

CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES
BOARD MEETING AGENDA
June 22, 2026 6:00 pm
Ridgewood Commons
2060 Ridgewood Drive Cutten, CA 95503

1.0 CALL TO ORDER/FLAG SALUTE

2.0 PUBLIC COMMENT ON CLOSED SESSION ITEM

3.0 CLOSED SESSION

3.1 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Becky MacQuarrie

Name of organization representing employees: Humboldt Bay Teachers Association

3.2 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Becky MacQuarrie

Name of organization representing employees: Classified

3.3 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Dennis Reinholtsen

Unrepresented Employee: Administration

3.4 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Dennis Reinholtsen

Unrepresented Employee: Superintendent

4.0 RECONVENE TO OPEN SESSION

5.0 CONSENT AGENDA

- 5.1 Approval of Minutes, May 4, 2026; May 11, 2026; May 18, 2026; May 26, 2026
- 5.2 Approval of Warrants and Payroll
- 5.3 Approval of 2026 Summer School Temporary Positions (Teachers, Aides, After-School Program Aides, After-School Director, Afterschool Coordinator, and Summer School Principal)
- 5.4 Approval 2025-26 Consolidated Application for Funding
- 5.5 Approval of Cutten Integrated Pest Management Plan, 2026
- 5.6 Approval Resignation of Annette Sligh, Ridgewood Principal; 1.0 FTE Position
- 5.7 Approval of the 2027-28 Interdistrict Attendance Agreement
- 5.8 Approval Northern Humboldt Transportation Services Agreement 2026-2027 School year
- 5.9 Approval of Agreement with Foster and Foster Consulting Services for GASB Accounting Standards 74/75 Related to Retiree Health Benefits (2 Years)

6.0 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.

7.0 REPORTS

- 7.1 Cutten-Ridgewood PTA Report
- 7.2 School Site Council Report

- 7.3 HBTA Report
- 7.4 2026 – 2027 Enrollment/Staffing
- 7.5 Superintendent/Principal Report

8.0 PUBLIC HEARING

- 8.1 2026 – 2027 EPA and Spending Plan Resolution 2026-7
- 8.2 2026 – 2027 Local Accountability Plan (LCAP)
- 8.3 2026 – 2027 District Budget

9.0 CORRESPONDENCE

- 9.1 County of Humboldt Office of Elections, 2026 Biennial Notice of Conflict of Interest Code

10.0 INFORMATION / POSSIBLE ACTION ITEMS

- 10.1 Discussion/Consider Approval of the Notice of Completion for the BESC Cutten HVAC Project Phase III.
- 10.2 Discussion/Consider Approval of the 2025 Ridgewood and Cutten School Plan for Student Achievement's
- 10.3 Consider Approval of Authorization for Fiscal Year 2025-26 Warrant Distribution
- 10.4 Discussion/Consider Approval Imagine Learning Math Pilot Price Quote \$58, 155.81
- 10.5 Discussion/Consider Approval of Resolution 2026-8 CUPCAA
- 10.6 Discussion/Consider Approval of a 1.0 FTE Learning Support Specialist/Instructional Coach, 185 days (Teacher Salary Schedule) or 1.0 FTE Learning Support Specialist/Instructional Coach, 190 days Classified Management Job Description and Salary Schedule
- 10.7 Discussion/Consider Approval of .2 FTE RW Food Service/Custodial Classified Hours to Support Food Service Program
- 10.8 Discussion/Consider Approval of .2 FTE Cutten Food Service Classified Hours to Support Food Service Program
- 10.9 Discussion/Consider Approval of a 1.0 FTE Transportation Director/School Bus Driver/Custodial Position
- 10.10 Discussion/Consider Approval of the Cutten School District Habitational Insurance Package 2026-2027

11.0 BOARD MEMBER COMMENTS / COMMUNICATION

12.0 ADJOURNMENT



Cutten School District

4782 Walnut Drive
Eureka, CA 95503
(707) 441-3900 • Fax (707) 441-3906

Superintendent Priscilla
Becky MacQuarrie EdD

**CUTTEN ELEMENTARY SCHOOL DISTRICT
CUTTEN BOARD OF TRUSTEES
SPECIAL BOARD MEETING MINUTES**

May 4, 2026 5:30 pm
Ridgewood Commons
2060 Ridgewood Drive
Cutten, CA 95503

1.0 CALL TO ORDER-FLAG SALUTE - Meeting called to order at 5:30pm.

Attendance: Dennis Reinholtsen, Mary DeWald, Beth Johnston and Mindy Sehon.

2.0 VISITOR COMMENTS ON CLOSED-SESSION ITEM - None

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

3.0 CLOSED SESSION - Meeting closed at 5:33pm.

3.1 PUBLIC EMPLOYMENT (GC § 54957)

Agency Negotiator: Board President: Dennis Reinholtsen

3.2 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Becky MacQuarrie

Name of organization representing employees: Humboldt Bay Teachers Association

4.0 RECONVENE TO OPEN SESSION - Open session at 8:30pm.

No Action Taken

CLOSED - Closed at 8:31pm.

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.



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Superintendent/Principal
Becky MacQuarrie, EdD

**CUTTEN ELEMENTARY SCHOOL DISTRICT
BOARD OF TRUSTEES
BOARD MEETING MINUTES
May 11, 2026 6:00 pm
Ridgewood Commons
2060 Ridgewood Drive
Cutten, CA 95503**

1.0 CALL TO ORDER/FLAG SALUTE- Called to order at **6:04pm**.

Board members in attendance-Dennis Reinholtzen, Mary DeWald, Beth Johnston, and Mindy Sehon.

2.0 CONSENT AGENDA- Motioned by Mary Dewald. Seconded by Mindy Sehon. Motion carried 3-0.

- 2.1 Approval of Minutes, April 6, 2026; May 4, 2026
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Waste Removal Agreement with Eureka City Schools 2026-2027
- 2.4 Approval of Northern Humboldt Union High School District Transportation Services Agreement 2026-2027
- 2.5 Approval of MOU Between Eureka City Schools and CESD to Drop off Students at the "Out of the Box" Afterschool Program 2026-2027
- 2.6 Approval of MOU Between Cal Poly HSU and CESD for Student Teaching, Observation, and Fieldwork 2026-2027
- 2.7 Approval of Summer School Food Service Agreement Between Eureka City School and CESD 2026-2027
- 2.8 Approval of Agreement Between HCOE Learning Services & the HERC Library and CESD 2026-2027
- 2.9 Approval of Afterschool Aides, 1.1375; Resource Aides, 1.9746, TIP Coordinator .6; Kitchen Aide .0625; Classroom aide .375 Classified Resignations
- 2.10 Approval of 1.0 FTE Cutten Principal Resignation

3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS- None

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

4.0 REPORTS/PRESENTATIONS

- 4.1 Cutten-Ridgewood PTA Report- Carnival was a great time and a success. Next year as always some things will need to change. Healthy snacks were provided for CSSPA testing.
- 4.2 School Site Council Report- Review of student wellness policy following week. One last meeting in June.
- 4.3 HBTA Report- Joe thanked the board about all the information provided and time spent on debating what best decision should be made. Cutten is a choice of school because our teachers are so committed to students and success. 40% of enrollment is IDT, because of how great the campus is. The reserve has 1.6mil more than the most comparable districts. Years out we have even more compared to comparable districts. Projects are of worry and that is understood, but even with the expenses, they still came in much lower than it was previously expected. The audited financial trend



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has always been much higher in all 3 prior years and ended up being way higher than the 4% suggested reserve. The counter offer was not prepared but it will be ready during the week to be considered. Mike thanked PTA because we are known to have such a great supportive PTA giving back to teachers constantly. A new position being considered brought to HBTA was of surprise within everyone and lots of questions were brought up and high majority are questioning it because it's more of a certificated administration position not classified position as was presented out.

- 4.4 Principals' Report- Eureka math was tried by a teacher and was really liked so far. CEI is working on ensuring anything that is being printed out is accessed accordingly. RW open house was great and they were able to open up the new building for parents to view as well as staff. TK/K screenings are happening this week. The new building is close to being wrapped up. End of year performances are being scheduled. 3rd grade orientation will be June 9th, 2026. Cutten had the drama club performance of Huck Jr and the reviews were great. Darold Ringler gathered buses to be able to transport the entire district to Eureka and be seen by students. The mural at Cutten has been completed as a donation from a prior employee and about 100 kids had a hand in helping complete the mural. CASSP testing is being wrapped up. Spring concert is May 21st, 2026, and lunch on the lawn is May 28th, 2026. Board members needed to pass out certificates June 9th, 2026. Legacy walk will happen on June 9th as well for past students also graduating from High school that attended cutten.
- 4.5 2025 – 2026 Student Registration Report- Steady as it's been in the prior months, no major changes.
- 4.6 LCAP Update- 3 year review this year tracking if changes implemented helped meet goal or not. If not, changes will need to be made. CEI looked at sub groups and how they can perform better in CASSP testing, as well as chronic absenteeism. Changes are? Interventions being implemented heavily this year.

5.0 CORRESPONDENCE

- 5.1 Certification of 2025-2026 HCOE Second Interim Report- Positive certification.

6.0 INFORMATION / POSSIBLE ACTION ITEMS

- 6.1 Discussion/Consider Tentative Staffing Options 2026-2027- Even with declining enrollment Cutten is looking good, with option 3 being the best option so far. Consider hiring another teacher to relieve higher classes of high student count.
- 6.2 Discussion/Consider Approval of Approximately \$60,000 or the Remainder from Measure L Bond
- 6.3 Funding to be Utilized for the Ridgewood Phase 2 Building Project- To be used for the extra fees we've encountered or cabinets that weren't included. Motioned by Beth Johnson and seconded by Mindy Sehon. Motion carried 4-0.
- 6.4 Discussion/Consider Approval to Contract with an Architect to Design a Ridgewood Cafeteria with Measure K Bond Funding- Other suggestions include two more classrooms at cutten, carpeting at RW for kinder, Black top resurfacing at Cutten, parking at RW is not feasible to be redone. Get costs from the architect for possibilities before deciding on anything.
- 6.5 Discussion/Consider Acceptance of the Commission on Teacher Credentialing, Teacher Residency Implementation and Expansion Grant Intent to Fund Offer; \$800,000- Pays mentee to cover their education cost and gives a small stipend to the mentor teacher. Motioned by Beth Johnston seconded by Mindy Sehon. Motion carried 4-0.
- 6.6 Discussion/Consider Approval of a 1.0 FTE Learning Support Specialist/Instructional Coach Classified Management Job Description and Salary Schedule- No motion
- 6.7 Discussion/Consider Possible Action on Resolution #2026 –3 Regarding Classified Reduction in



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- Work Force Decision Not to Reemploy .762 .FTE- Motioned by Beth Johnston seconded by Mindy Sehon. Motion carried 4-0.
- 6.8 Discussion/ Consider Approval of 1.0 FTE Certificated Teacher Position - Motioned by Mindy Sehon seconded by Mary DeWald. Motion carried 4-0.
- 6.9 Discussion/ Consider Approval of .4381 FTE Classified Aide Positions- Motioned by Beth Johnston seconded by Mary DeWald. Motion carried 4-0.
- 6.10 Discussion/Consider Approval of 1.0 Cutten Principal Position-
- 6.11 Discussion/Consider Approval of 1.0 Resource Specialist Position- Motioned by Beth Johnston seconded by Mary DeWald. Motion carried 4-0.
- 6.12 Discussion/Consider Approval of the Addition of 3 Extra Holidays for Full-time Classified Positions beginning July 1, 2026 (November 25, December 24, December 31)- Motioned by Mindy Sehon seconded Beth Johnston. Motion carried 4-0.
- 6.13 Discussion/Consider Approval of Purchase Order Electric Charger for Bus \$26,111.70- Motioned by Mindy Sehon seconded by Mary DeWald. Motion carried 3-1.
- 6.14 Discussion/Consider Approval for Summer School Staffing Temporary Positions 2026(Teachers, Aides, After-School Program Aides, After-School Director, Afterschool coordinator, and Summer School Principal)- Motioned by Beth Johnston seconded by Beth Johnston. Motion carried 4-0.

7.0 SUPERINTENDENT REPORT- Teacher appreciation week and superintendent is thankful for the teachers and staff for all the hard work all year long. A walk through of the new RW facility of things that aren't done and should be done shared the wording is of concern. Small kit funds received to be used towards Cafeteria funds.

8.0 BOARD MEMBER COMMENTS / COMMUNICATION- Board is sad that Darci Rutter Cutten principal will be leaving us.

9.0 PUBLIC COMMENT ON CLOSED SESSION ITEM

10.0 CLOSED SESSION- Meeting closed at 7:25pm.

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

10.1 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)
Agency Negotiator: Dennis Reinholtsen
Unrepresented Employee: Cutten Principal

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

10.3 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)
Agency Negotiator: Dennis Reinholtsen
Unrepresented Employee: Administration

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



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11.0 RECONVENE TO OPEN SESSION- Open session at 8:48pm.

10.1 Motion by Mindy Schon to hire Wendi Orlandi as Principal, to be placed at Step 4 on the principal salary schedule. Seconded by Mary DeWald. Motion carried 4-0.

10.4 A teacher requested a year's leave. Leave was not granted due to lack of emotion.

12.0 ADJOURNMENT - Adjourned at 8:50 pm.

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Superintendent of Schools
Becky MacQuarrie, EdD

CUTTEN ELEMENTARY SCHOOL DISTRICT CUTTEN BOARD OF TRUSTEES SPECIAL BOARD MEETING MINUTES

May 18, 2026 5:30 pm
Ridgewood Commons
2060 Ridgewood Drive
Cutten, CA 95503

1.0 CALL TO ORDER-FLAG SALUTE- Meeting was called to order at **5:33 pm.**

Board Members in Attendance Dennis Reinholtson, Mary DeWald, and Mindy Sehon.

2.0 VISITOR COMMENTS ON NON-AGENDA ITEMS - None

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

3.0 INFORMATION / POSSIBLE ACTION ITEMS

3.1 Discussion/Consider Approval Tentative Staffing Options 2026-2027- Cook-4th year ¾ combo taking ad students because of content heavy material needed. Having an additional aide in terms of help depending on their skill level could help. ½ works if behavior is minimal in order to manage the double lessons of math needed to teach. Also in the upper grade learning lab will be special ed teachers and new principal as well might be a lot of changes for a sensitive population. No action taken on item.

4.0 VISITOR COMMENTS ON CLOSED-SESSION ITEM - None

5.0 CLOSED SESSION- Meeting closed at 5:56 pm.

5.1 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Becky MacQuarrie

Name of organization representing employees: Humboldt Bay Teachers Association

5.2 CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)

Agency Negotiator: Dennis Reinholtson

Unrepresented Employee: Administration

6.0 RECONVENE TO OPEN SESSION - Opened Session at 6:24pm. **No Action Taken**

7.0 ADJOURNMENT - Adjourned at 6:25pm.

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.



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Superintendent/Principal
Becky MacQuarrie, EdD

CUTTEN ELEMENTARY SCHOOL DISTRICT CUTTEN BOARD OF TRUSTEES SPECIAL BOARD MEETING MINUTES

May 26, 2026 5:30 pm
Ridgewood Commons
2060 Ridgewood Drive
Cutten, CA 95503

1.0 CALL TO ORDER- Meeting called to order at **5:33pm.**

Board Members in Attendance: Dennis Reinholtsen, Mary DeWald, Beth Johnston and Mindy Sehon.

2.0 VISITOR COMMENTS ON NON-AGENDA ITEMS - None

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

3.0 INFORMATION / POSSIBLE ACTION ITEMS

3.1 Discussion/Consider Approval Tentative Staffing Options 2026-2027

Beth Johnston motioned to approve, Mindy Sehon seconded. Motion carried 4-0.

3.2 Discussion/Update on Ridgewood Bond Project

Becky MacQuarrie gave an update.

4.0 VISITOR COMMENTS ON CLOSED-SESSION ITEM - None

5.0 CLOSED SESSION - Closed session at 5:40pm.

5.1 *CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*

Agency Negotiator: Becky MacQuarrie

Name of organization representing employees: Humboldt Bay Teachers Association

5.2 *CONFERENCE WITH LABOR NEGOTIATOR (GC § 54957.6)*

Agency Negotiator: Dennis Reinholtsen

Unrepresented Employee Principal

6.0 RECONVENE TO OPEN SESSION - Open session at 6:20pm.

No Action Taken

7.0 ADJOURNMENT - Adjourned at 6:21pm.

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 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000312838	05/07/2026	(HARRIS) SHAFER'S ACE HARDWARE	01-4374		163.45
3000312839	05/07/2026	ADVANCED SECURITY SYSTEM	01-5804		986.15
3000312840	05/07/2026	AT&T CALNET 2	01-5909		338.40
3000312841	05/07/2026	Crawford & Assoc. Inc	21-5800		3,876.25
3000312842	05/07/2026	eLuma LLC	01-5800		8,092.61
3000312843	05/07/2026	HUMB COMMUNITY SERVICES DIST	01-5530		1,106.24
3000312844	05/07/2026	HUMBOLDT CO PUBLIC HEALTH	01-5819		120.00
3000312845	05/07/2026	JK Inspections LLC	21-5800		2,998.75
3000312846	05/07/2026	MENDES SUPPLY COMPANY	01-4374		3,936.83
3000312847	05/07/2026	MISSION LINEN SUPPLY	01-5550		414.80
3000312848	05/07/2026	O & M INDUSTRIES	01-5635		3,603.59
3000312849	05/07/2026	P G & E	01-5511	67.76	
			01-5520	5,579.45	5,647.21
3000312850	05/07/2026	STUDIO W ARCHITECTS	21-6210		4,456.80
3000312851	05/07/2026	SYSKO SACRAMENTO	01-4710	1,638.32	
			13-4396	1,593.59	
			13-4710	14,089.00	
			13-5623	158.72	17,479.63
3000313224	05/11/2026	U.S. BANK	01-4110	488.07	
			01-4310	3,233.29	
			01-4374	240.21	
			01-4450	199.00	4,160.57
3000313579	05/14/2026	Benbow, Tracy L	01-5210		155.00
3000313580	05/14/2026	CRYSTAL CREAMERY	13-4711		3,018.10
3000313581	05/14/2026	CRYSTAL SPRINGS BOTTLED WATER	01-5531	50.00	
			01-5623	34.00	84.00
3000313582	05/14/2026	ENERGY RESOURCES CONSERVATION AND DEVELOPMENT COMMISSION	01-7439		5,962.93
3000313583	05/14/2026	Escutia, Elizabeth M	01-4310		146.80
3000313584	05/14/2026	FRANZ FAMILY BAKERY	13-4710		304.08
3000313585	05/14/2026	Green Light LLC	01-5866		250.00
3000313586	05/14/2026	Hague, Jaime A	01-4310	356.21	
			01-5210	180.00	536.21
3000313587	05/14/2026	Hulstrom, Michael E	01-4310		95.17
3000313588	05/14/2026	Lemmon, Katrin A	01-4310		74.01
3000313589	05/14/2026	MacQuarrie, Becky L	01-5210		141.00
3000313590	05/14/2026	Morgan, Aubriana	01-4310		37.59
3000313591	05/14/2026	Nor-Cal Pizza Gals Inc	13-4710		650.00
3000313592	05/14/2026	Perry, Alexandra	01-4310	6.07	
			01-4391	296.53	302.60
3000313593	05/14/2026	Rutter, Darcie R	01-4310	113.15	
			01-4391	72.65	
			01-5210	90.00	275.80
3000313594	05/14/2026	Seghetti, Nadine M	01-4310		151.04

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 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000313595	05/14/2026	Sligh, Annette M	01-4310		21.77
3000314027	05/18/2026	REVOLVING CASH FUND	01-4310	500.00	
			01-5210	100.00	
			01-5886	4.50	
			01-5950	410.47	
			01-9537	113.00	
			13-4396	7.60	
			13-4710	1,157.38	2,292.95
3000314268	05/21/2026	CDE - CASHIER'S OFFICE	13-4710		72.15
3000314269	05/21/2026	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5861		128.00
3000314270	05/21/2026	SECURITY LOCK & ALARM	21-5800		822.47
3000314271	05/21/2026	U.S. BANK EQUIPMENT FINANCE	01-5637		2,228.89
3000314272	05/21/2026	Ubeo West,LLC	01-4351	309.54	
			01-7439	2,867.34	3,176.88
3000314889	05/28/2026	CASBO	01-5300		1,750.00
3000314890	05/28/2026	MAPLES SERVICE	01-5635		3,612.43
3000314891	05/28/2026	SCHOOLWISE TECHNOLOGIES	01-5800		11,176.00
3000314892	05/28/2026	STEWART TELECOMMUNICATIONS	01-5800		35.00
3000314893	05/28/2026	TWO STREET MUSIC	01-4310		758.47
3000314894	05/28/2026	ERIK MENDES	01-4400		75,255.12
			Total Number of Checks	44	170,895.74

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	36	137,690.85
13	CAFETERIA FUND	6	21,050.62
21	BUILDING FUND	4	12,154.27
Total Number of Checks		44	170,895.74
Less Unpaid Tax Liability			.00
Net (Check Amount)			170,895.74

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.

Pay Date 05/08/2026 through 05/29/2026

EARNINGS by Earnings Code		Income	Adjustments	TAXES	Employee	Employer	Total	Subject Grosses
No Gross Pay			4.00					
Regular		531,092.18		Federal Withholding	37,827.53		37,827.53	464,038.37
				State Withholding	13,523.80		13,523.80	464,038.37
				Social Security	9,436.03	9,436.03	18,872.06	152,193.42
				Medicare	7,486.73	7,486.73	14,973.46	516,322.78
				SUI	258.17		258.17	516,322.78
				Workers' Comp	14,357.38	14,357.38	14,357.38	516,322.78
TOTAL		531,092.18	4.00	SUBTOTAL	68,274.09	31,538.31	99,812.40	

EARNINGS by Group		Income	Adjustments	REDUCTIONS	Employee	Employer	Total	Subject Grosses
Base Pay		456,782.08		PERS	2,115.91	8,103.87	10,219.78	30,227.04
Docks		8,655.32		PERS / 62	7,752.90	25,982.04	33,734.94	96,911.71
Extra Duty		7,391.15		STRS / 60	28,241.90	52,584.41	80,826.31	275,668.65
Miscellaneous			4.00	STRS / 62	8,623.70	16,140.41	24,764.11	84,504.69
Stipends		65,740.00		Tax Sheltered Annuit	5,550.00		5,550.00	
Substitutes		6,562.50		Health & Welfare	13,079.41	93,764.56	106,843.97	
Vacation Pay		3,271.77		Supplemental Insuran	939.99		939.99	
				Flex Medical Savngs	750.00		750.00	
TOTAL		531,092.18	4.00	SUBTOTAL	67,053.81	196,575.29	263,629.10	

EARNINGS		Person Type	Female Employees	DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Certificated	47	385,709.58	40	Dues & Memberships	3,840.70		3,840.70	34.20
Classified	71	145,382.60	56	403b ROTH	3,050.00		3,050.00	
				Garnishments	32.33		32.33	
				District Repay	175.00		175.00	
				Miscellaneous	850.00		850.00	
				Supplemental Insuran	2,984.63		2,984.63	
				Summer Savngs	35,854.12		35,854.12	215,124.23
TOTAL	118	531,092.18	96	SUBTOTAL	46,786.78	.00	46,786.78	
				TOTALS	182,114.68	228,113.60	410,228.28	

Vendor Summary for Pay Date 05/08/2026 thru 05/29/2026		Cancel/Reissue for Process Date 05/08/2026 thru 05/29/2026
Vendor Checks	9,397.65	Reissued
Vendor Liabilities	400,830.63	Cancel Checks
	410,228.28	Void ACH

Pay01a

Payroll Summary by Org

Pay Date 05/08/2026 through 05/29/2026

Fiscal Year 2025/26

BALANCING DATA

NET

Gross Earnings	531,092.18	348,977.50	Net Pay		
District Liability	228,113.60	182,114.68	Deductions		
	<u>759,205.78</u>	228,113.60	Contributions		
		<u>759,205.78</u>			
			Direct Deposits	313,507.91	109
			Checks	35,469.59	29
			Partial Net ACH		
			Negative Net		
			Check Holds		
			Zero Net		
			TOTAL	348,977.50	138



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CAPS)

Cutten Elementary (12 62745 0000000)

- Home
- Data Entry Forms
- Certification Preview
- Reports
- Contacts
- FAQs

[Data Entry Instructions](#)

2026–27 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that
the Local Board has approved the
Application for Funding for the listed fiscal
year:

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that
parent input has been received from the
District English Learner Committee (if
applicable) regarding the spending of Title
III funds for the listed fiscal year:

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

* **Title I, Part A (Basic Grant):** No Yes
ESSA Sec. 1111 et seq.
SACS 3010

* **Title II, Part A (Supporting Effective Instruction):** No Yes
ESEA Sec. 2104
SACS 4035

* **Title III English Learner:** No Yes
ESEA Sec. 3102
SACS 4203

* **Title III Immigrant:** No Yes
ESEA Sec. 3102
SACS 4201

* **Title IV, Part A (Student and School Support):** No Yes
ESSA Sec. 4101
SACS 4127

Last Saved: Cassidy McCrane (CMcCrane), 5/5/2026 11:16 AM, Draft

Save

Return to List

Consolidated Application Support Desk, Education Data Office | ConAppSupport@cde.ca.gov | 916-319-0297
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

CUTTEN ELEMENTARY SCHOOL DISTRICT

Integrated Pest Management (IPM) Plan, 2026

This Integrated Pest Management (IPM) plan meets the requirements of the California Healthy Schools Act (HSA) for a small school district.

1. Program Leadership

- IPM Coordinator: Jay Seeger, Director of Facilities
- Contact Info: 707-441-3900, jseeger@cuttensd.org
- Responsibilities: Maintains records, manages notifications, approves pesticide use, and coordinates training.

2. Core IPM Principles

- Focus: Long-term pest prevention.
- Methods: Sanitation, physical exclusion, and habitat modification.
- Pesticides: Used only as a last resort when non-chemical methods fail.

3. Monitoring and Thresholds

- Inspections: Monthly checks of kitchens, waste areas, and classrooms.
- Reporting: Staff use a central logbook to report pest sightings.
- Action Thresholds:
 - Ants: 10+ inside a classroom.
 - Mice/Rats: Zero tolerance; immediate action required.
 - Flies: 5+ in a food prep area.

4. Non-Chemical Management Strategies

- Sanitation: Daily trash removal and deep cleaning of food areas.
- Exclusion: Sealing cracks, installing door sweeps, and repairing window screens.
- Landscaping: Keeping plants 12 inches away from structures and mowing lawns regularly.

5. Pesticide Use and Restrictions

- Approved List: Only pesticides on the district's pre-approved list may be used.

- Prohibited Products: No aerosol sprays, foggers, or broadcast chemical applications.
- Baits: Gel baits and tamper-resistant traps are preferred for target areas.

6. Healthy Schools Act (HSA) Compliance

- Annual Notification: Send a list of expected pesticides to parents and staff each fall.
 - Registry: Maintain a list of people requesting 72-hour advance notice of applications.
 - Warning Signs: Post signs at treatment sites 24 hours before and 72 hours after application.
 - Recordkeeping: Keep all pest management and chemical application records for 4 years.
 - Training: Ensure all staff applying pesticides complete the free online Keenan training course annually.
-

Dear Mrs. MacQuarrie,

It is with deep sorrow that I am tendering my resignation. My final work day will be June 30, 2026.

I am planning to receive my medical and dental benefits as stipulated in the HBTA agreement.

I appreciate the time I have spent with the Cutten School District and wish to thank you and the school board for the support for the past 30 years.

Thank you,


Annette Sligh

**INTERDISTRICT ATTENDANCE
AGREEMENT**

Effective July 1, 2026

This Multi-District Interdistrict Attendance Agreement (“Agreement”) is made and entered into by the school districts of Humboldt County listed in Attachment A to this Agreement, and is made pursuant to California Education Code section 46600 *et seq.* The parties agree to the terms of this Agreement through June 30, 2027. This Agreement affects student enrollment upon district board approval of this Agreement and through the 2027-2028 school year.

I. RECITALS:

- A. California’s Education Code permits two or more school districts to enter into an agreement for a term not to exceed five (5) years to allow pupils to enroll in a school district that is not their district of residence through a process known as “interdistrict transfer.”
- B. California Education Code requires school districts to respond to a Parent’s request for an interdistrict transfer, if made in the current year, within thirty (30) calendar days of the request; and allows for Parents to appeal any denial of their request.
- C. California’s Education Code requires school districts to respond to “future year” requests for interdistrict transfers as soon as possible but no later than 14 calendar days after the commencement of instruction in the year for which the interdistrict transfer is sought.
- D. Humboldt County has a history of allowing pupils to attend school districts that are not the pupil’s district of residence where the capacity exists at the receiving district.
- E. This Agreement addresses the interdistrict transfer process for parent requests to transfer a pupil during the current year or to transfer a pupil in the future school year. Parents benefit from knowing if the student will attend their preferred district in the future school year. Districts benefit from knowing accurate student enrollment projections by early February for the upcoming school year, to determine if layoff notices are warranted in advance of the legally mandated March 15 deadline to issue layoff notices. Districts need to analyze projected enrollment and school boards must consider taking action on layoffs, usually at their February board meetings.
- F. This Agreement establishes deadlines for interdistrict transfers. The parties recognize that a countywide information dissemination campaign will be critical to this Agreement’s success.

- G. Each district will maintain board policies and regulations that address acceptance, rejection, revocations and enrollment priorities; and operate in conformance with those policies and regulations. Examples of enrollment priorities may include, but are not limited to, the following: sibling(s) attend, children of staff member(s), older sibling(s) previously attended the school, and others.

II. TERM OF AGREEMENT:

This Agreement shall take effect for each party on July 1, 2026 or upon its execution of the Agreement, whichever comes later, and shall expire on June 30, 2027. The parties understand that as to each party to the Agreement, the Agreement does not take effect unless that party's governing board approves the Agreement. This Agreement supersedes any past interdistrict agreements among the parties to this Agreement that are in conflict with this Agreement.

III. DEFINITIONS:

Active Military Parent: An "active military duty parent" means a parent with full-time military duty status in the active uniformed service of the United States, including members of the National Guard and the State Guard on active duty orders pursuant to Chapter 1209 (commencing with Section 12301) and Chapter 1211 (commencing with Section 12401) of Part II of Subtitle E of Title 10 of the United States Code.

Capacity: A district's determination of the space and resources it has available for students.

Capacity Determination (for purposes of establishing a waitlist): A capacity determination is made by the District of Proposed Enrollment no later than 15 days after the close of the Priority One enrollment window. Approval of an interdistrict transfer requires that the receiving District of Proposed Enrollment have capacity for the student.

Current year request: A request for interdistrict transfer received beginning 15 calendar days before the commencement of instruction in the school year for which interdistrict transfer is sought and anytime thereafter for that school year.

Denial: For purposes of appealing to the county board of education, a "denial" is a written rejection of a request, but also includes a school district's failure to provide written notification of the school district's decision within the timelines prescribed in this Agreement. A "denial" shall not include any of the following:

1. A request that has been deemed abandoned, meaning the Parent has not met required timelines established by the district.
2. An existing interdistrict transfer permit that has been revoked or rescinded in accordance with the policy of the governing board of the school district.

3. A denial by the District of Proposed Enrollment when no permit has been first issued by the District of Residence

District of Proposed Enrollment or “DPE”: A school district other than the school district in which the Parent of a pupil resides, and in which the Parent of the pupil intends to enroll the pupil through an interdistrict transfer.

District of Residence or “DOR”: A school district in which the Parent of a pupil resides and in which the pupil would otherwise be required to enroll pursuant to the compulsory education requirements.

Enrollment Window: The period of time that interdistrict transfer requests for the upcoming year shall be considered by both the District of Residence and the District of Proposed Enrollment.

Future year request: A request for interdistrict transfer received up until 15 calendar days before the commencement of instruction in the school year for which interdistrict transfer is sought. A request received 15 calendar days before or thereafter is a “current year” request.

Hardship: Extreme difficulty or suffering.

Interdistrict transfer or “IDT”: Interdistrict transfer; the act of a student attending a school district that is not the student’s district of residence.

IDT Permit: The form which authorizes an individual interdistrict transfer, signed by the District of Residence, the District of Proposed Enrollment, and the Parent. The form is attached as Attachment B to this Agreement. Permits are good for one (1) school year. Parents must re- apply for each school year.

IDT Request: The formal process of a Parent seeking written permission from both the District of Residence and the District of Proposed Enrollment for the child to attend a school district outside of his or her District of Residence. A District of Residence makes the initial determination as to whether an interdistrict transfer request shall be granted; the District of Proposed Enrollment then reviews the request and determines whether it will grant the request for the transfer to the District of Proposed Enrollment.

New Sibling Requests: Requests for a student to attend a District of Proposed Enrollment when the student’s sibling(s) will be enrolled at the District of Proposed Enrollment in the same year.

Parent: The natural or adoptive parent or guardian, the person having legal custody, or other educational rights holder.

Reasonable Enrollment Activities: Activities that a District of Residence may require a Parent to participate in to demonstrate the District of Residence’s ability to meet the student

and/or Parent's needs. "Reasonable enrollment activities" include a discussion with the District of Residence's school administration or their designees, attending an orientation meeting, a site visit, and/or review of informational literature.

Renewals: A renewal of a previously granted Interdistrict Transfer Permit. Renewals must be sought annually.

School-level transitions: Transitions from one grade span to another, based upon the District of Residence's transitions, e.g. elementary school to middle school, or middle school to high school.

Victim of an act of bullying: A "victim of an act of bullying" means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Education Code Section 234.1. The bullying must have been committed by any pupil in the school district of residence, and the parent of the pupil must have filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency.

IV. INTERDISTRICT TRANSFER REQUESTS:

Parents are advised that this Agreement establishes deadlines to apply for enrollment in a school district for the upcoming school year.

A. Preferential Enrollment ("Priority One Open Enrollment Window"): Requests for an IDT for the Future School Year Received from December 1 through February 1

1. The DOR will approve an IDT Request submitted by a Parent if it is received at the DOR between December 1st through February 1st by 5:00 p.m. each year if Parents have complied with the process described herein. If February 1st falls on a weekend, the deadline will be the next school day after February 1st. IDT Requests for the future school year may not be submitted prior to December 1st.
2. The DOR will have 10 school days after the close of the enrollment window to approve the request and to forward the IDT Request to the DPE. The DOR may deny a Parent request for an IDT if the Parent does not participate in DOR Reasonable Enrollment Activities, absent good cause such as hardships due to medical conflicts, work schedule, child care, transportation, language barriers, etc. All other IDT Requests received within the Priority One Enrollment Window will be approved by the DOR, unless the Parent withdraws their IDT Request.
3. The DPE will have 15 school days after the close of the Priority One Open Enrollment Window (or 5 school days from receipt of the

approved IDT Permit from the DOR, whichever is later) to approve or deny the IDT Request and to notify both the Parent and DOR of the DPE's decision.

4. Renewals and New Sibling Requests will be approved and will follow the same timelines listed within Priority One, above.
5. A DOR may require a Parent to participate in Reasonable Enrollment Activities prior to granting a renewal when the student transfer involves a School Level Transition (defined above).

B. Priority Two Enrollment Window – Requests for an IDT for the Future School Year Received After February 1 and for Requests Made In the Current School Year

IDT Requests received from a Parent for the current school year, and for the future year received after the February 1 enrollment window, will be processed and approved by a DOR under the following circumstances:

1. Parent did not reside in Humboldt County school districts' boundaries prior to Priority One deadline.
2. Parent moved from one district to another district subsequent to the Priority One deadline.
3. Parent has a reasonable argument and a compelling reason, including hardship, such as medical conflicts, work schedule, child care, transportation, language barriers, for why the Priority One deadline was not met, or why the circumstance did not warrant a request for an IDT at the time of the Priority One deadline.
4. Parent has a reasonable explanation for not being able to participate in DOR Reasonable Enrollment Activity.
5. The DOR may require the Parent to participate in Reasonable Enrollment Activities as outlined in Subsection IV.A.2. (Priority One). If approved by the DOR, IDT Requests will be forwarded to the DPE for approval or denial.

C. Wait Listed Students for the Upcoming Year

If a DOR granted an IDT Request for the future year, that approval is valid until the commencement of the DPE's new school year. This is to allow time for school districts to determine if there is capacity for the student. Each DPE is limited to accepting the equivalent of two students per grade level from its waitlist, or 7% of the school's total enrollment from the waitlist, whichever is greater. The waitlist must be established at the time of the DPE's lottery or capacity determination.

V. STATUTORY PREFERENCES:

Notwithstanding the foregoing, regardless of when the following requests are made, these preferences exist outside of the timeframes set forth above.

A. Victims of Bullying

If a school within the DOR has only one school offering the grade level of the victim of an act of bullying, and therefore there is no option for an intradistrict transfer, the victim of an act of bullying may apply for an interdistrict transfer and the DOR shall not prohibit the transfer if the DPE approves the application for transfer.

B. Children of Active Military Service Men and Women

Notwithstanding any other terms of this agreement, a DOR shall not prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if the DPE approves the application for transfer.

C. Effect of DPE Accepting Such Students

A DPE that elects to accept an interdistrict transfer of a student who is the victim of an act of bullying or a child of active military service men or women shall accept all pupils who apply to transfer under these statutory preference until the DPE is at maximum capacity. A DPE shall ensure that pupils admitted under this preference are selected through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a pupil should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Section 220 of the Education Code, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status.

VI. APPEALS:

Parents have a right to appeal to the Humboldt County Office of Education ("HCOE") when a school district denies an IDT Request. HCOE shall process these appeals in accordance with California Education Code section 46601, the terms of this Agreement, and HCOE's Board Policies and Regulations. Parents are entitled to notice of their right to appeal to HCOE.

Failure to appeal within the required time is good cause for denial of an appeal.

Students who are under consideration for expulsion, or who have been expelled pursuant to California Education Code sections 48915 and 48918, may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending, or during the term of the expulsion.

Appeals must be filed by the Parent within thirty (30) days of a denial of a request. See “definitions” above for the definition of a denial.

Provisional Enrollment in DPE Pending Appeal: The parties agree that no DPE will grant provisional enrollment of a pupil pending an appeal before Humboldt County Office of Education (“HCOE”), except that a DPE may provisionally enroll a student who has been attending a DPE school in the immediate past and who has been historically continuously enrolled. For example, a Parent moves from District A in April to District B, but wants her child to continue attending District A for continuity. A pupil shall be eligible for provisional attendance only upon providing reasonable evidence that a final decision for a request for interdistrict transfer is pending either with the DOR, the DPE, or HCOE. Where provisional enrollment is granted under these limited circumstances, and for a period not to exceed two school months, the governing board of a DPE may provisionally admit to the schools of the school district a pupil who resides in another school district, pending a decision of the governing boards of the two school districts, or by HCOE upon appeal, regarding the interdistrict attendance. The period of provisional attendance begins on the first day of the pupil's attendance in the school. If a decision by the school districts or HCOE has not been rendered by the conclusion of two school months, and the school districts or HCOE are still operating within the prescribed timelines, the pupil shall not be allowed to continue attendance at the DPE. If the pupil is subject to compulsory full-time education pursuant to California Education Code section 48200, he or she shall enroll in the DOR or in another educational program.

Provisional attendance shall not guarantee that a school district or HCOE will approve a request for interdistrict transfer.

VII. REVOCATIONS:

Neither a DOR nor a district that has accepted a student on an interdistrict transfer may revoke an IDT for a student after June 30 following the completion of grade 10, or for pupils in grades 11 or 12. Any other IDT Permit may be revoked pursuant to the policies and regulations of either the district that has accepted a student on an interdistrict transfer or DOR, or as set forth on the IDT Permit itself, as permitted by law. If a school district revokes an IDT Permit, it will promptly provide written notice of the revocation to the other district.

VIII. CHANGES IN LAW:

If any law modifies or conflicts with a provision of this Agreement, the new law shall prevail as

if written into the Agreement. A change in law, or a finding that one portion of this Agreement is not legally compliant, shall not invalidate the other terms of the Agreement.

IX. COMMUNICATIONS AND PUBLIC AWARENESS

In order to maximize awareness of the interdistrict transfer process the Humboldt County Office of Education (HCOE), in partnership with participating districts, will coordinate a public awareness campaign that will include print, radio, and social media advertisements. In addition, school districts, charter schools, early childhood providers, and other relevant public/private agencies will receive copies of media print materials to post on their websites and/or share with families. The public awareness campaign will begin in November of each year and run through the end of the priority one window.

ATTACHMENT A: LIST OF PARTIES

For Each Party:

_____ School District

Signature of Superintendent and Date:

Board approval:

Date: _____

**NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT
TRANSPORTATION SERVICES AGREEMENT
2026-2027 SCHOOL YEAR**

THIS AGREEMENT is made and entered into by and between the **CUTTEN SCHOOL DISTRICT (CSD)** at its Board of Trustees meeting on, _____, and the **NORTHERN HUMBOLDT UNION HIGH SCHOOL DISTRICT (NHUHSD)**, at its Board of Trustees meeting on June 16, 2026.

(CSD) and NHUHSD hereby agree as follows:

1. **Description of Services:** NHUHSD agrees to provide the following services to (CSD): (Mark with a "X" all that apply and NA for those that don't apply)

 N/A I. Regular Home-to-School Transportation

 II. Field Trips (Services provided based on availability of drivers.)

 N/A III. Special Education Transportation Services (Services provided based on availability of drivers.)

 IV. Maintenance Service

 V. Fuel Agreement

 VI. Bus Storage

2. **Term of Agreement:**

The term of this Agreement shall be from July 1, 2026, to June 30, 2027.

3. **Use of Facilities:**

NHUHSD will provide the Facilities (and any associated equipment) for use by (CSD) subject to the terms and conditions of this Agreement. (CSD) and its employees may use the Facilities subject to the terms and conditions of this Agreement.

4. **Modifications:**

This Agreement may be modified or amended in writing without additional consideration at any time by mutual consent of the parties.

5. **Applicable Law and Venue:**

This Agreement will be governed by the law of the State of California and venue shall be in the Superior Court of Humboldt County and no other place. Every provision or clause required by law to be inserted in this Agreement shall be deemed to be inserted and the Agreement shall be read and enforced as though it were included. If for any reason such provision is not inserted, or is not correctly stated, then upon application of either party, the changes shall be made by amendment to this Agreement which is acceptable to both parties.

6. **Execution in Counterparts:**

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

7. **Authorization:**

Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.

8. **No Third Part Beneficiaries:**

Nothing in this Agreement shall be construed to create any duty or any liability to any person or entity not a party to this Agreement.

9. **Additional Conditions:**

- A. While providing services under this Agreement, **NHUHSD** is an independent contractor and not an officer, agent, or employee of **(CSD)**. **NHUHSD** shall not perform any services otherwise provided for under this Agreement if specifically not requested to do so by **(CSD)**, nor interfere with the policy-making functions of **(CSD)** unless expressly requested to do so. The parties also understand that some of the services to be performed under this Agreement may require additional express written authorization from **(CSD)** and will not be performed unless and until such authorization is given.
- B. **NHUHSD** shall hold harmless, defend and indemnify **(CSD)** from and against any liability, claim, action, cost, damage or loss for injury, including death, to any person or damage to any property to the extent that such is caused by, or results from, the negligence or misconduct of **NHUHSD** or its officers, agents, or employees or others under its control. This obligation shall continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement.
- C. **(CSD)** shall hold harmless, defend and indemnify **NHUHSD** from and against any liability, claim, action, cost, damage or loss for injury, including death, to any person or damage to any property to the extent that such is caused by, or results from, the negligence or misconduct of **(CSD)** or its officers, agents, or employees or others under its control. This obligation shall continue beyond the term of this Agreement as to any act or omission which occurred during or under this Agreement.
- D. This Agreement may be terminated at any time by either party upon thirty (30) days prior written notice. Any notice of termination shall be transmitted via hand delivery, facsimile or U.S. mail.

10. **Scope of Work and Compensation:**

As full compensation for all services contemplated by this Agreement, **NHUHSD** shall receive the following from **(CSD)**: (Mark with a "X" all that apply and NA for those that don't apply as in 1 above)

N/A **I. Regular Home-to-School Transportation (N/A currently due to driver shortage):**

NHUHSD will provide home-to-school transportation of Regular Education students of the **(CSD)**.

Bus Charges Fiscal Year \$ _____
The per mile cost will be adjusted based on current fuel prices.
\$64.47 per hour for driver.

 II. Field Trips:

NHUHSD will provide transportation of students for field trips and/or other extra-curricular activities of the **(CSD)**. **The availability of field trips may be limited depending on the availability of drivers.**

Bus Charges The per mile cost will be adjusted based on current fuel prices.
\$64.47 per hour for driver.

Van Charges IRS rate plus 20% plus a \$35 fee per van per rental. **NHUHSD** driver may be requested at \$64.47 per hour.

N/A **III. Special Education Transportation Services:(N/A currently due to driver shortage):**

NHUHSD will provide transportation of Special Education students of the **(CSD)**.

Apportionment for Special Education Transportation and excess costs at a rate of \$ _____ per mile. The per mile charge will be adjusted quarterly to reflect increased fuel prices of 5% or greater as of July 1, 2026.

In the event that it is impossible to transport a student with disabilities due to medical needs, safety issues for the student or passengers, availability of drivers, or other unforeseen circumstances, alternative transportation may need to be secured. Alternative transportation will be discussed with **(CSD)** to determine the best solution available. If the best solution of alternative transportation is provided by **NHUHSD** and creates an additional expense, the additional expense will be covered by **(CSD)**.

 IV. Maintenance Service:

NHUHSD shall provide maintenance services to **(CSD)** vehicles, as requested. These services include, but are not limited to preventive maintenance services, smog inspections, repairs, and safety checks.

The service rate is \$120.00* per hour per mechanic billed in quarter hour increments. Parts are charged at the cost plus 8% for handling fees and indirect costs. Emergency road call service requiring time outside of regular business hours, 7:30 AM to 4:30 PM, will be charged time and one-half, \$180.00* per hour mechanic billed in quarter hour increments.

V. Fuel Agreement:

NHUHSD shall provide renewable diesel fuel for **(CSD)** vehicles.

Costs will be calculated based on the current bulk rate price charged to **NHUHSD** plus 20% per gallon handling fee. All fuel use reports are the responsibility of **(CSD)**

 VI. Bus Storage:

NHUHSD will provide the facilities for storage for **(CSD)** vehicles based on available space.

The storage rate is \$100.00 per month per vehicle for a bus.
The storage rate is \$50.00 per month per vehicle for a van.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the days and year first written above.

FOR:

FOR:

CUTTEN SCHOOL DISTRICT

NORTHERN HUMBOLDT UNION HSD

President, Board of Trustees

Natalie Giannini, President, Board of Trustees

Date: _____

Date: _____

Superintendent

Roger Macdonald, Superintendent

Date: _____

Date: _____

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 30th day of March, 2026 by and between Foster & Foster Consulting Actuaries, Inc. ("Consultant"), a corporation with principal offices located at 13420 Parker Commons Boulevard, Suite 104, Fort Myers, Florida 33912 and Cutten Elementary School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until December 31, 2027, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"
FOSTER & FOSTER CONSULTING
ACTUARIES, INC.

Signed: Will Kane
By: Will Kane
Title: Senior Consulting Actuary
Date: March 30, 2026

"CUSTOMER"
CUTTEN ELEMENTARY SCHOOL DISTRICT

Signed: Beryl M. Quarrie
By: Beryl M. Quarrie
Title: Superintendent
Date: 5/18/26

SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

Consulting reports including all actuarial information necessary for Customer to comply with the requirements of current GASB accounting standards 74/75 related to retiree health benefits for two years, including one full valuation and one "roll-forward" valuation. Study results can be split by up to two employee classifications.

Services do not include Consultant's in-person attendance at any meetings. Services also do not include a separate funding valuation unless requested by Customer.

SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report based on the full valuation a total of \$5,200. One-half, or \$2,600 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$2,600 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report for the full valuation (or within 30 days of contract termination, if earlier). Customer shall also pay Consultant for the retiree valuation report based on the "roll-forward" valuation a total of \$2,600 within 30 days of the delivery by Consultant to Customer of the draft consulting report for the "roll-forward" valuation (or within 30 days of contract termination, if earlier)

If Consultant receives a non-refundable deposit from Customer of \$2,340 by June 1, 2026, the full valuation fee shown above shall be reduced by 10%.

Enrollment 2026-24

Grade	Class Size	w/SDC in totals gen ed
SDC		8
SDC		10
TK	16	38
	17	
	5/13	combo
	21	55
	21	
K		
	19	78
	19	
	20	
	20	
1		
	18	73
	18	
	18	
	18	
2		
	20	79
	20	
	19	
	20	
3		
	25	78
	26	
	26	
4		
	25	76
	25	
	26	
5		
	23	67
	22	
	22	
6		
		544

2026-2027

TEACHING ASSIGNMENTS

All teaching assignments are subject to change based on enrollment and/or staffing changes.

District Superintendent Mrs. MacQuarrie

Ridgewood School

Transitional Kindergarten

Ms. Chastain & Mrs. Seghetti

TK/ Kindergarten

Mrs. Seymour

Kindergarten

Mrs. Escutia, Mrs. Lemmon

First Grade

Mrs. Felmler, Mrs. Gabbert, Mrs. Hinrichs & Mr. Kencke

Second Grade

Coach Bon, Mrs. Code, Ms. Ibbitson & Mr. Richards

SAI Team

Mrs. Carlson & Mr. Veeh

Cutten School

Third Grade

Mrs. Bise, Mrs. Standish, Ms. Troyer, & Mrs. Watkins

Fourth Grade

Mrs. Benbow, Ms. Cudahy, Mrs. Hague

Fifth Grade

Mrs. Atkins, Mrs. Stokes, new hire

Sixth Grade

Ms. Cook, Mrs. Mitchell, Ms. Yip

SAI Team

Mr. Jones & Ms. Robles

**CUTTEN RESOLUTION REGARDING
THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(t);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(t) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of _____;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the _____ has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____ 2026.

Board Member

Board Member

Board Member

Board Member

Board Member

May 1, 2026

MEMORANDUM

To: District Superintendents and Business Managers

From: Corey Weber, Assistant Superintendent of Business Services

SUBJECT: EDUCATION PROTECTION ACCOUNT (EPA) PROJECTIONS

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education, and community college districts are required to determine how the moneys received from the Education Protection Account (EPA) are spent in the school or schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators or any other administrative costs. We have enclosed a sample resolution that your district may utilize to fulfill the spending determinations requirement. There is also a requirement that districts must annually post on its website an accounting of how much money was received from EPA and how that money was spent.

For 2026-2027, please plan on including the requirement for a public hearing and board action as part of your June board meeting. Thus, both the budget and EPA need to be listed as a public hearing item on your agenda, with separate actions for the adoption of each. The projected 2026-2027 EPA revenue can be found on the “EPA” tab of the LCFF Calculator. The spending plan should be approved by the Board at the same time the budget is adopted **but as an action separate from the actions taken to adopt the budget.**

For your convenience, we have included a sample format in Excel that can be used for meeting this requirement, **as well as the requirement to post the final use of EPA funds for 2025-2026 once the fiscal year is closed.** The sample exhibit mirrors the Program by Resource Report from the CDE’s Standardized Account Code Structure (SACS) software. Please note that in the sample exhibit, expenditures are displayed by function code and not by object code.

If you have any questions or concerns about EPA reporting requirements, please call me at (707) 445-7033.

CW: ts

Attachments

2025-2026 Education Protection Account
Program by Resource Report
Expenditures by Function- Detail

**Actual Expenditures for the period of July 1, 2025 through June 30, 2026
For Fund 01, Resource 1400 Education Protection Account**

Description	
AMOUNT AVAILABLE FOR THIS FISCAL YEAR	Object:
Beginning Balance	8999
Revenue Limit Source	8012
Revenue Limit Source-Prior Year	8019
Other Local Revenue	8600-8799
TOTAL AVAILABLE	
EXPENDITURES AND OTHER FINANCING USES	Functions:
Instruction	1000-1999
Instruction-Related Services	
Instructional Supervision and Administration	2100-2150
AU of a Multidistrict SELPA	2200
Instructional Library, Media, and Technology	2420
Other Instructional Resources	2490-2495
School Administration	2700
Pupil Services	
Guidance and Counseling Services	3110
Psychological Services	3120
Attendance and Social Work Services	3130
Health Services	3140
Speech Pathology and Audiology Services	3150
Pupil Testing Services	3160
Pupil Transportation	3600
Food Services	3700
Other Pupil Services	3900
Ancillary Services	4000-4999
Community Services	5000-5999
Enterprise	6000-6999
General Administration	7000-7999
Plant Services	8000-8999
Other Outgo	9000-9999
TOTAL EXPENDITURES AND OTHER FINANCING USES	
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)	

2026-2027

Education Protection Account
 Program by Resource Report
 Expenditures by Function- Detail

Projected Expenditures for the period of July 1, 2026 through June 30, 2027
For Fund 01, Resource 1400 Education Protection Account

Description	
AMOUNT AVAILABLE FOR THIS FISCAL YEAR	Object:
Beginning Balance	8999
Revenue Limit Source	8012
Revenue Limit Source-Prior Year	8019
Other Local Revenue	8600-8799
TOTAL AVAILABLE	
EXPENDITURES AND OTHER FINANCING USES	Functions:
Instruction	1000-1999
Instruction-Related Services	
Instructional Supervision and Administration	2100-2150
AU of a Multidistrict SELPA	2200
Instructional Library, Media, and Technology	2420
Other Instructional Resources	2490-2495
School Administration	2700
Pupil Services	
Guidance and Counseling Services	3110
Psychological Services	3120
Attendance and Social Work Services	3130
Health Services	3140
Speech Pathology and Audiology Services	3150
Pupil Testing Services	3160
Pupil Transportation	3600
Food Services	3700
Other Pupil Services	3900
Ancillary Services	4000-4999
Community Services	5000-5999
Enterprise	6000-6999
General Administration	7000-7999
Plant Services	8000-8999
Other Outgo	9000-9999
TOTAL EXPENDITURES AND OTHER FINANCING USES	
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)	



Building a better world,
one student at a time

LCFF Budget Overview for Parents

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

CDS Code: 62745000000

School Year: 2026-27

LEA contact information:

Becky MacQuarrie

Superintendent

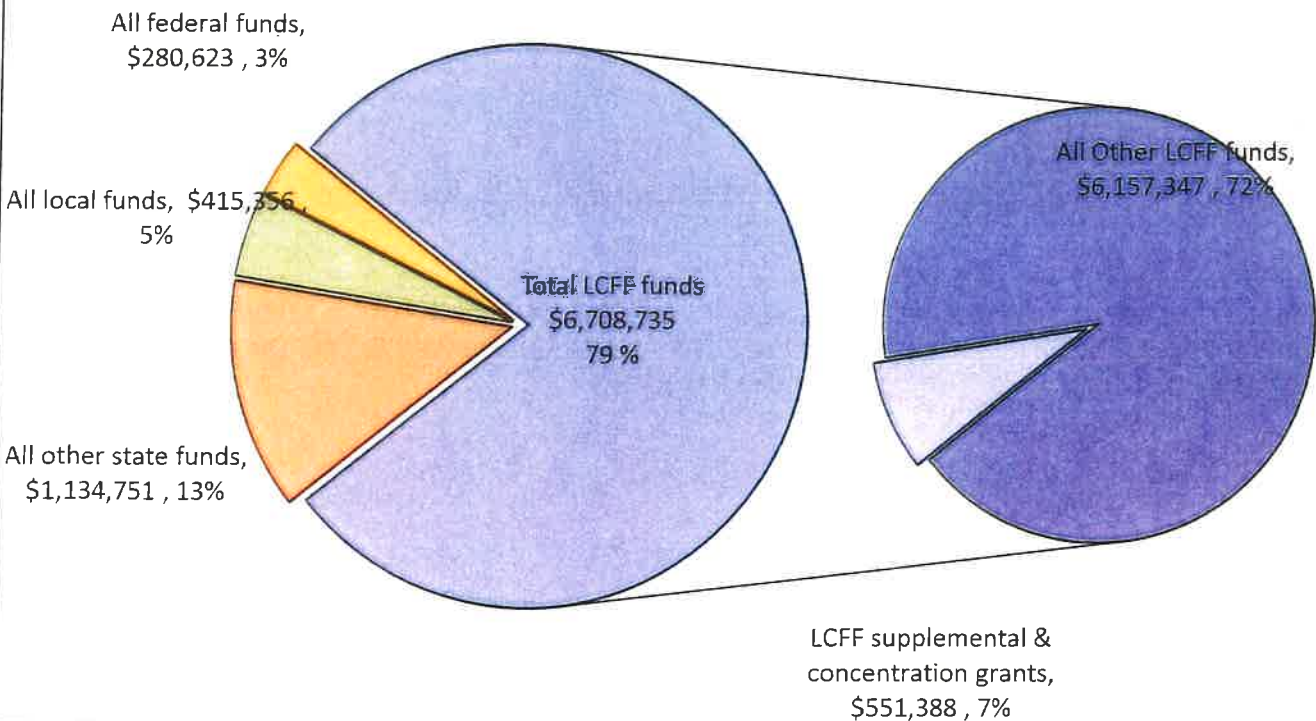
bmacquarrie@cuttensd.org

7074413900

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

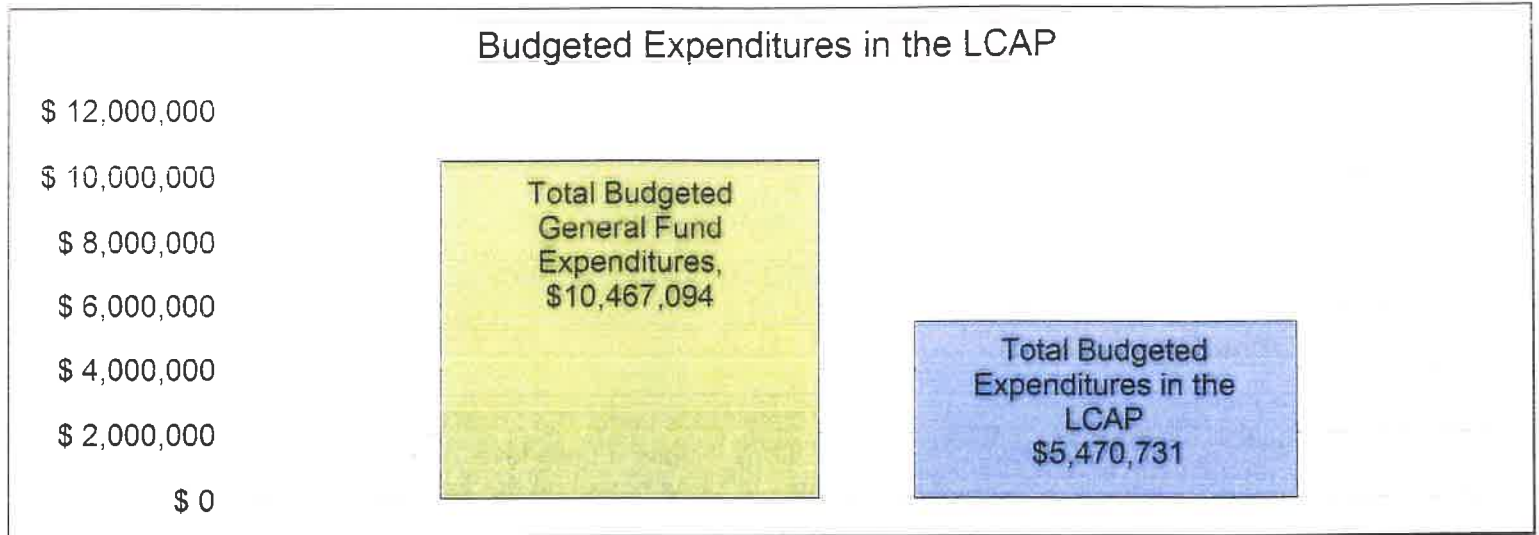


This chart shows the total general purpose revenue Cutten Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cutten Elementary School District is \$8,539,465, of which \$6,708,735 is Local Control Funding Formula (LCFF), \$1,134,751 is other state funds, \$415,356 is local funds, and \$280,623 is federal funds. Of the \$6,708,735 in LCFF Funds, \$551,388 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cutten Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cutten Elementary School District plans to spend \$10,467,094 for the 2026-27 school year. Of that amount, \$5,470,731 is tied to actions/services in the LCAP and \$4,996,363 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

\$168,119 Support Cafeteria; \$4,429,369 Ending Balnce (Reserved for Economic Uncertainty); \$398,875 misc expenses related to facilities, and expenses for personnel

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Cutten Elementary School District is projecting it will receive \$551,388 based on the enrollment of Foster Youth, English learner, and low-income students. Cutten Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cutten Elementary School District plans to spend \$758,726 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

\$758,726

☐ Actual Expenditures for High Needs Students in LCAP

\$787,559

\$ 0 \$ 100,000 \$ 200,000 \$ 300,000 \$ 400,000 \$ 500,000 \$ 600,000 \$ 700,000 \$ 800,000 \$ 900,000

This chart compares what Cutten Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cutten Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Cutten Elementary School District's LCAP budgeted \$758,726 for planned actions to increase or improve services for high needs students. Cutten Elementary School District actually spent \$787,559 for actions to increase or improve services for high needs students in 2025-26.



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better world,
one student at
a time.*

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cutten Elementary School District	Becky MacQuarrie Superintendent	bmacquarrie@cuttensd.org 7074413900

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Our vision: Building a better world, one student at a time.

Our mission: 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”.

The Cutten School District has provided excellence and stability in educating children since 1891. About 40 years ago, the decision was made to change the district’s two kindergarten – sixth grade schools into the current configuration, allowing us to focus instruction, materials, facilities, and staffing on the specific needs of each grade span, while keeping combination classes and services and materials duplication to a minimum. Transitional kindergarten through second grade students attend Ridgewood School, and third through sixth grade students attend Cutten School. Although we possess two CDS codes, we consider ourselves one school with two sites, separated from each other only by a 2.6 mile stretch of road. In light of this, and supported by the tightly–knit and extremely supportive community, the same families in attendance at both sites, and the highly collaborative staff, it is nearly impossible to talk about the achievements and needs of one site without including the other site in the conversation. We are joined by a common vision, and a deep–seated commitment to the development of the whole child; the success of each site is dependent upon the other. An indication that our district is considered one of the most desired on the North Coast is that about 38% of our enrollment is comprised of interdistrict transfer students. Our families have a shared purpose; they value and actively support quality small shool education for their children.

Statistically, of an enrollment of 562 students in May 2024 population by sub group was:

16.2% Hispanic or Latino of Any Race
3% American Indian or Alaskan Native:

3.7% Asian or Pacific Islander

61.5% White

.2% African American:

15% Two or More Races

3.6% English Learners

.5% Foster Youth

3.9% Homeless

47.4% Socioeconomically Disadvantaged

14.6% Students with Disabilities

Priorities for the district over the past three decades include:

- close relationships with parents / guardians, as evidenced by the award--winning PTA, the Cutten Ridgewood Student Foundation (CRSF) raised approximately \$400,000 for the schools in the past, and the high number of parents /guardians present in classrooms, events, and on field trips
- assistants in every classroom for at least three hours every day
- high quality fine arts opportunities including a full-time music teacher, and supported by strong relationships with community groups, PTA, and CRSF
- responsive support services team including school social workers, the special education team, and administrators, who regularly review the needs of every student and who attempt to allocate resources in the most timely and equitable way
- ample access to administrators who maintain an open door policy and who are present at the vast majority of school events
- 21st century innovative teaching and learning with the use of technology to enhance reading, writing, listening, speaking and language skills. Students must have equitable access to technology, from solid, reliable infrastructure to devices that provide opportunities to develop 21st century competencies
- dedicated, professional, hardworking, compassionate classified and certificated staff who strive to create a family /community climate
- improvement and enhancement of aging facilities

In 2018, the District successfully passed a General Obligations Bond measure. The work for both sites was completed in the Spring of 2024. The plan for Ridgewood School included: safe ingress to the school campus; an additional building which includes office space and 1-2 classrooms; parking lot improvements; remodeling of the commons area; and remodeling of all student and adult bathrooms. Phase 1 was completed in the May of 2024 which included the Commons remodel/upgrade, (HVAC, staff room, staff bathrooms, student bathrooms, fiber optics, fire alarm, an upgraded electrical energy capacity, variety of ADA upgrades, and new fencing/gate) . The additional building and the parking improvements are on hold until more funding for TK and facilities can be acquired.

The delays caused by the COVID-19 shut down affected product supply chain, availability, and costs, as well as, the modernization funding

from the State was not made available during the construction. The plan for Cutten School included: safe ingress to the school campus; new fencing and gates; and a kitchen remodel. The project was completed in June of 2023. A General Obligations Bond measure was placed on the November, 2024 ballot to complete the original Bond goals from 2018. The Bond passed, and the School district is working on completing the facilities needs proposed during the first School Bond.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Part 1

Met/Exceeded in 2024-25

CAASPP ELA

All students: 45.35%
SED: 39.70%
SWD: 36.37%
Hispanic: 27.28%
White: 58.82%

CAASPP MATHEMATICS

All students: 45.71 %
SED: 40.45%
SWD: 38.18 %
Hispanic: 40.9%
White: 54.90%

Second Trimester results- "progressing" or 'met' 2024-2025

Reading, 74%
Writing, 66 %
Math, 80%

Overall academic growth from baseline:

ELA: Improved from 44% to 45.35% (+1.35%)
Math: Improved from 43% to 45.71% (+2.71%)

Local measures also show modest growth in Reading, Writing, & Math

White subgroup showed notable growth:

ELA: Improved from 48% to 58.82% (+10.82%)
Math: Improved from 46% to 54.9% (+8.9%)

Hispanic subgroup showed notable growth
Math: Improved from 26% to 40.9% (+14.9%)

Students with Disabilities (SWD) subgroup showed modest growth
ELA: Improved from 34% to 36.37% (+2.37)

Socio-economically Disadvantaged(SED) subgroup ELA declined in performance from 43% to 39.7%, as did the sub group Hispanic from 38% to 27.28%

Students with Disabilities (SWD) subgroup Math declined in performance from 45% to 38.18%

Overall Science performance has declined overall from 51% to 32.4%, SED from 47% to 22.34% and SWD from 36% to 9.89 %

Actions addressing the needs of our lowest performing groups for academic achievement:1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Cuttien has no unexpended LREBG funds.

Part 2:

2025-26 Dashboard

Lowest Performance Level (School Performance)

- Chronic Absenteeism:

All: 9.5% chronic absenteeism rate

SED:13.1% chronic absenteeism rate

SWD: 18.5% chronic absenteeism rate

Hispanic: 17.3% chronic absenteeism rate

White: 6.6% chronic absenteeism

FY: Suppressed

EL: Suppressed

Lowest Performance Level (Student Group Performance School Level)

-Chronic Absenteeism

Cuttien School

All Students, 10.3%

Hispanic, 19.6%
Socioeconomically Disadvantaged, 14.2%
Two or More Races, 7.7%
Students with Disabilities, 18.2%
White, 7.6%
FY: Suppressed
EL: Suppressed

Ridgewood School
All Students, 7.7%
Hispanic, 10.4%
Socioeconomically Disadvantaged, 10.7%
Two or More Races, 8.1%
Students with Disabilities, 15.4%
White, 5.6%
FY: Suppressed
EL: Suppressed

Overall, the district is moving in a positive direction academically and making extreme improvements in chronic absenteeism. However, attention is needed to prevent disparities from widening, especially for Hispanic students, Socio-economically disadvantaged, and students with disabilities. We will deepen our targeted supports, expand our culturally responsive engagement strategies, and continue to monitor intervention fidelity.

Actions addressing the needs of our lowest performing groups for chronic absenteeism: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

Cutten has no unexpended LREBG funds for 2026-27, but we spent \$26,892 for the 2025-26 school year on our intervention program(aices) and on one teacher for class size reduction.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.
Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.</p>	<p>Consultation with District Partners 2023-2024 School Year Aug. 14 School Board Meeting- Administrator Comments and Communication on LCAP Aug. 21 District Meeting-Beginning of year, overall LCAP goals shared Sept. 5 Meeting with HBTA Sept. 15 SELPA Support Services Meeting Sept. 11 School Board Meeting-Administrator Comments and Approve Amendments on LCAP Oct. 3 Meeting with HBTA Oct. 11 SELPA Support Services Meeting Oct. 9 School Board Meeting- Administrator Comments and Communication on LCAP Oct. 17 Site Council-LCAP overview Nov. 7 Meeting with HBTA Nov. 13 School Board Meeting- Approval to create Cutten Parent Advisory Committee to Inform LCAP needs Nov. 28 School Site Council-Comprehensive Safe School Plann Meeting with HBTA Dec. 5 SELPA Monthly Reporting Meeting Dec. 11 School Board Meeting-Opportunity for Visitor Comment Jan 17 Cutten LPAC Advisory Meeting Jan. 8 School Board Meeting-Approval of FIT and SARC reports. Administrator Comments and Communication on LCAP</p>

Educational Partner(s)

Process for Engagement

Jan. 16 Site Council-Superintendent Review of CA Dashboard and LCAP
 Feb. 6 Meeting with HBTA
 Feb 7 District Advisory Meeting
 Feb. 12 SELPA Monthly Reporting Meeting
 Feb. 12 School Board Meeting-mid Year LCAP update
 Mar. 5 Meeting with HBTA
 Mar. 11 School Board Meeting-Approval on updated SARC's and Administrator Comments and Communication on LCAP based on the Governor's Proposed Budget Report
 Mar. 19 School Site Council-LCAP update
 April 2 Meeting with HBTA
 April 5 Cutten Open House-LCAP input sessions
 April 8 School Board Meeting-Administrator Comments and Communication on LCAP
 April 19 Ridgewood Open House LCAP input sessions
 May 11 Meeting with HBTA
 May 13 School Board Meeting-Administrator Comments and Approve Amendments on LCAP
 May 21 Site Council -School Wellness Policy and Approve SPSA updates
 June 6 Meeting with HBTA
 June 11 Site Council Meeting-LCAP review
 June 13, SELPA Review/Suggestions
 June 24 School Board Meeting Public Hearing
 June 25 School Board Meeting 2023-24 LCAP adoption

During the 2024-2025 school year the District facilitated significant outreach and frequently communicated with educational partners to drive decision-making for the District while developing this LCAP. We utilized communication pathways that are a normal part of our school districts communication routine to inform families about the LCAP and to provide a venue to gather feedback and suggestions. Weekly communication with all educational partners includes parent newsletters and staff bulletins. Regular messaging via Remind occurs to maintain communication with all educational partners. Attendance data is reviewed and letters are sent out to parents as needed. Administrators meet regularly to analyze collected data and develop

Educational Partner(s)

Process for Engagement

plans accordingly. The Leadership Team meets weekly to address the goals and actions of the LCAP and review metrics and outcomes. There are monthly check-ins with HBTA certificated bargaining union representatives. The District does not have a classified bargaining unit. There are teacher site meetings monthly, as well as department and School Climate meetings monthly. Classified employees meet bi-yearly, and aides meet monthly. Frequent employee surveys were gathered to obtain feedback. Student opinions were gathered at Student Council meetings and to the Cutten Student Body via the School Climate and the LCAP surveys. We distributed three different surveys for all staff to complete. The surveys focused on LCAP needs, school climate, and California state standards curriculum and implementation. The School Climate Survey was distributed in Spring, 2025 and the LCAP survey was initiated in the Fall, and reminders sent out frequently throughout the year.

- Consultation with District Partners 2024-2025 School Year
- Aug. 12 School Board Meeting- Administrator Comments and Communication on LCAP
 - Aug. 19 District Meeting-Beginning of year, overall LCAP goals shared
 - Sept. 2 Meeting with HBTA , District/LCAP Feedback SELPA Support Services Meeting
 - Sept. 8 School Board Meeting-Administrator Comments and Approve Amendments on LCAP
 - Sept. 26 SELPA Support Services Meeting
 - Oct 10 Meeting with HBTA , District/LCAP Feedback
 - Oct. 13 School Board Meeting- Administrator Comments and Communication on LCAP
 - Oct. 15 Site Council-District Advisory Meeting-LCAP overview
 - Nov. 5 Meeting with HBTA , District/LCAP Feedback
 - Nov. 4 School Board Meeting- Approval to create Cutten Parent Advisory Committee to Inform LCAP needs
 - Nov. 19 School Site Council-Comprehensive Safe School Plan
 - Dec 3 Meeting with HBTA , District/LCAP Feedback
 - Dec. 9 School Board Meeting-Opportunity for Visitor Comment
 - Jan 22 Cutten LCAP Advisory Meeting

Educational Partner(s)

Process for Engagement

Jan. 13 School Board Meeting-Approval of FIT and SARC reports. Administrator Comments and Communication on LCAP
Jan. 21 Site Council-Superintendent Review of CA Dashboard and LCAP
Jan. 7 Meeting with HBTA, , District/LCAP Feedback
Jan 22 Math Night/District Advisory Meeting
Feb. 4 Meeting with HBTA , District/LCAP Feedback
Feb. 10 School Board Meeting-mid Year LCAP update
Mar. 4 Meeting with HBTA
Mar. 10 School Board Meeting-Approval on updated SARC's and Administrator Comments and Communication on LCAP based on the Governor's Proposed Budget Report
Mar. 24 Mid Year SELPA Meeting
Mar. 18 School Site Council-LCAP update
April 10 Cutton Open House-LCAP input
April 14 School Board Meeting-Administrator Comments and Communication on LCAP
April 17 School Site Council-LCAP update
May 6 Meeting with HBTA, District/LCAP Feedback
May 8 Ridgewood Open House LCAP input
May 12 School Board Meeting-Administrator Comments and Approve Amendments on LCAP
May 14 SELPA County Meeting
May 20 Site Council -School Wellness Policy, Approve SPSSA updates
June 2 Site Council Meeting-LCAP review and, Learning Continuity Plan
June SELPA Review/Suggestions
June 23 School Board Meeting Public Hearing
June 24 School Board Meeting 2024-25 LCAP adoption

Consultation with District Partners 2025-2026 School Year
Aug. 11 School Board Meeting- Administrator Comments and Communication on LCAP
Aug. 18 District Meeting-Beginning of year, overall LCAP goals shared
Sept. 3 Meeting with HBTA , District/LCAP Feedback

Educational Partner(s)

Process for Engagement

Sept. 8 SELPA Support Services Meeting
 Sept. 9 School Board Meeting-Administrator Comments and Approve Amendments on LCAP
 Oct 7 Meeting with HBTA , District/LCAP Feedback
 Oct. 13 School Board Meeting- Administrator Comments and Communication on LCAP
 Oct. 21 Site Council-District Advisory Meeting-LCAP overview
 Nov. 4 Meeting with HBTA , District/LCAP Feedback
 Nov. 17 School Board Meeting- Approval to create Cutten Parent Advisory Committee to Inform LCAP needs
 Nov. 18 School Site Council-Comprehensive Safe School Plan
 Dec 2 Meeting with HBTA , District/LCAP Feedback
 Dec. 8 School Board Meeting-Opportunity for Visitor Comment
 Jan. 12 School Board Meeting-Approval of FIT and SARC reports. Administrator Comments and Communication on LCAP
 Jan. 20 Site Council-Superintendent Review of CA Dashboard and LCAP
 Jan. 6 Meeting with HBTA, , District/LCAP Feedback
 Jan 21 Math Night/District Advisory Meeting #1
 Feb. 3 Meeting with HBTA , District/LCAP Feedback
 Feb. 9 School Board Meeting-mid Year LCAP update, BOP
 Feb 11 District LCAP Meeting #2
 Mar. 3 Meeting with HBTA
 Mar. 10 School Board Meeting-Administrator Comments and Communication on LCAP based on the Governor's Proposed Budget Report
 Mar. 24 School Site Council-LCAP update
 April 8 Cutten Open House-LCAP input
 April 6 School Board Meeting-Administrator Comments and Communication on LCAP
 April 28 Ridgewood Open House LCAP input
 May 5 Meeting with HBTA, District/LCAP Feedback
 May 11 School Board Meeting-Administrator Comments and Approve Amendments on LCAP
 May 12 SELPA County Meeting
 May 19 Site Council -School Wellness Policy, Approve SPSA updates,
 June SELPA Review/Suggestions

Educational Partner(s)	Process for Engagement
	June 22 School Board Meeting Public Hearing June 23 School Board Meeting 2024-25 LCAP adoption

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As a result of our educational partner's feedback, we placed even more focus on improving our academic intervention programs, and improving our direct first instruction. To address this, we added actions related to implementing targeted intervention programs and support services for underperforming students, particularly those in the Hispanic, Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) groups. We also received feedback regarding the social/emotional well-being of our students, increasing teacher support for our intervention programs with a curriculum coach, and even more offerings for visual and performing arts. . In an effort to support students social/emotional and academic needs, we trained staff on Universal Design for Learning, and we will continue to employ school social workers/social-emotional counselors, as well as continue to provide a full time School Psychologist. By addressing our goals and deepening our intervention strategies. Cutten Elementary School District will be able to improve academic achievement across all student groups, enhance the overall learning environment, and increase community involvement in decision-making processes, ultimately leading to a more positive school climate and better academic outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English language arts, mathematics, and science. Additionally, English learners will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with our educational partners in response to the identified academic and language acquisition needs of our students based on state and local data.

The analysis of the 2022-2023 California Assessment of Student Performance and Progress (CASSPP) data indicated a clear need to continue supporting English Language Arts (ELA), and mathematics. For example:

- » 44.72% of all students in grades 3–6 met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 35.27% of socioeconomically disadvantaged (SED) students, 34% of students with disabilities (SWD), and 38.09% Hispanic or Latino students met or exceeded standard.
- » 42.99 of all students in grades 3–6 met or exceeded standard in mathematics on the Smarter Balanced assessments. However, only 41.27% of SED students, 44.90% of SWD students, and 26.19% of Hispanic or Latino students met or exceeded standard.
- » We had fewer than 11 English learner students in our district this school year, so data was repressed.

Additional student outcomes related to academic performance are found in the Measuring and Reporting Results section. (Priority 8)

During the LCAP development process, educational partners identified the need for:

- » Ongoing instructional support for ELA and mathematics
- » Ongoing need for smaller class sizes and continued need for support staff in all classrooms.

» Expanded learning opportunities for students who are SED, EL, and FY specifically in the area of the arts: music, drama, art

After consultation with SELPA, we will employ qualified special education staff to ensure that SWD's unique needs are addressed through appropriate evaluations and collaborative IEP team meetings. We will prioritize timely IEPs to facilitate meaningful parent/guardian involvement and to support progress on goals. By following these principles, we aim to create an inclusive and responsive educational environment that meets both legal mandates and the evolving best practices in special education. We also received feedback about parent engagement and ways to increase parent participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers, Instructional Materials, and Facilities (P1)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2023-24 Local data)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2024-25 Local data)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2024-25 Local data)	100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair	Maintained
1.2	Implementation of State Standards (P2)	Academic content standards, including English learners, are fully implemented (2023-24 Local data)	Academic content standards, including English learners, are fully implemented (2023-24 Local data)	Academic content standards, including English learners, are fully implemented (2024-25 Local data)	Academic content standards, including for English learners, are fully implemented	Manintained
1.3	ELA CAASPP Scores (P4)	Met/Exceed in 2022-2023: ELA All students: 44% SED: 43% SWD: 34% Hispanic: 38% White: 48%	Met/Exceed in 2023-2024: ELA All students: 51.02% SED: 46.82% SWD: 34.61% Hispanic: 34.09%	Met/Exceed in 2024-2025: ELA All students: 45.35% SED: 39.70% SWD: 36.37% Hispanic: 27.28%	ELA All students: 47% SED: 46% SWD: 37% Hispanic: 41% White: 51%	ELA All students: +1.35% SED: -3.30% SWD: +2.37% Hispanic: --10.72% White: +10.82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Math CAASPP Scores (P4)	Met/Exceed in 2022-2023:MATHEMATICS All students: 43% SED: 41% SWD: 45% Hispanic: 26% White: 46%	White: 54.65% Met/Exceed in 2023-2024:MATHEMATICS CS All students: 49.83% SED: 44% SWD: 35.64% Hispanic: 37.21% White: 54.10%	White: 58.82% Met/Exceed in 2024-2025:MATHEMATICS CS All students: 45.71% SED: 40.45% SWD: 38.18% Hispanic: 40.9% White: 54.90%	MATHEMATICS All students: 46% SED: 44% SWD: 48% Hispanic: 29% White: 49%	MATHEMATICS All students: +2.71% SED: -55% SWD: -6.82% Hispanic: +4.9% White: +8.9%
1.5	CA Science Test Scores (P4)	Met/Exceeded in 2022-2023:SCIENCE All students 48% SED: 47% SWD: 36% Hispanic: N/A White: 51%	Met/Exceeded in 2023-2024:SCIENCE All students: 51.56% SED: 51.85% SWD: N/A Hispanic: N/A White: 68.42%	Met/Exceeded in 2024-2025:SCIENCE All students:32.66% SED: 22.34% SWD: 9.89% Hispanic: 18.47% White: 32.40%	SCIENCE All students 51% SED:50% SWD: 39% Hispanic: 36% White: 54%	SCIENCE All students -15.34% SED:-24.66% SWD:-25.11 Hispanic:18.47% White: -21.60%
1.6	English Learner Progress & English Learner Reclassification Rate(P4)	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size	English Learner Progress Well/Moderately Developed: 47.93%	The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size
1.7	Local ELA/Math Assessment Data (P8)	Second Trimester results-"progressing' or 'met' 2023-2024 Reading, 66% Writing, 71% Math, 82%	Second Trimester results-"progressing' or 'met' 2024-2025 Reading, 75% Writing, 76%	Second Trimester results-"progressing' or 'met' 2024-2025 Reading, 74% Writing, 66%	Second Trimester results-"progressing' or 'met' Reading, 69% Writing, 74%	Second Trimester results-"progressing' or 'met' Reading, +8% Writing, -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Pupil Access to a Broad Course of Study(P7)	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data)	Math, 89% All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data)	Math, 80% All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code 51220 (2025-26 Local data)	Math, 85% All students have access to a broad course of study	Math, -2% Maintained

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented this year. For "All students" and the sub category "white" in ELA (+1.35%, +10.82% respectively) and Math (+2.71% , +8.9% respectively) we see positive outcomes with the implementation of the actions using current distance from baseline data. Social economically disadvantaged (SED) students showed a decrease in both ELA-3.30% and Math -.55%, while Hispanic students showed a decrease in ELA -10.72%, but a sharp increase in math +14.9%. Students with disabilities (SWD) showed an increase in ELA +2.37%, but a decrease in math -6.82%. Science, however, showed a decrease overall.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 was underspent due to over estimate of teacher assignment expenditures. -75,338.14

Action 1.2 was overspent due to under estimate of ELA/Math intervention expenditures.+12,262.85

Action 1.3 showed a significant discrepancy between the estimated and actual expenditures for instructional aide support. The estimated costs were based on the intervention time aides spent on Tier 2 interventions, but did not account for the total amount of time they spent in classrooms which is substantially greater. +47,387.69

Action 1.4 was overspent due to the reduced cost of the instructional aide salaries this year. +9,059.59

Action 1.5 was overspent due to the underestimate of the music program expenditures +8,633.59

Action 1.6 was underspent due to the overestimate of library staff expenditures. --32,279.04

Action 1.7 was underspent due to the overestimate of intervention support expenditures. -2,666.33

Action 1.8 was overspent due to increased special education services needs. +72,455.64

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Based on the evaluation of the metrics we consider our actions to be effective.

Key Strengths (2024 to 2025)

Overall academic growth from baseline:

ELA: Improved from 44% to 45.35% (+1.35%)

Math: Improved from 43% to 45.71% (+2.71%)

Local measures also show modest growth in Reading, Writing, & Math

White subgroup showed notable growth:

ELA: Improved from 48% to 58.82% (+10.82%)

Math: Improved from 46% to 54.9% (+8.9%)

Hispanic subgroup showed notable growth

Math: Improved from 26% to 40.9% (+14.9%)

Students with Disabilities (SWD) subgroup showed modest growth

ELA: Improved from 34% to 36.37% (+2.37)

Growth Areas (2024 to 2025)

For "All students" and the sub category "white" in ELA (+1.35%, +10.82% respectively) and Math (+2.71%, +8.9% respectively) we see positive outcomes with the implementation of the actions using current distance from baseline data. Social economically disadvantaged (SED) students showed a decrease in both ELA-3.30% and Math -55%, while Hispanic students showed a decrease in ELA -10.72%, but a sharp increase in math +14.9%. Students with disabilities (SWD) showed an increase in ELA +2.37%, but a decrease in math -6.82%. Science, however, showed a decrease overall.

Cutten has no unexpended LREBG funds for 2026-27, but we spent \$26,892 for the 2025-26 school year on our intervention program(aides), Action 1.2 and on one teacher for class size reduction Action 1.1. A needs assessment using CASSPP data drove us to add more support with the additional teacher and instructional aides. We believe these action helped us to make the gains as stated above in ELA and Math especially in regards to Overall growth and related to our Hispanic Math improvements. and our SWD increases in ELA.. We believe these actions were effective.

Action 1.2 By implementing academic interventions, we will be able to provide targeted intervention for specific gaps in learning for unduplicated students. While this action is not as effective as was anticipated, we are confident it will prove to be effective in the coming year. We will be piloting a math curriculum with new interventions supplied, which we anticipate making a substantial difference in achievement. Action 1.4 By providing more instructional support in classrooms, we will be able to provide differentiation to our unduplicated students. While this action is not as effective as was anticipated, we are confident it will prove to be effective in the coming year

Action 1.5 Implementing a district-wide music education program accessible to all students, with targeted support for unduplicated students can address the needs of unduplicated students by providing for equitable access to enrichment activities, it can enhance engagement and attendance. We consider this to be an effective action based on engagement(participation in program) and attendance data (chronic absenteeism).

Action 1.6 Library access for students identified in the unduplicated group can enhance student learning, literacy, and academic achievement by ensuring access to comprehensive library services. We are increasing the number of diverse books in our library to address the needs of our Hispanic and EL population, expecting this action to be more effective.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No major changes will be made as outcomes were positive based on our data. Based on the evaluation of the metrics we consider our actions to be effective. Modifications within the actions will be made to improve Hispanic and Students with Disabilities academic achievement include::

For Hispanic Students (in ELA):

Increase culturally responsive curriculum and instruction

Increase integrated supports within the Tier 1 instruction.

Enhance targeted small-group interventions with a focus on literacy.

Improve family engagement through bilingual communication and support.

For Students with Disabilities (especially in Math):

Revisit IEP-aligned instruction with stronger math interventions.

Implement math-specific progress monitoring tools to catch issues earlier.

Provide co-teaching models or additional paraprofessional support in math.

For Students who are Socially Economically Disadvantaged

Increase integrated supports within the Tier 1 instruction

Enhance targeted small-group interventions with a focus on literacy.

General Actions:

Ensure implementation fidelity for actions 1.1 to 1.7. Consider conducting walkthroughs or audits to check which actions are having the most impact.

Expand data-driven instruction practices, using interim assessments to adjust support quickly.

Promote peer tutoring, increased tier 1 and tier 2 supports within the classroom, and after-school academic supports.

Cuttien has no unexpended LREBG funds for 2026-27, but we spent \$26,892 for the 2025-26 school year on our intervention program(aides), Action 1.2 and on one teacher for class size reduction Action 1.1. A needs assessment using CASSPP data drove us to add more support with the additional teacher and instructional aides. We believe these action helped us to make the gains as stated above in ELA and Math

especially in regards to Overall growth and related to our Hispanic Math improvements. and our SWD increases in ELA.. We believe these actions were effective.

Overall academic growth from baseline:

ELA: Improved from 44% to 45.35% (+1.35%)

Math: Improved from 43% to 45.71% (+2.71%)

Local measures also show modest growth in Reading, Writing, & Math

Hispanic subgroup showed notable growth

Math: Improved from 26% to 40.9% (+14.9%)

Students with Disabilities (SWD) subgroup showed modest growth

ELA: Improved from 34% to 36.37% (+2.37)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Assignment	<p>a. All students taught by highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program</p> <p>b. Provide induction support as needed through NCTIP</p> <p>c. Classroom supplies; \$200 per classroom</p>	\$3,541,827.43	No
1.2	ELA and Math Intervention	<p>Provide an ELA Tier 2 RTI /Targeted Intervention Program (TIP) and Tier 2 RTI / Targeted Intervention for Math, including program oversight and training, and purchase research--based curriculum and assessment.</p> <p>a. 0.50 FTE Classified Coordinator - Cutten School</p> <p>b. 0.60 FTE Classified Coordinator - Ridgewood School</p>	\$76,527.95	Yes
1.3	Instructional Aide Support	<p>Instructional aides to provide support specifically for EL student groups</p> <p>a. .75 FTE Instructional aides</p>	\$416,871.24	No

Action #	Title	Description	Total Funds	Contributing
1.4	Student to Teacher/Instructional Aide Ratio	Support opportunities for differentiation to provide appropriate instruction for the low-income, foster youth, and EL student population that is underperforming by decreasing student to teacher and instructional aide ratio. a. 1.0 FTE classroom teacher: maintain average class sizes of 28:1, grades 4 – 6 b. 0.375 FTE instructional aide	\$81,460.57	Yes
1.5	Music Education	Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available. a. 1.0 FTE certificated music teacher	\$105,651.60	Yes
1.6	Library Staffing	Staff libraries for increased access for students, staff, and families. a. 1.50 FTE Library tech / aide b. Supplies c. Professional Development d. Certificated Librarian services through contract with HERC	\$109,384.48	Yes
1.7	Language Development Support	Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need. a. ELPAC Coordinator b. Instructional materials	\$10,251.75	Yes
1.8	Special Education Services	Employ Special Education staff.	\$681,430.68	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with our educational partners in response to the identified need for student and staff sense of safety and school connectedness based on state and local data, including climate surveys, as well as chronic absenteeism, and suspension rates. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting outcomes related to students' sense of safety and connectedness. For example:

- » The chronic absenteeism rate for all students in grades K-6 increased to 21%. However, the chronic absenteeism rates increased for socioeconomically disadvantaged (SED) students (31%).
 - » The suspension rate for all students in grades K-12 dropped to 1%. However, suspension rates increased for SED students (1.4%).
- EL and Foster Youth data were suppressed.

Our attendance team conducted a root cause analysis to determine the causes of higher rates of chronic absenteeism. It was determined that COVID-19 protocols and the preventative health rules to stay home were one of the leading causes of chronic absenteeism.

During the district's educational partner engagement process, it was suggested that the district expand our comprehensive social work support, school psychologist, counseling programs, and continue supporting our Leadership and School Climate teams in order to provide social and emotional support for students, and professional development in PBIS, restorative practices, and SEL for all staff.

To ensure that students are prepared for college and careers, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through the work of our School Climate team and professional development in SEL for all school staff as well as increasing access to social work support, we expect students to feel more connected to school, which will improve outcomes.

After consulting with SELPA we will employ qualified special education staff to ensure that SWD unique needs are addressed through appropriate evaluations and collaborative IEP team meetings. We will prioritize timely IEPs to facilitate meaningful parent/guardian

involvement and to support progress on goals. By following these principles, we aim to create an inclusive and responsive educational environment that meets both legal mandates and the evolving best practices in special education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement (P3)	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th):124/307(40%) Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 72 on LCAP Input survey Student survey responses (3rd-6th):62.5% Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 39 on LCAP Input survey Student survey responses (3rd-6th):67% Participation in IEPs: 100% LCAP community meeting: 2 LCAP meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Parent / Guardian participation rates, all groups: Parent/teacher conference rate:98% Parent survey/input responses: 77 on LCAP Input survey Student survey responses (3rd-6th): maintain participation rate Participation in IEPs: 100% LCAP community meeting: 2 LCAP specific meetings, school site council and board meetings as input meetings this year. School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil	Parent / Guardian participation rates, all groups: Parent/teacher conference rate maintained Parent survey/input responses: -33 responses on LCAP Input survey Student survey responses (3rd-6th): maintain participation rate Participation in IEPs: maintained LCAP community meetings maintained School Site Council membership maintained
2.2	Attendance Rate (P5)	94% attendance rate	96% attendance rate	95.46% attendance rate	96% attendance rate	+ 1.46% attendance rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism Rate (P5)	All: 21% chronic absenteeism rate SED: 31% chronic absenteeism rate SWD: 32% chronic absenteeism rate Hispanic: 29% chronic absenteeism rate White: 18% chronic absenteeism FY: Suppressed EL: Suppressed (2023 Dashboard)	All: 18.8% chronic absenteeism rate SED: 26.1% chronic absenteeism rate SWD: 21.4% chronic absenteeism rate Hispanic: 29.2% chronic absenteeism rate White: 15.6% chronic absenteeism FY: Suppressed EL: Suppressed (2024 Dashboard)	All: 9.5% chronic absenteeism rate SED: 13.1% chronic absenteeism rate SWD: 18.5% chronic absenteeism rate Hispanic: 17.3% chronic absenteeism rate White: 6.6% chronic absenteeism FY: Suppressed EL: Suppressed (2025 Dashboard)	All: 5% chronic absenteeism rate SED: 5% chronic absenteeism rate SWD: 5% chronic absenteeism rate Hispanic: 5% chronic absenteeism rate White: 5% chronic absenteeism rate	All: -11.5% chronic absenteeism rate SED: -17.54.9% chronic absenteeism rate SWD: -13.5% chronic absenteeism rate Hispanic: -11.7% chronic absenteeism rate White: -11.4% chronic absenteeism rate
2.4	Suspension & Expulsion Rates (P6)	6 students suspended, of an enrollment of 580 All students: 1 % SED: 1.4 % SWD:2.8% Hispanic: 0% American Indian: N/A% White: .8% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2023 Dashboard):	11 students suspended, of an enrollment of 583 All students: 1.9 % SED: 2.6% SWD:3.8% Hispanic: 3.1% American Indian: Suppressed White:1.1% Two or more races: 2.2% FY: Suppressed EL: Suppressed Expulsion rate = 0% (2024 Dashboard):	1 students suspended, of an enrollment of 573 All students: 2.4% SED: 3.4% SWD:6.4% Hispanic: 3.1% American Indian: Suppressed White:2.1% Two or more races: 1.1% FY: Suppressed EL: Suppressed Expulsion rate = .175% (2025 Dashboard):	Maintain or decrease all student suspension rate from 1%. All student groups suspension rate maintained or declined from baseline. Maintain 0% expulsion rate.	Increased all student suspension rate from 1%. All students: +1.4% SED: +2% SWD:+3.6% Hispanic: +3.1% American Indian: Suppressed White: +1.3% Two or more races: +1.1% FY: Suppressed EL: Suppressed Increased .175% expulsion rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Sense of Safety and School Connectedness (P6)	53% response rate (35 of 67 fifth grade students) School connectedness 79%; Academic motivation 86%; Caring adult relationships 82%; High expectations 88%; Meaningful participation 52%; Feel safe at school 91%; Students well behaved 52%; Students treated fairly when break school rules 61%; Students treated with respect 88% Reference survey data@wested.org 2023-2024 Parent/Staff responding positively to school safety and connectedness on the LCAP survey. School Safety: 97% Connectedness: 96% Staff responding positively to the following: School Safety: 96% School connectedness:100%	67% response rate (62 of 92 fifth grade students) School connectedness 80%; Academic motivation 88%; Caring adult relationships 78%; High expectations 89%; Meaningful participation 50%; Feel safe at school 88%; Students well behaved 64%; Students treated fairly when break school rules 64%; Students treated with respect 85% Reference survey data@wested.org 2024-2025 Parent/Staff/Students responding positively to school safety and connectedness on the LCAP survey. School Safety: 97% Connectedness: 97%	67% response rate (62 of 92 fifth grade students) School connectedness 80%; Academic motivation 88%; Caring adult relationships 78%; High expectations 89%; Meaningful participation 50%; Feel safe at school 88%; Students well behaved 64%; Students treated fairly when break school rules 64%; Students treated with respect 85% Reference survey data@wested.org 2024-2025 Parent/Staff/Students responding positively to school safety and connectedness on the LCAP survey. School Safety: 97% Connectedness: 97%	Increase response rate to 70% Maintain or improve responses from baseline.	Increase response rate +14% School connectedness +1%; Academic motivation +2%; Caring adult relationships -4%; High expectations +1%; Meaningful participation -2%; Feel safe at school -3%; Students well behaved +12%; Students treated fairly when break school rules +3%; Students treated with respect -3% Reference survey data@wested.org 2024-2025 Seventy-two Parent/Staff/Students responding positively to school safety and connectedness on the LCAP survey. School Safety: +1% Connectedness: -3%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented. Overall, we see positive outcomes with the implementation of the actions using current distance from baseline data for chronic absenteeism and a slight increase in suspension rates. .

District-wide chronic absenteeism declined from 21% to 9.5%.

Students with Disabilities: improved significantly from 32% to 18.5%.

Socioeconomically Disadvantaged: reduced from 31% to 13.1%.

Hispanic: reduced from 29% to 17.3%

White: reduced from 18% to 6.6%

Suspension rates rose overall by 1.4%. Hispanic suspension rates increased by 3.4%, Students with Disabilities showed an increase of 3.6%, and Socioeconomically Disadvantaged by 2%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 was overspent due to under estimate of social worker assignment expenditures. +12,240.63

Action 2.2 was overspent due to under estimate of social worker assignment expenditures. +9,470.88

Action 2.3 was overspent due to the underestimate of supplies for school events. +2,014.00

Action 2.4 was overspent due to the underestimate of social work and administrative services. +5,099.05

Action 2.6 was overspent due to the need to train a new bus driver for program. +5,490.31

Action 2.7 was overspent due to extra costs related to attendance and parent education support +9,153.56

Action 2.8 was overspent due to underestimate of the school psychologist assignment expenditures. +7,300.27

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2025 Dashboard

Lowest Performance Level (School Performance)

- Chronic Absenteeism:
- Chronic Absenteeism:

Lowest Performance Level (Student Group Performance LEA Level)

- Chronic Absenteeism:

District Overall, 9.5%

Hispanic, 17.3%
Socioeconomically Disadvantaged, 13.1%
Homeless, 37.8%
Two or More Races: 7.9%
Students with Disabilities, 18.5%
White, 6.6%

Lowest Performance Level (Student Group Performance School Level)
-Chronic Absenteeism

Cuttien School
All Students, 10.3%
Hispanic, 19.6%
Socioeconomically Disadvantaged, 14.2%
Two or More Races, 7.7%
Students with Disabilities, 18.2%
White, 7.6%

Ridgewood School
All Students, 7.7%
Hispanic, 10.4%
Socioeconomically Disadvantaged, 10.7%
Two or More Races, 8.1%
Students with Disabilities, 15.4%
White, 5.6%

Key Improvements (2024 to 2025)
District-wide chronic absenteeism declined from 21% to 9.5%.
Students with Disabilities: improved significantly from 32% to 18.5%.
Socioeconomically Disadvantaged: improved significantly from 31% to 13.1%.
Hispanic improved significantly from 29% to 17.3%
White improved significantly from 18% to 6.6%.
Both sites Cutten & Ridgewood Elementary made notable overall improvement in chronic absenteeism.

Areas of Concern (2024 to 2025)
Chronic absenteeism by District
Hispanic Students: remains high 17.3%
Homeless Youth: remains extremely high 37.8%
Student with Disabilities: remains high 18.5%
Socioeconomically Disadvantaged: remains high 13.1%

Overall slight increase in suspensions of 1.4%

Based on the evaluation of the metrics we consider Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 to be effective as we have seen a transformational improvements in chronic absenteeism from the 2024-25 school year. .

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No major changes will be made as outcomes were positive based on our data. Based on the evaluation of the metrics we consider our actions to be effective. Slight modifications within the actions will be made to improve Absenteeism:

For Hispanic Students:

Increase home visits and outreach from bilingual attendance liaisons.

Strengthen cultural connections through inclusive events and trusted messengers.

For Homeless and SED Students:

Expand partnerships with local shelters, food banks, and transportation supports.

Offer incentives tied to consistent attendance (e.g., recognition, basic needs supports).

For All Sites:

Ensure daily attendance outreach is consistent and relational.

Strengthen Tier 2 supports: personalized check-ins, behavior/mental health support, family outreach.

Modifications within the action will be made to improve suspension rates:

Implement Restorative Practices

Use restorative circles, alternate to suspension, and peer mediation programs to resolve conflicts and rebuild relationships.

Train staff in culturally responsive restorative strategies to reduce disproportionate discipline.

Strengthen Tiered Behavioral Supports (MTSS/PBIS)

Ensure fidelity in implementing Positive Behavioral Interventions and Supports (PBIS) across all classrooms.

Use data to identify patterns and intervene early, especially for students repeatedly at risk.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Work and/or Behavioral Services	Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	\$94,582.87	Yes
2.2	Social Work Services to Unduplicated Count Students	Focus school social work services on unduplicated count students. a. 1.0 FTE Certificated School Social Worker	\$86,670.27	Yes
2.3	Support Services to Parents	Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school. a. Child care b. Trainer / Interpreter fees c. Meeting supplies	\$8,561.00	Yes
2.4	Decrease Suspension Rate	Decrease suspension rate. a. .10 FTE Social Worker b. Incentives	\$9,630.30	Yes
2.5	Decrease Chronic Absenteeism	Decrease chronic absenteeism. a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	\$10,509.20	Yes
2.6	Bus Transportation Service for Low income Students	Provide a safe and reliable means of transportation to and from school for low-income students. a. .75 FTE Bus driver	\$78,021.00	Yes
2.7	Attendance and Parent Education Support	Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach. a. .20 FTE Administrator	\$30,078.31	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	School Psychologist/Counseling Services	<ul style="list-style-type: none"> a. School Psychologist/Counseling services for identified students b. 1.0 FTE classified counselor 	\$129,271.96	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$551,388	\$N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.230%	0.000%	\$0.00	9.230%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: ELA and Math Intervention</p> <p>Need: SED, Hispanic, EL student population percentage averaging lower in ELA, Math, & Science CASSPP assessments</p> <p>Scope:</p>	By implementing academic interventions, we will be able to provide targeted intervention for specific gaps in learning for unduplicated students. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic interventions, unduplicated students will have access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring,	1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>small group instruction, differentiated learning activities, and academic counseling. Providing academic interventions on an LEA-wide or schoolwide basis ensures that all students receive the support they need to succeed academically, regardless of their background or individual challenges. This comprehensive approach not only improves CAASPP scores but also fosters a culture of academic excellence and equity within the school community, ultimately enhancing overall student achievement and success for unduplicated students.</p>	
1.4	<p>Action: Student to Teacher/Instructional Aide Ratio</p> <p>Need: SED, Hispanic, EL student population percentage averaging lower in ELA, Math, & Science CASSPP assessments and local data.</p> <p>Scope: LEA-wide</p>	<p>By providing more instructional support in classrooms, we will be able to provide differentiation to our unduplicated students. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic interventions, unduplicated students will have access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring, small group instruction, differentiated learning activities, and academic counseling. Providing more academic support on an LEA-wide or schoolwide basis ensures that all students receive the support they need to succeed academically, regardless of their background or individual challenges. This comprehensive approach not only improves CAASPP scores but also fosters a culture of academic excellence and equity within the school community, ultimately enhancing overall student achievement and success for unduplicated students.</p>	1.3, 1.4, 1.5, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Music Education</p> <p>Need: Music education can benefit students identified in the unduplicated group by providing an opportunity to access music education that is not otherwise available.</p> <p>Scope: LEA-wide</p>	<p>Implementing a district-wide music education program accessible to all students, with targeted support for unduplicated students can address the needs of unduplicated students by providing for equitable access to enrichment activities, it can enhance engagement and attendance, have social emotional benefits, improve academic achievement, provide cultural relevance and inclusivity, provide opportunities for talent development, and build community and school culture. By embedding these strategies within the LCAP LEA-wide the district can ensure that all students have access to a high quality music education program which enriches the overall educational experience but also specifically addresses and supports the unique needs of unduplicated students. Repeatedly, ed partners express their support for a robust music program, specifically families of unduplicated students (Parent surveys, District LCAP meetings, Board Meetings, Site Council meetings, teacher Leadership and School Climate meetings, and in person outreach to parents).</p>	1.2,1.3, 1.4, 1.5, 1.7
1.6	<p>Action: Library Staffing</p> <p>Need: Library access for students identified in the unduplicated group provide an opportunity to access reading materials to improve academic achievement as per local and CASSPP data.</p> <p>Scope: LEA-wide</p>	<p>Library access for students identified in the unduplicated group can enhance student learning, literacy, and academic achievement by ensuring access to comprehensive library services. This service is needed on an LEA-wide basis in order to provide student access to wider variety of resources to support the curriculum, caters to different reading levels and interests, and promotes literacy and research skills.</p>	1.3, 1.4, 1.5, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Social Work and/or Behavioral Services</p> <p>Need: Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, suspension, expulsion, safety, and sense of belonging data.</p> <p>Scope: LEA-wide</p>	<p>Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	2.2, 2.3, 2.4, 2.5
2.2	<p>Action: Social Work Services to Unduplicated Count Students</p> <p>Need:</p>	<p>Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and</p>	2.2, 2.3, 2.4, 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, suspension, expulsion, safety, and sense of belonging data.</p> <p>Scope: LEA-wide</p>	<p>fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	2.1, 2.2, 2.3, 2.4
2.3	<p>Action: Support Services to Parents</p> <p>Need: Our unduplicated students have higher chronic absenteeism and suspension rates than all students based on attendance data.</p> <p>Scope:</p>	<p>Improving parent participation in school activities and decision-making processes is crucial for enhancing student achievement and creating a supportive school community. Effective communication ensures parents are aware of school events, policies, and their children's progress, encouraging their participation. Empowering parents with knowledge and skills enables them to support their children's education more effectively. Flexible options make it easier for</p>	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>more parents to participate, regardless of their work schedules or other commitments. Social and educational events strengthen the school community and build positive relationships between families and school staff. Ensuring language is not a barrier promotes inclusivity and equal participation opportunities for all parents. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	
2.4	<p>Action: Decrease Suspension Rate</p> <p>Need: Our unduplicated students have higher suspension rates than all students based on suspension data.</p> <p>Scope: LEA-wide</p>	<p>Employing a social/emotional counselor /school social worker and providing SEL support addresses high suspension rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate and chronic absenteeism, employing an</p>	2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	<p>Action: Decrease Chronic Absenteeism</p> <p>Need: Our unduplicated students have higher chronic absenteeism rates than all students based on attendance, chronic absenteeism data.</p> <p>Scope: LEA-wide</p>	<p>additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p> <p>Employing a social/emotional counselor /school social worker and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate, and chronic absenteeism, employing an additional school social worker/ counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis</p>	2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.6</p>	<p>Action: Bus Transportation Service for Low income Students</p> <p>Need: Our unduplicated students have a higher chronic absenteeism than all students based on attendance, chronic absenteeism.</p> <p>Scope: LEA-wide</p>	<p>ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p> <p>Providing transportation ensures all students, especially those who are disadvantaged or have limited access to reliable transportation, have equal opportunities to attend school regularly. By implementing a comprehensive transportation plan, the district can address the transportation needs, ensuring LEA-wide that all students have reliable access to school and educational opportunities. This action supports equity and helps remove barriers that can hinder the academic and social emotional success of unduplicated students.</p>	<p>2.1,2.2,2.3</p>
<p>2.7</p>	<p>Action: Attendance and Parent Education Support</p> <p>Need: Our unduplicated students have higher chronic absenteeism and suspension rates than all students based on attendance data.</p> <p>Scope: LEA-wide</p>	<p>Improving parent participation in school activities and decision-making processes is crucial for enhancing student achievement and creating a supportive school community. Effective communication ensures parents are aware of school events, policies, and their children's progress, encouraging their participation. Empowering parents with knowledge and skills enables them to support their children's education more effectively. Flexible options make it easier for more parents to participate, regardless of their work schedules or other commitments. Social and educational events strengthen the school community and build positive relationships between families and school staff. Ensuring language is not a barrier promotes inclusivity and equal participation opportunities for all parents. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early</p>	<p>2.1, 2.2, 2.3, 2.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	<p>Action: School Psychologist/Counseling Services</p> <p>Need: Our unduplicated students have a higher chronic absenteeism and suspension rates than all students based on attendance, chronic absenteeism, and suspension data.</p> <p>Scope: LEA-wide</p>	<p>intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p> <p>Employing a School Psychologist Counselor and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including suspension rate, and chronic absenteeism, employing an School Psychologist/Counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.</p>	2.2, 2.3, 2.4, 2.5

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Language Development Support</p> <p>Need: The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size, but this student group underperforms as compared to students as a whole on the CASSPP tests.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size, but this student group requires yearly testing, as well as, designated, and integrated supports to support language and academics as per the ELPAC data when the number of EL's is large enough to report. It is an LEA-wide need as EL students attend both school sites.</p>	1.2, 1.3, 1.4, 1.5, 1.7

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage from Prior Year	Total Percentage Increase or Improvement Services for the Coming School Year (3 + Carryover %)					
Totals	5,974,132	551,388	9.230%	0.000%	9.230%					
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds					
Totals	\$4,321,721.41	\$849,776.51	\$0.00	\$299,232.69	\$5,470,730.61					
Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel
1	1.1	Teacher Assignment	All	No			All Schools Specific Schools: Ridgewood; Cullen TK-2; 3-6th grades		\$3,531,577.43	\$1C,250.00
1	1.2	ELA and Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cullen TK-2; 3-6th grades		\$76,527.95	\$0.00
1	1.3	Instructional Aide Support	All	No			All Schools Specific Schools: Ridgewood; Cullen TK-6		\$416,871.24	\$0.00
1	1.4	Student to Teacher/Instructional Aide Ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood		\$81,460.57	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel
1	1.6	Library Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2; 3-6th grades		\$101,696.48	\$7,688.00
1	1.7	Language Development: Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6 grades		\$10,251.75	\$0.00
1	1.8	Special Education Services	All	No			Specific Schools: Ridgewood; Cutten TK-2; 3-6		\$681,430.68	\$0.00
2	2.1	Social Work and/or Behavioral Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Cutten TK-2; 3-6 grades		\$94,582.87	\$0.00
2	2.2	Social Work Services to Unduplicated Count Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood TK-2; 3-6th grades		\$86,670.27	\$0.00
2	2.3	Support Services to Parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades		\$0.00	\$8,561.00
2	2.4	Decrease Suspension Rate	Low Income	Yes	LEA-wide	Low Income	All Schools		\$9,630.30	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel
2	2.6	Bus Transportation Service for Low income Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3- 6th grades		\$78,021.00	\$0.00
2	2.7	Attendance and Parent Education Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3- 6th grades		\$30,078.31	\$0.00
2	2.8	School Psychologist/Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3- 6th grades		\$129,271.96	\$0.00

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,974,132	551,388	9.230%	0.000%	9.230%	\$758,726.31	0.000%	12.700%	Total:	\$758,726.31
								LEA-wide Total:	\$748,474.56
								Limited Total:	\$10,251.75
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	ELA and Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cuttien TK-2; 3-6th grades	\$4,653.00	
1	1.4	Student to Teacher/Instructional Aide Ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cuttien TK-2; 3-6th grades	\$81,460.57	
1	1.5	Music Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cuttien TK-2; 3-6th grades	\$105,651.60	
1	1.6	Library Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2; 3-6th grades	\$109,384.48	
1	1.7	Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Ridgewood;	\$10,251.75	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Social Work and/or Behavioral Services	Yes	LEA-wide	English Learners Foster Youth Low Income	Cutten TK-2; 3-6 grades All Schools Specific Schools: Cutten TK-2; 3-6 grades	\$94,582.87	
2	2.2	Social Work Services to Unduplicated Count Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood TK-2; 3-6th grades	\$86,670.27	
2	2.3	Support Services to Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$8,561.00	
2	2.4	Decrease Suspension Rate	Yes	LEA-wide	Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$9,630.30	
2	2.5	Decrease Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$10,509.20	
2	2.6	Bus Transportation Service for Low Income Students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$78,021.00	
2	2.7	Attendance and Parent Education Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$30,078.31	
2	2.8	School Psychologist/Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Ridgewood; Cutten TK-2; 3-6th grades	\$129,271.96	

2025-26 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$5,470,730.61	\$5,561,190.86		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher Assignment	No	\$3,541,827.43	3,466,489.29
1	1.2	ELA and Math Intervention	Yes	\$76,527.95	88,790.80
1	1.3	Instructional Aide Support	No	\$416,871.24	464,258.93
1	1.4	Student to Teacher/Instructional Aide Ratio	Yes	\$81,460.57	90,520.16
1	1.5	Music Education	Yes	\$105,651.60	114,285.09
1	1.6	Library Staffing	Yes	\$109,384.48	77,105.44
1	1.7	Language Development Support	Yes	\$10,251.75	7,585.42
1	1.8	Special Education Services	No	\$681,430.68	753,886.32
2	2.1	Social Work and/or Behavioral Services	Yes	\$94,582.87	106,823.5
2	2.2	Social Work Services to Unduplicated Count Students	Yes	\$86,670.27	96,141.15
2	2.3	Support Services to Parents	Yes	\$8,561.00	10,575

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			—		
2	2.4	Decrease Suspension Rate	Yes	\$9,630.30	14,729.35
2	2.5	Decrease Chronic Absenteeism	Yes	\$10,509.20	10,685
2	2.6	Bus Transportation Service for Low income Students	Yes	\$78,021.00	83,511.31
2	2.7	Attendance and Parent Education Support	Yes	\$30,078.31	39,231.87
2	2.8	School Psychologist/Counseling Services	Yes	\$129,271.96	136,572.23

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
	\$758,726.31	\$787,559.24	(\$28,832.93)	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	ELA and Math Intervention	Yes	\$4,653.00	16,620.77		
1	1.4	Student to Teacher/Instructional Aide Ratio	Yes	\$81,460.57	90,520.16		
1	1.5	Music Education	Yes	\$105,651.60	114,285.09		
1	1.6	Library Staffing	Yes	\$109,384.48	77,105.44		
1	1.7	Language Development Support	Yes	\$10,251.75	7,585.42		
2	2.1	Social Work and/or Behavioral Services	Yes	\$94,582.87	92,233.57		
2	2.2	Social Work Services to Unduplicated Count Students	Yes	\$86,670.27	105,787.22		
2	2.3	Support Services to Parents	Yes	\$8,561.00	8,825		
2	2.4	Decrease Suspension Rate	Yes	\$9,630.30	12,740.34		
2	2.5	Decrease Chronic Absenteeism	Yes	\$10,509.20	11,529.20		
2	2.6	Bus Transportation Service for Low income Students	Yes	\$78,021.00	82,083.53		
2	2.7	Attendance and Parent Education Support	Yes	\$30,078.31	32,029.72		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	School Psychologist/Counseling Services	Yes	\$129,271.96	136,213.78		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,830,175		0.00	0.0000%	\$787,559.24	0.0000%	13.508%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan¹.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements Requirements

School districts and COEs: EC Section 52060(g) and EC Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,