

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

1.0 CALL TO ORDER/FLAG SALUTE

2.0 CONSENT AGENDA

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

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS

The Board reserves the right to limit speakers to three minutes only. The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

4.0 REPORTS

- 4.1 Cutten Ridgewood PTA Report
- 4.2 School Site Council
- 4.3 HBTA Report
- 4.4 Principal's Report
- 4.5 Enrollment
- 4.6 LCAP

5.0 CORRESPONDENCE

- 5.1 Recognition of Jovannah Martinez-Hoboo Selected into the Catalyst Library Program
- 5.2 School Board Recognition Month

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Bond Survey Results Presentation-Greg Isom
- 6.2 Consider Approval of Cutten and Ridgewood 2022 – 2023 Accountability Report Cards
- 6.3 Consider Approval of Declaration of Need for Fully Qualified Educators 2023-24
- 6.4 Consider Approval of Cutten ELO-P Plan Revision
- 6.5 Discussion and Update on Bond, HVAC, Electrical, and Solar Projects

7.0 SUPERINTENDENT REPORT

8.0 BOARD MEMBER COMMENTS / COMMUNICATION

9.0. 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

**BOARD OF TRUSTEES
BOARD MEETING MINUTES
December 11, 2023 6:00 pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503**

1.0 CALL TO ORDER/FLAG SALUTE- Meeting called to order at 6:02pm. Board members in attendance: Dennis Reinholtsen , Mary DeWald, Andy Sundquist, Becky Reece, and Beth Johnson. Flag Salute.

2.0 CONSENT AGENDA - Consent motions by Andy Sundquist seconded by Becky Reece. Motion Carried 4-0.

- 2.1 Approval of Minutes – November 13, 2023
- 2.2 Approval of Warrants and Payroll
- 2.3 Annual Review of Board Policies
- 2.4 Approval of Interdistrict Attendance Agreement for 2024-25
- 2.5 Approval of Leave of Absence for Certificated Employee

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS- No Comments

The Board reserves the right to limit speakers to three minutes only. The Board may comment but cannot take action at this time. The Board President may refer the matter to the Superintendent for review, if appropriate.

4.0 PUBLIC COMMENT ON CLOSED SESSION ITEM- No Comments

5.0 CLOSED SESSION- Regular session adjourned at 6:03 pm. Closed Session reopened at 6:04.

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

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

6.0 RECONVENE TO OPEN SESSION- Closed session closed at 6:40pm. Regular session reopened at 6:43pm.

Report of Action Taken- Covid Stipend granted for those who worked any year starting 2020-2021, 2021-2022, 2022-2023 who are currently an active employee. Payment based on the highest FTE at the end of 2022-2023 school year. Motioned by Dennis Reinholtsen seconded by Becky Reece. Motion carried 5-0.

7.0 REPORTS

- 7.1 Cutten Ridgewood PTA Report- Founders day in February next school event. Membership doubled for PTA at pancake breakfast. \$1,500 for carnival raised so far.
- 7.2 School Site Council Report- Nothing to report
- 7.3 Principals' Report- Fire drills will be happening at both sites. Sing-alongs before break starts. Inter district transfers opening up. Excellence in teaching nominations happening throughout the County. Spelling Bee happening January 30th. New garden beds and gate

installed for the garden club. Girls basketball season ended well and boys basketball starting after the break.

- 7.4 HBTA Report- Mike Richards thanking board members for the Stipend. Giving acknowledgement for the TK gingerbread cookies and all the cooking going on in Amy Chastain's TK class.
- 7.5 Update on Current Enrollment- Up one enrollment from last update.
- 7.6 LCAP- To be started

8.0 INFORMATION / POSSIBLE ACTION ITEMS

- 8.1 Discussion/Consider Approval of 2024 School Board Organization – Officers, Meeting Dates, Times. - Motioned by Andy Sundquist seconded by Dennis Reinholtsen. Motion Carried 5-0.
- New Clerk will be Mary Dewald and new president Becky Reece. Motioned by Andy Sundquist seconded by Becky Reec3. Motion Carried 5-0
- 8.2 Discussion/Consider Approval of Certification of First Interim Report- Motioned by Dennis Reinholtsen seconded by Andy Sundquist. Motion carried 5-0
- 8.3 Discussion/Consider Approval of MOU Humboldt Del Norte Independent Practices Association; \$2,000.- Motioned by Becky Reece seconded by Andy Sundquist. Motion carried 5-0
- 8.4 Discussion/Consider Approval of BESC Project Agreement to Replace the Cutten Staff Room Heater, \$14, 743.00.- Motioned by Dennis Reinholtsen seconded by Andy Sundquist. Motion carried 5-0
- 8.5 Discussion/Consider Approval of Ridgewood ASP Room Roof; approximately \$8,000.- Motioned by Becky Reece seconded by Andy Sundquist. Motion carried 5-0
- 8.6 Discussion/Consider Approval of BESC CESD Heating and Ventilation Project-Phase 3 Change Order #CO-001:Electrical System Modifications; \$352,598.00 (Value of original contract \$347,236.00 plus \$352,598.00= total \$699,834.00) and Amendment.- Motioned by Dennis Reinholtsen seconded by Becky Reece. Motion carried 5-0
- 8.7 Discussion/Consider Approval of Bus Driver Training Incentive Program, and a 5.5 hour/5 day a week. 180 day contract Bus Driver/Custodial/Maintenance position.t- Motioned by Dennis Reinholtsen seconded by Andy Sundquist. Motion carried 5-0
- 8.8 Consider Approval of After School Director; 220 day contract, Updated Salary Schedule.- Motioned by Becky Reece seconded by Andy Sundquist. Motion carried 5-0.
- 8.9 Discussion/Consider Approval of Afterschool Drama Program; Art and Music Grant Funds-hire 2-3 Part-time Positions (Positions, Stipends or Contractors) for the Program. - Motioned by Becky Reece seconded by Andy Sundquist. Motion carried 5-0
- 8.10 Discussion/Approval ELOP-Funding: Purchase of a Modular and Temporary Family Payment Waivers for the Remaining 2023-24 School Year.- Motion to approve architect fees by Becky Reece seconded by Dennis Reinholtsen. Motion Carried 5-0. Motion to waive after school fees until June 30th,2024 by Andy Sundquist seconded by Becky Reece. Motion carried 5-0.

9.0 SUPERINTENDENT REPORT- Nothing more to report

10.0 BOARD MEMBER COMMENTS / COMMUNICATION- No Comments

11.0 ADJOURNMENT- Meeting adjourned at 8:05pm

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

Checks Dated 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000224088	12/04/2023	CRYSTAL CREAMERY	13-4711		2,847.90
3000224089	12/04/2023	FRANZ FAMILY BAKERY	13-4710		233.58
3000224090	12/04/2023	LIFE TOUCH	01-4310		4,069.00
3000224091	12/04/2023	SYSCO SACRAMENTO	01-4710	1,253.27	
			13-4396	2,849.64	
			13-4710	14,233.04	
			13-5623	121.70	18,457.65
3000224352	12/07/2023	(HARRIS) SHAFER'S ACE HARDWARE	01-4374		170.11
3000224353	12/07/2023	AT&T CALNET 2	01-5909		341.42
3000224354	12/07/2023	CARTER, JOYCE	01-5635		20.00
3000224355	12/07/2023	CRYSTAL SPRINGS BOTTLED WATER	01-5531	45.00	
			01-5623	14.00	59.00
3000224356	12/07/2023	Escutia, Elizabeth M	01-5210		350.00
3000224357	12/07/2023	Felmllee, Jamie L	01-4310		107.12
3000224358	12/07/2023	Gabbert, Stacey E	01-5210		300.00
3000224359	12/07/2023	Girard, Anne E	01-4310		114.63
3000224360	12/07/2023	Hulstrom, Gidget L	01-4310		76.42
3000224361	12/07/2023	James Marta & Company LLP	01-5822		11,500.00
3000224362	12/07/2023	JOHNSON'S MOBILE RENTALS	21-5800		145.46
3000224363	12/07/2023	Kristyn Fresz	01-5800		2,600.00
3000224364	12/07/2023	Lost Coast Signs	01-5831		506.32
3000224365	12/07/2023	Lovell, Grace J	01-4310		45.90
3000224366	12/07/2023	MacQuarrie, Becky L	01-4393		57.87
3000224367	12/07/2023	MENDES SUPPLY COMPANY	01-4374		1,832.97
3000224368	12/07/2023	MISSION LINEN SUPPLY	01-5550		665.27
3000224369	12/07/2023	P G & E	01-5520		33.82
3000224370	12/07/2023	Rutter, Darcie R	01-4210	125.87	
			01-4391	66.71	192.58
3000224371	12/07/2023	Standish, Christina J	01-4310	61.45	
			01-5201	24.89	86.34
3000224372	12/07/2023	STUDIO W ARCHITECTS	21-6210		864.38
3000224373	12/07/2023	U.S. BANK EQUIPMENT FINANCE	01-5637	1,596.00	
			01-5881	121.31	1,717.31
3000224374	12/07/2023	Ubeo West,LLC	01-5637		1,049.72
3000224375	12/07/2023	US CELLULAR	01-5909		47.82
3000224376	12/07/2023	VALLEY PACIFIC PETROLEUM SVCS	01-4364	153.05	
			01-4365	731.51	884.56
3000224874	12/11/2023	Haley Davis	01-5800		680.00
3000224875	12/11/2023	PLAYHOUSE ARTS	01-5800		200.00
3000224876	12/11/2023	POWELL LANDSCAPING MATERIALS	01-4391		15.84
3000224877	12/11/2023	U.S. BANK	01-4210	501.45	
			01-4310	1,115.40	
			01-5884	700.00	2,316.85
3000225221	12/14/2023	BESC Inc.	01-6200		27,930.00
3000225222	12/14/2023	Follett School Solutions,LLC	01-4450		6,477.90

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 12/01/2023 through 12/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000225223	12/14/2023	P G & E	01-5511	41.66	
			01-5520	3,642.83	3,684.49
3000225572	12/18/2023	Code, Jennifer K	01-4310		69.30
3000225573	12/18/2023	Girard, Anne E	01-4310		59.28
3000225574	12/18/2023	Kencke, Joseph T	01-4310		42.07
3000225575	12/18/2023	Lovell, Grace J	01-4310		27.78
3000225576	12/18/2023	Rutter, Darcie R	01-4391		264.60
3000225577	12/18/2023	Yip, Andrea N	01-4310		247.31
3000225919	12/21/2023	Seymour, Melissa T	01-5210		300.00
3000226579	12/28/2023	Follett School Solutions,LLC	01-4310		328.78
3000226580	12/28/2023	HUMB COMMUNITY SERVICES DIST	01-5530		376.38
3000226581	12/28/2023	MAC'S REFRIGERATION SERVICE	01-5635		175.81
3000226582	12/28/2023	P G & E	01-5511		1,643.81
3000226583	12/28/2023	SECURITY LOCK & ALARM	01-4381		118.14
3000226584	12/28/2023	CLENDENEN'S CIDER WORKS	13-4310		84.00
3000226585	12/28/2023	FRANZ FAMILY BAKERY	13-4710		268.80
3000226586	12/28/2023	Girard, Anne E	01-4310	61.98	
			01-5210	1,247.87	1,309.85
3000226587	12/28/2023	REVOLVING CASH FUND	01-5207	150.00	
			01-5210	328.43	
			01-5800	35.00	
			01-5950	121.30	
			13-4396	22.60	
			13-4710	354.79	1,012.12
3000226588	12/28/2023	SYSKO SACRAMENTO	01-4710	549.06	
			13-4396	2,136.42	
			13-4710	11,287.41	
			13-5623	121.70	14,094.59
3000226589	12/28/2023	U.S. BANK EQUIPMENT FINANCE	01-5637		1,953.03
3000226590	12/28/2023	Wheeler, Jesse M	01-5210		1,629.44
3000226591	12/28/2023	REVOLVING CASH FUND	01-5207		200.00
Total Number of Checks			56		114,887.32

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	50	79,315.90
13	CAFETERIA FUND	7	34,561.58
21	BUILDING FUND	2	1,009.84
Total Number of Checks		56	114,887.32
Less Unpaid Tax Liability			.00
Net (Check Amount)			114,887.32

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.

Pay01a

Payroll Summary by Org

Pay Date 12/29/2023

Fiscal Year 2023/24

EARNINGS by Earnings Code		Income	Adjustments	TAXES	Employee	Employer	Total	Subject Grosses
No Gross Pay			5.00	Federal Withholding	27,754.82		27,754.82	370,873.09
Regular	437,198.55			State Withholding	8,745.18		8,745.18	370,873.09
				Social Security	8,209.19	8,209.19	16,418.38	132,406.03
				Medicare	6,083.63	6,083.63	12,167.26	419,560.63
				SUI		209.82	209.82	419,560.63
				Workers' Comp	11,609.28		11,609.28	419,560.63
TOTAL	437,198.55		5.00	SUBTOTAL	50,792.82	26,111.92	76,904.74	

EARNINGS by Group		Income	Adjustments	REDUCTIONS	Employee	Employer	Total	Subject Grosses
Base Pay		425,719.28		PERS	2,964.38	11,298.55	14,262.93	42,348.42
Docks		574.64		PERS / 62	6,090.24	20,310.97	26,401.21	76,128.10
Extra Duty		6,912.68		STRS / 60	25,566.74	47,641.44	73,208.18	249,431.30
Miscellaneous			5.00	STRS / 62	5,241.18	9,809.56	15,050.74	51,358.90
Stipends		590.00		Tax Sheltered Annuit	8,825.00		8,825.00	
Substitutes		1,350.00		Health & Welfare	15,657.40	75,908.80	91,566.20	
Vacation Pay		3,201.23		Dependent Care	120.00		120.00	
				Supplemental Insuran	838.86		838.86	
				Flex Medical Savings	1,021.66		1,021.66	
TOTAL	437,198.55		5.00	SUBTOTAL	66,325.46	164,969.32	231,294.78	

EARNINGS		Person Type	Female Employees	DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Certificated	46	317,625.23	42	Dues & Memberships	3,407.55		3,407.55	32.80
Classified	51	119,573.32	45	Garnishments	436.25		436.25	
				Health & Welfare		1,030.00	1,030.00	
				District Repay				
				Miscellaneous	850.00		850.00	
				Supplemental Insuran	3,023.60		3,023.60	
				Summer Savings	28,932.82		28,932.82	173,711.73
TOTAL	97	437,198.55	87	SUBTOTAL	36,650.22	1,030.00	37,680.22	
				TOTALS	153,768.50	192,111.24	345,879.74	

Vendor Summary for Pay Date 12/29/2023		Income	Adjustments	Cancel/Reissue for Process Date 12/29/2023
Vendor Checks	9,697.92		9	Reissued
Vendor Liabilities	336,181.82		26	Cancel Checks
	345,879.74		35	Void ACH

BALANCING DATA

NET

Gross Earnings	437,198.55	283,430.05	Net Pay		
District Liability	192,111.24	153,768.50	Deductions		
	629,309.79	192,111.24	Contributions		
		629,309.79			
			Direct Deposits	251,973.73	76
			Checks	31,456.32	21
			Partial Net ACH		
			Negative Net		
			Check Holds		
			Zero Net		
			TOTAL	283,430.05	97



Cuttien School District

4182 Walnut Drive.
Eureka, CA 95503
(707) 441-3900 • Fax (707) 441-3906

Superintendent
Becky MacQuarrie, EdD

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

Quarterly Reporting Period (please check one)

- 1st Quarter 2023 January 1 through March 31, 2023
- 2nd Quarter 2023 April 1 through June 30, 2023
- 3rd Quarter 2023 July 1 through September 30, 2023
- 4th Quarter 2023 October 1 through December 31, 2023

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)

[Handwritten Signature]
(Signature of District Superintendent)

CUTTEN SCHOOL DISTRICT

Facilities Report

2023-2024



Cutten School District
4182 Walnut Dr.
Eureka, CA 95503

August 2023

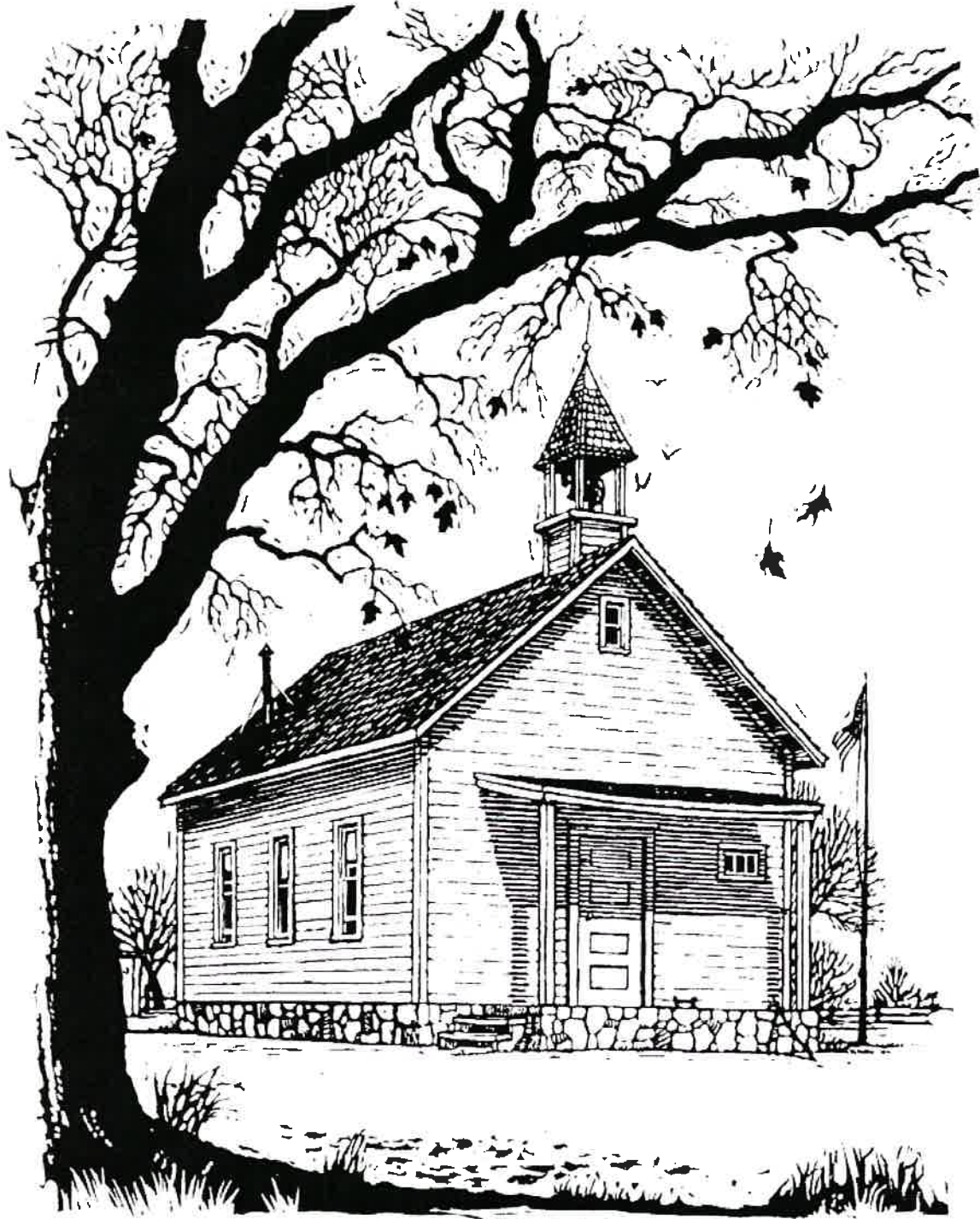


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INTRODUCTION

District Vision and Mission Statement

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

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

Plan Purpose

The purpose of this report is to:

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

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

District History

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

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

Student Enrollment

Site Enrollment

Ridgewood School

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

Cutten School

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

District Enrollment

17 Year Trend

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

Long-term Historical Trend (by Decade)

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

SITE INVENTORIES

Ridgewood School

3060 Ridgewood Dr. Eureka, CA, 95503



Summary

Year Opened: 1960

Year(s) modernized: 1993, 2022

Site area: 12.01 acres

Total building area: 20,974 sq ft

Permanent classrooms: 12

Portable classroom: 5

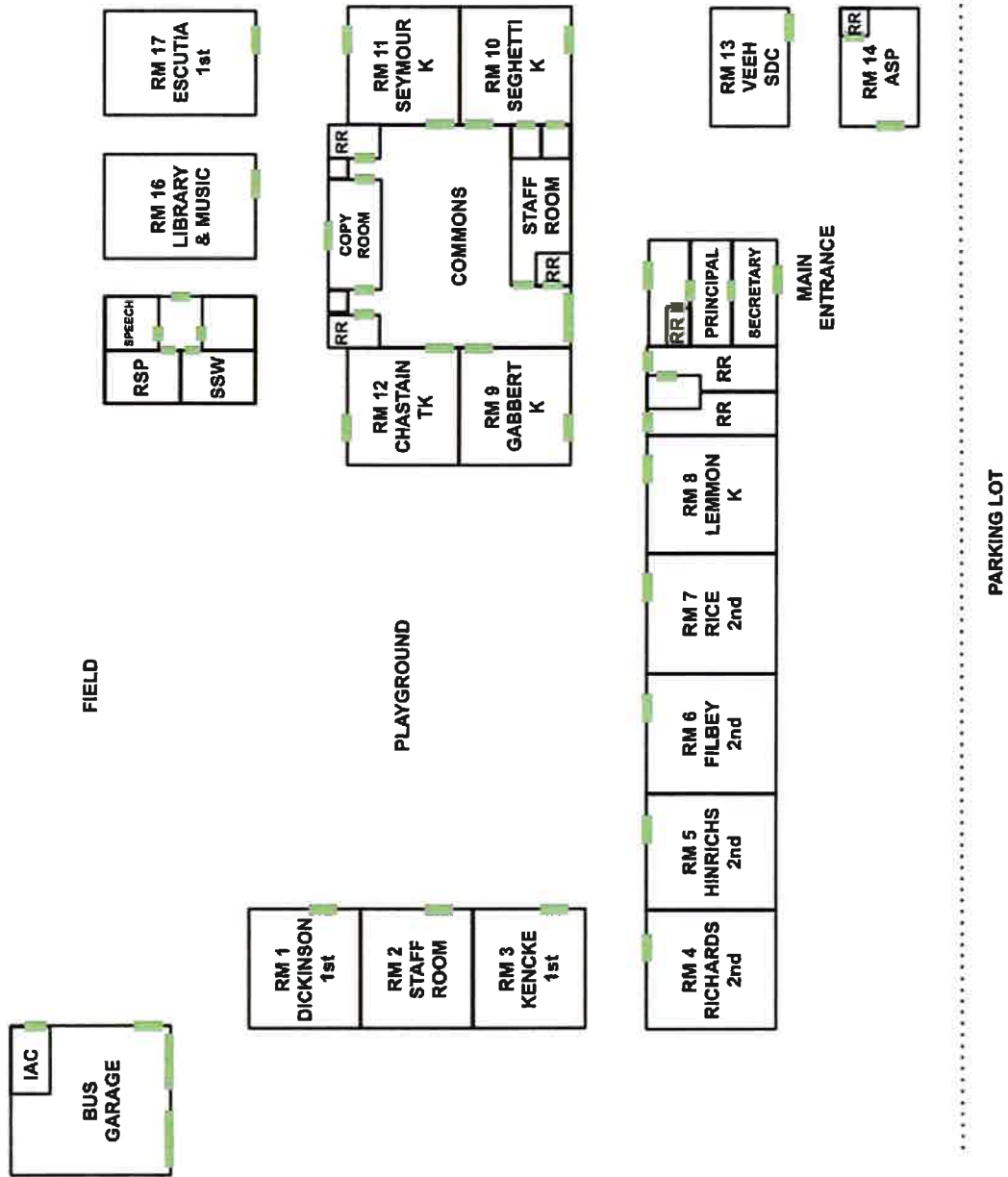
Grade levels served: TK - 2

Student enrollment: 259

Employment: 20 certificated, 21 classified

Site Map - Ridgewood

RIDGEWOOD SCHOOL MAP



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

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Cotton Elementary, Humboldt C.O.E.	SCHOOL NAME Ridgewood	SCHOOL TYPE/ GRADE LEVELS Elementary TK-2nd	SCHOOL ADDRESS Humboldt
INSPECTOR NAME Jay Seeger	INSPECTOR TITLE Facilities Manager	DATE OF INSPECTION 11/30/24	NAME OF PERSONS MAKING ACCOMPANYING INSPECTION (IF APPLICABLE) Becky McQuarrie
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE 20,974 sq ft	TOTAL ESTIMATED BUILDING FLOOR AREA 20,974 sq ft	PERCENTAGE OF FLOOR AREA INSPECTED 100%	DATE OF REPORT 11/30/24
Weather: Rain 56 degrees F			

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

TOTAL NUMBER OF AREAS EVALUATED	A. VENTILATION			B. INTERIORS			C. CLOSETING			D. ELECTRICAL			E. MECHANICAL/HVAC			F. SAFETY			G. STRUCTURAL			H. EXTERNAL		
	CALLS	ISSUES	REPAIRS	INTENTION SURFACES	OVERALL COMPLIANCE	RESTROOM OPERATION	ELECTRICAL	ESP ROOMS	SPRU POINTINGS	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS	HAZARDOUS MATERIALS		
26	17	19	18	26	26	26	25	4	19	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
Percent of Systems in Good Report Number of "OK's" divided by (Total Areas - "NA's")	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Total Percent per Category (Average of Above)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89% POOR = 0%-74.9%	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	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 → 100 SCHOOL RATING → GOOD

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

PERCENTAGE	DESCRIPTION	RATING
95% - 100%	The school meets/more than all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90% - 94.99%	The school is well-maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75% - 89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0% - 74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

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

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

Current Room Use and Square Footage - Ridgewood

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

Conditions Assessment and Replacement Projections - Ridgewood

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

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

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

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

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

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

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

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

Information Technology - Ridgewood				
	Installation Date	Current Condition	Replacement Date	Estimated Replacement Cost
Sitewide fiber optic cable	2015	Good	2025	\$73,200

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

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

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

Recommendations

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

Cutten School

4182 Walnut Dr. Eureka, CA, 95503



Summary

Year Opened: 1951

Year(s) Modernized: 1993, 2022

Site Area: 7.28 acres

Total Building Area: 28,383 sq ft

Permanent classrooms: 12

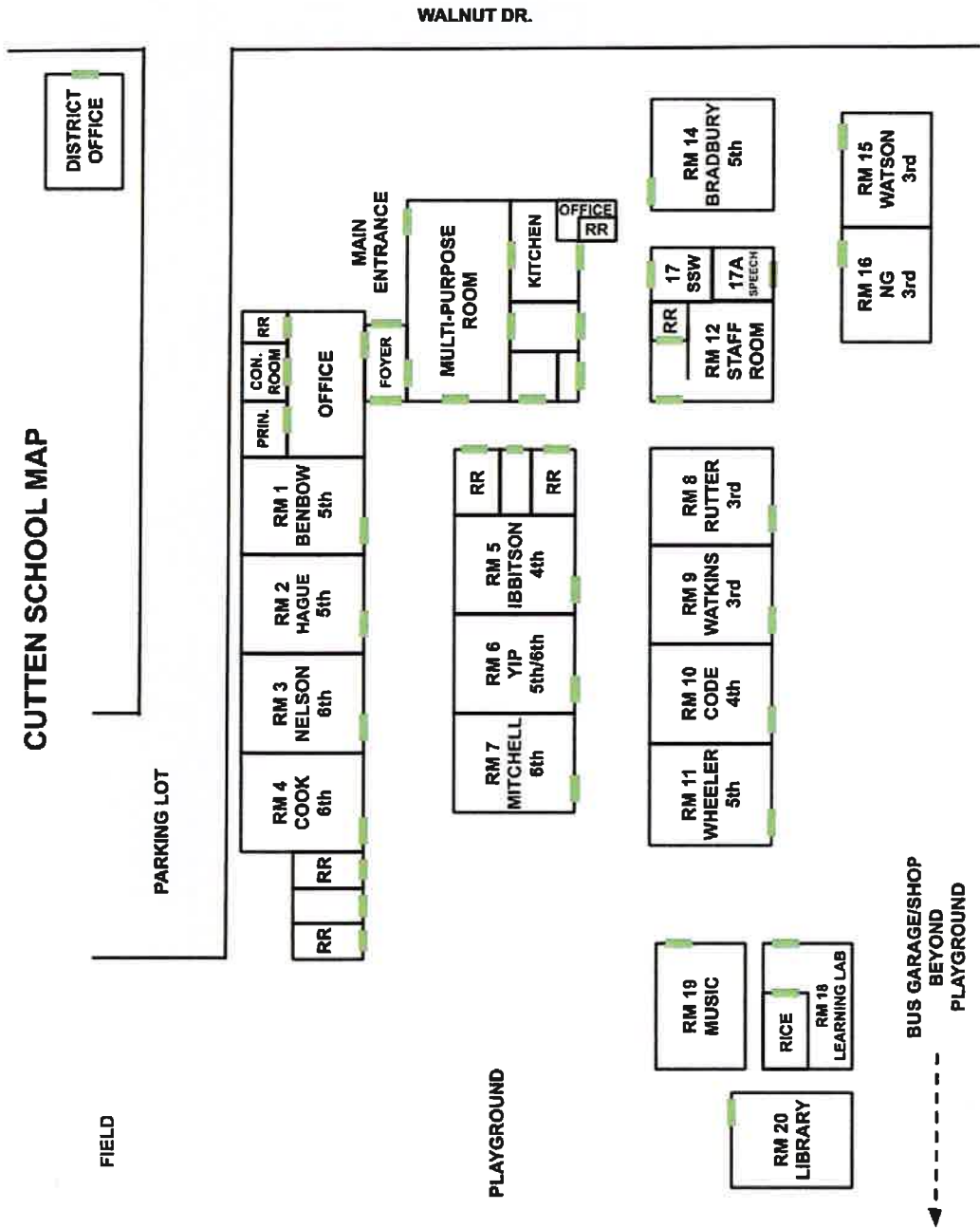
Portable Classroom: 6

Grade Levels Served: 3 - 6

Student Enrollment: 323

Employment: 20 certificated, 24 classified

Site Map - Cutten



Facilities Inventory Tool - Cutten

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

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 7 of 7

SCHOOL INFORMATION

SCHOOL NAME: Cutten Elementary, Humboldt C.O.E.
 SCHOOL SITE: Humboldt
 SCHOOL TYPE: Elementary TK-2nd
 NUMBER OF CLASSROOMS ON SITE: _____
 NUMBER OF RESTROOMS ON SITE: _____

INSPECTOR'S INFO

INSPECTOR'S NAME: Jay Seeger
 FACILITIES MANAGER: Bobby McQuarrie
 NAME OF AGENCY: _____
 DATE OF INSPECTION: 11/20/2023
 DATE OF REPORT: 11/20/2023

CLIMATE INFORMATION

TOTAL ESTIMATED HEATING SQUARE FOOTAGE: 12,000 sq ft
 TOTAL ESTIMATED COOLING SQUARE FOOTAGE: 20,974 sq ft
 CLIMATE ZONE: Rain 56 degrees F

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

TOTAL NUMBER OF AREAS EVALUATED	A SYSTEM			B SYSTEM		C CHANGES		D ELECTRICAL		E RESTROOMS/PLUMBING		F SAFETY		G STRUCTURAL		H EXTERNAL	
	GAZEBOS	MEDIA/C	SEWER	INTERNAL CLIMATE	MECHANICAL	PERMISSION	ELECTRICAL	RESTROOM	PLUMBING	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	GOODS	PERMITTED SCHOOL DESIGN	PERMITTED SCHOOL DESIGN	PERMITTED SCHOOL DESIGN	PERMITTED SCHOOL DESIGN	
26	17	10	18	20	20	20	25	4	19	20	20	20	20	20	20	20	20
Number of "OK's"																	
Number of "Y's"																	
Number of "N's"																	
Percent of System in Good Repair (Total Areas - "N's")	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Percent per Category (Average of above)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Rating (Circle only)	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD
GOOD = 100% - 100% Y's = 75% - 99.99% OK's = 50% - 74.99% POOR = 0% - 49.99%																	

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

OVERALL RATING:

Determine Average Percentage of 8 Categories Above → **100** SCHOOL RATING** → **GOOD**

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

PERCENTAGE	DESCRIPTION	RATING
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% - 99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75% - 89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repair and/or additional maintenance are necessary in several areas of the school site.	FAIR
0% - 74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

The carpets in rooms 9-12 need to be replaced. The Furnaces in rooms 1-3 need to be replaced.

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

Current Room Use and Square Footage - Cutten

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

Conditions Assessment and Replacement Projections - Cutten

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

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

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

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

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

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

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

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

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

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

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

Recommendations

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

Maintenance and Transportation

Conditions Assessment and Replacement Projections

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

Recommendations

APPENDIX A

DSA Project Numbers and Approval Dates

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

PART IIA: EVALUATION DETAIL		School Name: Ridgewood Elementary														
		Date of Inspection: 12/29/23														
Building / Area Name	Estimated Square Footage	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/TERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATEWAYS
room 12		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
room 13		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
room 14		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
room 15		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
room 16		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
room 17		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
room 18		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
room 19		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
room 20		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
office		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:														
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

PART III: CLEANLINESS DETAIL
 NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 2
 Date of Inspection: 12/29/23
 School Name: Ridgewood Elementary

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	Date of Inspection: 12/29/23											Rating			
		1	2	3	4	5	6	7	8	9	10	11		12	13	14
		Floors	Walls & Doors	Desks & Counters	Furniture	Basinboards /Window Sill	Light Fixtures	Sinks	Trash / Refuse	Windows	Water Fountains	Toilets	Mirrors & Hand Dryers	Bathroom Supplies	Graffiti	Landscaping
classroom 1	1st grade	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 2	office	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 3	1st grade	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 4	2nd grade	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 5	2nd grade	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 6	2nd grade	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 7	2nd grade	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 8	Kindergarten	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 9	Kindergarten	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 10	Kindergarten	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
classroom 11	Kindergarten	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA	NA	OK	NA
District's Plan to Address:																
Deficiency Noted in Prior Year?																

Use additional Area Lines as necessary.

PART Iii: EVALUATION DETAIL		School Name: CUTTEN ELEMENTARY														
		Date of Inspection: 12/28/2023														
Building / Area Name	Estimated Square Footage	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	PLAY/GROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ DATE/REFERENCE
room 12	1075	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
room 13	160	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
classroom 14	1440	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
classroom 15	960	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
classroom 16	960	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
room 17	144	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
CLASSROOM 18	960	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
room 19	960	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
room 20	1440	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
office	960	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
District's Plan to Address:		Upgraded fire alarm system. Added panic button to security alarm.														
Deficiencies Noted in Prior Year?																

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

DATE: 12/28/2023
SCHOOL NAME: Cullen Elementary
NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE: 3

Building / Area Name	Area Characteristics (Grade level served, events, traffic volume, public usage, etc.)	Date of Inspection: 12/28/2023														Rating
		1 Floors	2 Walls & Doors	3 Desks & Counters	4 Furniture	5 Baseboards /Window Sill	6 Light Fixtures	7 Sinks	8 Trash / Refuse	9 Windows	10 Water Fountains	11 Toilets	12 Mirrors & Hand Dryers	13 Bathroom Supplies	14 Graffiti	
room 12	Staff room	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
room 13	speech	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
Classroom 14	ASP	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
Classroom 15	3rd grade	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
Classroom 16	3rd grade	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
room 17	resource	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
room 18	resource	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
classroom 19	music	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
room 20	Library	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
office	Wing one	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA
Bus garage		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK

Use additional Area Lines as necessary.

District's Plan to Address:
Deficiency Noted in Prior Year?

PART I: EVALUATION DETAIL		Date of Inspection: 12/28/2023 School Name: Cullen Elementary														
Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOF'S	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATE/PENCES
Kitchen	400	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	NA
COMMENTS: Remodeled																
Electrical room	100	OK	OK	NA	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	NA	OK
COMMENTS:																
Boys bathroom 1	100	OK	NA	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK
COMMENTS: Due for a remodel																
Girls bathroom 1	100	OK	NA	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK
COMMENTS: Due for a remodel																
Boys bathroom 2	150	100	100	100	100	100	100	100	OK	100	100	100	100	100	100	OK
COMMENTS: Remodeled to meet ADA standards																
Girls bathroom 2	150	OK	NA	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK
COMMENTS: Remodeled to meet ADA standards																
Custodial 1	80	NA	OK	OK	OK	OK	OK	GOOD	NA	OK	OK	OK	OK	OK	NA	OK
COMMENTS:																
Custodial 2	50	NA	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
COMMENTS:																
Bus garage	3328	OK	NA	NA	OK	OK	OK	OK	NA	NA	OK	OK	OK	OK	NA	OK
COMMENTS:																
PLAYGROUND	4 ACRES	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	OK	NA
COMMENTS:																
District's Plan to Address:		ELECTRICAL ROOM TO BE UPGRADED FROM 400 AMP 220 TO THREE PHASE 480 IN 2024														
Deficiencies Noted in Prior Year?																

Marks: **OK** = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY/OFFICE OF EDUCATION Cutten Elementary S.D. , Humboldt C.O.E.		COUNTY Humboldt		NUMBER OF CLASSROOMS ON SITE 14	
SCHOOL SITE Cutten		SCHOOL TYPE (GRADE LEVELS) Elementary 3-6		NUMBER OF RESTROOMS ON SITE: 7	
INSPECTOR'S NAME Jay Seeger		INSPECTOR'S TITLE Facilities Manager		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 290,000		TIME OF INSPECTION 11:00am		SITE ENROLLMENT 300+-	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE 7.5		WEATHER CONDITION AT TIME OF INSPECTION Overcast 56 degrees F			
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE 28,000					

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

TOTAL NUMBER OF AREAS EVALUATED	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/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES		
32	27	26	29	31	31	31	31	7	29	32	23	31	32	1	29		
	5	6	3	1	1	1	1	25	3	0	9	1	0	31	3		
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s")	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Percent per Category (average of above)																	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89 99% POOR = 0%-74.99%	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	SCHOOL RATING**	EXEMPLARY
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**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 %-89 99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

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

CUTTEN SCHOOL DISTRICT Certificated Staffing / Enrollment for 2023-2024
12/8//2023

Grade Level	Classroom Teacher	Classroom Aide	1st Day Class Size	Class Size	Grade	Grade Totals	School Totals
SDC	Veeh, Tom	Hartridge, Catherine	8	8	SDC	8	Ridgewood Total 262
TK	Chastain, Amy	O'Kane, Taryn	15	17	TK	32	
TK	Seghetti, Nadine	Copeland, Linda	14	15			
K	Gabbert, Stacey	Emerson, Lilly	20	19	Kindergarten	80	
K	Lemmon, Katrin	Thayer, Tracy	20	21			
K	Seymour, Melissa	Gutierrez, Teia	20	20			
K	Escutia, Liz	Curiel,Isabella	20	20			
1	Felmllee, Jamie	Blacketer, Kacie	19	19	First	76	
1	Dickinson, Lori	Morgan, Aubrie	19	18			
1	Kencke, Joe	Urban, Michelle	20	19			
1	Hinrichs, Dani	Wagner, Ella	19	20			
2	Filbey, Audrea	Blevins,Trinity	23	21	Second	66	
2	Rice, Suzanne	Blaisdell, Leina	22	23			
2	Richards, Mike	Kidd, Lorna	23	22			
3	Hassler, Jeannie	Hulstrom, Gidget	21	21	Third	62	Cutten Total 304
3	Watkins, Lindsay	Pino, Karen	20	22			
3	Watson, Harriet	Hulstrom, Mike	20	19			
4	Code, Jen	Bell, Marissa	27	27	Fourth	94	
4	Ibbitson, Bethany	Houseworth, Stephanie	27	27			
4	Wheeler, Jesse	Comas, Maria	27	28			
4	Bon, Mindi	Houseworth, Brenae	11	12			
5	Benbow, Tracy	Wheeler, Sharon	27	27	Fifth	64	
5	Hague, Jaime	Lawson, Barandi	27	27			
5	Bon, Mindi	Houseworth, Brenae	10	10			
6	Yip, Andrea	Holgerson, Ashlee	27	28	Sixth	84	
6	Cook, Kaycee	McCarty, Sydney	27	28			
6	Mitchell, Brandee	Creason, Valerie	27	28			
		Totals	560	566			
						566	566

TRANSITIONAL KINDERGARTEN (1/5/23)		
YEAR	FORMS RETURNED	FIRST DAY ENROLLMENT
Jan 2024	5	27
Jan 2023	15	37
Jan 2022	14	36
Jan 2021	6	10
Jan 2020	12	14
Jan 2019	12	23
Jan 2018	7	27
Jan 2017	9	21
Jan 2016	7	19
Jan 2015	6	24

Projected increase = Jan 2022 increase

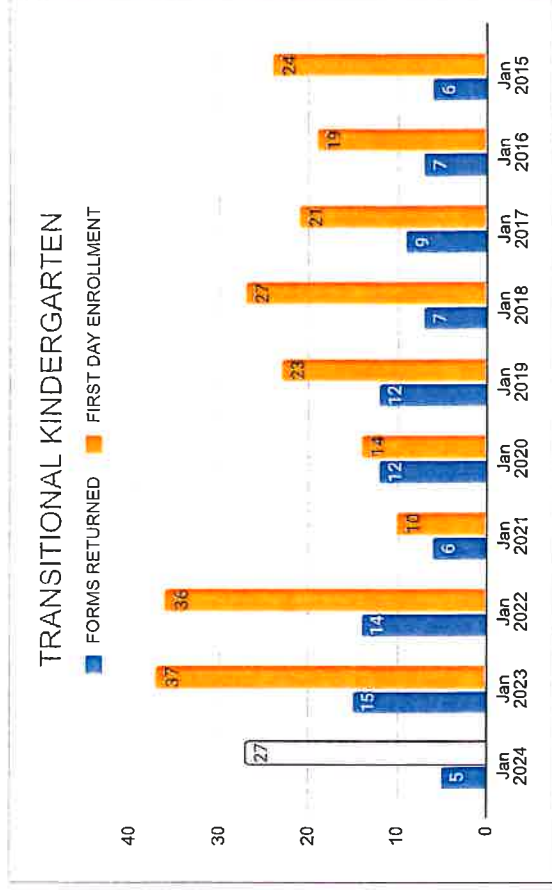
Registration forms out = 9

KINDERGARTEN (1/5/23)			
YEAR	FORMS RETURNED	INCOMING TK	FIRST DAY ENROLLMENT
Jan 2024	6	32	66
Jan 2023	16	35	78
Jan 2022	31	8	71
Jan 2021	7	14	68
Jan 2020	36	24	69
Jan 2019	29	27	93
Jan 2018	26	19	81
Jan 2017	29	24	79
Jan 2016	30	18	93
Jan 2015	30	19	82

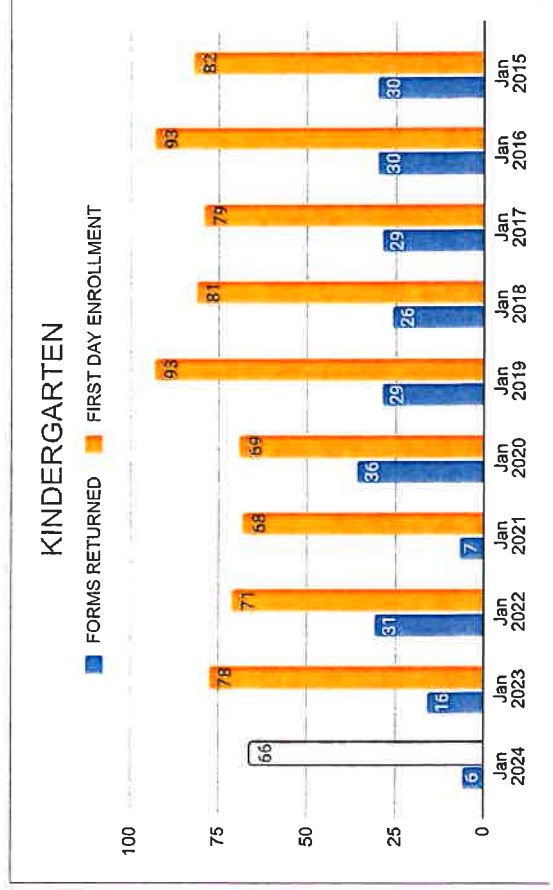
Ave increase from Jan to Aug = 33

Projected increase 80% of historical average

In district forms out = 4



22.0
22.0
4.0
2.0
11.0
20.0
12.0
12.0
18.0
14.6

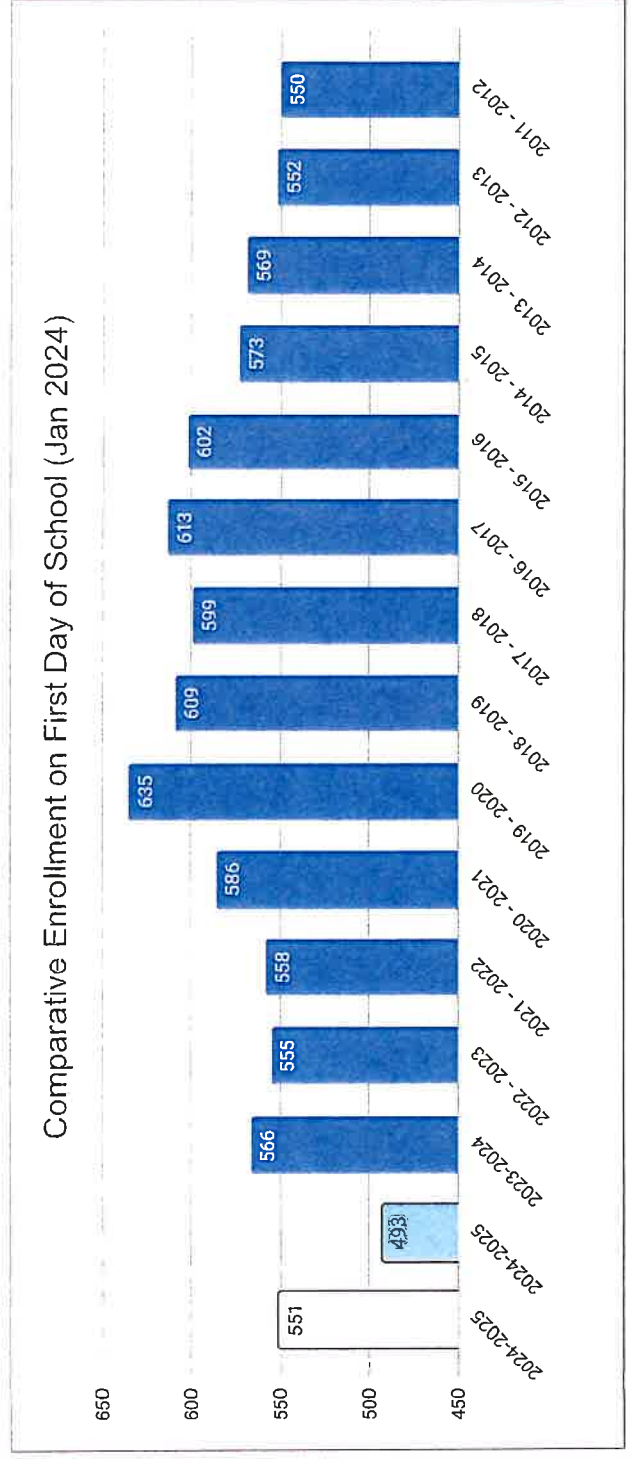


26.5
32
47.0
9.0
37.0
36.0
26.0
45.0
33.0
32.4

	SDC	TK	K	1	2	3	4	5	6	TOTAL
2024-2025 Projection	8	27	66	82	78	68	64	96	62	551
2024-2025 Actual to Date	8	5	38	80	76	66	62	94	64	493
2023-2024	8	32	80	76	66	62	94	64	84	566
2022-2023	9	37	70	66	61	85	65	85	86	555
2024-2025	13	10	69	60	86	74	86	95	68	558
2020-2021	10	14	69	88	80	84	95	79	67	586
2019-2020	11	23	93	80	82	104	80	86	76	635
2018-2019	10	27	81	77	88	83	81	86	76	609
2017-2018	5	21	79	88	81	79	82	80	84	599
2016-2017	NA	19	93	82	84	85	84	85	81	613
2015-2016	NA	24	82	85	85	88	78	92	68	602
2014-2015	NA	20	84	76	82	76	86	72	77	573
2013-2014	NA	17	75	86	81	83	77	82	68	569
2012-2013	NA	1	77	79	82	80	88	73	72	552
2011-2012	NA	NA	82	92	80	83	78	71	64	550

2024-2025 Projection	551
2024-2025 Actual to Date	493
2023-2024	566
2022-2023	555
2021-2022	558
2020-2021	586
2019-2020	635
2018-2019	609
2017-2018	599
2016-2017	613
2015-2016	602
2014-2015	573
2013-2014	569
2012-2013	552
2011-2012	550

2023 - 2024 TK/K projections based on historical data, grades 1-6 based on current enrollment +2



Kudos on your Catalyst participant!

1 message

Madeline Walton Hadlock <mwaltonhadlock@cla-net.org>

Wed, Dec 20, 2023 at 12:07 PM

To: bmacquarrie@cuttensd.org

Cc: Jovanah Martinez-Hoboo <jmartinez-hoboo@cuttensd.org>, Lisa Barnhart <lbarnhart@cla-net.org>, Joseph Sanchez <jsanchez@cla-net.org>, "Schwartzberg, Beverly@CSL" <beverly.schwartzberg@library.ca.gov>

Hi Becky,

We would like to express our sincere gratitude for your support of Jovanah Martinez-Hoboo's participation in the 2023-2024 Catalyst library leadership cohort. This program, hosted by California Libraries Learn (CALL) in collaboration with the California Library Association and the California State Library, received a large number of applications this year, with only 25 spots available in the inaugural Catalyst program. We congratulate you on Jovanah's selection into this cohort of talented California leaders.

As a member of the cohort, Jovanah has already completed a Library Journal course on Equity-Centered Leadership and an intensive training with Sharon Morris focused on communication skills, growth mindset, core values, storytelling, and networking strategies. The cohort members will continue to learn and apply these skills in their professional and personal lives, with an average time commitment of 3-4 hours per week for all program activities .

The Catalyst program emphasizes practical learning that can directly benefit your school, the school library, and the greater community. Jovanah will engage in both synchronous and asynchronous activities facilitated by experts in the field. The cohort also has monthly Zoom meetings for sharing and reflecting on their learning, as well as monthly mentoring meetings for support, feedback, and guidance.

The program includes in-person meetings, with a three-day meeting already completed in November and another two-day meeting planned for March 5-6, 2024. In 2024, each cohort member will undertake a final project to implement at their workplace, using co-design principles to support service and engagement.

We want you to feel connected to the Catalyst program and your staff member's progress. We encourage you to check in with Jovanah about her progress, listen and answer questions, and ensure she has time to complete her Catalyst work. Please reach out to us with any questions or feedback you may have.

Sincerely,

Maddy and the Catalyst team

Madeline Walton-Hadlock (she/her)
Catalyst Leadership Development Team
An initiative of [California Libraries Learn](#) (CALL)
831-295-9770



SCHOOL BOARD RECOGNITION MONTH:

School boards play a crucial and often overlooked role in the support of students and families. Cutten Elementary School District is proud to observe **#SchoolBoardRecognitionMonth** each January in acknowledgment of the selfless service of school board members who aim to provide a better, safer, more welcoming learning environment for students in our community each and every day. Thank you, Cutten Board of Education; you play an integral role in providing the best educational opportunities for our students!

Ridgewood Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	96.77	31.10	97.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.50	3.23	0.70	2.20	18854.30	6.86
Total Teaching Positions	15.50	100.00	31.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.10	94.75	31.30	97.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	3.13	0.50	1.55	11953.10	4.28
Unknown	0.30	2.06	0.30	1.02	15831.90	5.67
Total Teaching Positions	16.00	100.00	32.20	100.00	279044.80	100.00

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

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

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

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

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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

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

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

School Facility Conditions and Planned Improvements

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

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

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

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

Year and month of the most recent FIT report

September 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			50		29.47	

2022-23 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
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		

2023-24 School Safety Plan

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

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	6		
1	19	1	4	
2	16	4	1	
3	2	1		
Other	258			1

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	7		
1	11	6		
2	13	5	2	
Other	237			1

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,883	\$2,085	\$7,798	\$68,719
District	N/A	N/A	\$7,922	\$72,859
Percent Difference - School Site and District	N/A	N/A	-1.6	-2.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	16.7	-7.5

Fiscal Year 2022-23 Types of Services Funded

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,679	\$48,481
Mid-Range Teacher Salary	\$66,225	\$73,129
Highest Teacher Salary	\$86,137	\$99,406
Average Principal Salary (Elementary)	\$98,880	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$110,000	\$138,991
Percent of Budget for Teacher Salaries	31.19%	29.34%
Percent of Budget for Administrative Salaries	3.51%	5.99%

Professional Development

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

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

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

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

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

Cutten Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.10	98.77	31.10	97.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.20	1.23	0.70	2.20	18854.30	6.86
Total Teaching Positions	16.30	100.00	31.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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

Science	FOSS, 2021	Yes	0.0%
History-Social Science	Scott Foresman (3-5), 2006 Teachers' Curriculum Institute (6), 2006	Yes	0.0%
Foreign Language	N/A		0.0%
Health	SPARK PE, 2018		0.0%
Visual and Performing Arts	N/A		0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

School Facility Conditions and Planned Improvements

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

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

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

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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: 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			Cutten's buildings all need a new coat of paint.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50		50		29.47	

2022-23 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
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		

2023-24 School Safety Plan

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

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

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

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

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

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

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

Fiscal Year 2022-23 Types of Services Funded

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,679	\$48,481
Mid-Range Teacher Salary	\$66,225	\$73,129
Highest Teacher Salary	\$86,137	\$99,406
Average Principal Salary (Elementary)	\$98,880	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$110,000	\$138,991
Percent of Budget for Teacher Salaries	31.19%	29.34%
Percent of Budget for Administrative Salaries	3.51%	5.99%

Professional Development

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

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

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

Professional Development

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

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

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



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov

Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-24

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Cutten District CDS Code: 62745

Name of County: Humboldt County CDS Code: 12

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 1/8/24 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 24.

Submitted by (Superintendent, Board Secretary, or Designee):

Becky MacQuarrie [Signature] Superintendent
Name Signature Title

_____ 707-441-3900 _____ 1/8/24
Fax Number Telephone Number Date

_____ 4182 Walnut Dr., Eureka, CA 95503 _____
Mailing Address

_____ bmacquarrie@cuttensd.org _____
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 1/8/24 at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 24.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee

Becky MacQuarrie [Signature] Superintendent
Name Signature Title

707-441-3900 1/8/24
Fax Number Telephone Number Date

4182 Walnut Dr., Eureka, CA 95503
Mailing Address

bmacquarrie@cattensd.org
E-Mail Address

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

Cal Poly Humboldt state

If no, explain why you do not participate in an internship program.

CUTTEN ELEMENTARY
SCHOOL DISTRICT

EXPANDED LEARNING OPPORTUNITIES
PROGRAM (ELO-P) PLAN

Cutten Elementary School District
4182 Walnut Drive
Eureka, California 95503
(707) 441-3900

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Expanded Learning Opportunities Program Plan Cutten Elementary School District

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Local Educational Agency (LEA) Name: Cutten Elementary School District

Contact Name: Becky MacQuarrie

Contact Email: bmacquarrie@cuttensd.org

Contact Phone: 707-441-3900

Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

Cutten School
Ridgewood School

Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and in good working order. All program staff will be trained in safety protocols and Positive Behavior Interventions and Support practices.

Since our afterschool program is located on both the Ridgewood and Cutten campus', we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; outside specialists to offer added instruction within the program such as art lessons; and an additional staff member to provide tutoring.

Staff will complete mandated reporter, sexual harassment, and homeless/foster youth training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

During the program, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures.

Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The proposed activities will promote positive youth development through a focus on academic skill-building, social/emotional learning, recreational play experiences, using individual and group work to foster positive social development and seek to create a community of responsible citizens.

The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engaging students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on student need include:

- Homework Assistance
- Academic Tutoring - Math and ELA
- Intervention Support (ELA & Math)
- Mathematics Enrichment
- Zoo Experience
- Visual and Performing Arts: (i.e.: drawing, theater, music)
- Service Learning
- Cooking
- Team Sports
- Hiking

Skill Building

Describe how the program will provide opportunities for students to experience skill building.

In our program, we will offer academic enrichment including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts and Mathematics. The program provides small group and individual tutoring.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and are based on instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities while promoting through-provoking discussion, and building cooperative skills that will contribute to future success.

Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

The ELO-P will also focus on the social emotional growth of students. It will use a positive discipline approach aligned with the district's research-based Multi Tiered System of Support (MTSS) and Positive Behavior Intervention and Support (PBIS). This includes opportunities for students to practice friendship, communication, and mediation skills as a part of their everyday learning. MTSS practices are designed to produce effective systems which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Cutten Elementary School District's summer program will actively involve students in designing academic, enrichment, and physical education activities offered in the program. This will be done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the afterschool hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

Both Cutten and Ridgewood School's conduct regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the California Healthy Kids Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

Cutten Elementary School District will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. These may include service learning projects such as a beach cleanup, campus beautification, or habitat restoration, and other special events. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these conversations.

Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Our ELO-P health and wellness programs will align directly with Cutten School District's wellness policy and practices, as well as national best practices for health and wellness. Cutten School District seeks to integrate additional physical activity before, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. Activities include a focus on interactive games and sports. Physical activity programming utilizes curriculum designed to help students

- Enjoy and seek out physical activity;
- Develop a variety of basic movement and manipulative skills experience fitness success and enjoy physical activity;
- Develop and maintain acceptable levels of physical fitness; and,
- Develop the ability to get along with others in movement environments
- Learn to work as a team and collaborate together to reach shared goals.

Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking classes, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems. Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of eating a balanced diet. All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and HealthyPeople 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

The program will provide healthy meals each day in accordance with the program schedule that follows USDA school meal guidelines.

Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The program implemented at Cutten Elementary School District will serve diverse students from backgrounds that include white, Native American, African American, and Asian-American. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and in the community. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Staff orientation and ongoing professional development services will include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

During Service-Learning projects students could plan and implement projects such as a neighborhood clean-up/beautification that encourages them to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place.

We have a strong and explicit commitment to diversity and equity for all students served. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. Working with teachers, program staff will implement useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Cutten Elementary School District ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, the superintendent/principal is involved in the interviewing process for ELOP program staff.

Cutten Elementary School District will work with our partners to ensure that the selection of staff is based on defined qualifications, including experience working with children. The program will aim to recruit tutors with at least two years of college experience. Cutten Elementary School District's Director of Expanded Learning will oversee the management of our program.

Staff will receive training in Restorative Practices, conflict management, and mediation skills.

Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The mission of the Cutten Elementary School District, in partnership with our community, is to provide students with the academic and social skills necessary to become contributing members of a global community. This mission coupled with our vision: Building a better world, one student at a time, are our guiding principles. 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". Aligned with this, Cutten Elementary School District will offer an Expanded Learning Opportunities Program for students in TK- 6 in collaboration with the after-school program open to all TK - 6 students, and specifically reaching out to support our Title 1 students. Our Expanded Learning programs are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical and social skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Our vision is to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students' positive development as students, scholars, and community members.

Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The Cutten Elementary School District School ELO-P team works collaboratively with school administrators, school personnel and families to gather feedback, design programming, and implement high-quality afterschool programming. The ELO-P team works with community partners to provide additional enrichment activities and wraparound supportive services in order to help increase educational equity and expand educational opportunities for students.

Partnerships include:

Collaborative Partner	Duties/Responsibilities and/or Contributions
Two Feathers Family Services	Mental Health Services for students and families
Indian Action Council	Mental Health Services for students and families

Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Cutten Elementary School District will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, Cutten Elementary School District will collect attendance data on a weekly basis by the Site Supervisor.

Surveys will be administered annually as part of the LCAP process. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at local data as well as CAASPP proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students

These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services acts as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

Cutten Elementary School District is committed to maintaining a data-driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to

generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic, staff, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever- changing base. Our program will establish a clearly defined continuous quality improvement plan that includes: 1) outcomes improvement goals and action steps, 2) a timeline with dates for action steps and quality improvement discussions, 3) feedback from staff, youth, parents, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at Cutten Elementary School District, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

In the 2023-24 school year the District utilized one time ELO-P funding to purchase the services of an architect and a modular to support the expanded learning program on the Ridgewood site.

Program Management

Describe the plan for program management.

Program operations are overseen by the Director of Expanded Learning in conjunction with the Superintendent, and the site Coordinators. Roles and responsibilities are outlined below.

Director of Expanded Learning is responsible for

- Program oversight
- Site Based Staff supervision
- Program evaluation and quality improvement data analysis
- Curriculum and program selections
- Reviewing attendance data

Coordinators/Site Based Staff will be responsible for

- Tracking and reviewing attendance data
- Development of activities and schedule
- Implementation of academic support and enrichment programs
- Supervising students during structured and unstructured activities
- Maintaining an organized, safe environment for students

Monthly meetings between the Director of Expanded Learning, and Coordinators will ensure that the district is informed of expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director at least monthly regarding areas for additional support.

Cutten Elementary School District is committed to meeting all reporting expectations for this grant. Current expenditure reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of the Cutten Elementary School District will be conducted for each fiscal year. The books and records of the district will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide including a Single Audit, previously known as OMB circular A-133.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Cutten Elementary School District is committed to ensuring all afterschool programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for afterschool programming is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in afterschool programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil- to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. Cutten Elementary School District has prior experience offering a high-quality, Extended Learning program. We will use the lessons learned from this program to inform the staffing and design of our ELO-P program for our youngest learners.

Please refer to the Cutten Elementary School District's Universal Prekindergarten Planning and Implementation Program Plan for more details.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample School Day Schedule

Time	Activity
8:00 - 8:15	Drop off and morning play
8:15 - 1:50 (TK/K-2)	Regular instructional day
8:30 – 2:40 (3rd - 6th grade)	Regular instructional day
2:40 - 3:30 (3rd - 6th grade) 1:50 – 3:30 (TK/K-2)	Check in/Snack/Indoor Structured Games
3:30 -4:30	Homework club and tutoring
4:30 - 5:30	Outdoor Structured games or supervised free play

Sample Summer/Intersession Schedule

Time	Activity
8:00 - 8:15	Drop off and morning play
8:15 – 12:15	Regular instructional day
12:15 – 1:15	Lunch
1:15-2:15	Organized Centers/ Games
2:15-2:45	Quiet reading or read aloud
2:45-3:45	Specials such as Art, STEM activities, Service projects, etc...
3:45-4:00	Afternoon snack
4:00-5:00	Intervention/Centers ELA & Math
5:00-5:30	Choice time

Additional Legal Requirements for the ELO-P

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance. (B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A-B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp> .

Board Approved 6/27/2022