

TITLE I, PART A

Parent and Family Engagement

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Cutten Elementary:

A hallmark of the Cutten District is the high level of parent involvement. The Parent Involvement Policy and Compact are distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Compact is signed by parents, students, teachers, and administrators. The Policy is reviewed annually by the Site Council advisory group and by the School Board. It is posted on the District website. Parent conferences are held at the end of trimester 1 and 2, giving parents an opportunity to meet individually with teachers to discuss student progress toward proficiency on grade level standards. CAASPP score reports are mailed to parents within 30 days of District receipt. Parents are encouraged to ask questions of teachers and other staff to gain a better understanding of State standards and other assessments through email, phone contact, or meetings. In addition, the District webpage provides links to resources for parents regarding State standards and District expectations.

The District conducts Family Math and Family Literacy Nights where parents learn about the math and ELA curriculum and how to help their students. These sessions include training on accessing online components of the curriculum. All teachers use Common Sense Media curriculum to teach digital citizenship and support material is sent home to parents. Parents and students sign an Acceptable Use Policy and an agreement that outlines consequences for misuse. The entire school team focuses on working with parents to maximize the educational experience of students. Special Ed staff receives training on how to work effectively and with parents through the IEP process. Our resource specialists model to staff how to provide clear explanations and conduct IEP meetings with empathy and a team approach. Coordinating with parents and using information provided in the Family Engagement Framework listed on the CDE website, the District will devote at least one hour of preservice time to train teachers, principals, school social workers, and other staff, in the value and utility of parent participation, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school. Quarterly, principals will add Parent/Family Engagement to the staff meeting and Site Council agendas to ensure there is effective Parent/Family engagement.

The District connects families with community-based support programs such as food and clothing banks; and provides tiered behavioral supports such as Positive Behavior Intervention and Support and Restorative Justice. A parent representative is a member of the PBIS team. We collaborate with community-based organizations and neighboring districts for services that will benefit families. We partner with DHHS and the HCOE Foster Liaison to serve our foster parents. We work with a Public Information Officer to support families. We provide information about our school program and kindergarten registration to preschools in the area. Information related to school and parent programs is provided through multiple avenues. Each school has a weekly parent newsletter posted on our website, with a paper copy provided to each student. Parents also receive information via texts, e-mail communication, and phone calls via our SIS, which supports multiple languages. To reach as many parents as possible, we send information through multiple avenues, including, when appropriate, the mail. IEP documents, including meeting notes, are translated to the parents' native language upon request. Interpreters are present at IEP meetings when there is a language barrier.

Our population of English learner and migratory families is small, at 1.3% district-wide. When needed, interpreters and translated documents are provided to ensure that there is clear communication with parents. Staff receives support from the EL Coordinator at HCOE. Our weekly newsletters are written in a friendly, easy to understand format. To illustrate grade level standards and show achievement, teachers provide samples of student work at parent-teacher conferences. We utilize our bilingual paraprofessional to aid with parents who speak Spanish. Our facilities and website are ADA compliant. We use basic sign language in our classrooms and provide a sign language interpreter for parents as needed.

The District receives input from our school community at multiple Stakeholder engagements, parent meetings, and surveys. The annual parent survey saw a 69% return rate, an increase from 48% the previous year. All suggestions are considered for implementation. Parent input has significantly impacted the LCAP and how funds are budgeted, including Title I funds. To help draw as many families as possible, we combine the Stakeholder meetings with engaging student-centered activities such as Maker Night and Art Night. We provide a free dinner to all attendees.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9). Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Cutten Elementary:

School Wide Program: Considerable time and effort was expended to develop an innovative intervention model to foster the academic and social success of every student. Using the model, every child's educational needs in relation to the California Common Core State Standards are reviewed and prioritized by the classroom teachers, administration, and the support services team at the beginning of each school year. Multiple measures scores that include a variety of research-based, reliable assessments are analyzed at and across grade levels. Based on scores, teams plan and initiate strategies to help all students attain proficiency or better. Resources are assigned to ensure that every child is receiving the most appropriate assistance through one or more programs. On-going assessment is used to drive instruction and to provide targeted interventions for students struggling to achieve grade level standards. There is an instructional assistant assigned to each classroom teacher to support students who need extra assistance. The District employs a .40 FTE paraprofessional to coordinate an additional level of targeted instruction support that is provided for students who require more individualized instruction in English-Language Arts and/or Mathematics. This position will be 1.0 FTE in 2021-22. Student study teams meet regularly to review data, to re-evaluate individual student progress, and to adjust the interventions as needed. Teachers provide tutoring on a case-by-case basis. Targeted Assistance Program School: N/A; neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6). Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Cutten Elementary:

School social work / counselor services: 2.65 FTE. The District School Social Workers assist students and families with the following: enrollment (health records, residency requirements, birth certificates); regular attendance; community resource information and referrals; assistance with basic school supplies and clothing; and any other appropriate support for families to make students fully access their education. They assist school districts and staff with the following: establish school services that meet the basic needs of homeless students; bridge the gap between schools if a child moves; ensure that a full range of services is available; maintain contact with parents and/or guardians; assist with immediate enrollment and proper placement; provide parent education related to rights and resources; provide referrals to housing and other community agencies as appropriate; provide case management of identified students; and maintain contact with the County McKinney-Vento Homeless Liaison and Coordinator.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A-B). Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual

school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Cutten Elementary:

Cutten School District supports the transition of students entering Transitional Kindergarten and Kindergarten through numerous orientations. The first event is our February “Kindergarten Connection”, where teachers and administration share important information about the program, the “Nuts & Bolts” of attending Ridgewood School, and tips for helping their youngsters in this important transition. Children are also invited to this event, participating in a music session with our talented music teacher, and in structured play. Our second event is the “Spring Into TK/Kindergarten” in April/May. Families who have registered for TK/Kindergarten for the upcoming year are invited to come to the school for the evening, where their children participate in activities in each of the TK/K classrooms. The parents accompany the students. Our third orientation occurs in May/June. Families are invited to come to campus a third time and participate in Open House. A fourth orientation occurs in August. Children are invited to come and meet their teacher and classmates, participate in a fun activity, and take a short bus ride, with parents riding along. This gives them one more opportunity to get to know their new school. The transition from Ridgewood School to Cutten School for our second grade students includes a field trip visit to their new school, where students meet the third grade staff, tour the school, and attend a welcome assembly. In the evening, they are invited back with their families for a second visit. Students give their family a tour, and afterward, there is an orientation for families that includes information about curriculum, schedules, extra-curricular opportunities, and more. This is followed by a question and answer period. In addition, the District has a “buddy” program. Students from primary classrooms are partnered with students from upper grade classrooms at the beginning of each school year. Monthly, students visit the classroom of their assigned buddy class and participate in a shared learning activity. This is another opportunity for students at Ridgewood to become familiar with the Cutten campus. Sixth grade students transition from our district to another for middle school have the opportunity to visit the other campuses. There are also assemblies in which other districts present their curriculum, programs, and activities to these students. The school facilitates student registration.

Educator Equity

ESSA SECTION 1112(b)(2). Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Cutten Elementary:

Cutten School District is a small school district, comprised of two school sites. Ridgewood School serves students TK through second and has one special day class to serve students in those grade levels. Total student enrollment at Ridgewood School is approximately 275. Cutten School is a fourth through sixth grade site. There are approximately 325 students enrolled at Cutten School. Because the grade bands are different at the two sites, it is unreasonable to compare them to determine disparities of district resources.

All teachers in the Cutten District meet the highly qualified criteria. The District has no teachers that are out-of-field, ineffective, or misassigned. One of the 28 regular education classroom teachers at the Cutten site is inexperienced, with two years or less of teaching experience. The Special Day Class teacher at Ridgewood School is inexperienced, with two years or less of teaching experience. The source of the data analyzed to determine teachers that are out-of-field, ineffective, or misassigned is our human resource files.

Stakeholders reviewed the district's recruitment process for teachers and determined that the district consistently receives an adequate pool of teacher applicants that are properly credentialed, highly qualified, and experienced. This trend is expected to continue because the district has an excellent reputation for student services and staff support, and the teacher salary schedule is in the top range for the area. Stakeholders also looked at the retention rate for the district. The average years of teaching experience in the district is 10, which is consistent with county averages. The average years of service is 14, which is two years more than the county and consistent with state averages.

Suggestions for strategies to support our inexperienced teachers were sought from stakeholders. The following strategies were identified:

- 1) actively support teachers participating in the North Coast Teacher Induction Program (NCTIP), formerly known as BTSA, and continue to provide mentorship by veteran teachers, with administrators monitoring the process.
- 2) When a new teacher is hired, experienced teachers assigned to the same grade level will provide continual support in all aspects of the profession to these beginning teachers.
- 3) New teachers will also receive support and monitoring from site administrators, with regular check-ins and observations. Administrators will provide positive and constructive feedback.

Low-income student data: The data indicates that the identified students are dispersed evenly at both school sites, with identified students attending Ridgewood at 44%, and Cutten at 46%. Again, because the grade bands at both sites are unlike, comparing them is baseless.

Minority student data: The data indicates that the identified students are dispersed at both school sites similarly. At Ridgewood School, 165 of 297 (56%) students fall into this category. At Cutten School 167 of 330 (51%) students fit this category.

The source for the low-income and minority student data is the district's Student Information System, SchoolWise, and is 2019-20 data. The figures from 2020-21 are not reflective of a typical school year.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B). Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Cutten Elementary:

Systems of Professional Growth and Improvement for Teachers: The Cutten District implemented the Leadership Team in 2014. Teachers apply to be on the team, and receive an annual stipend of \$2,000. This Team, that includes both administrators, meets weekly to plan professional development opportunities for teachers; evaluate, monitor and modify formative and summative multiple measures assessment tools; support and guide the transition to standards-based report cards and the implementation of the new ELA curriculum. The team will participate in the evaluation and consideration of new Next Generation Science Standard curriculum. At the final Leadership Team meeting, the team reviews the year, evaluating the effectiveness of professional development opportunities offered, changes made in assessments, curriculum decisions, etc. Plans for the upcoming year are also outlined at this meeting.

New teachers participate in the North Coast Teacher Induction Program (NCTIP) and are mentored by veteran teachers. The North Coast School of Education's (NCSOE) induction program 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.

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 review.

Systems of Professional and Growth for Principal: The principal is given the opportunity to attend professional development activities and receives support from the County Office of Education. The staff provides feedback to the principal. The superintendent evaluates the principal.

Systems of Professional and Growth for Superintendent: The superintendent is supported by an experienced administrator / educator who provides twice weekly full-day guidance and professional support. The superintendent is given the opportunity to attend professional development activities and receives support from the County Office of Education. The superintendent attends quarterly administrators' network meetings, bi-monthly Co-op meetings, and quarterly Superintendent Forums, hosted by the County Schools' Superintendent.

The Cutten District has access to attorneys with School and College Legal Services, which provides another layer of professional support. Staff and parents provide feedback via several surveys. The superintendent is evaluated by the Board of Trustees.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C). Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Cutten Elementary:

The Cutten School District operates as one school on two sites separated by a short 2.6 mile stretch of road. Ridgewood School serves TK – second grade students; Cutten School serves students in third through sixth grade. To prioritize how these funds can best be used to provide support for low income students, input is provided by school staff and the District's LCAP Advisory Council. The identified highest priority is to support learning with highly qualified teachers and maintaining lower class sizes. The site council addresses school climate and parent involvement in the Single Plan for Student Achievement and Comprehensive Safe School Plan. The site council participates in and partners with the PTA and CRSF to strengthen the relationship with families.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D). Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Cutten Elementary:

The District uses a cyclical framework for identifying professional development needs and allocating Title II, Part A funds. The District performs a needs assessment in the form of a survey completed by teachers, including specialized instructional support personnel. The purpose of the survey is to determine progress in providing professional learning for teaching to the recently adopted academic standards, and local needs for professional development. Input is also sought in the form of meetings with district paraprofessionals, an electronic and paper parent survey, a student survey, several community meetings, and monthly discussions the District Parent Teacher Association. The School Site Council and the District Leadership Team review and disaggregate stakeholder input. The data obtained is used to guide the planning of relevant professional development opportunities. The planning of professional development takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. The district tracks effectiveness by collecting performance data and student progress through multiple measures and standardized tests. Data is collected and analyzed three times during the school year. The cycle begins again with consultation with stakeholders to identify needs and concerns, and input collected through the means described above.

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1). Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Cutten Elementary:

The District has a partnership with Indian Action Council. The organization provides tutoring services to Native American children. The District partners with Sonoma County Office of Education to provide support to new teachers through the North Coast Teacher Induction Program. We partner with the Humboldt County Office of Education, participating in the Arts and Creativity Initiative, designed to integrate and strengthen standards-based arts instruction across the curriculum. We work with HCOE's Decade of Difference, a program that provides early literacy tutoring to kindergarten, first, and second grade students. The District PTA and Student Foundation support our students' well-rounded education by helping to fund our music program, fine arts education, P.E. program, extra-curricular activities, clubs, theater performances, technology, and student-centered community social events. Title IV, Part A funds are transferred to Title I to be used for activities related to supporting well-rounded education. Title 1 and Title IV, Part A is used to fund our classroom assistants. These assistants provide effective intervention for students who are not meeting grade level standards. Every classroom has an assistant for three hours daily. They are trained to work with students individually and in small groups. The additional adult also provides a smaller student to adult ratio. The District regularly evaluates the effectiveness of the activities carried out under this section through local assessments, standardized testing, interim assessments, research-based progress monitoring assessments, and anecdotal evidence. Goals are set, and data is collected and disaggregated to analyze student achievement. Teaching staff meet regularly, guided by a district Leadership Team, to evaluate effectiveness and facilitate improvement.

ALL SECTIONS HAVE BEEN APPROVED BY CDE



**CUTTEN ELEMENTARY SCHOOL DISTRICT
2021 LCAP Local Indicators**

Priority 1 – Basic Services or Basic Condition at Schools

LCFF statute requires that the new CA Accountability System include standards for all LCFF priorities. However, state-collected data is not available for every priority. For those priorities without indicator data collected by the state, the State Board has identified the data to be collected by the local education agency.

To meet the standard for the Local Indicators, LEAs must:

1. Measure their progress using locally available information
2. Report the results to the LEA’s local governing board at a regularly scheduled public meeting of the local governing board, and
3. Upload and publicly report the results through the Dashboard.

Priority 1 – Basic Services:

- Rate of Teacher Misassignment
- Student Access to Standards-Aligned Instructional Materials
- School Facility Conditions

Rate of Teacher Misassignment (Percentage)

Teachers	Ridgewood School	Cutten School	District
With Full Credential	100	100	100
Without Full Credential	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0
Teachers of English Learners without CLAD	0	0	0
Vacant teacher positions	0	0	0

Student Access to Standards-Aligned Instructional Materials for use at school and at home – Ridgewood School

Subject	Textbooks and Instructional Materials	Percent Student Lacking Own Assigned Copy
English Language Arts/English Language Development	National Geographic Reach	0.0%
Writing	Step Up to Writing	0.0%
Mathematics	McGraw-Hill My Math	0.0%
Science	FOSS (Pilot)	0.0%
History/Social Science	Local Board-Adopted Program developed from Macmillan/McGraw-Hill, supplemented with California Education and the Environment (EEI) Curriculum	0.0%

Student Access to Standards-Aligned Instructional Materials for use at school and at home – Cutten School

Subject	Textbooks and Instructional Materials	Percent Student Lacking Own Assigned Copy
English Language Arts/English Language Development	National Geographic Reach for Reading	0.0%
Writing	Step Up to Writing	0.0%
Mathematics	McGraw-Hill My Math	0.0%
Science	FOSS (Pilot)	0.0%
History/Social Science	Local Board-Adopted Program developed from Macmillan/McGraw-Hill, supplemented with California Education and the Environment (EEI) Curriculum and History Alive	0.0%

School Facility Conditions – Facility Inspection Tool (FIT)

System Inspected	Ridgewood School		Cutten School	
	Rating	Repair Needed or Action Taken or Planned	Rating	Repair Needed or Action Taken or Planned
Systems	Good	<ul style="list-style-type: none"> • Solar arrays installed • HVAC system upgrade planned 	Good	<ul style="list-style-type: none"> • HVAC system upgrade planned
Interior Surfaces	Good	<ul style="list-style-type: none"> • Portable air filters installed 	Good	<ul style="list-style-type: none"> • Portable air filters installed
Cleanliness	Good	<ul style="list-style-type: none"> • Thorough, deep summer cleaning 	Good	<ul style="list-style-type: none"> • Thorough, deep summer cleaning
Electrical	Good	<ul style="list-style-type: none"> • Electrical converter installed for solar array 	Good	<ul style="list-style-type: none"> • Electrical upgrade planned to accommodate HVAC system
Restrooms/ Fountains	Good	<ul style="list-style-type: none"> • Hydration stations installed 	Good	<ul style="list-style-type: none"> • Hydration stations installed
Safety	Good	<ul style="list-style-type: none"> • 	Good	<ul style="list-style-type: none"> • Secure fencing and gates scheduled for summer 2021
Structural	Good	<ul style="list-style-type: none"> • 	Good	<ul style="list-style-type: none"> • Breezeway roofing repair and seal scheduled
External	Good	<ul style="list-style-type: none"> • New pavement around play structures and to allow for bus turnaround 	Fair	<ul style="list-style-type: none"> • Hallways and classroom doors painted
Overall Facility Rate	Good		Good	



**CUTTEN ELEMENTARY SCHOOL DISTRICT
2021 LCAP Local Indicators**

Priority 2 – Implementation of State Academic Standards

LCFF statute requires that the new CA Accountability System include standards for all LCFF priorities. However, state-collected data is not available for every priority. For those priorities without indicator data collected by the state, the State Board has identified the data to be collected by the local education agency.

In order to meet the standard for the Local Indicators, LEAs must:

1. Measure their progress using locally available information
2. Report the results to the LEA’s local governing board at a regularly scheduled public meeting of the local governing board, and
3. Upload and publicly report the results through the Dashboard.

Priority 2 – Implementation of State Academic Standards:

- Rate the LEA’s progress in providing professional learning for teaching to recently adopted academic standards and/or curriculum frameworks
- Rate the LEAs progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught
- Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks
- Rate the local educational agency's progress implementing other adopted academic standards
- Rate the LEA’s success at engaging in professional learning activities with teachers and school administrators

In April 2021, 29 Cutten School District teachers completed the CDE survey for Priority Two. The following data was reported.

Rate of Availability of Professional Learning

Content	5 Full Implementation and Sustainability	4 Full Implementation	3 Initial Implementation	2 Beginning Development	1 Exploration and Research Phase	Average
ELA	11	12	5	1	0	4.14
ELD	2	5	11	2	9	2.62
Math	12	10	5	2	0	4.10
NGSS	10	14	3	2	0	4.10
H/SS	6	9	7	4	3	3.38

Rate of Availability of Aligned Instructional Materials

Content	5 Full Implementation and Sustainability	4 Full Implementation	3 Initial Implementation	2 Beginning Development	1 Exploration and Research Phase	Average
ELA	16	8	5	0	0	4.38
ELD	8	9	5	3	4	3.48
Math	17	8	3	0	1	4.38
NGSS	12	8	7	2	0	4.03
H/SS	6	12	7	1	3	3.58

Rate of Policies to Support Staff in Identifying Personal Goals

Content	5 Full Implementation and Sustainability	4 Full Implementation	3 Initial Implementation	2 Beginning Development	1 Exploration and Research Phase	Average
ELA	7	11	8	2	1	3.72
ELD	4	4	10	3	8	2.76
Math	10	10	5	2	2	3.83
NGSS	9	10	7	2	1	3.83
H/SS	8	6	12	2	1	3.70

Rate of Implementation of other Standards

Content	5 Full Implementation and Sustainability	4 Full Implementation	3 Initial Implementation	2 Beginning Development	1 Exploration and Research Phase	Average
CTE	4	3	11	2	9	2.69
Health	4	8	6	7	4	3.03
PE	7	11	9	2	0	3.80
VAPA	8	8	11	1	1	3.72
Language	7	9	8	2	3	3.52

Support for Teachers and Administrators (15-16)

Content	5 Full Implementation and Sustainability	4 Full Implementation	3 Initial Implementation	2 Beginning Development	1 Exploration and Research Phase	Average
ID group needs	14	9	5	1	0	4.24
ID individual needs	12	10	5	2	0	4.10
Support	15	10	3	1	0	4.34

Narrative: The Cutten School District operates two schools with a total of 34 certificated teachers. There are 31 veteran teachers and 3 teachers with three or less years of experience. All classrooms are self-contained.

Needs identified in this survey include professional learning for ELD, implementation of CTE, and implementation of Health Standards, ELD.

In 2021-22, all classroom teachers will receive professional development in the newly state-adopted NGSS curriculum.

Much of the California Health standards are embedded in other curricular areas, such as physical education and social science. In addition, students at Ridgewood School participate in a 911 training with a local volunteer, and all students receive prevention training in sexual harassment / assault and bullying from the North Coast Rape Crisis Team. The Leadership Team, with input from teachers, will explore the new kindergarten - 6th Health Standards, scheduled to be published early 2020.

Less than 2% of students are identified as ELD. Student needs are addressed on an individual basis.

Implementation of Career Technical Education (CTE) standards is also identified as a need. The California standards are written for grades 7 through 12. Nevertheless, teachers do provide opportunities for students to explore careers through guest speakers and presentations.



CUTTEN ELEMENTARY SCHOOL DISTRICT 2021 LCAP Local Indicators

Priority 3: Parent and Family Engagement

Building Relationships

1. **Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 - Full Implementation

4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

Dashboard Narrative Box

Cutten and Ridgewood Schools enjoy and nurture an open, respectful, and highly beneficial relationship with parents. A hallmark of our educational success is the extremely high parent and community participation in all aspects of the school program.

Due to the Covid-19 pandemic, public safety rules have restricted visitors, including parents, from entering our campuses this school year. This restriction has eliminated the opportunity for parents to participate in classroom activities, and volunteering in classrooms. Most importantly, it has interfered with the regular routines and strategies successfully employed in the past to engage parents. With the easing of Covid-19 restrictions, we look forward to welcoming and encouraging parents and families back to our campuses. The following details our concerted efforts to reach parents in a multitude of ways during a regular school year.

We extend an open invitation to parents to visit the Cutten or Ridgewood School site. Parents of incoming kindergarten students attend four orientation events prior to the first year of school. By the first day of school, we know our new students and they know us. The transition from Ridgewood School second grade to Cutten School third grade is eased through many opportunities to visit the Cutten site, a student and parent orientation evening, and an open invitation to parents to visit Cutten School as often as they desire. Parents feel at ease and supported. Every class has nearly 100% attendance at parent and teacher conferences, and the annual Back to School Night and Open House Night attendance rate is about 80%.

So that parents, students, and teachers feel comfortable working together, a trusting relationship is necessary. Teachers and administrators establish an environment where parents feel welcome and valued, resulting in

increased direct instruction for children. As their children move through the grade levels, parent volunteers are an extremely important part of the academic program. Our teachers rely upon them to provide small group instruction. Families are invited to attend our school assemblies and on-site events and celebrations. Parents and students are greeted in the morning by the principal as they enter the Ridgewood and Cutten School campuses, and all staff at both sites foster a warm camaraderie, leaving their classroom and office doors open before, during, and after school.

The Cutten District will continue to promote parental participation in a variety of ways. The District will encourage parent classroom volunteers, parent participation at school events, and parent attendance at parent teacher conferences.

The District will continue to promote increased parent participation and will implement some suggestions offered by parents in the parent and staff surveys, including encouraging parents to contribute to cultural and career events.

Though Cutten District has only a small number of English Learners, we will continue to provide translation services to allow parent/guardians to participate in educational programs and individual meetings with school staff related to their child's education

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 - Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 - Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 - Full Implementation

Dashboard Narrative Box

The Cutten District recognizes the need to partner with families to maximize student outcomes and is committed to retaining the services of two school social workers. Constant interaction with teachers and families helps achieve the social work program goal – to lessen or to remove barriers to learning. The social workers foster beneficial connections between district staff, parents and community services. Present at class study meetings and student placement meetings for the upcoming year, the social workers apply their training, experience, and knowledge of every student and their families to ensure balanced classrooms, and equitable support services allocation. They provide support and training for staff to improve capacity to partner with families. Their services are invaluable for connecting all parents to the school, treating all with fairness, recognizing and appreciating their unique needs.

The responsibility for children's educational development is a collaborative partnership between the school and

home. Parents are provided with documentation of their rights at the beginning of each school year and are encouraged to advocate for their children. Teachers begin each school year establishing connections quickly. The District subscribes to Remind to allow for two-way communication between home and school via text message and email. Additional scheduled communication with parents occurs at Back to School Night, parent-teacher conferences, and Open House. We also conduct Student Study Team meetings and IEP meetings as necessary. Both schools communicate with families via a weekly newsletter. Regular communication is a priority and is imperative to best support student learning.

The Cutten District implemented an innovative model for increasing communication early in the school year. This model involves conducting parent-teacher interviews during the first few weeks of school. These interviews are essential for learning about students - their strengths, learning habits, preferences, etc. Student needs are identified and academic, behavior, and/or social goals are set for the year.

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 - Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 - Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 - Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 - Full Implementation and Sustainability

Dashboard Narrative Box

The Cutten District seeks input from stakeholders in many ways. Five of the ten-member School Site Council are parents that actively participate in developing the Single Plan for Student Achievement and the Comprehensive Safe School Plan. The Site Council also fulfills the role of Parent Advisory Council, responsible for reviewing the LCAP and providing feedback to the district. The District seeks input from students through the recently created Student Council. Additional opportunities for input are available via parent surveys, community meetings, LCAP advisory and information meetings, Back to School events, four TK/Kindergarten Orientations, and a third grade Orientation event. An LCAP parent input meeting occurs each year in the spring. Our school social workers reach out to underrepresented families to personally invite them to parent and family events and meetings.



CUTTEN ELEMENTARY SCHOOL DISTRICT
2019 LCAP Local Indicators
Priority 6 – School Climate (Engagement)

School Climate – Student Survey (Spring 2021)

Statement	Cutten District	
	Rating	Percent Responding
I feel safe in my school.	Never	2
	Sometimes	6
	Often	22
	Always	70
I like school.	Never	3
	Sometimes	28
	Often	46
	Always	22
Teachers treat me with respect.	Never	0
	Sometimes	5
	Often	20
	Always	75
There is an adult at my school who will help me.	Never	1
	Sometimes	6
	Often	21
	Always	72
My school wants me to do well.	Never	0
	Sometimes	2
	Often	7
	Always	90
Students in my class behave so that teachers can teach.	Never	3
	Sometimes	16
	Often	57
	Always	23

School Climate – Parent Survey (Spring 2021)

Statement	Cutten District	
	Rating	Percent Responding
I believe the Cutten School District provides a positive school climate for students.	Strongly disagree	0
	Disagree	0
	Neutral	2
	Agree	27
	Strongly agree	71
As a parent/guardian, I feel welcome to participate at this school.	Strongly disagree	3
	Disagree	3
	Neutral	10
	Agree	20
	Strongly agree	64

I believe the Cutten School District provides a safe, connected environment for students.	Strongly disagree	0
	Disagree	0
	Neutral	6
	Agree	24
	Strongly agree	70

School Climate – Teacher Survey (May 2021)

Statement	Cutten District	
	Rating	Percent Responding
I feel connected to all staff, and am able to regularly collaborate with other teachers.	Strongly disagree	0
	Disagree	4
	Neither disagree or agree	15
	Agree	22
	Strongly Agree	59
I feel connected to my students.	Strongly disagree	0
	Disagree	0
	Neither disagree or agree	0
	Agree	22
	Strongly Agree	78
Students feel safe at school.	Strongly disagree	0
	Disagree	0
	Neither disagree or agree	3
	Agree	19
	Strongly Agree	78
Students are given many opportunities in their school experience, are recognized for their accomplishments, and feel school is a good place to be.	Strongly disagree	0
	Disagree	0
	Neither disagree or agree	0
	Agree	30
	Strongly Agree	70

School Climate Survey for Students - Analysis

All students at Cutten School were surveyed, to capture a valid measure of their perceptions of school safety and connectedness.

Results of the survey show an overall positive sense of feeling safe and connected to school. The figures below indicate the percentage of students who responded *Often* or *Always* to the following statements:

	Spring 2021 Local Survey Results	Spring 2021 CHKS Survey Results
I feel safe in my school.	92%	92%
I like school.	68%	92%
Teachers treat me with respect.	95%	96%
There is an adult at my school that will help me.	93%	74%
My school wants me to do well.	97%	90%
Students in my class behave so that teachers can teach.	80%	52%

Staff will continue with strategies to make connections with all students. We have increased our school social worker staff from 1.65 FTE to 2.0 FTE to address student needs. Class study meetings, regular check-ins to provide a daily personal connection with identified students, social groups, and individual counseling are examples of services to support students who exhibit behaviors of concern and/or a disconnect with school. A Student Council is implemented at Cutten School. We continue with PBIS and MTSS, overseen by our School Climate Committee.

Forty-two percent of fifth grade students completed the California Healthy Kids Survey (CHKS). Comparative results are listed above.

School Climate Survey for Parents - Analysis

Positive school climate	98%
Parent Participation welcomed	84%
Students Safe and Connected	94%

The parent survey, with 69% of parents responding, indicates overwhelmingly that our families perceive school climate, participation, and safe and connectedness as strengths. This has been a year when parent participation has been very limited due to the pandemic, so it is notable that 84% of parents still feel their participation is welcomed. Cutten District will continue to nurture an open, respectful, and highly beneficial relationship with families.

School Climate Survey for Teachers - Analysis

Staff connectedness	83%
Student connectedness	100%
Student safety	96%
Student opportunities	100%

The results of our teacher survey shows that almost all teachers who responded *agree* or *strongly agree* that there is open communication within the organizational structure of the district, as well as student connectedness. Staff connectedness was rated lower than it has been previously, and can be attributed to the difficulties we face with the restrictions imposed due to the pandemic.



CUTTEN ELEMENTARY SCHOOL DISTRICT 2021 LCAP Local Indicators

Priority 7 – Access to a Broad Course of Study

In grades TK - sixth, we utilize the following measures to define a Broad Course of Study:

- Student Access to Board Approved Instructional Materials
- Student Access to Visual and Performing Arts Instruction
- Student Access to Music Instruction
- Student Access to Health and PE Instruction
- Teacher Professional Development in courses of study including and beyond core subject areas
- Student access to core academic subjects across all student groups

The Cutten District tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of class schedules, library and music schedules, special education and speech schedules, social skills program schedules, Rtl schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Additionally, course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs. Quantitative data tables reflecting the percent of students with access to and/or enrolled in a broad course of studies were constructed.

For the 2020-2021 year, providing all Cutten District students in grades TK – 6 full access to a broad course of study was a challenge. Until mid-October, all students were attending school virtually. At this point about 70% of our students returned to on-campus learning with a hybrid schedule. Students attended on a shortened day, four days per week. About 30% of our students attended virtually for the entire school year. Teachers were resourceful in finding creative ways to ensure students had access to the seven areas of study defined by California Education Code 51210 and 51220(a)-(i): English, mathematics, social science, science, visual and performing arts, health, and physical education. Music instruction occurred weekly, taught virtually by the district's full time credentialed music teacher.

Looking forward, the District will offer access and enrollment in the seven areas identified as a broad course of studies for all students in all grades. Every student will receive weekly instruction in music, and beginning in third grade, music electives including band, choir, and orchestra will be offered to all interested students. Some will be offered before and after the school day. Visual and performing arts, physical fitness, and academic clubs will also be offered both within and outside of the regular school day. Funding for these before and after school sections comes from the LCAP, donations from the PTA and our Cutten-Ridgewood School Foundation, or are provided by volunteers. Regular analysis of enrollment in broad course of study courses helps to inform the district as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7.