashboard

NEW

More Options for Date Filtering on the Dashboard

You can now filter your dashboard by "Last Month" or a Custom Month range (from the 1st to the end of the month).

[FEEDBACK](#)

Property

All Current Properties

Date

Last Year (2025)

\$50,198.71

Cash In ⓘ

\$20,735.95

Cash Out ⓘ

\$0.00

Your Contributions

\$28,622.76

Your Disbursements

Most Recent Packet

Jan 01, 2026 to Jan 31, 2026

[Download Packet](#)

(Includes Owner Statement (Enhanced), Owner Packet: Cash Flow Summary, Owner Packet: Cash Flow Detail with Property & Passthru)

Rent Collected

91% of rent collected as of 12/31/2025



% Occupied

This widget is not available for the selected date range

Cash In

Property	Description	Amount	Date
4136-4142 Walnut [PRM: Renee] (3) - ...	Rent - December 2025	\$2,300.00	12/06/2025
4136-4142 Walnut [PRM: Renee] (3) - ...	Water & Sewer - Prepayment applied automatically	\$89.72	12/01/2025
4136-4142 Walnut [PRM: Renee] (3) - ...	Rent - Prepayment applied automatically	\$1,325.00	12/01/2025
4136-4142 Walnut [PRM: Renee] (3) - ...	Rent - November 2025	\$2,300.00	11/05/2025
4136-4142 Walnut [PRM: Renee] (3) - ...	Rent - November 2025	\$1,325.00	11/01/2025
4136-4142 Walnut [PRM: Renee] (3) - ...	Water & Sewer - Service: 08/23/2025 - 09/19/2025	\$99.43	11/01/2025
4136-4142 Walnut [PRM: Renee] (3) - ...	Rent - July 2025	\$400.00	10/06/2025
4136-4142 Walnut [PRM: Renee] (3) - ...	Rent - October 2025	\$2,300.00	10/06/2025
4136-4142 Walnut [PRM: Renee] (3) - ...	Water & Sewer - Prepayment applied automatically	\$100.45	10/01/2025

4136 Walnut - Interior Painting

2 messages

Renee Wescott <renee@rentor.com>
To: Becky MacQuarrie <bmacquarrie@cuttensd.org>

Thu, Feb 5, 2026 at 9:00 AM

Hi Becky,

We have received an estimate for the interior painting. The vendor has quoted \$3,380.

Prior to the painting, we will arrange for a cleaner to prepare the walls so they are ready for the painter. Please let me know if you would like us to proceed.

Thank you

Sincerely,
Renee Wescott
Portfolio Relationship Manager



www.Rentor.com
P 707.442.2374
3109 H St., Eureka, CA 95503

Share your thoughts on how I have served you!
Customer Satisfaction Survey

Becky MacQuarrie <bmacquarrie@cuttensd.org>
To: Renee Wescott <renee@rentor.com>

Thu, Feb 5, 2026 at 12:10 PM

Yes, please proceed.

[Quoted text hidden]

--

Becky MacQuarrie, Ed.D.
Cuttan School District Superintendent



Estimate

CARPET DEPOT
4485 BROADWAY
Eureka, CA 95503

Phone: (707) 442-3470
Fax: (707) 442-3582

Completed: _____ Closed: _____
Posted: _____ Invoiced: _____

Invoice #: 79507
Order Date: 2/2/2026
Invoice Date: 2/2/2026
Store: 101 - CARPET DEPOT

Salesperson:
Terms:
Job:
Customer P.O.:

To: Rentor
Renee Westcott
3109 H St
Eureka, CA 95503
(707) 442-2374

Ship to Address:
Renee Westcott
4136 Walnut St
Eureka, CA 95503
(707) 442-2374
(707) 382-7439

Furnish and install in stock vinyl Mannington Benchmark color 3813 in the kitchen, entry, and bathroom. To include labor, prep, tear out/dispose of the existing bathroom floor (no structural repairs included). To include new underlayment in the bathroom. To include remove and reset the toilet and re fridge. To include remove and reset the wood base boards (no painting or caulking included). To include new 4" rubber base color White at the toe kicks.
**The existing kitchen floor and bathroom needs to be pre-cleaned prior to installation.
\$2112.00

Furnish and install in stock carpet Natural Decoration color Montana over new 6lb pad in the living room, hallway, 2 bedrooms and closets. To include tear out/disposal of the existing carpet and pad. To include sealing of the floors for odors. No furniture moving or shifting.
\$2330.00

Job total: \$4442.00

Table with 2 columns: Description, Amount. Rows include Subtotal: 4,442.00, Tax: \$0.00, Total: \$4,442.00, Payments Received: \$0.00, Total Due: \$4,442.00



Humboldt Pressure Wash

4142 Walnut St Eureka, CA 95503
 Eureka, CA 95503

☎ (707) 444-3835
 ✉ henry@rentor.com

CONTACT US

3109 H St
 Eureka, CA 95503

☎ (707) 605-1640
 ✉ service@humboldtpressurewash.com

ESTIMATE

Option #1

Services	qty	unit price	amount
4136-4142 Walnut St Eureka - Roof Cleaning and Moss Removal	1.0	\$1,250.00	\$1,250.00

No Pressure Washing will be used to clean your roof. We will follow the guidelines of the asphalt roof manufacturing companies to clean your roof.

Apply a *FREE* treatment to the roof to kill any algae, mildew, mold, and moss and prevent it from coming back!

THIS ROOF CLEANING WILL INCLUDE A FREE GUTTER CLEANING :)
 We will clear out all debris in the gutters, and ensure proper drainage and flow.

Services subtotal: \$1,250.00

Total **\$1,250.00**

Option #2

Services	qty	unit price	amount
Low pressure house wash - (SOFT WASH)	1.0	\$600.00	\$600.00

Low pressure cleaning is a method to clean homes using water and other safe cleaning agents and surfactants.

Low pressure cleaning is safe enough to put your hand in front of yet powerful enough to clean and kill mold.

Low pressure house washing protects against surface damage that can be done by power washing.

Services subtotal: \$600.00

Total

\$600.00

Humboldt Pressure Wash 1097318

<http://www.humboldtpressurewash.com>

Adams Commercial General Contracting, Inc.
 339 2nd Street
 Eureka, California 95501
 Phone: (707) 443-6000
 Fax: (707) 268-8381

Project: - RWS2 (Ridgewood Elementary Mod., Ph. 2)
 2060 Ridgewood Drive
 Eureka, California 95503

Prime Contract Potential Change Order #20: Removal of irrigation from scope

TO:	Cutten Elementary School District 4182 Walnut Drive Eureka, California 95503	FROM:	ACGC, Inc. 339 2nd Street Eureka, California 95501
PCO NUMBER/REVISION:	20 / 0	CONTRACT:	1 - Prime Contract
REQUEST RECEIVED FROM:	Frederick Bauer (Studio W Architects)	CREATED BY:	Travis Manning (ACGC, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	1/28/2026
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	None
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Unit/Quantity Based
SCHEDULE IMPACT:		PAID IN FULL:	No
EXECUTED:	No	SIGNED CHANGE ORDER RECEIVED DATE:	
		TOTAL AMOUNT:	(\$16,354.00)

POTENTIAL CHANGE ORDER TITLE: Removal of irrigation from scope

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*

Removal of irrigation from scope

ATTACHMENTS:
[CCD 007 dwgs_draft \(1\) \(1\).pdf](#)

#	Budget Code	Description	Qty	Units	Unit Cost	Pre-Markup Subtotal	O&P (15.00% Includes Cost Type (5))	O&P (10.00% Includes Cost Type (1))	Subtotal
1	53600.C Subcontractors.Credit	Credit Per attached Your Local Mow Man proposal	1.0	ls	\$(16,354.00)	\$(16,354.00)	\$0.00	\$0.00	\$(16,354.00)
Subtotal:						\$(16,354.00)	\$0.00	\$0.00	\$(16,354.00)
								Bond (1.50%):	\$0.00
								Insurance (2.79%):	\$0.00
								Grand Total:	\$(16,354.00)

 Cutten Elementary School District
 4182 Walnut Drive
 Eureka, California 95503

 ACGC, Inc.
 339 2nd Street
 Eureka, California 95501

SIGNATURE

DATE

SIGNATURE

DATE

SIGNATURE

DATE

01/29/2026

Adams Commercial General Contracting, Inc.
 339 2nd Street
 Eureka, California 95501
 Phone: (707) 443-6000
 Fax: (707) 268-8381

Project: - RWS2 (Ridgewood Elementary Mod., Ph. 2)
 2060 Ridgewood Drive
 Eureka, California 95503

Prime Contract Potential Change Order #17: Floor box removal

TO:	Cuten Elementary School District 4182 Walnut Drive Eureka, California 95503	FROM:	ACGC, Inc. 339 2nd Street Eureka, California 95501
PCO NUMBER/REVISION:	17 / 0	CONTRACT:	1 - Prime Contract
REQUEST RECEIVED FROM:	Frederick Bauer (Studio W Architects)	CREATED BY:	Travis Manning (ACGC, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	1/15/2026
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	None
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Unit/Quantity Based
SCHEDULE IMPACT:		PAID IN FULL:	No
EXECUTED:	No	SIGNED CHANGE ORDER RECEIVED DATE:	
		TOTAL AMOUNT:	(\$2,312.52)

POTENTIAL CHANGE ORDER TITLE: Floor box removal

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
 Floor box removal credit

ATTACHMENTS:

#	Budget Code	Description	Qty	Units	Unit Cost	Pre-Markup Subtotal	O&P (15.00% Includes Cost Type (5))	O&P (10.00% Includes Cost Type (1))	Subtotal
1	53600.C Subcontractors.Credit	B Sharp Electrical credit per attached proposal	1.0	ls	\$(2,312.52)	\$(2,312.52)	\$0.00	\$0.00	\$(2,312.52)
Subtotal:						\$(2,312.52)	\$0.00	\$0.00	\$(2,312.52)
								Bond (1.50%):	\$0.00
								Insurance (2.79%):	\$0.00
								Grand Total:	\$(2,312.52)

Architects Response:

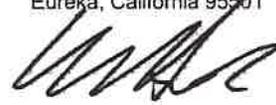
1. Ground beaking in early Sept.25. Conc slab pour mid. Nov.25.
 GC was informed of elimination of Floor boxes on / around 09.17.25.
 Per GC info - (9) floor boxes cant be returned.
 Studio W, FB, 01.14.26

elec. eng to comment on - labor reduction credit
 - floor boxes model & cost. GC said this boxes were custom and can't be returned

12.08 hours for installing all the conduit, conductors, pullboxes, etc. seems low to me. Elec. Eng.
Cuten Elementary School District

4182 Walnut Drive
 Eureka, California 95503

ACGC, Inc.
 339 2nd Street
 Eureka, California 95501



1/15/2026

SIGNATURE

DATE

SIGNATURE

DATE

SIGNATURE

DATE

B. Sharp Electrical Contractor, Inc.

Commercial & Residential

530-623-3230

2275 Main Street - PO Box 2187

Weaverville, CA 96093

CA License# C-10 775441- DIR# 1000015000

SB #2016149

CHANGE ORDER

B Sharp Electrical Contractor Inc
PO Box 2187
Weaverville, CA 96093

CO # 1
Date: 1/26/2026
Project Name: Ridgewood Elementary
Project Number:
Page Number: 1

Client Address:

Site Address:

Adams Commercial General Contracting, Inc
339 2nd Street
Eureka, CA 95501

2060 Ridgewood Drive
Eureka, CA 95503

Work Description

We reserve the right to correct this quote for errors and omissions.

The following is included in the price below:
Cost From CCD #003

no move or extra charge is
expected, as we remain with
location in BREAKOUT ROOM,
SWA, FB ,01.28.26

Does Not Include Moving IDF Rack.

Added Specification Section for Data.
Added Fiber Run.

Fiber to Be Ran in Interduct in Existing Building (No Conduit When Concealed and Accesible).

This quote covers direct costs only and we reserve the right to claim for impact and consequential costs.
This price is good for acceptance within **30** days from the date of receipt.
We request a time extension of 5 days.
Labor Based on NECA Manual of Labor Units 2024.

Itemized Breakdown

Description	Qty U	Net Price	Total Mat.	Total Hrs.
2" CONDUIT - EMT	10 C	734.48	73.45	1.80
2" INSULATING BUSHING - EMT	2 C	529.14	10.58	0.15
2" SLEEVE	1 E	0.00	0.00	1.00
2" EMT & 1 1/2" RMC 1-PC STRUT CLAMP W/ SADDLE - F	1 C	351.40	3.51	0.09
12x 12x 4" BOX SCREW CVR PNTD - NEMA 1	1 E	59.40	59.40	2.15
1 5/8x 1 5/8x 14G STRUT GALV	1 C	1,656.79	16.57	0.27
1/4-20x 1 3/4 WEDGE ANCHOR - 1 1/8" MIN DEPTH	2 C	41.40	0.83	0.48
3/8-16x 2 1/4 WEDGE ANCHOR - 1 1/2" MIN DEPTH	2 C	68.28	1.37	0.81
EZ Path 22	2 E	137.43	274.86	2.00
Totals	22		440.57	8.75

Summary

ORIGINAL

CHANGE ORDER

CO # 1
Date: 1/26/2026
Project Name: Ridgewood Elementary
Project Number:
Page Number: 2

B Sharp Electrical Contractor Inc

PO Box 2187
Weaverville, CA 96093

Summary (Cont'd)

General Materials		440.57
Material Tax	(@ 7.250 %)	31.94
Total Material		472.51
Journeyman	(13.09 Hrs @ \$161.41)	2,112.86
Travel Time (Per Day)	(2.00 Hrs @ \$115.74)	231.48
Per Diem (Per Day)	(2.00 Hrs @ \$75.00)	150.00
Hotel (Per Day)	(2.00 Hrs @ \$150.00)	300.00
Subtotal		3,266.85
Overhead & Markup		506.37
Subcontractors		29,971.98
Subtotal		33,745.20
Final Amount		\$33,745.20

CONTRACTOR CERTIFICATION

Name: _____

Date: _____

Signature: _____

I hereby certify that this quotation is complete and accurate based on the information provided.

CLIENT ACCEPTANCE

CO # 1
Final Amount: \$33,745.20

Name: _____

Date: _____

Signature: _____

Change Order #: _____

I hereby accept this quotation and authorize the contractor to complete the above described work.

ORIGINAL

Adams Commercial General Contracting, Inc.
 339 2nd Street
 Eureka, California 95501
 Phone: (707) 443-6000
 Fax: (707) 268-8381

Project: - RWS2 (Ridgewood Elementary Mod., Ph. 2)
 2060 Ridgewood Drive
 Eureka, California 95503

Prime Contract Potential Change Order #19: 2 color paint request

TO:	Cutten Elementary School District 4182 Walnut Drive Eureka, California 95503	FROM:	ACGC, Inc. 339 2nd Street Eureka, California 95501
PCO NUMBER/REVISION:	19 / 0	CONTRACT:	1 - Prime Contract
REQUEST RECEIVED FROM:	Frederick Bauer (Studio W Architects)	CREATED BY:	Travis Manning (ACGC, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	1/23/2026
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	None
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Unit/Quantity Based
SCHEDULE IMPACT:		PAID IN FULL:	No
EXECUTED:	No	SIGNED CHANGE ORDER RECEIVED DATE:	
		TOTAL AMOUNT:	\$2,363.64

POTENTIAL CHANGE ORDER TITLE: 2 color paint request

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*

 2 color paint request
 Changing color from one color to two as requested by Owner and AOR

ATTACHMENTS:
[AA5.1_exterior_elevations_2_color_option_01.21.26.pdf](#)

#	Budget Code	Description	Qty	Units	Unit Cost	Pre-Markup Subtotal	O&P (15.00% Includes Cost Type (5))	O&P (10.00% Includes Cost Type (1))	Subtotal	
1	55100.L Labor	Painters labor	16.0	hours	\$114.50	\$1,832.00	\$274.80	\$0.00	\$2,106.80	
2	50400.M Materials	Additional masking materials and paint	1.0	ls	\$138.00	\$138.00	\$20.70	\$0.00	\$158.70	
Subtotal:						\$1,970.00	\$295.50	\$0.00	\$2,265.50	
									Bond (1.50%):	\$33.98
									Insurance (2.79%):	\$64.16
									Grand Total:	\$2,363.64

 Cutten Elementary School District
 4182 Walnut Drive
 Eureka, California 95503

 ACGC, Inc.
 339 2nd Street
 Eureka, California 95501

 SIGNATURE DATE

 SIGNATURE DATE



 SIGNATURE DATE 1/23/2025



BUSSALES

AN EMPLOYEE OWNED COMPANY

SALES AGREEMENT

Customer: **Cutten Elementary School District**

Address: **4182 Walnut Drive** County: **Humboldt**

City: **Eureka** State: **California** Zip Code: _____

Contact: **Becky Mcquarrie** Office: _____

Email Address: **bmacquarrie@cuttensd.org** Cell: _____

Sales Representative: **Carlos Talamantes** Transaction Type: **School Bus Grant**

QUOTATION SUMMARY

Quantity: **1**

2025 or newer New Order Blue Bird 3904 78 Amb Electric School Buses

Estimated Delivery Date: 12/31/2027

Quotation is Valid for 30 Days and subject to pricing changes and option availability until executed by the customer

SPECIFICATION SUMMARY

Model Year:	2025 Or Newer	Make:	Blue Bird	Wheelchair:	
Type:	D	Chassis:	T3RE	# of Wheelchairs:	
Passenger Capacity:	78 Amb	Wheelbase:	259"	Number of Seats:	
Seat Color:	Blue	Engine:	Electric	Exterior Color:	
Air Conditioning System:	N/A	GVWR:	36,200		

SALES ORDER

PRICING SUMMARY

Vehicle as Specified	\$399,007.81
Taxable Amount \$	399,007.81
ADA Equipment Amount (non-taxable) \$	-
Sales Tax 8.75% \$	34,913.18
Estimated DMV Fees \$	-
Total Price Per Bus \$	433,920.99
ZESBI Grant Amount Per Bus \$	(360,000.00)
Quantity	1
Total Purchase Price Pre-Grant \$	433,920.99

Total Purchase Price After Grant \$ **73,920.99**

Balance Due on Delivery \$ **73,920.99**

Total Purchase Price

Total ZESBI Grant

Purchaser agrees that this Order is inclusive all information contained herein and Addendum attached; that this Order cancels and supersedes any prior agreement; that this Order comprises the complete and exclusive statement of the terms of the agreement relating to the subject matters covered hereby; and that this order shall not be modified or terminated by the seller at any time at its sole discretion. All pricing is inclusive of and net of manufacturer rebates and concessions, rebates and discounts.

Offered by:

Agreed and Accepted by:

Carlos Talamantes

1/26/2026



BUS SALES

AN EMPLOYEE OWNED COMPANY

SALES AGREEMENT

Customer: Cuttan Elementary School District

Address: 4182 Walnut Drive County: Humboldt

City: Eureka State: California Zip Code: _____

Contact: Becky Mcquarrie Office: _____

Email Address: bmacquarrie@cuttensd.org Cell: _____

Sales Representative: Carlos Talamantes Transaction Type: School Bus Grant

TERMS AND CONDITIONS OF SALE

- TRADE-IN(S).** Purchaser shall deliver trade-in(s) in the same condition as at time of inspection and appraisal by Seller reasonable wear and tear excepted, except as disclosed shall be free and clear of all liens and encumbrances and warrants that the trade-in(s) are that type and condition described in this Agreement, including any attachments hereto.
- TERMS OF PAYMENT.** Unless otherwise agreed, net payment shall be due on delivery. Late payments shall bear interest at the rate of 18% per annum, or the maximum per delivery is delayed by Purchaser, payment shall become due on the date when Seller is prepared to deliver. If the financial condition of Purchaser at any time does not, in the judgment by Seller hereunder on the terms of payment as agreed upon, Seller may suspend such work, or postpone delivery, and require such assurances of Purchaser's performance as Seller may cancel this order and shall receive reimbursement for its reasonable and proper cancellation charges. In the event of bankruptcy or insolvency of Purchaser, voluntary or involuntary outstanding at any time and seek reimbursement for its reasonable and proper cancellation charges.
- CANCELLATION.** Purchaser may cancel this order only if Seller is able to cancel said order with the manufacturer, and only upon written notice. Upon any cancellation or failure agrees to pay a 5% re-stocking fee on existing stock inventory & pay a 10% re-stocking fee for parts and WIP on any new order units in production. **(Purchaser's Initials)**
- SALES AND OTHER TAXES.** Unless otherwise specified herein, Seller's price does not include federal excise, sales, use, or other taxes. Consequently, in addition to the price use, or other tax applicable to the sale or use of the bus(es) purchased hereunder shall be paid by Purchaser, or in lieu thereof Purchaser shall provide Seller with a tax exemption certifi agrees that all taxes related to this transaction, whether arising at the time of the transaction or in the future, are Purchaser's responsibility and further agrees to promptly pay any such ta
- DELIVERY.** All buses furnished hereunder shall be delivered to Purchaser at the Seller's dealership location or other location as designated in this Agreement. Unless otherwise designated by manufacturer with freight charges to be included in the purchase price. Delivery dates are approximate and are based upon receipt of all necessary information from Purc manufacturing, or other causes beyond Seller's control.
- TECHNICAL CHANGES.** Purchaser acknowledges that the manufacturer and Seller reserve the right to change the specifications of the bus(es) at any time without obligation to to Purchaser. In addition, manufacturer and Seller reserve the right to make design changes and substitution of materials subsequent to the receipt of the order which, in manufacturers Purchaser agrees to accept any such changes as fulfillment of Seller's obligations under this order.
- REQUIRED EQUIPMENT.** This order shall be deemed to include, whether or not specified herein, all equipment or accessories required by the California Title 13 & Federal Dep the time of order receipt. It is agreed that any additional or different equipment not specified which is required at the time of delivery to meet the foregoing Act or other regulations will be
- TITLE AND REMEDIES.** Until full payment by Purchaser of all amounts due hereunder, Seller reserves the title to all equipment furnished hereunder. If Purchaser defaults in p insolvency, receivership, or bankruptcy proceedings, or makes an assignment for the benefit of creditors, or without the consent of Seller voluntarily or involuntarily sells, transfers, lease delivered hereunder, Seller may treat all amounts then or thereafter owing hereunder by Purchaser as immediately due and payable (subject only to credits required by law) and Seller r law and shall enjoy any and all other remedies of a secured creditor under the Uniform Commercial Code. Purchaser shall execute and deliver to Seller such financing statements and c evidence, perfect, and protect the priority of its security interest in the bus(es) subject to this order.
- GENERAL.** Any assignment by Purchaser of this order or any rights hereunder, without written consent of Seller, shall be void. Clerical errors in this order may be automatically a duly authorized representative of Seller. No waiver, alteration, or modification of any of the provisions hereof shall be binding unless and until in writing and signed by a duly authorize other terms herein, including terms of warranty and limitation of liability, etc., the provisions of the Uniform Commercial Code shall govern this sale.
- LIQUIDATED DAMAGES.** For every date after delivery dates noted above, in which a ZE school bus has not been delivered as specified in the contract, HVIP Approved Deale the amount of \$100 per day per school bus purchased with funds from ZESBI. Should the school bus(es) fail its CHP inspection after delivery, for every date after delivery until the date t Approved Dealership shall be liable to LEA in the amount of \$100 per day per school bus purchased with funds from ZESBI.



341 S 52nd Ave
 Sacramento, CA, 95823
 (800) 458-6363
<https://a-zbus.com>

Larry Lozano
 (916) 709-2297
 LLozano@A-ZBus.com

Quote #SAC7108

2025 (or) Newer Blue Bird T3RE 3904

January 26, 2026

Customer:	Cuttan Elementary School	Attn:	Becky Macquarrie
Mailing Address:	4182 Walnut Dr Eureka, CA, 95503-6223	Phone:	
		Email:	bmacquarrie@cuttensd.org

Quantity:	1	Wheelbase:	259"
GVWR:	36,200	Transmission:	N/A
Engine:	Electric	Suspension:	Spring/Air
Fuel Type:	Electric	Brakes:	Air Drum
Fuel Port:	Right Rear	Upholstery:	Blue FB
Capacity:	78	WC Lift:	N/A
AC:	N/A		

Body Content

- 'STOP WHEN RED LIGHTS FLASH'
- 3" REFLECTOR, STANDARD, 3M DIA GRADE
- A/C PREP, ROOF REINF. SECTIONS 4-7
- AIR HORN, MOUNTED UNDER FLOOR
- BARRIER, 39 INCH HIGH BACK
- BB TELEMATICS, EV
- BUZZER, R/H SIDE EMERG DOOR
- CIRCUIT PROTECTION, BREAKERS, MANUAL RESET
- 2 PC CURVED TINTED W/S
- 77IN HEADROOM REAR ENGINE
- ACOUSTIC HEADLINING FULL LENGTH
- ARMREST, RH, DRIVER, SEAT, NATIONAL
- BATTERY SYSTEM, HIGH VOLTAGE, 194 kWh
- BUZZER, L/H SIDE EMERG DOOR
- BUZZER, REAR EMERG WINDOW
- CIRCUITS, SPARE, BODY HARN, TWO, 14 GA

- CONTROL,STROBE,S:CONT,W PILOT
- DAYTIME RUN LGTS,W/ P/BRAKE DEACTIVATE
- DOME,2 ROW/2 SWITCHES,F & R,CONFIG
- DOOR SWITCH,STEPWELL LIGHT
- DOUBLE,LHMM,LUGGAGE,EV,20 CU.FT.
- EMERGENCY DOOR LS 28IN
- END CAP,RUB RAIL,STAMPED STEEL
- EXTERIOR SOLID NSBY
- FE 5 LB DRY W/HOSE (DRIVERS CPT)
- FENDERS REAR RUBBER
- FLAPS, REAR OF REAR WHEELS W/O BB LOGO
- FORWARD GRABRAIL
- GLASS,ENT DR,LOWER,TINT,LAM
- GLASS,SIDE EMER DR,DK TINT,TEMP
- HANDRAIL,ENT DR,BARRIER 3.25 - 5.25
- HOLDER,CERTIFICATE,7-5/8 X 9-1/4
- HORN,BACKING SAFETY,112 DB
- INDICATOR,W/L SYSTEM,AMBER/RED
- INSULATION,BODY,FIBERGLASS,ADDITIONAL
- INSULATION,STEPWELL,NR 3
- LATCH,LOCKING,DOOR BATTERY CMPT
- LIGHT,STEPWELL,LED
- LIGHTS,DIR,FRONT AMBER LED
- LIGHTS,DIR/MKR,SIDE,LED,REAR,BELT
- LIGHTS,ID,GROMMET MOUNT,LED
- CONTROLS,CONFIG,W L,OPT #4,8-LGT,RH
- DELETE,ROOF HATCH BUZZER
- DOOR CONTROL,AIR PWR,MOM SW.2-POS
- DOOR,ENGINE CMPT,SOLID
- EMERGENCY DOOR ARROWS
- EMERGENCY DOOR RS 28IN
- EV 12V DISCONNECT
- FAK,CALIFORNIA,METAL CASE
- FENDERS FRONT RUBBER
- FLAPS FRONT, FULL LENGTH
- FLAPS,FRONT OF REAR WHEELS
- GALVALUME I/S PNL,FULL HEM, TEXTURIZED
- GLASS,ENT DR,UPPER,TINT,LAM
- GRIP HANDLES
- HEADLAMPS,LED
- HOODS,WARNING LIGHTS,INDIVIDUAL
- HOSE,HTR,EPDM,W/CT CLAMPS
- INSULATED DRIVERS AREA
- INSULATION,BOW CAVITY,FIBERGLASS
- LAMPS,HAZARD,2-AMBER,4IN,ENG CMPT
- LIGHT,PILOT,EXIT
- LIGHTS,CL/MK,LED,2 AMBER,2 RED
- LIGHTS,DIR/MKR,SIDE,LED,FRT,BELT
- LIGHTS,DIRECTIONALS,RR,AMBER LED
- LIGHTS,MKR,LED,INTERMEDIATE

- LIGHTS,PILOT,W/L SYSTEM,LOC,RH
- LOCK,SECURITY,ENT DOOR
- LOOM,BODY HARNESS,FULL
- MODULE,SEAT,COLOR,BLUE
- PAINT DESIGN,BRIGHT WHITE ROOF,12.5 IN
- PAINT,RUBRAILS ONLY,FULL WIDTH BLACK
- PANEL,MODESTY,BARRIER,ENT DOOR
- PILOT,STROBE LIGHT,ADDITIONAL INDICATION
- PLYWOOD FLOOR SCREWED DOWN
- POWER,BAT CONTROL,DOME LIGHTS
- POWER,BAT CONTROL,WARNING LIGHTS
- RETAINER SIDE EMERG DOOR LH
- S/BELT,DRV,3PT,SGL RET,BUZ/WRN LT.ORANGE
- SEAT,39,3PT,3PASS,FLIP,IMMI,SBR-U
- SEAT,39,3PT,3PASS,GM-FM,IMMI,SBR-I
- SINGLE,RHMM,LUGGAGE,EV,11.2 CU.FT.
- SPEAKER,O/S,UND FLR,W/WIRING
- SPRING,GAS,NON-LOCKING
- STEEL FLOOR TRIM
- STEPTREAD,VINYL,RIBBED
- SWITCH,DOOR CONTROL,LOC,RH
- SWITCH,NOISE SUPPRESSION,LATCHING
- SWITCH,W/L START,LOC,RH
- SWITCH,W/L,EM OVERRIDE,LOC,RH
- SYSTEM,WARN,8-LGT,N/SEQ
- LOCATION,STOP ARM,REAR
- LOGO,BIRD,ELECTRIC BUS,VINYL,GREEN
- MARKER LGT CONTROL,STEPWELL LGT
- PACKAGE,STATE,CALIFORNIA
- PAINT,HEADLIGHT BEZELS,NSBY
- PANEL,MODESTY,BARRIER,DRIVER,LH
- PANEL,SIDE,16 GA,25 3/4 SKIRT
- PLYWOOD FLOOR 1/2IN THICK
- POWER,BAT CONTROL,CLER/CSTR/ID LGTS
- POWER,BAT CONTROL,ENTRANCE DOOR
- RADIO AM/FM/USB/AUX/ BT WITH PA
- RETAINER SIDE EMERG DOOR RH
- SEAT,39,3PT,3PASS,DAV,IMMI
- SEAT,39,3PT,3PASS,FM,IMMI,SBR-U
- SEQUENCE,W/L SYSTEM,NON-SEQUENTIAL
- SLIDING BOLT VANDAL LOCK - SED
- SPRING,GAS,DOUBLE DOOR,LUGGAGE BOX
- SPRING,GAS,SINGLE DOOR,LUGGAGE BOX
- STEPTREAD,VINYL,BLACK
- STEPWELL PROTECTION
- SWITCH,EMERGENCY OVERRIDE
- SWITCH,W/L MASTER,LOC,RH
- SWITCH,W/L START,MANUAL
- SWITCH,W/L,MASTER,GREEN PILOT
- TRIANGULAR WARN DEVICE FLR,W/STRAP

- TRIM,AISLE,ALUMINUM
- VANDAL LOCK - REAR EMERGENCY WINDOW
- VINYL,REFL,ROOF HATCH,WHITE,3M
- VINYL,REFL,SD EMER DR YELLOW,3M
- WARRANTY, GOLD 5/10
- WINDOW,REAR EMERG.DK TINT,TEMP
- WIRING,DIR,SIDE,FRONT,BELTLINE
- WIRING,S/ARM,ELECT W/INDEP FLSHR
- BATTERY COMPARTMENT,ROLLER TRAY,CHAS MTD
- INSULATION,BODY,POLYESTER/FIBERGLASS
- LATCHES,LOCKABLE,ACCESS DOORS
- LETTERING,EMERGENCY EXIT,ABOVE EXIT
- LETTERING,EMERGENCY,INTERIOR,VINYL,BLACK
- CONSOLE MOUNT,ARM REST
- FAN,AUXILIARY,UPPER LEFT,6"
- DOOR,ENT,OUTWARD OPENING W/AIR ACTUATOR
- HEATED MIRROR,EXT,15 MIN TIMER
- MIRROR,EXT.OPEN VIEW,ES SPLIT SYSTEM
- HEATER,12K,DRIVERS
- LIGHT,4" BACKUP,LED,VANDAL RESIST
- LIGHT,7" STOP/TAIL,LED
- LIGHTS,WARN,LED,8-LGT,AMB/RED
- LIGHT,STROBE,SELF-CONT,LED,CLEAR
- LOCATION,STROBE,4 FEET FROM REAR OF ROOF
- UPH,FIRE BLOCK,BLUE,BARRIER
- VENT,ADVANTAGE,STANDARD
- VINYL,REFL,RR EMER WDW YELLOW,3M
- VISOR,ACRYLIC,LEFT SIDE,ADJUST.OPAQUE
- WDO ASSY.DRVR,GREEN TINT,LAM,BLK
- WINDOW,REAR EMERGENCY
- WIRING,DIR,SIDE,REAR,BELTLINE
- WIRING,W/L SYSTEM,14 GA
- BODY CONSTRUCTION FM/CMVSS 221
- INSULATION,ENTRANCE DOOR HEADER
- LETTERING,"SCHOOL BUS"8",1-1/4 STRK
- LETTERING,EMERGENCY,EXTERIOR,VINYL,BLACK
- ACCESSORY POWER SOCKET W/CAP,BATTERY
- FAN,AUXILIARY,UPPER CENTER,6"
- HOLDER,CUP
- STEPWELL, GALVANIZED
- MIRROR,CROSSVIEW,EYE-MAX LP
- COVERING,FLOOR,RUBBER,BLACK
- HEATER,50K,LH.REAR,F/M
- LIGHT,4" LED,STOP/TAIL,VANDAL RESIST
- LIGHT,BOARDING,ENTRANCE DOOR,LED
- LIGHT,2 DOME,DRIVERS,LED,SEPARATE SW
- LIGHTS,DOME,120 LUMENS,LED
- MIRROR,REARVIEW,REMOTE CONTROL

- WIRING,VIDEO MONITORING SYSTEM
- SPEAKER,DLX,3 SPKR SYS W/WIRING
- ALERT,PEDESTRIAN,FW D DIR,NOISE GENERATOR
- MIRROR,REARVIEW,INT 6X30,W/MONITOR
- D/SEAT,NATIONAL,PREM,AIR,MORD,CHAR
- WINDOW,S.S,12",TEMP,TINT,BLK
- PAINT, INTERIOR, ASTRO WHITE
- WRG,2-WAY RADIO,CTR DASH MNT(07829)
- CAMERA,SYSTEM,BACK UP VIEW
- STOP ARM,ELEC,LED,HI-IN,CLUSTER
- COMPARTMENT,STORAGE,OVERHEAD,LOCKNG

Chassis Content

- AC/DC CHARGING,CCSI
- BRAKE INTERLOCK CONTROL, ENT DOOR
- BRAKES,ANTI-LOCK(ABS),AIR
- BUMPER,REAR,STEEL
- CHARGE PORT,REAR LOCATION,RH
- DELETE CRUISE CONTROL
- FLUID,ANTIFREEZE,-34 F
- GAUGE,SPEEDOMETER, MILES
- HOSE,COOLANT,RUB,PREM,W/CONST TRQ CLAMP
- LUBRICATION,OIL,PETROLEUM,AXLE
- SPACER,SPRNG,2IN,FRONT SUSP
- UNDERCOAT,MODIFIED WAX,PREMIUM
- AXLE,REAR,23K LBS,5.29
- SUSPENSION,AIR,REAR,HENDRICKSON,23.5K
- BRAKES,AIR,MERITOR,6"FRT/8.62"RR
- TOW HOOKS, REAR
- PEDALS,ADJUSTABLE
- SWITCH,IGNITION,KEYED ALIKE
- CERTIFICATION,4-WHEEL ALIGNMENT
- WHEELS,ALUMN,8.25/22.5 DSC HUB-PLTD
- ADJ,SLK,AUTO,MERITOR
- BRAKE INTERLOCK,AIR BRAKES
- BUMPER,FRONT,STEEL 12IN
- CHAMBERS,BRAKE,AIR,WABCO
- DECAL,BATTERY DISCONNECT SWITCH,RED
- DRYER,AIR,BENDIX AD-IP
- FUEL TANK DOOR,SPRING-LOADED,LOCKING
- GOVERNOR,ROAD SPEED,65 MPH
- LICENSE PLATE MNTING BRKT,FRONT BUMPER
- RESERVOIR,ADDITIONAL WET TANK
- TWO GRP 31, AGM 12VDC BATTERY
- VALVE,DRAIN,MANUAL,AIR TANK
- AXLE,STEER,HENDRICKSON NXT,14600 LBS
- SUSPENSION,SPRG,FRT,SOFTEK,14600
- TOW HOOKS, FRONT
- WHEELBASE,259 INCH
- EV POWERDRIVE SYSTEM
- ELECTRONIC STABILITY CONTROL
- TIRE,KUMHO,12R22.5,LRH,KRS02

Dealer Added Content

- CHP, Lettering, & Dealer Prep Adds
- EPI Child Check safety system - Wired to CA Specs
- Gatekeeper 5HD Standard Camera system, Installed
- Electric air drain valves with controls in Dr's compt.
- Fog lights in front bumper area
- PDI - Pre Delivery Inspection

Pricing

Unit Price before Sales Tax:	\$ 399,007.81
Taxable Amount:	\$ 399,007.81
Non-Taxable Amount:	\$ 0.00
8.750% Sales Tax Total:	\$ 34,913.18
Total Per Unit w Sales Tax Included:	\$ 433,920.99
Grant per bus	-\$0.00
Total Grant Amount	-\$0.00
Grand Total For 1 Unit(s):	\$433,920.99

Acceptance

Signature: _____ Title: _____

Name: _____ Date: _____

***Notice of Intent to Purchase:**

By signing this vehicle quotation above, it signifies the intent of Cutten Elementary School to purchase the vehicle(s) as listed on this document, from A-Z Bus Sales, Inc. This purchase is based on this Vehicle quotation and is subject to approval by our School Board at their _____ (date) Board meeting, _____ (Initial Here)

*All pricing is based upon the Clovis Unified School District piggyback bid awarded to A-Z Bus Sales. A copy of all piggyback bid documents is available from A-Z Bus Sales, Incorporated.

*By initialing, we certify that our district is moving forward with plans for Electric Vehicle Infrastructure, and that A-Z Bus Sales is responsible for the bus(es) ordered ONLY. Should there be delays with infrastructure, this will not affect the district's ability to accept delivery of the bus(es) or make payment. _____ (Initial Here)

*Grant funding amounts are subject to grant application approval and are not final until contracts have been fully executed by the grant agencies listed above.

*Tariff surcharges will vary dependent upon US trade agreements on supplier imports at time of bus completion. Any tariff surcharge must be added and collected at time of invoice. _____ (Initial Here)

*All pricing valid for 30 days, or availability of stock units at time of purchase order. Prices quoted herein are based upon Federal, State, and Local Laws and Regulations governing truck equipment and performance levels in effect as of the date hereof. Buyer will pay for any equipment or performance changes, modifications, or additions required by any changes in such laws or regulations subsequent to the date hereof at the increased cost to Seller.

Bus Type	Non-W/C Estimated Amount	Wheelchair Estimated Amount
Type A	\$280,000	\$295,000
Type C	\$340,000	\$355,000
Type D	\$360,000	\$375,000

Required Information

Delivery Address:

Initial here: _____

DMV Information:

Please confirm DMV registration name and address by signing below. Fill other sections as applicable.

Register To Name: _____

Register To Address: _____

Signature Confirming DMV Address: _____

Signature, Name & Title

Exempt

Private

Out of State | Customer Demand

Lettering Information:

Initial Here: _____

Beltline Lettering: _____

CA #: _____

Unit #s: _____

Lienholder Information:

(if none, write "none")

Lienholder Name: _____

Contact Person: _____

Contact Number: _____

Grant Information:

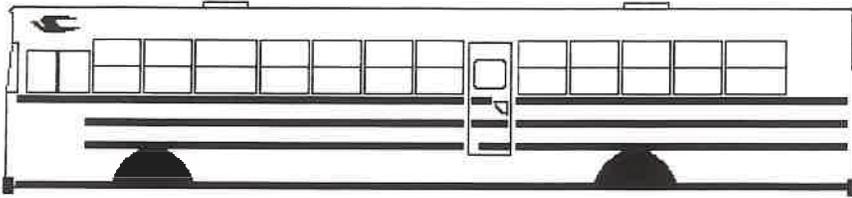
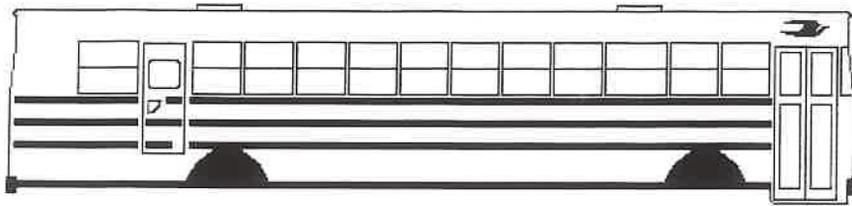
(if applicable)

Agency Name: _____

Grant Deadline: _____

Body Plan / Seat Plan Information

Body Plan: 5016210



Seat Plan: 34049

SP: 34049 T3RE 3904, 78 CAP



Seat Plan Spacing Chart



Installation of Two (2) Single port 50A Level 2 chargers

Cutten Elementary School District – Becky MacQuarrie

Mike Heiden

A-Z Bus Sales, Inc.

Territory Sales Manager

EV Infrastructure Division

January 26th, 2026

Date: January 26th, 2026

To: Becky MacQuarrie

**Cutten Elementary School District
4182 Walnut Dr,
Eureka, CA 95503**

A-Z Connect, the EV Infrastructure Division of A-Z Bus Sales, Inc., is pleased to offer the following proposal for your school bus electrification project. **Thank you for trusting us with your business and** please feel free to contact me by phone or email with any questions.

A-Z Bus Sales – Charging Infrastructure

A-Z Electric Charging Stations

Furnish Two (2) wall mounted 12kW Single Port 50 amp Level 2 Charging Stations by Autel.
Specifications:

- Model: MCC50AHI
- Six-year limited manufacturer extended warranty
- 18' Cords, J1772 Cable for 12kW.

A-Z Connect – 5 Year Subscription (powered by Autel)

Furnish Two (2) Port licenses for the charger network to AZ Connect Charge Management.

- Graphical dashboard to monitor chargers and run utilization reports for LCFS.
- Station management & power management capability (optional)
- Integration to vehicle telematics (optional)
- Mobile Application
- 24/7 365 Helpdesk Support

INSTALLATION

4182 Walnut Dr, Eureka, CA 95503

We are pleased to submit our proposal, as recapitulated below, to provide electrical work for the above referenced project. Our Pricing is based on **Prevailing Wages and Rates**. A **design/build** methodology has been used to determine Scope and associated pricing. Where information is not available, assumptions have been made in an effort to capture a complete scope. Our scope of work, breakout pricing, clarifications, and exclusions are as follows:

SCOPE OF WORK

- Permit acquisition and inspections
- Install two (2) Autel wall mounted charging stations to steel frame between garage doors inside the bus barn
- Install 2 new circuit breakers in existing panel
- Run conduit and wire from panel to charger location and hardwire
- Confirm internet connectivity once stations are powered on with A-Z Bus Sales
- Prevailing wages and DIR reporting/certified payroll
- Project management and onsite supervision

CLARIFICATIONS

- If selected to work on this project, A-Z Connect will need this sales proposal signed within ten (10) days from today otherwise, pricing is subject to escalation due to increases in copper and other materials and equipment.
- Permitting fees to be a pass through cost to the customer
- Proposal price contingent on owner approval
- Prevailing wages have been used for this quote
- The quote accounts for regular working hours only. Regular working hours are Monday through Friday, 7am-3:30pm. Overtime, weekend, and holiday hours are not included in this quote.

EXCLUSIONS

1. Bond.
2. Utility company charges.
3. DSA installation & inspection standards.
4. Schedule: a. Cost for premium time, overtime or shift work is not included unless our own forces create the cause of delay. b. Estimate is based upon construction proceeding on a normal schedule (five days per week-eight hours a day), not an accelerated schedule.
5. Correction or upgrades of existing conditions and code violations.
6. Utility/Site: a. Primary Utility power conduits and conductors. b. Secondary Utility power conductors. c. Secondary Utility power conduit lengths beyond the lengths listed in bid scope above. d. Trenching equipment beyond the use of a standard backhoe with rubber tires. e. Repair, removal and replacement of any landscaping, plants, trees, sprinklers, sprinkler conduit or control wiring. f. Concrete encasement of primary and secondary Utility conduits.
7. Dumpsters for debris.
8. Load study of existing electrical system.
9. Additional conduit & conductors.
10. Back charges for damaged finished surfaces, except negligence.
11. Painting, other than standard factory finishes (including touchup).
12. Concrete equipment pads.
13. Bollards for equipment protection.
14. Upgrading electrical system due to inadequate power.
15. Civil and ADA remediation that may be required due to local AHJ codes pursuant to installing new or additional EV Chargers.
16. Any additional wiring needed to remove and replace existing EV chargers.
17. Repair or reinstallation of existing concrete pads for existing EV chargers.



Pricing:

CHARGER

AZ CONNECT CHARGERS – AC Elite (50A Commercial) w/ J1772 (2), in body holster.....	\$2,400.00
AZ CONNECT SOFTWARE LEVEL 2 -- (2 Ports, ACP5 - 5 Year Subscription, includes ACMP (Autel Charger Management Protocol) year 1 fee of \$29 per charger	\$3,000.00
EXTENDED WARRANTY 6 year extended warranty (2)	\$800.00
SERVICE AND MAINTENANCE Preventative maintenance (2) site visits per year (2)	\$13,000.00
SHIPPING CHARGERS (5)	\$400.00
ONSITE COMMISSIONING/PROGRAMING (5)	\$500.00
TOTAL CHARGERS, WARRANTY, MAINTENANCE & SOFTWARE	\$20,100.00

INSTALLATION

PROJECT MANAGEMENT (1)	Included
ELECTRICAL LABOR	
LABOR RATES - ALL TRADES (1)	\$16,500.00
MATERIAL (ALL TRADES)	
CONDUIT, WIRE, FITTINGS, BREAK (1)	\$4,575.00
TOTAL INSTALLATION	\$21,075.00
*TAX 9.25%	\$645.19
 PROJECT PRICING (TOTAL)	 \$41,820.19

The duration and completion of the project implementation service will coincide with the delivery, at this time, it is to be determined. The requirements may change over time. If that happens, we will always estimate the scope of the additional work for you in advance and communicate this within a reasonable timeframe. Any additional work will be considered a change in scope.

Approval to Proceed

To further pursue this opportunity with A-Z Bus Sales, please sign below to confirm acceptance of the Proposal and approval to move forward.

By signing below, both parties agree to work together further to refine material, schedule, and timing and conclude a definitive agreement.

A-Z Bus Sales:

Cutten Elementary School District:

Signed: Mike Heiden

Signed: _____

Name: Mike Heiden

Name: _____

Title: Territory Sales Manager

Title: _____

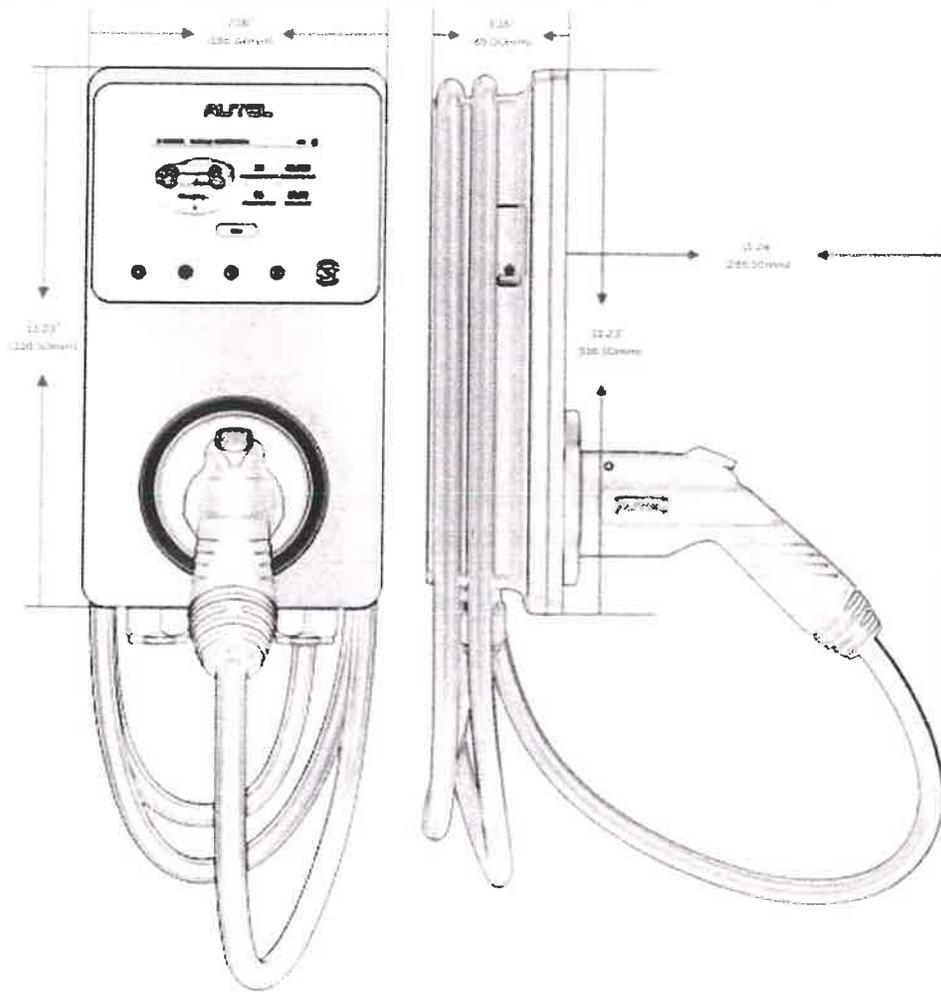
Date: 1/26/2026

Date: _____

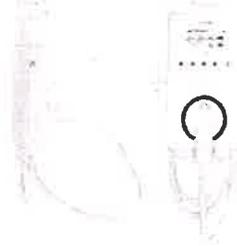
AUTEL

MAXI CHARGER™ ACELITE BUSINESS

LEVEL 2 ELECTRIC VEHICLE CHARGER
SPECIFICATIONS



AUTEL MAX CHARGER™
ACELITE BUSINESS
 LEVEL 2 ELECTRIC VEHICLE CHARGER



SPECIFICATIONS

POWER

INPUT/OUTPUT POWER RATING & CURRENT	120V, 14.7, 16.7, 18A
INPUT/OUTPUT VOLTAGE	240V (max) with 1.5% tolerance
NETWORK TYPE	IEEE 802.3af
INPUT CORD	10-foot long
CONNECTOR TYPE	SAE J1772, 250V, 50A
GROUND FAULT DETECTION PROTECTION	GFMA1000
POWER MEASUREMENT ACCURACY	Overvoltage, Undervoltage, Under-voltage, Integrated usage Protection, Full Scale

OPERATIONAL RATINGS

ENCLOSURE RATING	NEMA 4X
OPERATING TEMPERATURE RANGE	-40°F (-40°C) to 45°C
STORAGE TEMPERATURE RANGE	-40°F (-40°C) to 45°C
MOUNTING	Wall Or Floor Mount A Potential
DIMENSIONS (H-W-D)	13.2" (H) 9.6" (W) 3.0" (D) (Approx)

USER INTERFACE

STATUS INDICATION	LED, APP, Touch Screen, 5 Inch LCD, 800*480
USER INTERFACE	Autel Charge APP, AutoCharge Cloud
CONNECTIVITY	Bluetooth, Wi-Fi, Ethernet, 4G, CAN, RS485
COMMUNICATION PROTOCOLS	OCOP, ICD
USER AUTHENTICATION	A-Z RFID Card
CARD READER	30,000x, ISO 14443, NFC
SOFTWARE UPDATE	OTA

CERTIFICATION & STANDARDS

SAFETY & COMPLIANCE	UL 2594, UL 2231, ETL 1594, NEC Article 625, CSA 22.2
EMC COMPLIANCE	FCC Class B
CERTIFICATION	Energy Star GreenPower E3E
WARRANTY	3 Year/50k Mileage (Extension Available)

DESCRIPTION	PART NO.	MODEL NO.	POWER SUPPLY
MAXI CHARGER AC ELITE BUSINESS CS0	MCC504H1	MAXI US AC W12-L-4G	HARDWIRED



Cutten Elementary - ZESBI Grant APP XXX - Summary **estimates only**

Jan 26 2026

ASSUMES CURRENT A-Z SUPPORT ON ZESBI GRANT APPLICATIONS

*Please note all figure are estimates only and final amounts will be determined by the various gran

APPLICATION DETAILS		On Approved Charger Rebate List
Level 2 chargers		
Total of (2) Ports		(6) Years of software per port to match (6) years of warranty and maintenance
(1) EV Buses		(1) Type D
EVI - Total Project Cost (Based on Cutten Elementary requirements		41,820.19
Max ZESBI Charger Grant Funding	\$	(20,000.00)
Partial use of ZESBI STP funding	\$	(13,000.00)
Estimated EVB or Packet Costs*		8,820.19

* Does not include ZESBI EV Bus grant funding other than a variable in STP Calculation



REQUIRES BOARD ACTION

January 31, 2026

MEMORANDUM

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents
From: Dr. Debra Schade, CSBA President
Re: 2026 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 16**

CSBA is transitioning to an all-electronic voting process, beginning with an electronic "option" this year and moving to all-electronic voting in 2027. For those wishing to submit an electronic ballot this year, an email with the unique link to your ballot is sent to the primary contact on file with CSBA for your district or county office on February 1, 2026. Electronic ballot submissions still require board action as described in this memo, however no mailing is required. If both a paper ballot and electronic ballot are submitted, only the electronic ballot will be counted.

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA if your district or county board chooses to submit a paper ballot. Ballots must be submitted electronically or postmarked by the U.S. Post Office on or before Monday, March 16, 2026.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The paper ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2026.

For County Boards of Education Only:

County boards of education may receive up to two emails with unique links for electronic voting: one for their subregion ballot and one for their regional county Delegate ballot, if applicable.

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA if your county board chooses to submit a paper ballot. Like the ballot on red paper for the other Delegate seats in your region, it must be submitted electronically or postmarked by the U.S. Post Office on or before Monday, March 16, 2026.**

The paper ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2026.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2026 – March 31, 2028. The next meeting of the Delegate Assembly takes place on Saturday, May 16 and Sunday, May 17, 2026. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
Ballot on green paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)' required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 16, 2026**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. A *PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2026 DELEGATE ASSEMBLY BALLOT
SUBREGION 1-A
(Del Norte and Humboldt Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

*Delegates will serve two-year terms beginning April 1, 2026 - March 31, 2028 *denotes incumbent*

No nominations were received; however, your board may vote to write in the name of a board member to fill this seat.

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 1 – 4 Delegates (4 elected)

Director: Tyler Nelson (Ukiah USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 1-A (Del Norte, Humboldt)

Tabitha Martel (South Bay Union ESD), 2027
George Sager (McKinleyville Union ESD), 2026

Subregion 1-B (Lake, Mendocino)

Nancy Hudson (Lake COE), 2026

Region 1 County

Michael Greer (Del Norte County & USD), 2027

Counties

Del Norte, Humboldt (Subregion A)
Lake, Mendocino (Subregion B)