

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING AGENDA
January 10, 2022 6:30 pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

1.0 CALL TO ORDER

2.0 CONSENT AGENDA

- 2.1 Approval of Minutes – December 13, 2021
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Quarterly Report on Williams Uniform Complaints
- 2.4 Approval of Update to Date in BP 6170.1
- 2.5 Approval of Update to Page 4 ESSER III Plan
- 2.6 Approval of Facilities Inspection Reports (FIT)

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 HBTA Report
- 4.3 2021 – 2022 Enrollment and Attendance Update
- 4.4 Bond Update

5.0 CORRESPONDENCE

- 5.1 Distribution of Statements of Economic Interests Forms to Board Members, Superintendent

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Consider Approval of Cutten and Ridgewood 2020 – 2021 Accountability Report Cards (SARC)
- 6.2 Consider Approval of Updated COVID - 19 Safety Plan (CSP), including CPP and Guidance Checklist

7.0 BOARD MEMBER COMMENTS / COMMUNICATION

8.0 PUBLIC COMMENT ON CLOSED SESSION ITEM

9.0 CLOSED SESSION

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

- 9.1 *PUBLIC EMPLOYEE PERFORMANCE EVALUATION (GC § 54957)*
Title: Superintendent / Principal
- 9.2 *PUBLIC EMPLOYEE PERFORMANCE EVALUATION (GC § 54957)*
Title: Principal

10.0 RECONVENE TO OPEN SESSION

11.0 ADJOURNMENT

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

CUTTEN SCHOOL DISTRICT

BOARD MINUTES

December 13th, 2021

6:30 p.m.

- 1.0 CALL TO ORDER** – The meeting was called to order at 6:30 p.m.
 - 1.1 Board members in attendance, Mary DeWald, Becky Reece, Beth Johnston, and Andy Sundquist. Board members absent Dennis Reinholtsen.

- 2.0 CONSENT AGENDA**
 - 2.1 Motion by Andy Sundquist, second by Mary DeWald to approve the consent agenda. Motion carried 4-0.

- 3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS** – Several parents and community members made comments about the district mask wearing policy and the pending state vaccine mandate for children.

- 4.0 REPORTS**
 - 4.1 Cutten Ridgewood PTA Report – Elaine Mu reported that the PTA had their first meeting of the year and approved all necessary documents. The raffle brought in over \$23,000 this year. The drive-by member drive with Santa Claus was last Saturday. Thank you to all the teachers who attended, and also to August and Becky for their help setting up and breaking down. Spirit wear from the flash sale is in and will be distributed this week. Founders Day is coming up on February 17th and the PTA has not decided if it will be in person or by Zoom. Popcorn days are coming back and the PTA needs chairs and volunteers.
 - 4.2 School Site Council Report – August Deshais reported that the council has reviewed the School Safety Plan which is on the board agenda this month to be approved. In January the council will be reviewing the School Plan for Student Achievement (SPSA).
 - 4.3 HBTA Report – Amy Chastain reported that 6th grade classes will be holding the 17th annual chess tournament. Annette Sligh’s class has read 4 million words so far this year, and will have a party to celebrate this achievement on Friday. Kindergarten held its annual hunt for the gingerbread men. Transitional Kindergarten worked on developing their fine motor skills with a Christmas project.
 - 4.4 Update on Current Enrollment – Becky MacQuarrie reported on the district’s independent study enrollment. Some Independent Study students are returning to in-person learning. Although the number of students is decreasing the work remains the same as there are still multiple grade levels with independent study students. The district will continue the independent study program through the end of the school year. Currently the district has 13 independent study students at Cutten and 4 independent study students at Ridgewood.

- 5.0 CORRESPONDENCE** – None.

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Motion by Mary DeWald, second by Andy Sundquist to appoint Beth Johnston as Clerk for 2022, motion carried 4-0. Motion by Andy Sundquist, second by Mary Dewald to appoint Dennis Reinholtsen as president for 2022, motion carried 4-0. Motion by Andy Sundquist, second by Beth Johnston to keep board meetings on the second Monday of the month at 6:30 pm, motion carried 4-0.
- 6.2 Motion by Mary DeWald, second by Beth Johnston to Certify the First Interim Report as positive, motion carried 4-0.
- 6.3 Motion by Andy Sundquist, second by Beth Johnston to approve the LCFF Budget Overview for Parents, motion carried 4-0.
- 6.4 Motion by Beth Johnston, second by Mary DeWald to approve the AB 130 Educator Effectiveness Plan, motion carried 4-0.
- 6.5 Motion by Mary DeWald, second by Andy Sundquist to approve the 21-22 Comprehensive Safe School Plan (CSSP), with the correction of the enrollment numbers on Page 8, motion carried 4-0.
- 6.6 Motion by Andy Sundquist, second by Beth Johnston to approve the Certificated Employee Leave of Absence, motion carried 4-0.

7.0 SUPERINTENDENT AND PRINCIPAL REPORT

Becky MacQuarrie reported that the district has aide positions open at both sites. The Universal Transitional Kindergarten requirements will start next school year, where students will have to be 5 by February 2nd to enroll in TK. At the end of the phase in ages students will have to be 4 by September 1st to enroll in TK, effectively creating a whole new grade level. Along with the age change schools will also have to staff the TK grade level at a 1:12 ratio of staff to students to start and a 1:10 ratio at full implementation. Facility requirements are not clear yet. There will be a professional development safety training in January. The district is preparing the SARC and SPSA in January, and the LCAP update in February. All classrooms except one have heaters on and doors closed. That one classroom is waiting on parts and should be completed after winter break. Bids on parts of the Cutten bond project are due on Friday December 17th, the bond projects will start at Cutten and then move onto Ridgewood. Phase 1 of the HVAC project at Ridgewood is just pending a walk through, and Phase 2 at Cutten is almost completed. Phase 3 of the project is waiting on PG&E. Kitchen infrastructure and training funds are coming for the universal meal program next year. All 3 units from the property purchased by the district are currently rented out. The Bond Oversight Committee is functioning, but still needs two additional members. The Primary platform for covid testing is now available to parents, along with drive through testing if needed. The district is also helping parents navigate quarantine and contact tracing. The School Nurse is doing a great job testing students, sports teams and staff. New

copier/printers will be delivered during winter break. TIP has started at Ridgewood along with intervention instruction. There will be student council theme days at both sites the week before winter break. The book fair was a great success earning over \$2,000. The girls basketball season just ended and was a success with the girls playing some seventh grade teams due to a lack of opponents.

8.0 BOARD MEMBER COMMENTS/COMMUNICATIONS – Beth Johnston inquired about when volunteers would be allowed back on campus, which will be revisited in January. She also inquired about leaving the gates at Cutten School unlocked after hours to benefit the community.

10.0 ADJOURNMENT – The meeting was adjourned at 7:43 p.m.

Respectfully submitted,



Becky MacQuarrie
Secretary to the Board

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000154978	12/02/2021	ADVANCED SECURITY SYSTEM	01-5800	Alarm Service	95.00	
				Security System Work	95.00	
3000154979	12/02/2021	BDJtech	01-5804	Security Monitoring 12/21 - 2/22		311.50
3000154980	12/02/2021	CHEF STORE	01-4310	FrontRow Juno System	121.50	1,430.75
3000154981	12/02/2021	CRYSTAL CREAMERY	13-4710	Food for Cafeteria		42.73
			13-4710	Milk/Food for Cafeteria	174.12	
			13-4711	Milk for Cafeteria	286.13	
				Milk/Food for Cafeteria	653.60	1,113.85
3000154982	12/02/2021	CRYSTAL SPRINGS BOTTLED WATER	01-5531	Bottled Water Service		8.00
3000154983	12/02/2021	DAVID L. MOONIE & CO. LLP	01-5822	Auditing Services		1,600.00
3000154984	12/02/2021	Fenton Construction Services	01-5800	Cutten HVAC Phase 1 Inspection	1,725.60	
				Cutten HVAC Phase 3 Inspection	960.00	
				RW HVAC Inspections	3,819.20	
				Solar Project Inspection	4,928.00	
				DSA Closeout Inspections	5,579.20	17,012.00
3000154985	12/02/2021	Haley Davis	21-5800	Art Instruction		880.00
3000154986	12/02/2021	MENDES SUPPLY COMPANY	01-4374	Custodial Supplies	1,316.32	
				Return Paper Towels	331.06-	
3000154987	12/02/2021	MISSION LINEN SUPPLY	01-5550	Laundry		985.26
3000154988	12/02/2021	MURPHY'S MARKET	13-4710	Food for Cafeteria		157.81
3000154989	12/02/2021	P G & E	01-5511	PG&E Nov 2021		16.44
3000154990	12/02/2021	PIERSON BLDG CENTER	01-4381	Ongoing maintenance		274.01
3000154991	12/02/2021	STEWART TELECOMMUNICATIONS	01-5800	Phone wiring		87.39
3000154992	12/02/2021	U.S. BANK EQUIPMENT FINANCE	01-5637	Copier/Printer Lease		128.08
3000155458	12/06/2021	Arwood, Thor V	01-5201	Employee Mileage Jul-Nov	117.44	1,474.02
			01-5950	Postage	27.68	
3000155459	12/06/2021	AT&T CALNET 2	01-5909	Phone Service Nov21		145.12
3000155460	12/06/2021	Britt Smith	01-5631	Cello Repair		299.31
3000155461	12/06/2021	Code, Jennifer K	01-4310	Classroom Monies		100.00
3000155462	12/06/2021	CRYSTAL CREAMERY	13-4710	Milk/Food for Cafeteria	33.16	81.34
			13-4711	Milk/Food for Cafeteria	217.87	
3000155463	12/06/2021	Deshais, August M	01-4393	Workshop Refreshments		251.03
3000155464	12/06/2021	EUREKA HUMB FIRE EXT INC	01-5800	Fire Extinguishers Inspection		70.54
3000155465	12/06/2021	FRANZ FAMILY BAKERY	13-4710	Food for Cafeteria		1,189.40
3000155466	12/06/2021	Goodman, Kimberly A	01-4310	Speech Supplies		198.77
3000155467	12/06/2021	Hinrichs, Danielle G	01-4310	Classroom Monies		392.69
3000155468	12/06/2021	INTERSTATE BATTERIES	01-4381	Battery		101.66
						156.08

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.

Checks Dated 12/01/2021 through 12/31/2021 Board Meeting Date 1/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000155469	12/06/2021	Kristyn Fresz	01-5800	Counseling Services Nov-21		720.00
3000155470	12/06/2021	MURPHY'S MARKET	13-4710	Food for Cafeteria		37.48
3000155471	12/06/2021	REVOLVING CASH FUND	13-4710	Cafeteria Food		161.31
3000155472	12/06/2021	Robbins, Anne M	01-4391	ASP Supplies		4.29
3000155473	12/06/2021	Therapy Kids	01-5800	Physical Therapy Oct/Nov21		1,050.00
3000155474	12/06/2021	U.S. BANK	01-4310	Facemasks for Students	113.57	
				Materials & Supplies	25.69	
				Whiteboard Pens	31.13	
				Wireless Mic	39.16	
				Office Supplies	377.43	
				Custodial Supplies	39.83	
				CPR Face Shields	87.20	
				Document Camera Repair	37.71	
				Zoom November 2021	29.98	
				Postage	178.92	
				Cafeteria Supplies	302.91	1,263.53
3000155475	12/06/2021	U.S. BANK EQUIPMENT FINANCE	01-5637	Copier/Printer Lease		114.85
3000155476	12/06/2021	US CELLULAR	01-5909	ASP Phone		45.61
3000155477	12/06/2021	VALLEY PACIFIC PETROLEUM SVCS	01-4365	Fuel for Buses		614.72
3000156383	12/16/2021	BESC Inc.	01-6200	Cuttan HVAC Phase 3		152,817.00
3000156384	12/16/2021	CLENDENEN'S CIDER WORKS	13-4710	Food for Cafeteria		80.00
3000156385	12/16/2021	CRYSTAL CREAMERY	13-4710	Milk/Food for Cafeteria	157.45	
				Milk/Food for Cafeteria	27.49	
				Milk/Food for Cafeteria	408.50	
				Milk/Food for Cafeteria	137.73	
				Bottled Water Service		731.17
3000156386	12/16/2021	CRYSTAL SPRINGS BOTTLED WATER	01-5531	Fingerprinting		14.00
3000156387	12/16/2021	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5861	IT Services		64.00
3000156388	12/16/2021	ERIK MENDES	01-5800	McKinney Vento Supplies		1,027.10
3000156389	12/16/2021	Girard, Anne E	01-4310	Rental Water/Sewer Nov21		145.75
3000156390	12/16/2021	HUMB COMMUNITY SERVICES DIST	01-5530	Water/Sewer Nov21	471.49	
				21-22 Benefit Assessment	664.38	1,135.87
3000156391	12/16/2021	HUMBOLDT NO. 1 FIRE PROTECTION	01-5884	SLP Services Nov21		312.00
3000156392	12/16/2021	Jessica Mead	01-5800	Classroom Monies		4,830.00
3000156393	12/16/2021	Lemmon, Katrin A	01-4310	Prof Dev-Kindr Conference	67.88	
				PPE-Youth Face Masks	325.00	392.88
3000156394	12/16/2021	MENDES SUPPLY COMPANY	01-4310	Custodial Supplies	215.50	
				01-4374	1,072.58	1,288.08

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Checks Dated 12/01/2021 through 12/31/2021 Board Meeting Date 1/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000156395	12/16/2021	MISSION LINEN SUPPLY	01-5550	Laundry		313.72
3000156396	12/16/2021	P G & E	01-5511	PG&E Nov21	49.54	
3000156397	12/16/2021	PRESENCELEARNING INC.	01-5520	PG&E Nov21	2,271.22	2,320.76
3000156398	12/16/2021	RAY MORGAN CO	01-5800	SLP Services		543.50
3000156399	12/16/2021	Seghetti, Nadine M	01-5637	Printer/Copiers		1,088.05
			01-4310	Classroom Monies	294.38	
			01-5210	Prof Dev-Kindr Conference	325.00	619.38
3000156400	12/16/2021	State of California Energy Resources Conservation	01-7439	Solar Project Loan		5,962.93
3000156825	12/20/2021	CRYSTAL CREAMERY	13-4710	Milk/Food for Cafeteria	33.17	
			13-4711	Milk/Food for Cafeteria	594.50	627.67
3000156826	12/20/2021	FRANZ FAMILY BAKERY	13-4710	Food for Cafeteria		116.00
3000156827	12/20/2021	Jessica Mead	01-5800	SLP Services Dec-21		2,944.00
3000156828	12/20/2021	MAC'S REFRIGERATION SERVICE	01-5635	Freezer Repair		201.22
3000156829	12/20/2021	MISSION LINEN SUPPLY	01-5550	Laundry		159.70
3000156830	12/20/2021	Oliveria, Virginia A	01-4391	ASP Supplies		3.78
3000156831	12/20/2021	P G & E	01-5511	PG&E Dec-21		1,171.42
3000156832	12/20/2021	REVOLVING CASH FUND	01-5800	Basketball Ref	200.00	
			01-5801	5th Grade Basketball Tournament	150.00	150.00
				6th Grade Basketball Tournament	125.00	
			13-4396	Food/Supplies for Cafeteria	3.91	
			13-4710	Cafeteria Food	8.94	
				Food for Cafeteria	50.29	540.78
				Food/Supplies for Cafeteria	2.64	
3000156833	12/20/2021	SYSCO SACRAMENTO	13-4396	Food/Supplies for Cafeteria	867.06	
				Supplies for Cafeteria	92.55	
			13-4710	Food for Cafeteria	5,316.65	
				Food/Supplies for Cafeteria	3,304.65	
			13-5623	Dishwasher Rent	53.85	9,634.76
Total Number of Checks					62	221,605.09

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	50	202,645.99
13	CAFETERIA FUND	14	13,379.90
21	BUILDING FUND	1	5,579.20

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

Checks Dated 12/01/2021 through 12/31/2021

Board Meeting Date 1/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	62			221,605.09
		Less Unpaid Sales Tax Liability				.00
		Net (Check Amount)				221,605.09

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.

EARNINGS by Earnings Code	Income	Adjustments
No Gross Pay		4,537.32
Regular	386,323.17	
TOTAL	386,323.17	4,537.32

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	26,543.25		26,543.25	334,999.78
Slate Withholding	8,788.99		8,788.99	334,999.78
Social Security	6,616.73	6,616.73	13,233.46	106,722.14
Medicare	5,429.85	5,429.85	10,859.70	374,469.41
SUI	1,872.33	1,872.33	3,744.66	374,469.41
Workers' Comp	8,650.24	8,650.24	17,300.48	374,469.41
SUBTOTAL	47,378.82	22,569.15	69,947.97	

EARNINGS by Group	Income	Adjustments
Base Pay	373,302.91	
Docks	845.12	
Extra Duty	4,309.45	
Gross Pay Adjs		4,531.32
Miscellaneous		6.00
Stipends	5,682.86	
Substitutes	1,564.40	
Vacation Pay	2,308.67	
TOTAL	386,323.17	4,537.32

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	2,637.03	8,630.70	11,267.73	37,672.16
PERS / 62	3,100.15	10,146.40	13,246.55	44,288.01
STRS / 60	24,516.83	40,470.67	64,987.50	239,188.23
STRS / 62	4,040.62	6,699.39	10,740.01	39,594.49
Tax Sheltered Annuit	5,175.00		5,175.00	
Health & Welfare	10,519.53	75,412.52	85,932.05	
Supplemental Insuran	697.57		697.57	
Flex Medical Savings	636.66		636.66	
SUBTOTAL	51,323.39	141,359.68	192,683.07	

EARNINGS	Person Type	Female Employees
Certificated	41	37
Classified	48	39
TOTAL	89	76

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Dues & Memberships	3,004.25		3,004.25	29.80
Health & Welfare		10,089.00	10,089.00	
Miscellaneous	850.00		850.00	
Supplemental Insuran	2,260.78		2,260.78	
Summer Savings	27,472.50		27,472.50	166,201.43
Voluntary STRS	117.25		117.25	
SUBTOTAL	33,704.78	10,089.00	43,793.78	
TOTALS	132,406.99	174,017.83	306,424.82	

Vendor Summary for Pay Date 12/30/2021

Vendor Checks
Vendor Liabilities

Cancel/Reissue for Process Date 12/30/2021

Reissued
Cancel Checks
Void ACH

Pay01a

Payroll Summary by Org

Pay Date 12/30/2021

Fiscal Year 2021/22

BALANCING DATA

NET

Gross Earnings	386,323.17	253,916.18	Net Pay
District Liability	174,017.83	132,406.99	Deductions
	560,341.00	174,017.83	Contributions
		560,341.00	

Direct Deposits	225,565.10	74
Checks	28,351.08	15
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	253,916.18	89



Cuttan School District

4182 Walnut Drive
 Eureka, California 95503
 (707) 441-3900 • Fax: (707) 441-3906

SUPERINTENDENT/PRINCIPAL
 Sue Ivey

Quarterly Report on Williams Uniform Complaints (Education Code §35186)

Quarterly Reporting Period (please check one)

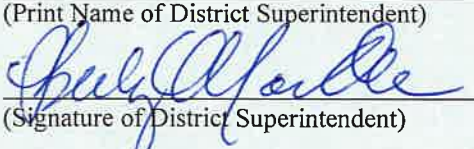
- 1st Quarter 2021 January 1 through March 31, 2021
- 2nd Quarter 2021 April 1 through June 30, 2021
- 3rd Quarter 2021 July 1 through September 30, 2021
- 4th Quarter 2021 October 1 through December 31, 2021

PLEASE CHECK THE BOX THAT APPLIES:

No complaints were filed with any school in the district during the quarter indicated above.

Yes, complaints were filed with schools in the district during the quarter indicated above.
 The following chart summarizes the nature and resolution of these complaints.

Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Becky MacQuarrie
 (Print Name of District Superintendent)

 (Signature of District Superintendent)

Please return hard copy to:
 Chandler Wilson, School Support
 Humboldt County Office of Education
cwilson@hcoe.org
 by: Quarter 1 due: 04/15/2021
 Quarter 2 due: 07/15/2021
 Quarter 3 due: 10/15/2021
 Quarter 4 due: 01/15/2022

Cutten Elementary School District

Instruction

BP 6170.1

TRANSITIONAL KINDERGARTEN

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

Eligibility

The district's TK program shall admit children whose fifth birthday is from September 2 and February 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Board shall fix the length of the school day in the district's TK program, which shall be at least three hours.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$1,134,655

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Additional Health/Nursing and Support Staff	CESD will continue to temporarily expand its staffing in the area of health assistance and support staff as a strategy to facilitate continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines.	\$42,577
ESSER III	Concurrent Curriculum Delivery	CESD will continue to provide distance learning options to students who choose to participate in the Long Term Independent Study program due to COVID-19 as a strategy to provide continuity of learning and less disruption to each student's course of study.	\$107,868
ESSER III	Personal Protective Equipment (PPE) and Equipment	CESD will continue to provide all students and staff the appropriate PPE and equipment to facilitate continuous and safe in person learning and to reduce the spread of COVID-19 in accordance with the CDPH guidelines.	\$45,000
ESSER III	Long Term Substitute Teacher	CESD will continue to provide a long term substitute teacher in order to facilitate continuous and safe in person learning.	\$113,697
ESSER III	HVAC Improvement Cutten	CESD will upgrade HVAC systems for the staff lounge and office facilities on the Cutten campus	\$160,000
ESSER III	Cutten Facilities Safety Upgrade	CESD will upgrade facility to provide a safe entry and exit onto the Cutten campus, and to upgrade windows for better ventilation in classrooms.	\$617,513
ESSER III	Improve Technology Access	CESD will continue to provide distance learning options by upgrading the connectivity on the Ridgewood campus.	\$8,000
ESSER III	Administrative Support	Additional Administrative support to oversee the facilities improvement to HVAC and safety.	40,000

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cutten School District		COUNTY Humboldt	SCHOOL TYPE (GRADE LEVELS) 3rd-6th	NUMBER OF CLASSROOMS ON SITE 15
INSPECTOR'S NAME Jay Seeger		INSPECTOR'S TITLE Maintenance Director		
TIME OF INSPECTION 9/22/2021		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Becky McQuarrie, Superintendent		
WEATHER CONDITION AT TIME OF INSPECTION Clear skies, 62 degrees F				

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL		
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/TERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES		
32	Number of "N's": Number of "D's": Number of "X's": Number of N/A's:	32	0	0	32	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair: Number of "N's" divided by (Total Areas - "N/A's")		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	73.00%
Total Percent per Category (average of above)		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	86.00%
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD

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

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 9825.00% SCHOOL RATING** → good

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

PERCENTAGE	DESCRIPTION	RATING
95%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

The south facing windows are single pane and leak slightly.

PART II: EVALUATION DETAIL Date of Inspection: 09/22/2021 School Name: Cutten Elementary

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CATEGORY	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
classroom 1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 2	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 3	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 4	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 5	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 6	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 7	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 8	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 9	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 10	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
classroom 11	COMMENTS: ✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓

Marks: ✓ = Good Repair (When filling up the electronic version, please use ctrl+G); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL

Date of Inspection: 09/22/2021

School Name: Cuttin Elementary

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS ✓ COMMENTS:	MECH/HVAC NA	SEWER ✓	INTERIOR SURFACES ✓	OVERALL CLEANLINESS ✓	PEST/VERMIN INFESTATION ✓	ELECTRICAL ✓	RESTROOM NA	SINKS/ FOUNTAINS ✓	FIRE SAFETY ✓	HAZARDOUS MATERIALS ✓	STRUCTURAL DAMAGE ✓	ROOFS ✓	PLAYGROUND/ SCHOOL GROUNDS NA	WINDOWS/ DOORS/ GATES/FENCES ✓
Kitchen	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Kitchen bathroom	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Electrical room	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
Boys bathroom 1	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Girls bathroom 1	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Boys bathroom 2	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Girls bathroom 2	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Custodial 1	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Custodial 2	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Bus garage	✓ COMMENTS:	NA	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
	COMMENTS:														

Marks: ✓ = Good Repair (When filling up the electronic version, please use ctrl+G); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL Date of Inspection: 09/22/2021 School Name: Cutten Elementary

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
<i>Staff room 12</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: Windows are single pane and leak slightly														
<i>Classroom 14</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: Needs to be re-roofed.														
<i>Classroom 15</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
<i>Classroom 16</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
	COMMENTS:														
<i>After School 17</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: Windows are single pane and leak slightly														
<i>Resource 18</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
<i>Music 19</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
<i>Library 20</i>	✓	✓	NA	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
<i>Office</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
<i>Office bathroom</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
<i>Multi purpose room</i>	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														

Marks: ✓ = Good Repair (When filling up the electronic version, please use ctrl+G); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

SCHOOL DISTRICT/COUNTY/OFFICE OF EDUCATION Cutten School District		COUNTY Humboldt	
SCHOOL TYPE (GRADE LEVEL(S)) TK-2nd		NUMBER OF CLASSROOMS ON SITE 14	
INSPECTOR'S NAME Jay Seeger		INSPECTOR'S TITLE Maintenance Director	
DATE OF INSPECTION 9/22/2021		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Becky McQuarrie, Superintendent	
WEATHER CONDITION AT TIME OF INSPECTION clear skys 62 degrees F			

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

TOTAL NUMBER OF AREAS EVALUATED	A. SYSTEMS			B. INTERIOR SURFACES	C. CLEANLINESS	D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
	GAS LEAKS	MECH/HVAC	SEWER				RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATEFENCES
31	31	31	31	31	31	31	6	25	31	31	31	9	4	31
Number of "v"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of "NAs:	0	12	8	0	0	0	25	8	0	0	0	0	14	0
Percent of System in Good Repair Number of "v"s divided by (Total Areas - "NA"s)*	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD

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

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 100.00% → SCHOOL RATING** → Exemplary

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

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.0%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL Date of Inspection: 09/22/21 School Name: Ridgewood Elementary

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/VAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Classroom 1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 4	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 5	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 6	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 7	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 9	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Classroom 11	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															

Marks: ✓ = Good Repair (When filling up the electronic version, please use ctrl+G); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

PART II: EVALUATION DETAIL Date of Inspection: 09/22/21 School Name: Ridgewood Elementary

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CATEGORY	GAS LEAKS	MECH/AVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Classroom 12	✓ COMMENTS:	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Classroom 13	✓ COMMENTS:	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Classroom 14	✓ COMMENTS:	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Office 15	✓ COMMENTS:	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓
Library 16	✓ COMMENTS:	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	✓	✓
Classroom 17	✓ COMMENTS:	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓
Staffroom	✓ COMMENTS:	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
Commons	✓ COMMENTS:	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
Front Office	✓ COMMENTS:	NA	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
Boys bathroom	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
Girls bathroom	✓ COMMENTS:	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓

Marks: ✓ = Good Repair (When filling up the electronic version, please use ctrl+G); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional sheets as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

School Name: Ridgewood Elementary

Date of Inspection: 09/22/21

PART II: EVALUATION DETAIL

CATEGORY AREA	1 GAS LEAKS	2 MECH/VAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Staff restroom 1	✓	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Milk room	✓	NA	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
COMMENTS:															
Staff restroom 2	✓	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Dan's room	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
COMMENTS:															
Boys bathroom 2	✓	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Girls Bathroom 2	✓	NA	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
COMMENTS:															
Custodial	✓	NA	✓	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
COMMENTS:															
Copy room	✓	NA	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
COMMENTS:															
Bus Garage	NA	NA	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	✓	NA	✓
COMMENTS:															
COMMENTS:															
COMMENTS:															

Marks: ✓ = Good Repair (When filling up the electronic version, please use ctrl+G); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use additional sheets as necessary.

CUTTEN SCHOOL DISTRICT Certificated Staffing / Enrollment for 2021-2022
1/5/21

Grade Level	Classroom Teacher	Classroom Aide	1st Day Class Size	Class Size	Grade	Grade Totals	School Totals
SDC	Rice, Delaney	Kyrie Weigand Carroll, Brendan Hartridge, Catherine	10	11	SDC	11	Ridgewood Total 237
TK	Chastain, Amy	O'Kane, Taryn	10	8	TK	8	
K	Gabbert, Stacy	Cardona, Camille	16	16	Kindergarten	68	
K	Seghetti, Nadine	Filbey, Miranda	17	17			
K	Lemmon, Katrin	Thayer, Tracy	18	18			
K	Seymour, Melissa	Gutierrez, Teia	15	17			
1	Dickinson, Lori	LoBue-Deshais, Hannah	15	15			
1	Escutia, Liz	Moser, Shara	14	15	First	60	
1	Kencke, Joe	Urban, Michelle	16	16			
1	Watkins, Lindsay	Pino, Karen	13	14			
2	Filbey, Audrea	Garrett, Sage, Natalie Moore	21	22			
2	Hinrichs, Dani	Merz, Kayla	19	23	Second	87	
2	Rice, Suzanne	Blaisdell, Leina	20	21			
2	Richards, Mike	Kidd, Loma	21	21			
IS-K-2	Felmlee, Jamie	Independent Study	9	3	I.S.	3	
IS SDC	Carlson, Carrie	SDC Independent Study	1	0	I.S. SDC	0	
3	Ng, Christy	Hulstrom, Gidget	20	19	Third	69	Cутten Total 318
3	Rutter, Darcie	Felmlee, Jamie	22	21			
3	Sligh, Annette	Blacketer, Kacie	8	7			
3	Watson, Harriet	Hulstrom, Mike	22	22			
4	Bradbury, Sydney	Barbee, Jennifer	23	24	Fourth	84	
4	Code, Jen	Brunton, Taunya	23	24			
4	Ibbitson, Bethany	Grazis, Sherry	22	23			
4	Sligh, Annette	Blacketer, Kacie	13	13			
5	Benbow, Tracy	Wheeler, Sharon	22	23	Fifth	93	
5	Hague, Jaime Hassler, Jeanne	Ghera, Judy	22	23			
5	Wheeler, Jesse	Comas, Maria	23	24			
5	Yip, Andrea		22	23			
6	Cook, Kaycee	Thomas, Jennifer	21	21	Sixth	65	
6	Mitchell, Brandee	Oliveira, Virginia	21	22			
6	Nelson, Scott	Willis, Molly	22	22			
IS -3	Felmlee, Jamie	Independent Study	2	1	I.S.	1	District Total
IS 4 - 6	Hassler, Jeanne	Independent Study	15	6	I.S.	6	
		Totals		555		555	555

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

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

* 20-21 Hold Harmless Year

Ridgewood Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

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

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading, 2017	Yes	0.0%
Mathematics	McGraw Hill My Math, 2014	Yes	0.0%
Science	Amplify Science, 2020	Yes	0.0%
History-Social Science	Scott Foresman, 2006	Yes	0.0%
Foreign Language	N/A		0.0%
Health	SPARK PE, 2018		0.0%
Visual and Performing Arts	N/A		0.0%
Science Laboratory Equipment (grades 9-12)	N/A		0.0%

School Facility Conditions and Planned Improvements

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

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

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

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

Year and month of the most recent FIT report		September 22, 2021		
System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		
Interior: Interior Surfaces	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

If you would like to become involved as a school volunteer, our doors are wide open! Parent assistance is an important part of our school day, especially during language arts instruction and any other small group instruction. Parents sing along at

2021-22 Opportunities for Parental Involvement

assemblies and are very active in our award-winning Parent Teacher Association and the Cutten Ridgewood Student Foundation. Please feel free to contact August Deshais, Principal, at (707) 441-3930 for more information.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
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Suspensions

Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
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Suspensions

Expulsions

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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All Students

Female

Male

American Indian or Alaska Native

Asian

Black or African American

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students Receiving Migrant Education Services

Students with Disabilities

2021-22 School Safety Plan

The Comprehensive School Safety Plan was adopted by the Board of Trustees December 13, 2021. Key elements of the plan, including monthly fire drills, earthquake evacuation procedures, and lockdown policies are reviewed by staff and School Site Council in early October each year, and are in effect throughout the year.

D. Other SARC Information Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

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

2020-21 Types of Services Funded

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

- ** 0.20 FTE Gifted and Talented Education Teacher
- ** 1.0 FTE Music Teacher
- ** 1.5 FTE Library Technician
- ** Extensive technology access, plus 0.60 FTE Computer Tech
- ** 1.5 FTE School Social Worker
- ** 1.0 Speech Language Speech Teacher and services via Teleconferencing with PresenceLearning
- ** 0.60 FTE Targeted Reading/Mathematics Support Coordinator
- ** 2.0 FTE Resource Specialist
- ** Bus transportation
- ** Three hour assistant in every classroom, daily
- ** 0.20 FTE PBIS Coordinator

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

The Cutten District implemented the Leadership Team in 2014. Teachers apply to be on the team and receive an annual stipend of \$2,000. This Team, that includes both administrators, meets weekly to plan professional development opportunities for teacher and evaluate the effectiveness of professional development opportunities offered. Input is regularly sought from certificated staff to identify areas of focus for professional development. Professional development is offered during our preservice days at the beginning of each school year; during our early release collaborative Wednesdays; and several times a year, teachers are offered a stipend to extend their workday into the evening.

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

To evaluate our system for professional growth and improvement for teachers, we survey certificated staff, teachers meet in grade level teams to assess needs, and we meet as a district several times a year to examine student achievement data to help assess need for professional development. New teachers participate in the Teacher Induction Program, formerly known as BTSA and are mentored by veteran teachers. The North Coast School of Education's (NCSOE) North Coast Teacher Induction Program (NCTIP) is a two-year program that provides a link between the skills acquired in the Preliminary Credential Program to the experiences in the classroom. Candidates work with a Mentor Teacher to further develop the knowledge and skills needed to achieve competency in the California Standards. Mentors provide support, experiences, and professional development to help candidates meet the CCTC requirements for a Clear Credential. When a new teacher is hired, experienced teachers provide continual support in all aspects of the profession. Grade level teams meet regularly to provide assistance and support to our newest teachers.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

Cutten Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

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

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading, 2017	Yes	0.0%
Mathematics	McGraw Hill My Math (3-5), 2014 McGraw Hill California Math (6), 2014	Yes	0.0%
Science	Amplify Science (2020)	Yes	0.0%
History-Social Science	Scott Foresman (3-5), 2006 Teachers' Curriculum Institute (6), 2006	Yes	0.0%
Foreign Language	N/A		0.0%
Health	SPARK PE, 2018		0.0%
Visual and Performing Arts	N/A		0.0%
Science Laboratory Equipment (grades 9-12)	N/A		0.0%

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report

September 22, 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The south facing windows are single pane and leak slightly. The roll out roofing needs to be replaced soon.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

If you would like to become involved in PTA, the Cutten Ridgewood Student Foundation, or as a classroom volunteer, we welcome you! Parent participation in all aspects of the school program is a strength of our district. In addition, leadership opportunities for parents are available through our School Site Council, our award-winning Parent Teachers Association, and

2021-22 Opportunities for Parental Involvement

the Cutten Ridgewood Student Foundation. We are also always open to parent and community comments and suggestions. Please feel free to contact Becky MacQuarrie, Superintendent/Principal, at (707) 441-3900 for more information.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
---------	-------------------	-------------------	---------------------	---------------------	------------------	------------------

Suspensions

Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
---------	-------------------	---------------------	------------------

Suspensions

Expulsions

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The Comprehensive School Safety Plan was adopted by the Board of Trustees December 13, 2021. Key elements of the plan, including monthly fire drills, earthquake evacuation procedures, and lockdown policies are reviewed by staff and School Site Council in October each year, and are in effect throughout the year. The Cutten School Student Council provides input.

D. Other SARC Information Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

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

2020-21 Types of Services Funded

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

- ** 0.30 FTE Gifted and Talented Education Teacher
- ** 1.0 FTE Music Teacher
- ** 1.5 FTE Library Technician
- ** Extensive technology access, plus 0.60 FTE Computer Tech
- ** 1.5 FTE School Social Worker
- ** Speech services via Teleconferencing with PresenceLearning
- ** 0.60 FTE Targeted Reading/Mathematics Support Coordinator
- ** 2.0 FTE Resource Specialist
- ** Bus transportation
- ** Three hour assistant in every classroom, daily
- ** 0.20 FTE PBIS Coordinator

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

The Cutten District implemented the Leadership Team in 2014. Teachers apply to be on the team and receive an annual stipend of \$2,000. This Team, that includes both administrators, meets weekly to plan professional development opportunities for teacher and evaluate the effectiveness of professional development opportunities offered. Input is regularly sought from certificated staff to identify areas of focus for professional development. Professional development is offered during our preservice days at the beginning of each school year; during our early release collaborative Wednesdays; and several times a year, teachers are offered a stipend to extend their workday into the evening. T

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

To evaluate our system for professional growth and improvement for teachers, we survey certificated staff, teachers meet in grade level teams to assess needs, and we meet as a district several times a year to examine student achievement data to help assess need for professional development. New teachers participate in the Teacher Induction Program, formerly known as BTSA and are mentored by veteran teachers. The North Coast School of Education's (NCSOE) North Coast Teacher Induction Program (NCTIP) is a two-year program that provides a link between the skills acquired in the Preliminary Credential Program to the experiences in the classroom. Candidates work with a Mentor Teacher to further develop the knowledge and skills needed to achieve competency in the California Standards. Mentors provide support, experiences, and professional development to help candidates meet the CCTC requirements for a Clear Credential. When a new teacher is hired, experienced teachers provide continual support in all aspects of the profession. Grade level teams meet regularly to provide assistance and support to our newest teachers.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

**COVID-19
Safety Plan (CSP)**

COVID-19 Prevention Program (CPP)
and
Covid-19 School Guidance Checklist

**2021-2022
Cutten Elementary School District**

Model COVID-19 Prevention Program (CPP)

This document contains information that requires font color attributes to be turned on in screen reader settings.

This is a fillable template that the employer may complete to ensure compliance with the COVID-19 Emergency Temporary Standard. Instructions in red font enclosed in brackets indicate where to enter worksite-specific information. Additional editing will be warranted, as needed, to ensure the written program is customized to actual workplace conditions and characteristics. There are four Additional Considerations at the end of the document that may need to be incorporated into the CPP, where applicable.

With some exceptions, all employers and places of employment are required to establish and implement an effective written COVID-19 Prevention Program (CPP) pursuant to an Emergency Temporary Standard in place for COVID-19 (California Code of Regulations (CCR), Title 8, section 3205(c)). Cal/OSHA has developed this model program to assist employers with creating their own unique CPP tailored to their workplace.

Employers are not required to use this program. Employers may create their own program or use another CCP template. Employers can also create a written CCP by incorporating elements of this program into their existing Injury and Illness Prevention Program (IIPP), if desired. Cal/OHA encourages employers to engage with employees in the design, implementation, and evolution of their COVID-19 Prevention Program.

Using this model alone does not ensure compliance with the emergency temporary standard. To use this model program effectively, the person(s) responsible for implementing the CPP should carefully review:

- All of the elements that may be required in the following CCR, Title 8 sections:
 - 3205, COVID-19 Prevention
 - 3205.1, Multiple COVID-19 Infection and COVID-19 Outbreaks
 - 3205.2, Major COVID-19 Outbreaks
 - 3205.3, Prevention in Employer-Provided Housing
 - 3205.4, COVID-19 Prevention in Employer-Provided Transportation to and from Work
 - The four **Additional Considerations** provided at the end of this program to see if they are applicable to your workplace.
- The additional guidance materials available at www.dir.ca.gov/dosh/coronavirus/



COVID-19 Prevention Program (CPP) for Cutten Elementary School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: January, 2022

Authority and Responsibility

Becky MacQuarrie, Superintendent, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies, and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by: **attending mandatory trainings**

- What is COVID-19 and how is it spread
- Signs and symptoms of COVID-19
- When to seek medical attention if not feeling well
- Prevention of the spread of COVID-19 if you are sick
- Physical and social distancing guidelines
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose, and mouth
- Coughing and sneezing etiquette
- Safely using cleansers and disinfectants

Employee Screening and Immunization

We screen our employees by: Staff coming onsite do a self-health check of Covid-19 symptoms. Staff have access to both PCR and Antigen Covid-19 tests onsite during work hours daily.

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B**

Consistent with the California Department of Public Health Order dated August 11, 2021, Governor Newsom's announcement of the same date, and in order with Cal/OSHA regulations and guidance, we are required to determine our employees' vaccination status in order to address safety conditions that may arise due to the presence of COVID-19 in the workplace. "Fully Vaccinated" means individuals who are considered fully vaccinated for COVID-19: two weeks or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna or a vaccine authorized by the World Health Organization), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson [J&J]/Janssen). COVID-19 vaccines that are currently authorized for emergency use:

- By the US Food and Drug Administration (FDA), are listed at the FDA COVID-19 Vaccines webpage
- By the World Health Organization (WHO), are listed at WHO COVID-19 Vaccines webpage

"Incompletely vaccinated" means persons who have received at least one dose of COVID-19 vaccine but do not meet the definition of fully vaccinated. "Unvaccinated" means persons who have not received any doses of COVID-19 vaccine or whose status is unknown.

If you decline to provide information about your vaccination status, are not fully vaccinated, or if your status is unknown, we are required to assume you are unvaccinated for purposes of rules or requirements in the workplace. These include:

-Asymptomatic unvaccinated or incompletely vaccinated workers are required to undergo diagnostic screening testing. Such workers may be tested with either antigen or molecular tests to satisfy this requirement, but unvaccinated or incompletely vaccinated workers must be tested at least once weekly with either PCR testing or antigen testing. Any PCR (molecular) or antigen test used must either have Emergency Use Authorization by the U.S. Food and Drug Administration or be operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services. Testing will take place every Friday at both the Cutten and Ridgewood facilities.

-Unvaccinated or incompletely vaccinated workers must also observe all other infection control requirements and are not exempted from the testing requirement even if they have a medical contraindication to vaccination, since they are still potentially able to spread the illness. A previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.

The following are the verified versions of proof of vaccination:

- Your COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card), which includes name of person vaccinated, type of vaccine provided and date last dose administered; OR
- A photo of a Vaccination Record Card as a separate document; OR
- A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
- Documentation of COVID-19 vaccination from a health care provider; OR
- A digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
- Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards, i.e. we received the above documentation from an employer with whom you contract.

Volunteers

Only vaccinated volunteers on campus due to State Covid-19 testing requirements and distancing capacity.

COVID-19 Inspection form, and corrected in a timely manner based on the severity of the hazards, as follows:

- The severity of the hazard will be assessed, and correction time frames assigned, accordingly.
- Individuals are identified as being responsible for timely correction.
- Follow-up measures are taken to ensure timely correction.

	Student or Staff with:	Action	Communication
1	<p>COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)</p> <p>Symptom Screening: Per CA School Sector Specific Guidelines</p>	<p>Send home</p> <p>Recommend testing (If positive, see #3, if negative, see #4)</p> <p>School/classroom remain open</p>	Parent/Teacher notified.
2	Close contact (†) with a confirmed COVID-19 case	<p>In school recommendations:</p> <p><u>Masked</u></p> <p>Unvaccinated: Modified Quarantine: Exposed student may continue in-person instruction only and must test 2x per week for 10 days ; no sports, community, or extracurricular activities until end of quarantine. (May shorten quarantine to 7 days if negative test on or after day 5.)</p> <p><u>Unmasked</u></p> <p>Unvaccinated: Exposed student 10-day quarantine if untested; may shorten quarantine to 7 days if negative test on or after day 5.</p> <p><u>Regardless of masking criteria:</u></p> <p>Vaccinated: No quarantine; Test at day 5-7 after exposure</p> <p>Call home and determine quarantine at home or in school</p> <p>*Quarantine 10 days from last exposure</p> <p>School/classroom remain open</p>	School community notification. Consider school community notification of a known contact

3	Confirmed COVID-19 case infection	<p>Notify the local public health department</p> <p>Regardless of vaccination status or symptoms, the person must:</p> <ul style="list-style-type: none"> • Stay home for at least 5 days. • Isolation can end on after day 5 and person may return to school/work on day 6 if: <ul style="list-style-type: none"> ○ Symptoms are not present or are resolving; and „, a test* collected on day 5 or later is negative. ○ If unable to test or choosing not to test, and no symptoms, isolation can end after day 10. • If fever is present, isolation should be continued until fever resolves. • If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving or until after day 10. • Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings. <p>Identify contacts (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period) and refer to details in #2.</p> <p>Disinfection and cleaning of classroom and primary spaces where case spent significant time</p> <p>School/classroom remains open</p>	School community notification of a known case
4	Tests negative after symptoms	At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND Other symptoms have improved.	Consider school community notification if prior awareness of testing

(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Control of COVID-19 Hazards

Physical Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is at least 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people who are sick.

Each site will have a plan in place to ensure social distancing at their location. The plan may include, but is not limited to the following:

- Implementing flexible work hours by rotating or staggering shifts to limit the number of employees on site at the same time
- Increasing physical space between employees by modifying the workspace.
- Avoiding shared work spaces (desks, offices, and cubicles) and work items (phones, computers, other work

tools, and equipment) when possible. Cleaning once a day as recommended by the CDC and OSHA.

- Increasing physical space between employees and public by offering video conferencing, implementing physical distancing when in person, and meeting outside when available.
- Using signs, tape marks, or other visual cues on the floor, place 6 feet apart, to indicate where to sit when eating unmasked.
- Close or limited access to common areas where employees are likely to congregate and interact.
- Delivering services and holding meetings remotely by phone, video, or internet.
- Using physical distancing (3-6ft) apart in classrooms and during meetings when possible.
- Students are cohorted by class except during recesses at which time they are in grade level sub cohorts. Students mix with other cohorts on the bus, during some music classes, and in the afterschool program.
- Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminating all non-essential and non-related services, such as entertainment activities.
- Using videoconferencing or teleconferencing when possible, for work-related meetings and gatherings.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 3- 6 feet apart and wear cloth face coverings.

Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas
- Before starting the work shift
- After the work shift
- Coming and going from vehicles
- Entering, working, and exiting physical buildings or other structures
- During breaks and lunch periods

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and outdoors. Mask can be removed when eating and sitting six feet or more away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Extra face coverings are kept stocked and distributed **as needed**. The use of cloth face coverings, masks, or face shields is reinforced. **When a non-employee is encountered that is not wearing a face mask, the employee requests that the individual put a face mask on, and/or offers a clean, unused face mask. If an issue arises, the administrator is notified.** Face coverings are most essential when physical distancing is not practicable.

- All staff must wear cloth face coverings unless Cal/OSHA standards require respiratory protection.
- Food service workers and staff in routine contact with the public (e.g., front office) must use gloves and facial coverings.
- Students in TK through sixth grade are required to wear face coverings inside and outside of the classroom, except when eating, taking mask breaks at least six feet apart outside, and engaging in strenuous physical activity (like running the mile) when they can stay 6ft apart from another person.

- Students and staff should be frequently reminded not to touch the face covering and to wash their hands frequently.
- Information should be provided to all staff and families in the school community on proper use, removal and washing of cloth face coverings.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals: **masks, face shields, shortened exposure time, and ample ventilation.**

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- When the outside air needs to be minimized due to other hazards, such as heat and wildfire smoke, the District will consider a temporary school closure.
- The ventilation systems are serviced regularly. They have been adjusted to provide the maximum outside air input. Air purifiers have been installed in every classroom. Spare high-efficiency filters have been purchased ahead of the need for replacement.

Cleaning and disinfecting

Cutten School District has implemented the following cleaning and disinfection measures once a day for frequently touched surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles, and buses, and trash cans.

The process of disinfecting includes providing disinfecting products, that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time.)

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.

Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will need to follow the district's approved disinfecting products and procedures when using disinfectants. Disinfecting procedures include:

- When no people with confirmed or suspected COVID-19 are known to have been in a space, cleaning once a day is usually enough to sufficiently remove virus that may be on surfaces and help maintain a healthy facility. Areas that are in a shared spaces in high traffic areas will be cleaned daily and disinfected as needed.
- Store and use disinfectants in a responsible and appropriate manner according to the label.

- Keep all disinfectants out of the reach of children. Disinfectants should typically not be applied on items used by children, especially any items that children might put in their mouths. Many disinfectants are toxic when swallowed.
- Do not overuse or stockpile disinfectants or other supplies.
- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.
- Areas unoccupied for 7 or more days need only routine cleaning.
- Outdoor areas generally require normal routine cleaning and do not require disinfection.

Electronics

For electronics, such as tablets, touch screens, keyboards, and remote controls:

- Follow manufacturer's instruction for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Close off areas used by the sick person.
- Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls.
- Always wash immediately after removing gloves and after contact with a sick person.
- Continue routine cleaning and disinfection

Shared tools, equipment, and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles, and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible, and should be cleaned daily.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we adhere to the following:

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is the best way to get rid of germs in most situations, and it's one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% alcohol).

Properly hand wash with soap and water by:

- Wet hands first with water (avoid using hot water).
- Apply soap to hands.
- Rub hands vigorously for at least 15 seconds, covering all surfaces of hands and fingers.
- Rinse hands with water and dry thoroughly with paper towel.
- Use paper towel to turn off water faucet.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Disperse the recommended volume of product;
- Apply product to the palm of one hand; and
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required), this should take around 20 seconds.

Handwashing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed. Every staff member given \$100 stipend to self-purchase personal protective gear for the year.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. **The District follows section 3205(c)(E) for details on required respirator and eye protection use.**

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids. [Delete if not applicable to your workplace.]

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours.
- The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to them.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- That employees should report by telephone call COVID-19 symptoms and possible hazards to their site administrator
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.

- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure (within 6 feet of a positive case for 15 or more minutes) from the workplace for a minimum of 5 days after the last known COVID-19 exposure to a COVID-19 case up to 10 days if symptoms, other than fever, are not resolving, or a negative test was not attained.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by employer-provided employee sick leave benefits where permitted by law and when not covered by workers' compensation.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.

- Use the Appendix C: Investigating COVID-19 Cases form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
- Regardless of vaccination status or symptoms, the person must:
 - Stay home for at least 5 days.
 - Isolation can end on after day 5 and person may return to school/work on day 6 if:
 - Symptoms are not present or are resolving; and a test* collected on day 5 or later is negative.
 - If unable to test or choosing not to test, and no symptoms, isolation can end after day 10.
 - If fever is present, isolation should be continued until fever resolves.
 - If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving or until after day 10.
- Employee can return to work when symptoms are not present or are resolving; and a test collected on day 5 or later is negative.
- If an order to isolate or quarantine the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 10 days from the time the order to quarantine was effective.

Becky MacQuarrie, Superintendent

Appendix B: COVID-19 Inspections

Date: _____

Name of person conducting the inspection: _____

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Window mechanisms			
Touchless thermometers			
Administrative			
Physical distancing – signs and markers			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
Removal of shared materials and supplies			
Personal Protective Equipment			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing, or related medical services provided by District will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: _____

Name of person conducting the investigation: _____

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	
Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):			

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

All employees who may have had COVID-19 exposure and their authorized representatives.	Date:		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		Date:	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

The following procedures will be followed if either school site is identified by a local health department as the location of a COVID-19 outbreak, or there are three or more in school contracted COVID-19 cases in either school within a 14-day period. See section 3205.1 for details.

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 Testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- COVID-19 testing consists of the following:
 - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
 - We will provide additional testing when deemed necessary by Cal/OSHA.

Exclusion of COVID-19 Cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria** requirements, and local health officer orders if applicable.

Investigation of Workplace COVID-19 Illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 Investigation, Review and Hazard Correction

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards and Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
 - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
 - Our COVID-19 testing policies.
 - Insufficient outdoor air.
 - Insufficient air filtration.
 - Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:

- Moving indoor tasks outdoors or having them performed remotely.
- Increasing outdoor air supply when work is done indoors.
- Improving air filtration.
- Increasing physical distancing as much as possible.
- Respiratory protection.
- [describe other applicable controls].

Notifications to the Local Health Department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

Additional Consideration #2

Major COVID-19 Outbreaks

The following procedures will be followed if either school site experiences 20 or more COVID-19 cases within a 30-day period. Reference section 3205.2 for details.

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 Testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 Cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases and Return to Work Criteria**, and any relevant local health department orders.

Investigation of Workplace COVID-19 Illnesses

We will comply with the requirements of our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 Hazard Correction

In addition to the requirements of our CPP **Correction of COVID-19 Hazards**, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

Notifications to the Local Health Department

We will comply with the requirements of our **Multiple COVID-19 Infections and COVID-19 Outbreaks-Notifications to the Local Health Department**.

Appendix D: COVID-19 training will be documented through the completion record maintained by Keenan & Associates.

January, 2022

