

# CUTTEN SCHOOL DISTRICT

## NOTICE OF PUBLIC HEARING

At the regularly scheduled board meeting on June 27, 2022, 6:30 pm, located at the following address:

RIDGEWOOD COMMONS  
2060 Ridgewood Drive  
Eureka, CA 95503

1. The Cutten School District Governing Board will consider public input regarding the proposed use of Education Protection Account Funds generated by the passage of Proposition 30 on November 6, 2012. These funds are subject to legislative restrictions, including but not limited to not being used for salaries or benefits for administrators or any other administrative cost. Cutten School District is allocating all funding received from the Education Protection Account for the 2022-2023 school year to certificated salaries and benefits.
2. The Cutten School District Governing Board will consider public input concerning the adoption of the 2022-2023 District Budget.
3. The Cutten School District Governing Board will consider public input concerning the adoption of the 2022-2023 Local Accountability Plan (LCAP).

For more information, please contact: Becky MacQuarrie  
District Superintendent  
707- 441-3930

CUTTEN ELEMENTARY SCHOOL DISTRICT  
**BOARD OF TRUSTEES**  
**BOARD MEETING AGENDA**  
**June 27, 2022 6:30 pm**  
Ridgewood Commons  
2060 Ridgewood Drive Cutten, CA 95503

**1.0 CALL TO ORDER / FLAG SALUTE**

**2.0 CONSENT AGENDA**

- 2.1 Approval of Minutes, May 9, 2022, May 24, 2022, May 31, 2022, and June 10, 2022
- 2.2 Approval of Warrants and Payroll
- 2.3 Approval of Contract with James Marta and Company, Audit Services for GASB 68, \$1,225
- 2.4 Approval of Interdistrict Attendance Agreement, Effective July 1, 2022, through the 2023 – 2024 school Year
- 2.5 Approval of Western Governor’s University Student Teaching Letter of Agreement
- 2.6 Approval of the Arcata Playhouse Letter of Agreement
- 2.7 Approval of Employment of .5 FTE School Psychologist (ESSER III funds)
- 2.8 Approval of 1.0 FTE Certificated Teaching Staff

**3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS**

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

**4.0 REPORTS**

- 4.1 Cutten Ridgewood PTA Report
- 4.2 School Site Council Report
- 4.3 HBTA Report
- 4.4 2021 – 22 Student Registration Report

**5.0 CORRESPONDENCE**

**6.0 PUBLIC HEARING**

- 6.1 2022 – 2023 EPA and Spending Plan Resolution 2022-10
- 6.2 2022 – 2023 Local Accountability Plan (LCAP)
- 6.3 2022 – 2023 District Budget

**7.0 INFORMATION / POSSIBLE ACTION ITEMS**

- 7.1 Consider Approval of Updated ESSER III Plan
- 7.2 Consider Approval of ELOP Plan Resource 2600
- 7.3 Consider Approval of the Universal Prekindergarten Planning and implementation Program Plan
- 7.4 Consider Approval of Resolution 2022 - 11, State Building Funds Application
- 7.5 Consider Approval of Resolution 2022 – 12, Update Authorizing and Designation to ‘Superintendent’ State Water Resources Control Board-Cutten/Ridgewood Drinking Fountain Project
- 7.6 Consider Approval of Food Service Agreement for food provided at Ridgewood School by Eureka City Schools for the Aftercare program during summer school.
- 7.7 Consider Approval of Contract with Brunelle & Clark Consulting, LLC for Post Asbestos Abatement & Lead Work Clearances \$4,650.00 (Cutten & Ridgewood Modernization)
- 7.8 Consider Approval of Change Order #5 Electrical and Fire Alarm Changes \$4,331.00 (Cutten Modernization)
- 7.9 Consider Approval of Change Order #1 Assistive Listening System \$1,985.97 (Ridgewood Modernization)
- 7.10 Consider Approval of Change Order #2 Abatement and Asbestos/Lead Report \$88,919.95 (Ridgewood Modernization)

**8.0 SUPERINTENDENT/ PRINCIPAL REPORT**

**9.0 BOARD MEMBER COMMENTS / COMMUNICATION**

**10.0 CLOSED SESSION**

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

10.1 *PUBLIC EMPLOYMENT (GC § 54957)*  
*Agency Negotiator: Board President*  
*Title: Classified Employee*

10.2 *PUBLIC EMPLOYMENT (GC § 54957)*  
*Agency Negotiator: Board President*  
*Title: Certificated Employee*

**11.0 RECONVENE TO OPEN SESSION**

Report of Action Taken

**12.0 ADJOURNMENT**

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

CUTTEN SCHOOL DISTRICT  
**BOARD MINUTES**  
May 9, 2022  
6:30 pm

**1.0 CALL TO ORDER** The meeting was called to order at 6:34 p.m.

**2.0 CONSENT AGENDA**

- 2.1 Motion made by Becky Reece and seconded by Andy Sundquist to approve Consent Agenda items 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.14, 2.15, 2.16. Motion carried 5 – 0.  
Motion was made by Becky Reece and seconded by Mary DeWald to approve remaining Consent Agenda items 2.2, 2.3, 2.13, 2.17. Motion carried 5 – 0.

**3.0 VISITOR COMMENTS ON NON-AGENDA ITEMS**

No public comment.

**REPORTS**

- 4.1 Cutten Ridgewood PTA Report – Elaine Mu reported that the carnival ran smoothly and raised seven to eight thousand dollars. The goal of the PTA was to make the event fun and affordable. The PTA was pleased that they met their goal. Volunteers are need to work at the Redwood Acres Fair June 22 – 26 as a trade for using Redwood Acres without charge for the carnival. Board members were asked to volunteer. Amy Coleman has tracked volunteer hours as 1500 for the year and 2100 total counting the carnival. Board member Becky Reece shared that the 2100 hours were worth approximately \$33,000. The PTA will offer a one hour entertaining and educational film for parents on demand for 2 weeks beginning May 23<sup>rd</sup>. The film titled Screamagers addresses technology use. The PTA provided healthy snacks to all classrooms. Staff appreciation week was a success at both sites. The PTA has provided Gifts to Schools including new folders for students for next year, \$150 to each classroom for fieldtrips, a \$1,000 new sound system, \$2,000 for special assemblies, step stools and pencil sharpeners for classrooms, new site paper cutters, \$1,000 to the Library and Music Program and \$300 to GATE and Basketball program. Plans for end of year Playdays are underway. A special lunch will be provided along with students being able to get an ice-cream from the Sweet Treats ice-cream truck! Amy Chastain thanked the PTA for the wonderful week of treats provided for staff appreciation.
- 4.2 School Site Council Report - No news as the next and final meeting will be held in 2 weeks.
- 4.3 HBTA Report – Amy Chastain reported that Open House Nights were very well attended including parents with TK and K students for next year. TK students are enjoying observing nature in the RW garden. Board member Mary DeWald was thanked for her help in cleaning up the garden. K students are enjoying observing newly hatched chicks, ladybugs and butterflies. Camillia Seghetti is subbing in her mother’s class and there has been a seamless transition! Joe Kencke is creating many play-based learning games for first graders. Second graders enjoyed the zoo and are going to visit the Cutten campus soon. Third graders are making art portfolios and learning how to critique their own work. Fourth graders took their annual trip to the ghost town of Falk despite a rainy day. They are involved in studying ecosystems and food webs. CASSPP testing is taking place.
- 4.4 2022 – 23 Student Registration Report – August reported on new registration numbers. Enrollment is slowly moving up.

**5.0 CORRESPONDENCE**

- 5.1 The Board reviewed letters from David Moonie and Co. and audit reports.

**6.0 INFORMATION / POSSIBLE ACTION ITEMS**

- 6.1 There was a presentation and discussion with Brian Whitmore from Studio W detailing three different options to proceed with Bond Projects.
- 6.2 There was discussion concerning revising the scope for Ridgewood Phase 1 & 2.
- 6.3 Motion was made by Andy Sundquist and seconded by Becky Reece to reject Pierson Bid Received for Ridgewood Phase 1 & 2 Project. Motion carried 5 – 0.
- 6.4 Motion was made by Becky Reece and seconded by Beth Johnston to approve the Professional Services Agreement with SchoolWorks, Inc.. Motion carried 5 – 0.
- 6.5 Motion was made by Becky Reece and seconded by Andy Sundquist to allow unvaccinated volunteers on campus with weekly Covid-19 tests. Motion carried 5 – 0.
- 6.6 Motion was made by Beth Johnston and seconded by Andy Sundquist to adopt Resolution 07. Motion carried 4 – 0. Becky Reece abstained.

- 6.7 There were no changes to BP 5030 Wellness Policy after review.
- 6.8 Tentative Teacher Assignments for 2022 – 2023 were shared.
- 6.9 The oral recommendation of the salary and fringe benefits for the Superintendent were presented as follows: 220 working days, \$112,000 annual salary with the same health and welfare benefits as the certificated staff.
- 6.10 Motion was made by Andy Sundquist and seconded by Becky Reece to approve the Superintendent's Employment Agreement between Cutten School District and Becky MacQuarrie. Motion carried 5 – 0.
- 6.11 August Deshais presented the LCAP parent survey results.
- 6.12 Motion was made by Becky Reece and seconded by Andy Sundquist to approve a \$650 stipend for Confidential Substitute Caller/Tracker to cover the remainder of the school year.

**7.0 SUPERINTENDENT / PRINCIPAL REPORT**

Becky MacQuarrie reported the interviews have been conducted for Speech and Special Education vacancies. Interviews are being planned for Principal and School Secretary. The Leadership Team is finalizing fall professional development and planning for summer school. The HVAC Phase 1 is complete. For Phase 2 we are still looking into P G & E upgrade power options and gas versus electric heaters. Summer School will be held at RW due to planned construction at the Cutten campus. Another assembly was held. August reported that 20 students participated in the Science Fair and intends to assist students to move on to the Humboldt County Science Fair next year. T-K and K screening will take place this month. Second graders are excited to spend the day at their soon to be new campus. May 11<sup>th</sup> is the Day of the Teacher.

**8.0 BOARD MEMBER COMMENTS / COMMUNICATION**

Beth Johnston inquired when Board Members would be participating in interviewing Principal applicants. Dennis Reinholtsen asked that the Board be given a budget update as soon as possible.

**9.0 ADJOURNMENT –** The meeting was adjourned at 8:42 p.m.

Respectfully submitted,

Becky MacQuarrie  
Secretary to the Board

CUTTEN ELEMENTARY SCHOOL DISTRICT  
**SPECIAL BOARD MEETING MINUTES**  
May 24, 2022  
6:30 pm

- 1.0 CALL TO ORDER/FLAG SALUTE** The meeting was called to order at 5:30p.m.
- 2.0 CLOSED SESSION** The meeting was closed at 5:31p.m.
- 3.0 RECONVENE TO OPEN SESSION** The meeting was reopened at 7:06p.m.  
No action taken, nothing to report
- 4.0 CONSENT AGENDA**  
Motion made by Becky Reece and seconded by Mary DeWald to approve Consent Agenda items 4.1, 4.2., and 4.3. Motion carried 4-0
- 5.0 VISITOR COMMENTS ON NON-AGENDA ITEMS**  
No public comment
- 6.0 INFORMATION / POSSIBLE ACTION ITEMS**
  - 6.1 Budget Overview-the business officer gave an overview of the districts budget highlighting the cost of the new positions including 3 year cost projections.
  - 6.2 Becky Reece motioned, and Beth Johnston seconded to Approval of Proposed Change Order #1 Credit to Remove Window Shades from Cutten Modernization Project \$33,035.00. Motion carried 4-0.
  - 6.3 Becky Reece motioned, and Mary Dewald seconded Approval of Proposed Change Order #2 Additional Costs for Asbestos Survey and Paint Sampling for Lead \$8,128.76. Motion carried 4-0.
  - 6.4 Becky Reece motioned, and Beth Johnston seconded Approval of Proposed Change Order #3 Additional Costs for Abatement of Asbestos Containing Materials and Lead Paint \$203,694.71. Motion carried 4-0.
  - 6.5 Becky Reece motioned, and Mary Dewald seconded Approval of Proposed Change Order #4 Window Trim Work Replacement per RFI 001 \$45,418.00. Motion carried 4-0.
- 7.0 BOARD MEMBER COMMENTS / COMMUNICATION**
- 8.0 CLOSED SESSION** The meeting was closed at 8:08p.m.
- 9.0 RECONVENE TO OPEN SESSION** The meeting reopened at 8:25p.m.  
No action taken, nothing to report
- 10. ADJOURNMENT** The meeting was adjourned at 8:30p.m.

Respectfully submitted,

Becky MacQuarrie  
Secretary to the Board

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CUTTEN ELEMENTARY SCHOOL DISTRICT  
**SPECIAL BOARD MEETING MINUTES**  
May 31, 2022  
10:30 am

- 1.0 CALL TO ORDER/FLAG SALUTE** The meeting was called to order at 10:44a.m.
- 2.0 VISITOR COMMENTS ON NON-AGENDA ITEMS**  
HBTA president Amy Chastain spoke in support of hiring a Cutten School Principal.
- 3.0 INFORMATION / POSSIBLE ACTION ITEMS**  
3.1 Budget Overview given by business officer.
- 4.0 BOARD MEMBER COMMENTS / COMMUNICATION**  
No board member comments.
- 5.0 CLOSED SESSION** The meeting moved to closed session at 11:15a.m.
- 6.0 RECONVENE TO OPEN SESSION** The meeting was reopened at 12:01p.m.  
Board President directed Superintendent to move forward with the Cutten School Principal rehire.
- 7.0 ADJOURNMENT** The meeting was adjourned at 12:05p.m.

Respectfully Submitted,

Becky MacQuarrie  
Secretary to the Board

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CUTTEN ELEMENTARY SCHOOL DISTRICT  
**SPECIAL BOARD MEETING AGENDA**  
**June 10, 2022**  
**10:15 am**

**1.0 CALL TO ORDER** The meeting was opened at 10:20a.m.

**2.0 INFORMATION / POSSIBLE ACTION ITEMS**

- 2.1 Becky Reece moved and Beth Johnston seconded Approval of Adam's Bid Received for Ridgewood Phase 1 Bond Project and Give Directive to the Superintendent to Take All Action Necessary to Effectuate the Board's Action. Motion carried 4-0.
- 2.2 Becky Reece moved, and Beth Johnston seconded to amend Cutten Principal Contract to include provide the ½ the funds to complete clear administrative credential. This payment shall be for a one-year term. Motion carried 4-0. Becky Reece motioned and Mary DeWald seconded Approval of Cutten Principal Contract Annette Sligh. Motion carried 4-0.
- 2.3 Becky Reece moved, and Beth Johnston seconded Approval of Addendum to Annette Sligh Contract for Summer School Principal. Motion carried 4-0.
- 2.4 Becky Reece motioned and Mary DeWald seconded Approval of Terms of Summer School Contracts for Certificated Teachers. Motion carried 4-0
- 2.5 Becky Reece moved, and Beth Johnston Approval of Terms of Summer School Contracts for Classified Instruction Aides. Motion carried 4-0.

**3.0 ADJOURNMENT** The meeting adjourned at 10:40a.m.

Respectfully Submitted,

Becky MacQuarrie  
Secretary to the Board



Checks Dated 06/01/2022 through 06/30/2022			Board Meeting Date June 27, 2022		
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000171116	06/02/2022	(HARRIS) SHAFER'S ACE HARDWARE	01-4374		12.91
3000171117	06/02/2022	AT&T CALNET 2	01-5909		286.53
3000171118	06/02/2022	BESC Inc.	01-6200		40,472.00
3000171119	06/02/2022	Blanc, Kim G	01-4310		35.11
3000171120	06/02/2022	Code, Jennifer K	01-4310		85.28
3000171121	06/02/2022	CRYSTAL CREAMERY	13-4710	359.57	
			13-4711	2,561.84	2,921.41
3000171122	06/02/2022	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5861		32.00
3000171123	06/02/2022	EMPLOYMENT DEVELOPMENT DEPT	01-9540		50.40
3000171124	06/02/2022	ERIK MENDES	01-5800		485.91
3000171125	06/02/2022	FRANZ FAMILY BAKERY	13-4710		229.10
3000171126	06/02/2022	Johnston, Aimee M	01-4310	57.33	
			01-5201	31.59	88.92
3000171127	06/02/2022	MURPHY'S MARKET	13-4710		7.47
3000171128	06/02/2022	P G & E	01-4381	4,647.11	
			01-5511	395.35	5,042.46
3000171129	06/02/2022	PIERSON BLDG CENTER	01-4381		160.11
3000171130	06/02/2022	Smelser, Susan P	01-4310		47.73
3000171131	06/02/2022	STAPLES	01-4310		718.14
3000171132	06/02/2022	STUDIO W ARCHITECTS	21-6210		9,692.83
3000171133	06/02/2022	SYSCO SACRAMENTO	13-4396	2,587.79	
			13-4710	25,764.36	28,352.15
3000171134	06/02/2022	T-MOBILE	01-5841		200.00
3000171135	06/02/2022	U.S. BANK	01-4310	150.16	
			01-4391	753.71	
			01-5831	150.00	
			01-5881	5.00	
			01-5884	29.98	1,088.85
3000171136	06/02/2022	U.S. BANK EQUIPMENT FINANCE	01-5637		1,350.80
3000171895	06/09/2022	(HARRIS) SHAFER'S ACE HARDWARE	01-4374		210.20
3000171896	06/09/2022	CRYSTAL CREAMERY	13-4710	78.94	
			13-4711	284.14	363.08
3000171897	06/09/2022	CRYSTAL SPRINGS BOTTLED WATER	01-5531		38.50
3000171898	06/09/2022	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5861		96.00
3000171899	06/09/2022	ENERGY RESOURCES CONSERVATION AND DEVELOPMENT COMMISSION	01-7439		5,962.93
3000171900	06/09/2022	Haley Davis	01-5800		1,350.00
3000171901	06/09/2022	HUMB COMMUNITY SERVICES DIST	01-5530		2,213.60
3000171902	06/09/2022	Jessica Mead	01-5800		4,922.00
3000171903	06/09/2022	JONES SCHOOL SUPPLY CO. INC	01-4310		374.33
3000171904	06/09/2022	MAC'S REFRIGERATION SERVICE	13-5800		170.34

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.

ESCAPE ONLINE

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Checks Dated 06/01/2022 through 06/30/2022			Board Meeting Date June 27, 2022		
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000171905	06/09/2022	MISSION LINEN SUPPLY	01-5550		142.92
3000171906	06/09/2022	P G & E	01-5511		7,310.02
3000171907	06/09/2022	U.S. BANK	01-4310	1,428.17	
			01-4381	261.96	
			01-4421	177.76	
			01-5800	1,060.72	
			13-4396	105.58	3,034.19
3000171908	06/09/2022	U.S. BANK EQUIPMENT FINANCE	01-5637		1,723.88
3000171909	06/09/2022	US CELLULAR	01-5909		46.93
3000171910	06/09/2022	VALLEY PACIFIC PETROLEUM SVCS	01-4365		3,001.60
3000171911	06/09/2022	WESTERN CHAIN SAW COMPANY	01-4374		96.10
3000172653	06/16/2022	(HARRIS) SHAFER'S ACE HARDWARE	01-4374		107.74
3000172654	06/16/2022	CRYSTAL CREAMERY	13-4710	26.31	
			13-4711	1,006.39	1,032.70
3000172655	06/16/2022	CRYSTAL SPRINGS BOTTLED WATER	01-5531		14.00
3000172656	06/16/2022	FRANZ FAMILY BAKERY	13-4710		174.00
3000172657	06/16/2022	Girard, Anne E	01-4310		50.00
3000172658	06/16/2022	HUMB COMMUNITY SERVICES DIST	01-5530		16.24
3000172659	06/16/2022	Maria Murillo	01-5809		163.80
3000172660	06/16/2022	MISSION LINEN SUPPLY	01-5550		521.55
3000172661	06/16/2022	MURPHY'S MARKET	01-4391	15.96	
			13-4710	37.22	53.18
3000172662	06/16/2022	Nelson, Wendell S	01-4310		91.07
3000172663	06/16/2022	NO. HUMBOLDT RECREATION & PARK	01-5801		150.00
3000172664	06/16/2022	P G & E	01-5511		1,244.83
3000172665	06/16/2022	PIERSON BLDG CENTER	01-4381		210.19
3000172666	06/16/2022	PRESENCELEARNING INC.	01-5800		1,012.10
3000172667	06/16/2022	RAY MORGAN CO	01-5637		912.80
3000172668	06/16/2022	REVOLVING CASH FUND	01-4310		123.39
3000172669	06/16/2022	SECURITY LOCK & ALARM	01-4381		75.43
3000172670	06/16/2022	STATE OF CALIFORNIA FRANCHISE TAX BOARD	01-9554		1,713.14
3000172671	06/16/2022	SYSCO SACRAMENTO	13-4710		891.95
3000172672	06/16/2022	Therapy Kids	01-5800		1,400.00
3000172673	06/16/2022	Wheeler, Sharon L	13-4710		130.72
<b>Total Number of Checks</b>			<b>59</b>		<b>132,505.56</b>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	48	88,397.01
13	CAFETERIA FUND	12	34,415.72
21	BUILDING FUND	1	9,692.83

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 06/01/2022 through 06/30/2022

Board Meeting Date June 27, 2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
		Total Number of Checks	59	132,505.56	
		Less Unpaid Tax Liability		.00	
		<b>Net (Check Amount)</b>		<b>132,505.56</b>	

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.

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EARNINGS by Earnings Code		Income	Adjustments	TAXES		Employee	Employer	Total	Subject Grosses
No Gross Pay			1,282.00	Federal Withholding	30,576.68			30,576.68	378,386.35
Regular		434,070.01		State Withholding	10,044.35			10,044.35	378,386.35
				Social Security	7,163.83		7,163.83	14,327.66	115,545.57
				Medicare	6,123.74		6,123.74	12,247.48	422,325.66
				SUI			2,101.91	2,101.91	420,383.09
				Workers' Comp			9,755.72	9,755.72	422,325.66
<b>TOTAL</b>		<b>434,070.01</b>	<b>1,282.00</b>	<b>SUBTOTAL</b>	<b>53,908.60</b>		<b>25,145.20</b>	<b>79,053.80</b>	

EARNINGS by Group		Income	Adjustments	REDUCTIONS		Employee	Employer	Total	Subject Grosses
Base Pay		376,916.35		PERS	2,492.33		8,157.10	10,649.43	35,604.98
Docks		5,137.62		PERS / 62	2,837.35		9,286.31	12,123.66	40,533.75
Extra Duty		16,255.60		STRS / 60	26,183.68		43,222.17	69,405.85	255,450.05
Gross Pay Adj			1,275.00	STRS / 62	4,600.95		7,628.44	12,229.39	45,085.29
Miscellaneous			7.00	Tax Sheltered Annuit	7,825.00			7,825.00	
Stipends		23,256.43		Health & Welfare	10,410.12		79,735.32	90,145.44	
Substitutes		18,534.48		Supplemental Insuran	697.57			697.57	
Vacation Pay		4,244.77		Flex Medical Savings	636.66			636.66	
<b>TOTAL</b>		<b>434,070.01</b>	<b>1,282.00</b>	<b>SUBTOTAL</b>	<b>55,683.66</b>		<b>148,029.34</b>	<b>203,713.00</b>	

EARNINGS		Person Type	Female Employees	DEDUCTIONS		Employee	Employer	Total	Subject Grosses
Certificated	46	314,753.16	41	Dues & Memberships	3,004.25			3,004.25	29.80
Classified	52	119,316.85	44	Garnishments	256.94			256.94	
				Health & Welfare			9,245.00	9,245.00	
				Miscellaneous	850.00			850.00	
				Supplemental Insuran	2,178.87			2,178.87	
				Summer Savings	29,157.86			29,157.86	176,350.43
				Voluntary STRS	117.25			117.25	
<b>TOTAL</b>	<b>98</b>	<b>434,070.01</b>	<b>85</b>	<b>SUBTOTAL</b>	<b>35,565.17</b>		<b>9,245.00</b>	<b>44,810.17</b>	
				<b>TOTALS</b>	<b>145,157.43</b>		<b>182,419.54</b>	<b>327,576.97</b>	

Vendor Checks  
Vendor Liabilities

Cancel/Reissue for Process Date 06/10/2022 thru 06/30/2022

- Reissued
- Cancel Checks
- Void ACH

**BALANCING DATA**

**NET**

Gross Earnings	434,070.01	288,912.58	Net Pay		
District Liability	182,419.54	145,157.43	Deductions		
	616,489.55	182,419.54	Contributions		
		<b>616,489.55</b>			
			Direct Deposits	257,069.88	81
			Checks	31,842.70	17
			Partial Net ACH		
			Negative Net		
			Check Holds		
			Zero Net		
			<b>TOTAL</b>	<b>288,912.58</b>	<b>98</b>

May 18, 2022

## MEMORANDUM

TO: District Superintendents and Business Mangers

FROM: Angela West, Director of Fiscal Services

SUBJECT: **CALCULATION SERVICES & ACCOUNTING REQUIREMENTS  
UNDER GASB 68 – ACCOUNTING AND FINANCIAL REPORTING FOR  
PENSIONS**

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The Governmental Accounting Standards Board Statement 68 (GASB 68), Accounting and Financial Reporting for Pensions, requires an accrual-basis recognition of employer costs and obligations for pensions to be included in school district and charter school audited financial fund statements.

Under these accounting standards, if the present value of benefits earned by all employees participating in the CalSTRS or CalPERS pension plan (the plan's total pension liability) exceeds the resources accumulated by the pension plan to pay benefits (producing a net plan liability), LEA's must report in their government-wide financial statements their proportionate share of the plan's net pension liability. The LEA's proportionate share of the STRS and PERS retirement system net pension liability, pension expense and deferred items is based on the LEA's proportionate share of contributions to the plan.

As part of this accounting requirement, LEAs must also account for their proportionate share of the annual on-behalf payment to CalSTRS. **This entry must be recorded in each LEA's general ledger prior to closing the books.** To assist in generating the required entry CDE has provided an on-behalf spreadsheet application that can be used in conjunction with the state unaudited actuals software. In order to facilitate booking this entry into each LEA's financial records, HCOE business office staff will be preparing the required entry using the CDE-recommended process. If you do not want this entry made on your district's behalf, please contact Rachel Damme at 445-7059.

The CalSTRS On-Behalf payment for 2021-22 will be calculated by multiplying the LEA's 2020-21 creditable STRS compensation by % amounts provided by CalSTRS. The resulting journal entry will be made to Resource 7690, STRS On-Behalf Pension Contributions, in each LEA's 2021-22 financial report. The entry will credit state revenue and debit STRS expense across goal/functions in proportion to the LEA's own pension contributions for the year (Object 31xx). This entry is balanced and will not have an impact or change fund balances. Please note that this entry will have an impact on the CEA (minimum classroom compensation) and ICR (indirect cost rate) calculations in the state unaudited actuals report.

Accounting Requirements-GASB 68  
May 18, 2022  
Page 2

During the last audit process and review, we became aware that not all auditors are comfortable calculating the net pension liability and deferred inflows and outflows of resources as required by GASB 68 entries for LEAs. Several of our districts had audit findings that they needed to respond to as part of their audit resolution process.

In order to assist districts in meeting their GASB 68 requirements for the fiscal year ending June 30, 2022, James Marta & Company has offered to contract with HCOE to provide GASB calculations services for LEA's in Humboldt County. James Marta & Company has agreed to do the calculations at the rate of \$1,225 per district if HCOE provides the data. HCOE has agreed to provide the financial data James Marta & Company will be requesting for this process on behalf of those districts that have chosen to participate in this service contract. District participation in this service contract is voluntary and the fees for those districts choosing to participate will be posted to the district's 2022/2023 budget in August 2022.

**As your district has elected to participate in the service contract, please complete the section below if you would like to accept GASB calculations services from James Marta & Co.**

**District Name:** \_\_\_\_\_

**Account Code:** \_\_\_\_\_

**Authorized Signature:** \_\_\_\_\_

If you have further questions regarding this requirement, the contract with James Marta & Co, or the impact on your financial statements, please contact me for further information at 707-441-3946 or [awest@hcoe.org](mailto:awest@hcoe.org).

AW:cm

c: Rachel Damme

**INTERDISTRICT ATTENDANCE AGREEMENT**  
*Effective July 1, 2022*

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, 2023. This Agreement affects student enrollment upon district board approval of this Agreement and through the 2023-2024 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, older sibling previously attended the school, and others.

## II. TERM OF AGREEMENT:

This Agreement shall take effect for each party on July 1, 2022 or upon its execution of the Agreement, whichever comes later, and shall expire on June 30, 2023. 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.
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, but in which the Parent of the pupil nevertheless 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 16 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 Attendance 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 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 4:00 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. 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.

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.

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**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

ATTACHMENT B: IDT REQUEST FORM

For Each Party:

\_\_\_\_\_ School District

Signature of Superintendent and Date:

\_\_\_\_\_

Board approval:

Date: \_\_\_\_\_



# Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

## STUDENT TEACHING LETTER OF AGREEMENT - CALIFORNIA

### Tier 1: Primary Partner

This Student Teaching Letter of Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (WGU), and Cutten School District ("District"), and is effective as of the date of the signature below ("Effective Date").

Thank you for working with Western Governors University (WGU) for the placement of student teachers. Our goal is to establish a relationship of collaboration that benefits your district/school and WGU Teacher Candidates, and that allows us to work together for continuous improvement. We look forward to working together for the benefit of your future educators.

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and the WGU Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). WGU represents that each Teacher Candidate assigned to the District for Student Teaching is validly enrolled in an approved WGU credentialing program and meets the District's background requirements.

#### A. Mutual Expectations

A Primary Partner is a district/school where WGU places Teacher Candidates for a Field Experience with Cooperating Teachers, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Teacher Candidates, and to share accountability for Teacher Candidate outcomes. The school administrator and Cooperating Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each cohort.

#### B. Definitions

For the purposes of this Agreement, capitalized terms will have the following meanings:

- Teacher Candidate refers to a student enrolled in a WGU program leading to an education credential.
- Cooperating Teacher (or host teacher) refers to a District employee who is the teacher-of-record in the classroom where the Teacher Candidate is assigned. A Cooperating Teacher may or may not be a Clinical Supervisor.
- Clinical Supervisor refers to a present or former employee of District, retired educator, or any other individual meeting the criteria of "supervisor" established by WGU for this position, and engaged by WGU or District, to supervise a Teacher Candidate's progress during a minimum of six observations. WGU shall be responsible for the selection, assignment, training, and compensation of Clinical Supervisors. WGU welcomes nominations of Clinical Supervisors by the District/school.
- Preclinical Experience refers to the active participation by a Teacher Candidate in a wide range of in-classroom experiences in order to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching. Students reflect on and document at least 75 hours of in-classroom observations (15 hours of which must involve direct engagement with students in a classroom) leading up to Student Teaching.
- Student Teaching (or demonstration teaching) refers to the greater of the then-current WGU full-time and continuous requirement in California (currently 13 weeks, or 16 weeks for special education) or the State's and/or District's minimum requirement for Student Teaching. Student Teaching shall satisfy all applicable WGU and State requirements.
- Field Experience refers collectively to the Preclinical Experience and Student Teaching.



### C. Cooperating Teacher Standards

District, with the input of WGU, will provide the Teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Cooperating Teacher that meets the following minimum requirements:

- Has documented completion of training/professional development equivalent to 10 hours that includes: a two-hour orientation to the program curriculum, and eight hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, as required by the California Commission on Teacher Credentialing (CTC);
- Holds a teaching credential or license for the subject area and/or grade level being taught;
- Has a minimum of three years of teaching experience, five years preferred, with two or more years teaching in the placement school and/or District, and have strong evaluations;
- Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective when a state, district, or school provides such ratings;
- Successfully and with positive impact mentored student teachers, colleagues, and/or other adults;
- Competently uses technology for communicating via email and completing online evaluation forms; and
- Consistently models the dispositions and ethical considerations expected of WGU Teacher Candidates:
  - Caring and considerate
  - Affirming of diversity and cross-culturally competent
  - Reflective practitioner
  - Equitable and fair
  - Committed to the belief that all students can learn
  - Collaborative
  - Technologically proficient
  - Professional leadership

### D. WGU Responsibilities

WGU will:

- Select qualified Teacher Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in Field Experience.
- Pay an honorarium per Teacher Candidate, either directly to the Cooperating Teacher or to the District, for the Cooperating Teacher's services. The Cooperating Teacher may also receive professional development hours connected to the successful completion of WGU Cooperating Teacher training.
- Require Teacher Candidates to: (i) complete a background check acceptable to District, and (ii) have a current Tuberculosis (TB) Risk Assessment and/or examination. Upon request, Teacher Candidates will be required to provide documentation to District prior to participating in Field Experience activities.
- Provide opportunities for feedback regarding improvement of WGU Teacher Candidate preparation.
- Provide professional development training to Cooperating Teachers regarding WGU processes and procedures.
- Maintain an online site for support, resources, and training for Cooperating Teachers.

- Facilitate a cohort seminar in which Teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.

#### E. District Responsibilities

District, or school administrator, will:

- Nominate one or more qualified Cooperating Teacher(s) by providing a completed copy of the Student Teacher Acceptance Form to the WGU Field Placement Team.
- Allow the Clinical Supervisor access to the host school and classroom for the specific purpose of observing Teacher Candidates. Clinical supervision may include an in-person site visit, video capture, or synchronous video observation.
- Provide Teacher Candidates with any District policies and procedures to which they are expected to adhere to during the Field Experience and while on District premises.
- Through the involvement of the Cooperating Teacher, participate with the Clinical Supervisor and Teacher Candidates in two evaluations: one mid-way through Student Teaching, and a Final Evaluation at the end of Student Teaching. WGU shall be responsible for the format of the evaluations.
- Provide Teacher Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Field Experience.
- Provide, when possible, opportunities for Teacher Candidates to use technology to enhance student learning and monitor student progress and growth.
- Provide, when possible, opportunities for Teacher Candidates to experience working with diverse student populations including English Language Learners and Students with Exceptional Learning Needs.
- Require Cooperating Teachers to complete and document training/professional development equivalent to 10 hours that includes: a two-hour orientation to the program curriculum, and eight hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, as required by the California CTC.
- Encourage administrators and Cooperating Teachers to participate in WGU's Feedback Surveys (offered at the end of the Spring and Fall Cohorts) to report on Teacher Candidate quality and preparation and to provide program feedback to WGU for continuous improvement.

#### F. Additional Terms

- **Term.** This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement; provided, however, that all Teacher Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching.
- **Points of Contact.** Each party shall designate a point of contact between the parties for communication and coordination of Student Teaching. Contact information is set forth following the signature block.
- **Education Records.**
  - District acknowledges that the education records of assigned Teacher Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, WGU hereby designates District as a "school official" with a legitimate educational interest in such records.
  - WGU shall instruct Teacher Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Teacher Candidates or WGU employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

- **Video Recordings.**

During Student Teaching, Teacher Candidates complete a teacher performance assessment, which measures Teacher Candidate readiness to teach. A teacher performance assessment is designed for Teacher Candidates to submit real artifacts—lesson plans, video, and student work samples—to show the authenticity of the local teaching context and the way the Teacher Candidates respond to students when teaching in a real setting. In order to collect artifacts required for a teacher performance assessment, Teacher Candidates may be required to submit video recordings of themselves teaching in the classroom.

Additionally, recordings provide WGU an avenue to evaluate the performance of Teacher Candidates, and the Teacher Candidates with opportunities to evaluate themselves, reflect, and improve their instruction.

WGU provides the following guidelines to Teacher Candidates. District understands that Teacher Candidates are not employees or agents of WGU and that any further precautions regarding the privacy of the District's students should be agreed directly between the District and Teacher Candidates.

*Teacher Candidate Guidelines*

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
  - To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
  - You must follow appropriate protocol to submit recordings to WGU.
  - You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
  - You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
  - You must destroy all video recordings once the evaluation is complete.
- **Right to Accept or Terminate a Placement.** District may refuse to accept for placement, or may terminate the placement, of any Teacher Candidate based upon its good faith determination that the Teacher Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify WGU in writing and shall state the reasons for such decision.
  - **WGU Insurance.** WGU warrants and represents that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District's request, shall provide a certificate of insurance as evidence of coverage. WGU shall maintain, at its sole expense, workers' compensation insurance as required by law.
  - **Professional Liability Insurance.** Teacher Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Field Experience with minimum limits of: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
  - **Status of Parties.** Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties. Neither party will have the authority to, and will not, act as agent for or on behalf of the other party or represent or bind the other party in any manner.
  - **Non-Discrimination.** Both parties agree to fully comply with all applicable non-discrimination laws of District's state and municipality, and of the United States. Both parties will accept, assign, supervise and evaluate qualified Teacher Candidates regardless of race, sex, sexual orientation, creed, national origin, age, disability, veteran status, or any other basis protected by law.
  - **Entire Agreement.** This Agreement represents the entire understanding between the parties and supersedes all prior oral or written agreements, and no modification shall be valid unless in writing and

signed by both parties. No Teacher Candidate or other third party shall be a beneficiary of or have any right to enforce the terms of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date.

**WGU**

By: Stacey Ludwig Johnson

Title: VP, Academic Operations, Teachers College

**Point of Contact:**

Email: [fieldplacement@wgu.edu](mailto:fieldplacement@wgu.edu)

Phone: 866-889-0132 (Option 1)

For legal notices:

General Counsel  
Western Governors University  
4001 South 700 East, Suite 700  
Salt Lake City, UT 84107-2533

**DISTRICT**

By: \_\_\_\_\_

Title: \_\_\_\_\_

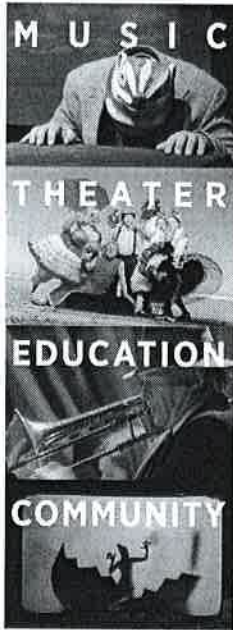
Date: \_\_\_\_\_

**Point of Contact:**

Email:

Phone:

For legal notices:



## Letter of Agreement of Roles and Responsibilities

### Re: Playhouse Artists in the Schools Program

As we close out another year of arts programming in the schools, we would like to acknowledge this long-term partnership and thank you for your support. This document serves as a Letter of Agreement that outlines the relationship and intention to continue programming into the next school year.

In support of the Playhouse Artists in the Schools Program, you will:

- Provide teacher planning time, a maximum of four meetings as needed during the school year, one meeting to initiate the planning of the project, and one classroom meeting with the teaching artists before the first day of each workshop to review project expectations and goals.
- Provide space for the classes to take place.
- Provide open communication with the Education Director Sarah Peters Gonzalez and the teachers to quickly troubleshoot any conflicts that may arise.
- Provide communication with the school community for any presentations or performances.

The Arcata Playhouse agrees to provide:

- Qualified and trained teaching artists for the classes who will arrive 10 to 30 minutes early to set up and prepare the space for students.
- Communicate quickly and openly to troubleshoot any problems that may arise.
- All building materials for projects.
- A positive and creative learning environment to ensure successful experience for each student.

Both parties understand that this agreement may be modified depending on the grant funds awarded.

### Board of Directors

Ben Goulart  
Kelly Livingston  
Tina Mackenzie  
Kay Sennott  
Derek Shaw  
Rachel Sundbergg  
Robert Thoman  
Lezley Troxell  
Terry Uyeki

### Staff

Kathryn Cesarz H  
Haley Davis  
Jacqueline Dandeneau  
Neroli Devaney  
David Ferney J  
James Hildebrandt  
Sarah McKinney  
Janie Mendosa  
Laura Muñoz  
Sarah Peters Gonzalez  
Carissa Pinnell  
Mackenzie Ridgwoodd  
Melanie Schauwecker

  
\_\_\_\_\_  
Playhouse Education Director

  
\_\_\_\_\_  
School Representative

\_\_\_\_\_  
June 16, 2022  
Date

\_\_\_\_\_  
6-20-22  
Date

CUTTEN ELEMENTARY SCHOOL DISTRICT  
**SCHOOL SITE COUNCIL MINUTES**

May 17, 2022, 5:45 pm  
Ridgewood Commons

- 1.0 CALL TO ORDER by Vice Chair Presiding, Annette Sligh, at 5:48pm  
Present: Kaycee Cook; Nancy Corran; August Deshais; Katrin Lemmon; Annette Sligh;  
Amber Syvertson  
Absent: Diana Baclagan, Karen Bazzano, Sean Galt, Susie Smelser  
Public Attendee: Lauren Hansen
- 2.0 CONSIDER APPROVAL OF AGENDA ORDER  
Katrin Lemmon moved to approve the agenda order. Kaycee Cook seconded. Approved  
by unanimous consent.
- 3.0 CONSIDER APPROVAL OF MARCH 15, 2022 MINUTES  
August Deshais moved to accept minutes. Annette Sligh seconded. Approved by  
unanimous consent.
- 4.0 PUBLIC COMMENT:  
Public attendee, Lauren Hansen, came to observe a Site Council (SC) meeting. Two  
parent positions will be open come fall.
- 5.0 INFORMATION ITEMS  
5.1 District Report

**School year winding down.** Fun things: Field trips are returning.

- Kindergarten: Visit to Police Station and Fire Dpt.
- 1<sup>st</sup> Grade: Tide Pools
- 2<sup>nd</sup> Grade: Visited Cutten and 3<sup>rd</sup> grade classrooms with their teachers. 2<sup>nd</sup> and 3<sup>rd</sup> graders enjoyed a teacher swap.
- 3<sup>rd</sup> Grade (incl Mrs Sligh's 4<sup>th</sup> grade): Arcata Swimming Pool
- 6<sup>th</sup> grade putting on a musical; "The Internal Organ Hall of Fame"
- Orchestra/Band/Choir Concert, organized and led by Katri Pitts on May 23

**Planned combination classes next year:**

K/1 with Ms Escutia. 5/6 with Ms Yip.

**Question:** Lauren asked about the combination class this year, how it worked.

**Response:** Annette Sligh, the only multi-level grade teacher (3/4) this year, responded. She made a clear divide on math: She taught one grade math while the other grade did silent spelling work. She demanded more substantive work from her 4<sup>th</sup> graders' in reading, comprehension, writing, and presentation.

**Question:** Are students intentionally selected for a combination class?  
If so, using what criteria?

**Response:** August Deshais:

Different philosophies and methods on combo classes:

- Chosen by student's capacity to be an independent worker.
- Chosen by student's academic achievement levels and needs.

NOTE: Teachers also get creative (e.g. split recess times, joint projects, etc.).

**Staff Changes:**

- Delaney Rice will move to Cutten to work with Students with Exceptional Needs
- Anna McClure will teach the Special Day Class (SDC) at Ridgewood
- Marissa Cunningham will be newly at Ridgewood in Fall to help with student needs.
- Principal being hired for Cutten, a long time in the works.
  - Noted by member that Becky MacQuarrie not only serves as Principal **and** Superintendent, she also dons the hat of crossing guard as needed. August Deshais, from experience, reflected on the challenge of being both Principal and Superintendent, even in a school with fewer students.

5.2 Science Fair Update

**Review**

The science fair this year was extracurricular, announced late in the year. It was successful in both number and quality of submissions. (*Stats confirmed post-meeting: 19 submissions, 29 students*). All Cutten classes were able to visit the projects. It was well received by students and teachers, per feedback. Ms Hague's class won a pizza party for being "most participating class". Nancy noted that those who submitted projects spanned grade level and classrooms. (*Post meeting information: Our volunteer judges were Cutten Teacher Jen Code; Board member of HCOE, Loretta Eckenrode; and veteran Science Fair judge, Steve Eckenrode.*) Award certificates were given to all who participated in the Science Fair at April's assembly. Kudos to Rus Kosits for creating individualized Certificates, highlighting the excellence of each student's project. The four top scorers also received honorable mention.

**Moving Forward**

In September, we will gauge interest and form a Science Fair committee. We will also connect with the HCOE Science Fair Committee. August proposed that Cutten could hold their own Science Fair, and top scoring students would have opportunity to submit to the HCOE Science Fair.

**Lessons Learned**

Possible lunch time meetings (a viable time for students) for ongoing support and encouragement/accountability. Ensure judges have space on the tally sheet (or elsewhere) for their comments to the students.

5.3 Open 2022 - 2023 Site Council Seats

Two Parent seats open. The announcement has already gone out.

Two Staff Openings:

1. Classroom Teacher's Seat

2. Non-teacher Seat ("other employee")

Digital Election to occur (even if equal or fewer candidates than seats).

6.0 DISCUSSION/POSSIBLE ACTION ITEMS

6.1 Consider Changes to School Wellness Policy

Updated last year. Usually reviewed every spring.

Amber brought up a concern about the negative physical repercussions of static stretching before exercise (e.g. before running the mile). While the "wellness policy" does not include PE curriculum or approach, August Deshais will pass along that counsel to teachers (who are our PE teachers).

Fitness Club is expected to make a return next year.

No changes were suggested to the Wellness Policy.

7.0 ANNOUNCEMENTS AND COUNCIL MEMBER COMMENTS

Next Meeting - Tuesday, September 20, 2022 at 5:45 pm (tentative)

2022-23 SC Members will be established before the end of the school year. Annual Site Council training at HCOE will be in late August. SC will have a September start and meet in odd months.

8.0 ADJOURNMENT

Adjournment at 6:20pm

Respectfully Submitted,

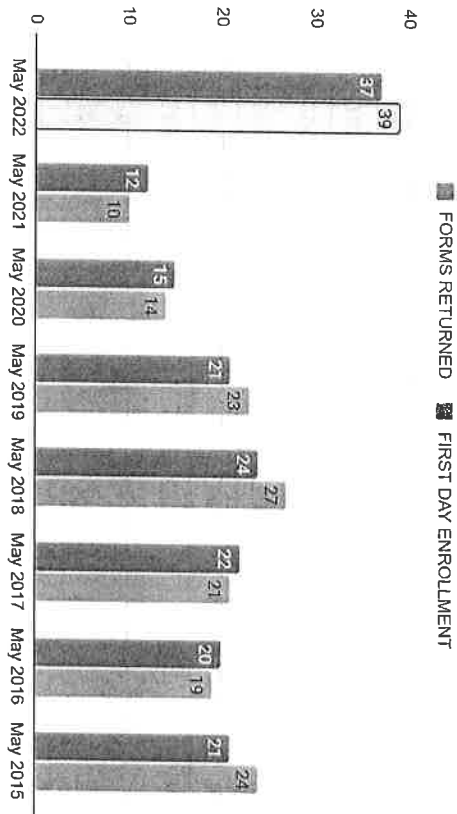
Nancy Corran



# Registration Report

## June 1, 2022

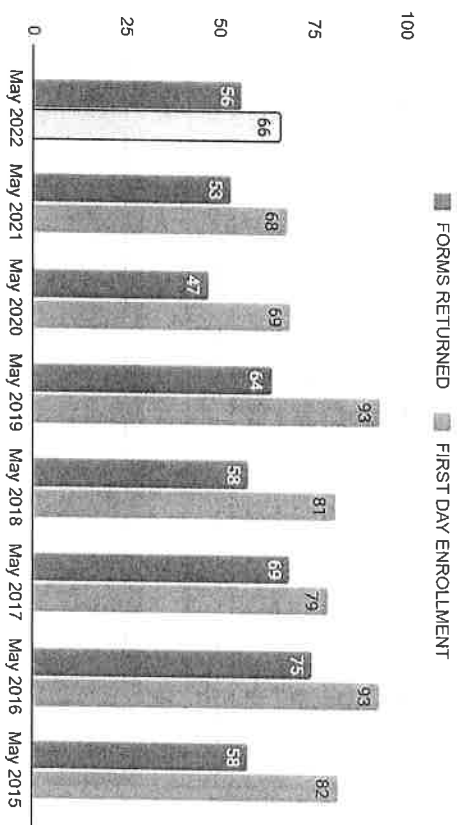
### TRANSITIONAL KINDERGARTEN



TRANSITIONAL KINDERGARTEN (6/1/22)		
YEAR	FORMS RETURNED	FIRST DAY ENROLLMENT
May 2022	37	39
May 2021	12	10
May 2020	15	14
May 2019	21	23
May 2018	24	27
May 2017	22	21
May 2016	20	19
May 2015	21	24

Ave increase from June to Aug = <1  
In district forms out = 1

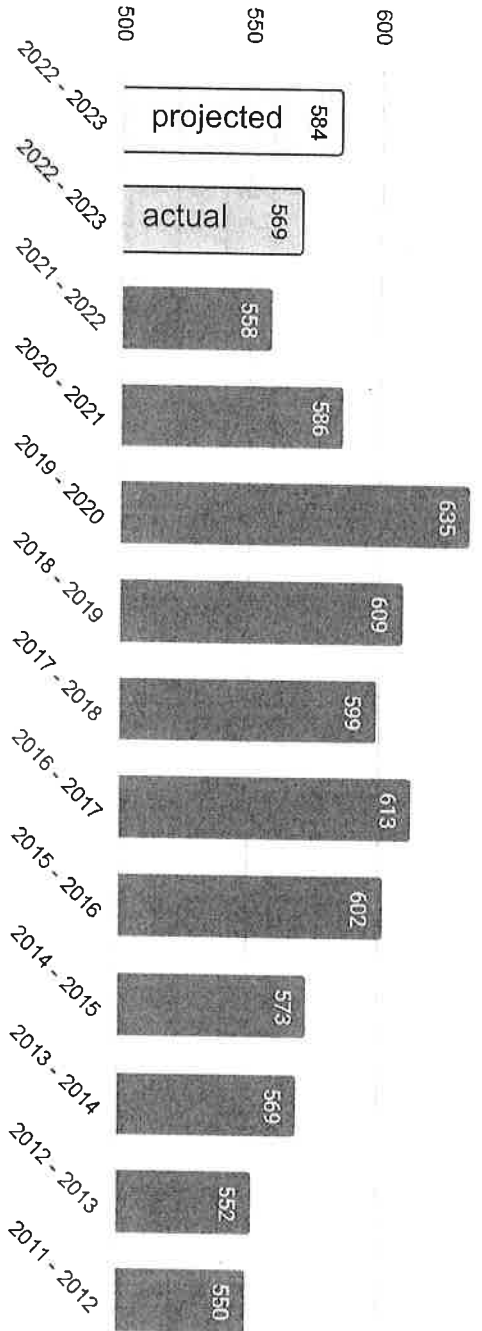
### KINDERGARTEN



KINDERGARTEN (6/1/22)			
YEAR	FORMS RETURNED	INCOMING TK	FIRST DAY ENROLLMENT
May 2022	56	9	66
May 2021	53	14	68
May 2020	47	24	69
May 2019	64	27	93
May 2018	58	19	81
May 2017	69	24	79
May 2016	75	18	93
May 2015	58	19	82

Ave increase from June to Aug = <1  
In district forms out = 1

### Comparative Enrollment on First Day of School



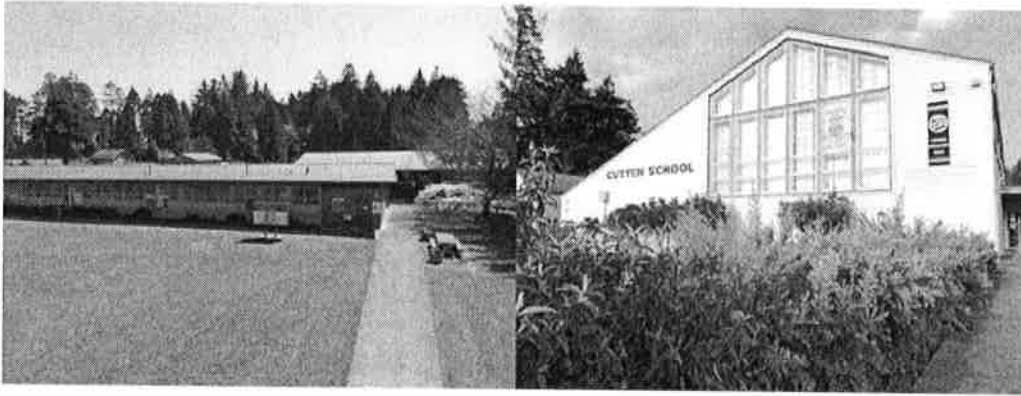
Year	SDC	TK	K	1	2	3	4	5	6	TOTAL
2022 - 2023 Projection	8	39	66	72	66	94	77	86	84	584
2022 - 2023 Actual to Date	8	37	65	70	64	92	75	84	82	569
2021 - 2022	13	10	69	60	86	74	86	95	68	558
2020 - 2021	10	14	69	88	80	84	95	79	67	586
2019 - 2020	11	23	93	80	82	104	80	86	76	635
2018 - 2019	10	27	81	77	88	83	81	86	76	609
2017 - 2018	5	21	79	88	81	79	82	80	84	599
2016 - 2017	NA	19	93	82	84	85	84	85	81	613
2015 - 2016	NA	24	82	85	85	88	78	92	68	602
2014 - 2015	NA	20	84	76	82	76	86	72	77	573
2013 - 2014	NA	17	75	86	81	83	77	82	68	569
2012 - 2013	NA	1	77	79	82	80	88	73	72	552
2011 - 2012	NA	NA	82	92	80	83	78	71	64	550

2022-2023  
Education Protection Account  
Program by Resource Report

**Projected Expenditures for the period of July 1, 2022 through June 30, 2023  
For Fund 01, Resource 1400 Education Protection Account**

Description		Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Beginning Balance	Object: 8999	0.00
Revenue Limit Source	8012	1,311,890
Revenue Limit Source-Prior Year	8019	
Other Local Revenue	8600-8799	0.00
<b>TOTAL AVAILABLE</b>		<b>1,311,890</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Instruction	Functions: 1000-1999	1,311,890
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>0.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>1,311,890</b>

N:\BUSINESS & ADMINISTRATIVE SERVICES\FISCAL SERVICES\Administration Share\Tickler\2022-23



*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: 2022-23

LEA contact information:

Becky MacQuarrie

Superintendent

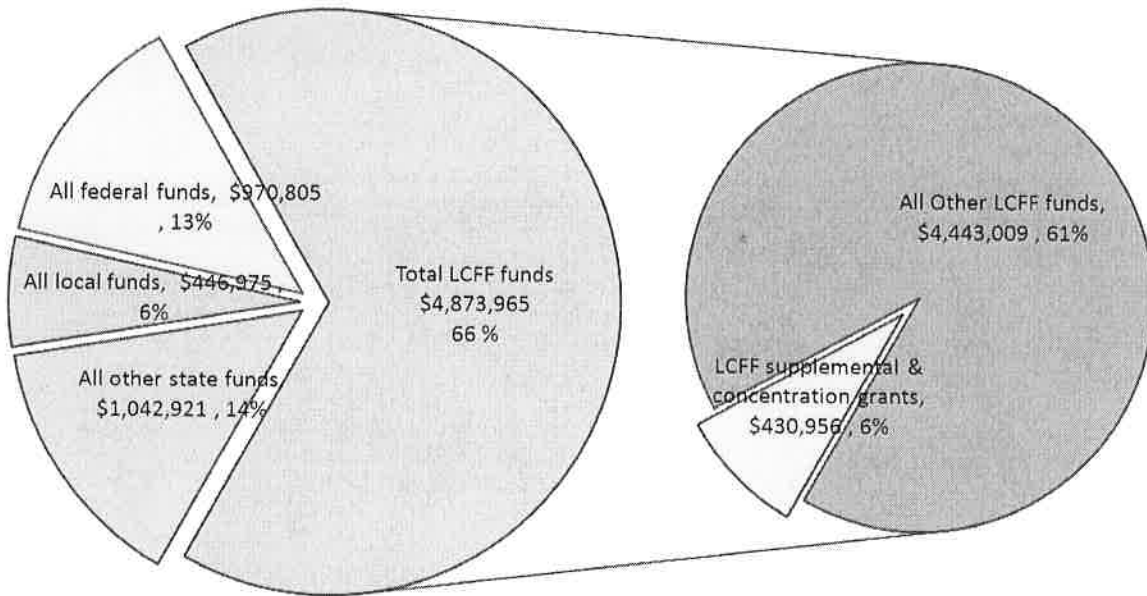
[bmacquarrie@cuttensd.org](mailto:bmacquarrie@cuttensd.org)

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 2022-23 School Year**

## Projected Revenue by Fund Source

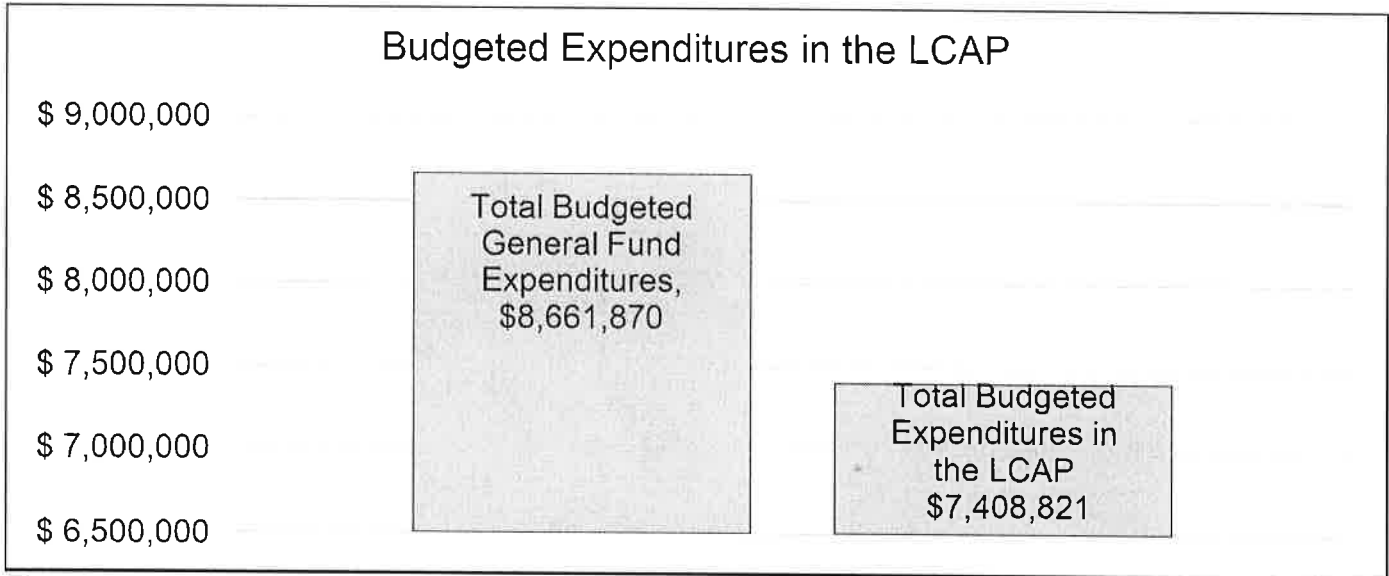


This chart shows the total general purpose revenue Cutten Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cutten Elementary School District is \$7,334,666, of which \$4873965 is Local Control Funding Formula (LCFF), \$1042921 is other state funds, \$446975 is local funds, and \$970805 is federal funds. Of the \$4873965 in LCFF Funds, \$430956 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 2022-23. 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 \$8661870 for the 2022-23 school year. Of that amount, \$7408821 is tied to actions/services in the LCAP and \$1,253,049 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

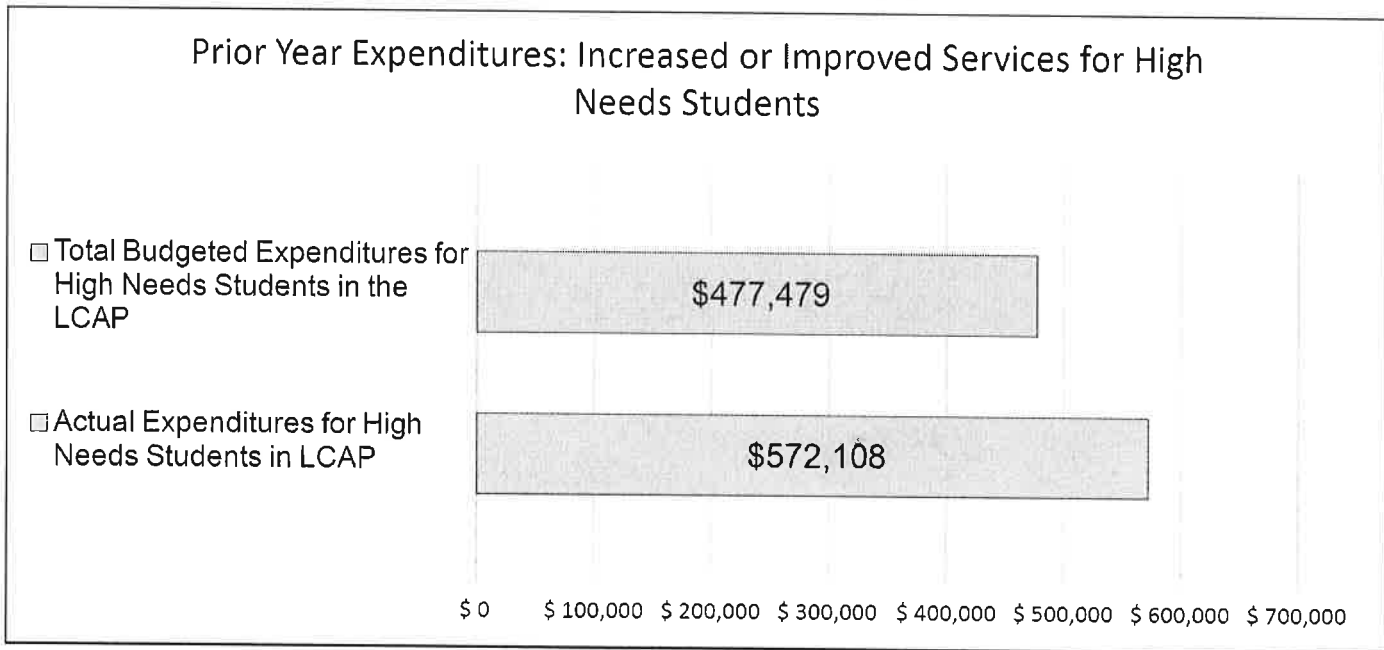
Plant maintenance expenses, such as utilities and bus maintenance, are not included in the LCAP..

### **Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year**

In 2022-23, Cutten Elementary School District is projecting it will receive \$430956 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 \$477479 towards meeting this requirement, as described in the LCAP.

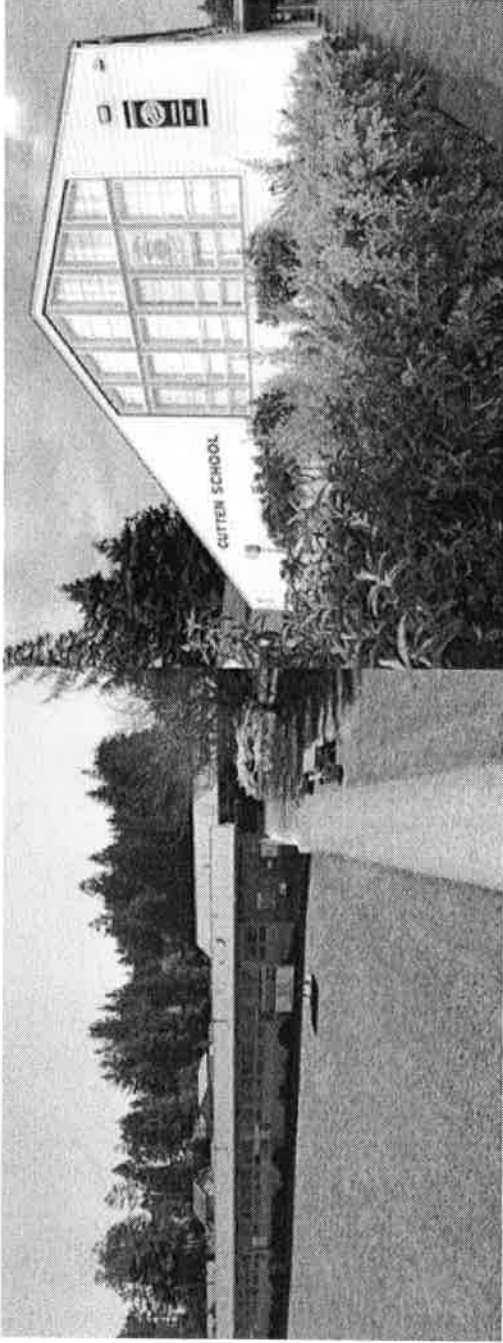
## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



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 2021-22, Cutten Elementary School District's LCAP budgeted \$477479 for planned actions to increase or improve services for high needs students. Cutten Elementary School District actually spent \$572108 for actions to increase or improve services for high needs students in 2021-22.



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

## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cutten Elementary School District	Becky L MacQuarrie Superintendent/Principal	bmacquarrie@cuttensd.org 707-441-3900

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Budget Act of 2021 provided additional funds to LEAs

Because the budget was not passed until June, 2021, we did not have a chance to include the following funds into the 2021-2022 LCAP:

ESSR III  
Educator Effectiveness Block Grant

2022-23 Local Control Accountability Plan for Cutten Elementary School District



Weekly communication with all stakeholders includes parent newsletters and staff bulletins. Regular messaging via our mass notification occurs to maintain communication with all stakeholders. Attendance data is reviewed and letters are sent out to parents as needed. Administrators meet regularly to analyze collected data and develop plans accordingly. The Cutten Site Council meets regularly and feedback is sought. The Leadership Team meets weekly to address the goals and actions of the LCAP and review metrics and outcomes. There are regular check-ins with HBTA certified bargaining union representatives. The District does not have a classified bargaining unit. Student opinions were gathered at Student Council meetings and through surveys.

Consultation with District stakeholders specifically related to the extra Budget Act of 2021 funds include:  
9/22/21 ESSR III Staff Survey

9/29/21 ESSR III Parent and Students Survey

See 2021-22 LCAP section: Engaging Educational Partners

<https://cuttensd.org/wp-content/uploads/2021-2022-Local-Control-and-Accountability-Plan.pdf>

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Our district received the following one-time funds through the federal government to help us respond to the COVID-19 pandemic and the effects of distance learning:

Learning Loss Mitigation Funds (LLMF)

ESSER I

ESSER II

ESSER III

Homeless Children and Youth (HCY) I & II

Our district conducted community engagement on our one-time federal funds in a variety of ways. Specifically, consultation for the following federal funds occurred in the following ways:

Federal Fund Name How Community Engagement Occurred

ESSER I 2022 LCAP Engagement Process  
ESSER II 2022 LCAP Engagement Process  
ESSER III 2022 LCAP Engagement Process; 2022 ESSER III Community Engagement Process  
Homeless Children and Youth (HCY) I & II 2022 LCAP Engagement Process; 2021-22 Fall Cutten School District Housing Survey

See 2021-22 LCAP section: Engaging Educational Partners  
<https://cuttensd.org/wp-content/uploads/2021-2022-Local-Control-and-Accountability-Plan.pdf>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

As of February 2022, we have experienced these successes implementing the following proposed action steps:

1. CESD will align its ESSER III and SRIICSP to temporarily expand its staffing in the area of health assistance and support staff as a strategy to facilitate continuous and safe operation of in-person learning to reduce and prevent the spread of COVID-19 in accordance with CDPH guidelines.
2. CESD will align its ESSER III and SRIICSP to provide distance learning options to students who choose to participate in the Long Term Independent Study program due to COVID-19 as a strategy to provide continuity of learning and less disruption to each student's course of study.
3. CESD will align its ESSER III and SRIICSP to provide all students and staff the appropriate PPE and equipment to facilitate continuous and safe in person learning and to reduce the spread of COVID-19 in accordance with the CDPH guidelines.
4. CESD will align its ESSER III and SRIICSP to provide a long term substitute teacher in order to facilitate continuous and safe in person learning.

5. CEDSD will align its ESSER III and SRIICSP to upgrade HVAC systems for the staff lounge and office facilities on the Cutten campus (in progress).
6. CEDSD will align its ESSER III and SRIICSP to upgrade facility to provide a safe entry and exit onto the Cutten campus, and to upgrade windows for better ventilation in classrooms (in progress).
7. CEDSD will align its ESSER III and SRIICSP to provide distance learning options by upgrading the connectivity on the Ridgewood campus (in progress).
8. CEDSD will align its ESSER III and SRIICSP to additional Administrative support to oversee the facilities improvement to HVAC and safety.

As of February 2022, we have experienced challenges or purposeful delayed implementation regarding the following proposed action steps:

1. CEDSD will align its ESSER III and SRIICSP to facilitate a continuous and safe in-person summer school and intervention opportunities. The summer school program will mirror the program provided during summer session 2021 which was funded from ELOP. This program has not started yet.
2. CEDSD will align its ESSER III and SRIICSP plans to provide targeted supports for struggling learners. Services may include additional staffing and resources to support teachers and students, including additional hours for paraprofessionals as needed to provide for individual or small group supports. This program has not been implemented yet due to the difficulty of hiring part-time employees.
3. CEDSD will align its ESSER III and SRIICSP plans to provide an additional aide in the After School programs at each site to provide intensive tutoring opportunities for students. This program has not been implemented yet due to the difficulty of hiring part-time employees.
4. CEDSD will align its ESSER III and SRIICSP plans to provide intensive tutoring opportunities before and/or after school at each site to provide intensive tutoring opportunities for students. This program has not been implemented yet due to the difficulty of hiring part-time employees.
5. CEDSD will align its ESSER III and SRIICSP plans to provide targeted supports for struggling learners. Services may include additional resources to support special education teachers and students, including additional hours for paraprofessionals as needed to provide for individual or small group supports. This program has not been fully implemented yet due to the difficulty of hiring part-time employees.
6. CEDSD will align its ESSER III and SRIICSP plans to provide targeted supports to address barriers to learning for students experiencing social-emotional or mental/physical challenges, CEDSD will seek to hire a 0.5 FTE School Psychologist to mitigate barriers to learning, provide counseling opportunities, and support student mental/emotional/physical health. Posting job in February to attract the most qualified applicants.
7. CEDSD will align its ESSER III and SRIICSP plans to provide targeted supports to address barriers to learning for students experiencing learning loss, needing remediation, or needing social emotional learning supports. In the process of screening social emotional learning curriculums..

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The 2021-22 school year has been a year of many plans, and our district has worked diligently to ensure that all plans are aligned and all funds can be maximized to support student outcomes. As noted throughout this document, our district has received one-time state and federal funds that are geared toward keeping our schools safely open while preventing the spread of COVID-19 and accelerating student learning recovery after a year spent in distance learning.

To that end, we have worked to align our fiscal resources to our 2021-22 LCAP (<https://cuttensd.org/wp-content/uploads/2021-2022-Local-Control-and-Accountability-Plan.pdf>) in the following plans in these ways:

Safe Return to In-Person Instruction and Continuity of Services Plan (SRIICSP) (<https://cuttensd.org/wp-content/uploads/2021-Safe-Return-to-In-Person-Instruction-and-Continuity-Plan-Cutten-Elementary-School-District-20210720-2.pdf>): The CESD's Continuity of Services Plan supports and aligns to its CESD 2021-22 LCAP by keeping our schools safe and COVID-free, allowing the following opportunities and goals to be implemented:

1. Keep the student to teacher/instructional Aide Ratio 24:1 in Tk-3; and 28:1 in 4-6th grades-Goal 1
2. Offer Summer school in 2021 and 2022 to support students who are below grade level and to mitigate learning loss that resulted from the pandemic-Goal 1
3. Provide music instruction to every student, and offer additional elective music instruction in grades 3rd through 6th-Goal 1
4. Provide a Targeted Intervention Program to support students achieving below grade level- Goal 1

ESSER III Expenditure Plan (<https://cuttensd.org/wp-content/uploads/2021-ESSER-III-Expenditure-Plan-Cutten-Elementary-School-District-20220205.pdf>). The ESSER III Plan supports, aligns and/or allows programs to grow and expand the goals of the 2021-22 LCAP in the following ways:

1. Offer Summer school in 2021 and 2022 to support students who are below grade level and to mitigate learning loss that resulted from the pandemic. Goal 1
2. Participation of staff in the Arts & Creativity SEL Initiative Goal 1
3. ELA and Math Intervention-Maintain instructional aides in every classroom to support all students. Provide a Targeted Intervention Program to support students achieving below grade level. Goal 1
4. Purchase computer devices for check out and internet connectivity for home use to homeless, foster youth, English learners, and low income students.to Improve overall technology and infrastructure access and usage. Goal 1

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local*

## **Introduction**

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## **Instructions**

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

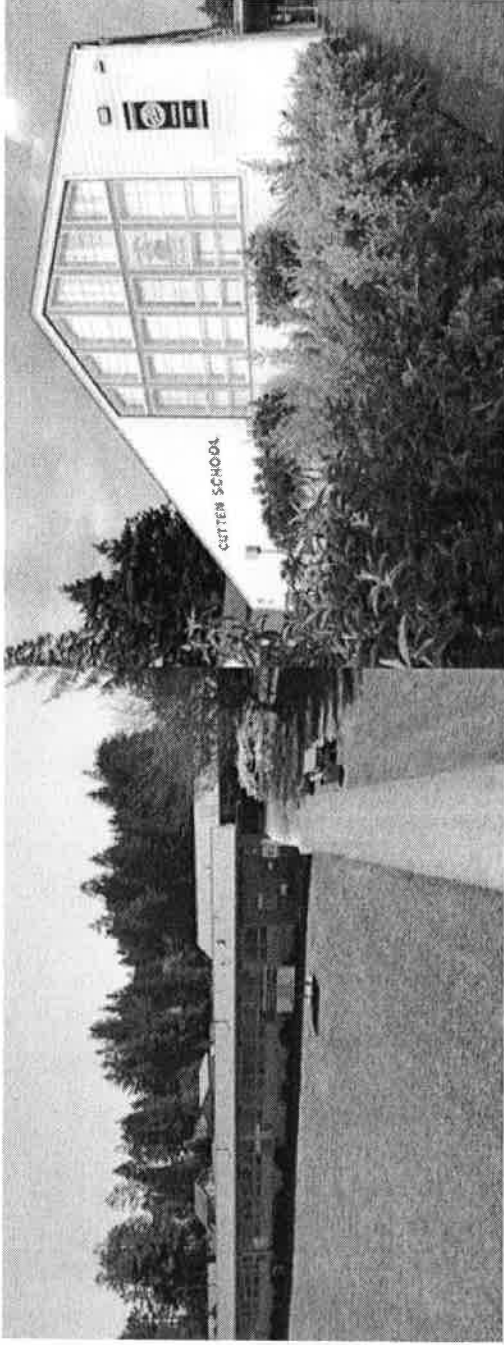
If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



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

## Local Control 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 [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 education for their children.

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) that has raised approximately \$400,000 for the schools just in the past few years, 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. Plans for facilities include: Ridgewood School: 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. The commons project projected to be completed by the end of the Summer, 2022. The additional building and the parking improvements are on hold until more funding for TK and facilities can be acquired.

Cutten School: safe ingress to the school campus; new fencing and gates; window replacement; and kitchen remodel. This project projected to be completed by the end of the Summer, 2022.

Statistically, of an enrollment of 551 students in May 2022:

14.2% Hispanic or Latino of Any Race

14.3% American Indian or Alaskan Native:

5.3% Asian or Pacific Islander

77% White

2.5% African American:

.9% English Learners (5 students)

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Meals served: Baseline (2017) lunches = 24,768, Breakfasts = 5,584; March, 2020: Lunches = 28,002, Breakfasts = 6,272 ; March, 2022: Lunches: 52,414, Breakfasts: 8,691 We have drastically increased the number of lunches and breakfasts we have served this year. This is due to the Seamless Summer and Federal Free Meals programs offered this year. Our kitchen manager has been very successful in adding variety to the menu choices. Meals made from scratch are often preferred, and will replace prepackaged food as often as possible.

Suspension rate: Baseline (2017) = .9%; Goal was to maintain .7%; Actual suspension rate in 2019-20 = .3%: Actual suspension rate in 2021-2022 = 1.8%- While suspensions did increase this year, the suspension rate is extremely low. The district will continue to strive for low suspension rates, implementing other, more effective discipline and alternate to suspension strategies.

Local Academic Multiple Measures:

Reading Baseline (2017) 69%; March 2021: 73%; March 2022: 71%

Writing Baseline (2017): 57%; March 2021: 67%; March 2022 71%

Mathematics Baseline (2017): 70%; March 2021: 79%; March 2022 83%

Although the district has seen improvement in scores over the past several years, local measures have not remained consistent. We would like to see a trend in improvement of scores using the same measures over several years. One specific area of concern was writing, but we did see an overall improvement this year for all grade levels.

100% of students receive weekly music instruction. Music instruction will continue, with 100% of students receiving instruction. The district is widening efforts to reach all students with meaningful instruction in the arts, and will be adding visual arts instruction to this year's LCAP.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students meeting the standard in writing with local measures in March 2020 was 56%, which was below the 2017 baseline of 57% and indicates an identified need. However, the overall writing score in March 2021 increased significantly to 67%, and in March 2022 it increased significantly to 71%. The accuracy of this measure comes into question because of the substantial increase in scores during a school year in which writing instruction has been a challenge, and another school year of trying to regain learning loss. The District will continue to address writing as an area needing improvement.

Upon review of the California Dashboard, there is one significant performance gap among student groups. The suspension rate of the Hispanic group increased by 3.7%, and went from blue in 2017-18 (0 students suspended) to orange in 2018-19 (2 students suspended). In 2019-20 and 2020-21, 0 students in the Hispanic group were suspended, but in 2021-22 2 students in the Hispanic group were suspended. The District continues to implement means to other than suspensions to provide intervention for behavior.

Chronic absenteeism: Baseline (2017) = 8.33%; Feb 2020: 6.5% ; March 2022: 7.6% The District will continue to focus on reducing chronic absenteeism. The increased social work time will support these efforts. Based on independent study completion data and information regarding absences from parents, the challenges of COVID-19 attributed to the decreased enrollment, the attendance rate, and chronic absenteeism.

Support for students' social-emotional well-being is a critical need in order to remove barriers to learning. The unavoidable factors caused by the pandemic have compounded these needs. A 1.0 FTE full time social worker was implemented to provide behavioral supports. A new SEL curriculum is needed at the Cutten site to support students.

Parent participation and involvement of the unduplicated student group lags behind that of all students. We have identified this as a systemic issue that must be addressed.

A critical challenge for the District is the heating and ventilation systems in many of the classrooms. The District contracted with BESEC. to upgrade the heating and ventilation systems. To date, 9 unit heaters and ventilations systems have been upgraded at Ridgewood, and 13 ventilation systems have been upgraded at Cutten. Thirteen heaters are in the process of being upgraded at Cutten. An electrical upgrade to the Cutten electricity is scheduled in the next year.

A significant challenge this year was finding the available learning space for students. All classrooms are utilized, so providing adequate distance between students when they are unmasked (for snack and lunch) is problematic. Outdoor tents, tables, and chairs were utilized to provide the capacity for distancing. tSpace will continue to be a challenge as we anticipate more TK students to attend school.

The Cutten campus lacks security due to incomplete, low fencing, and an entrance that is not able to be secured. New 6-foot fencing and secure gates were installed, and a new secure entrance to the facility will be built from Bond funds to support safe in person learning in the Summer of 2022.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Key features of the 2022 -- 23 LCAP include:

GOAL 1 - Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success.

Highlights:

- ~ Offer Summer school in 2021 and 2022 to support students who are below grade level and to mitigate learning loss that resulted from the pandemic.
- ~ Purchased Fountas and Pinnell English Language Arts curriculum to implement a learning recovery program designed to accelerate pupil academic proficiency, and continue to offer professional development in this area to summer school teachers.
- ~ Develop and address school priorities through a Leadership Team, focusing on student achievement and engagement; and alignment of instructional models and assessments with CCSS.
- ~ Purchased State-adopted science curriculum.
- ~ Provide a Targeted Intervention Program to support students achieving below grade level.
- ~ Purchase computer devices for check out and internet connectivity for home use to homeless, foster youth, English learners, and low income students.
- ~ Provide music instruction to every student, and offer additional elective music instruction in grades 3rd through 6th.
- ~ Participation of staff in the Arts & Creativity Initiative.
- ~ continue to employ a part-time arts instructor to integrate and strengthen arts instruction across the curriculum.
- ~ Provide professional development to teachers in best instructional practices in art and aligning arts integration.
- ~ The District will not pursue to increase physical space and unique opportunities for learning with an outdoor learning space at both school sites.

GOAL 2 Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment emphasizing the academic and social/emotional well being for each student.

- ~ Continue to employ an additional 1.0 FTE School Social Worker
- ~ Provide attendance and parent education support, specifically to parents/guardians of homeless, foster youth, English learners, and low income students.
- ~ Complete the upgrade to the heating systems in classrooms and install new ventilation and bi-polar ionization devices
- ~ Purchase 200 Chromebooks to replace aging and damaged devices.

- ~ Expand the District-wide School Climate committee to include a new PBIS model.
- ~ Continue the very successful Student Council led by fifth and sixth grade students with two teacher coordinators
- ~ Provide career exploration opportunities for unduplicated students
- ~ Allocate administrator support for unduplicated students and their families using a systems approach to provide opportunities for parents to partner with the school community
- ~ Continue making upgrades to the kitchen, including a commercial dishwasher and new countertops.

## **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 and how this engagement was considered before finalizing the LCAP.

The District facilitated significant outreach and frequently communicated with educational partners from the school closure in the spring to the beginning of the 2020-21 school year. Information gathered was used to develop the Learning Continuity Plan and determine the structure of the learning models during the school year. The information gathered continues to drive decision-making for the District and is useful in developing this LCAP.

Weekly communication with all educational partners includes parent newsletters and staff bulletins. Regular messaging via our mass notification occurs to maintain communication with all stakeholders. Attendance data is reviewed and letters are sent out to parents as needed. Administrators meet regularly to analyze collected data and develop plans accordingly. The Leadership Team meets weekly to address the goals and actions of the LCAP and review metrics and outcomes. There are regular check-ins with HBTA certificated bargaining union representatives. The District does not have a classified bargaining unit. Student opinions were gathered at Student Council meetings and through surveys.

Consultation with District Partners 2021-2022 School Year

July 12 School Board Meeting- Administrator Comments and Communication on LCAP

July 30 Meeting with HBTA

Aug. 9 School Board Meeting- Administrator Comments and Communication on LCAP

Aug. 23 District Meeting-Beginning of year, overall LCAP goals shared

Sept. 13 School Board Meeting-Approval of Amendments to 2021-2022 LCAP

Oct. 11 School Board Meeting- Approval of ESSER III plan, discussed LCAP in relation

Oct. 19 Site Council-LCAP overview

Nov. 2 Meeting with HBTA

Nov. School Board Meeting-Presented Educator Effectiveness Plan and discussed LCAP in relation

Nov. 16 School Site Council-Comprehensive Safe School Plan

Dec. 7 Meeting with HBTA

Dec. 13 School Board Meeting-LCFF Budget Overview for Parents

Jan. 4 Meeting with HBTA

Jan. 10 School Board Meeting-Approval of FIT and SARC reports

Jan. 18 Site Council-SPSA

Feb. 1 Meeting with HBTA

Feb. 14 School Board Meeting-mid Year LCAP update

Mar. 1 Meeting with HBTA

Mar. 14 School Board Meeting-LCFF and its relation to increased staffing needs

Mar. 15 School Site Council-LCAP update

April 4 School Board Meeting-LCAP report

May 3 Meeting with HBTA  
May 9 School Board Meeting-LCAP survey results  
May 17 Site Council -School Wellness Policy  
June 7 Meeting with HBTA  
June 27 School Board Meeting Public Hearing  
June 28 School Board Meeting 2022-23 LCAP adoption

A summary of the feedback provided by specific educational partners.

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. Parents are clearly missing the opportunity to be a part of their childrens' school experiences, from volunteering in classrooms, to attending assemblies, to joining field trips. Parents look forward to the pandemic restrictions being lifted so that they can again be involved in the many activities and experiences the district offers. Educational partners express appreciation for the supportive environment and diligent efforts to provide the best learning opportunities possible at our schools, and recognize and value the kind and nurturing staff, whether referencing a custodian, a teacher, an administrator, or a classroom aide.

The School Board has worked hard to work with the community to provide a safe learning environment for all students. This year has been a challenge due to COVID-19 restrictions and appropriate measures to implement to ensure the learning environment is safe for all students. Their focus has been on students and providing a strong academic instructional program. They have been key communicators with the community and support multiple means of communication to engage stakeholders. Trustees recognize that one of their primary responsibilities is to advocate for students.

The Certificated Collective Bargaining Unit actively participates in school improvement, working with administrators to address identified needs. Feedback has been constructive and collaborative, and has led to the development of various functional plans to address the unique needs of the school district, and in particular, during the pandemic.

The School Site Council acts as the Parent Advisory Committee, and has been invaluable in providing feedback in the planning of the LCAP. In addition, the SSC ensures that the Single Plan for Student Achievement for both schools aligns with the district's LCAP.

Educational partners have expressed appreciation for recent facility improvements, including the addition of hydration stations, playground improvements, and increased technology. A recurring theme is the lack of space. Stakeholders overwhelmingly see a need for additional classrooms and outdoor spaces for learning. In the age of a world pandemic, stakeholders are all recognizing the critical need for improved air filtration and ventilation in classrooms.

Educational partners overwhelmingly praise the District's music program as stellar. Student engagement is strengthened by after school clubs and programs, sports, libraries and student council. Respondents praised our regular assemblies, spirit celebrations and how well second grade students are supported in their transition from Ridgewood to Cutfen.

Teachers and parents expressed support for classroom funds for additional supplies and materials for art and other activities, and field trips.

Weekly newsletters and parent surveys to gather input are effective strategies to ensure family involvement.

Stakeholders consistently express that it is important for school to return to full time on campus learning.

Student input is collected through a student survey. Of 336 third through sixth grade students, 228 responded. The following percentages represent the students who selected OFTEN/ALWAYS as their response:

70% I like school

80% I do well in school.

97% School wants me to do well.

91% There are clear rules for behavior.

89% My teacher treats me with respect.

73% Good behavior is noticed.

87% I get along with other students.

90% I feel safe at school.

70% Students treat each other well.

92% There is an adult at school who will help me.

64% Students behave so the teacher can teach.

Most student responses for each area improved. The areas of concern or that declined as per student response on the survey were in relation to student behavior. Since all students returned to in person learning after a year and a half of distance learning, more behavior challenges have been evident in many grade levels.

Results of this student survey is shared with the Cutten Student Council.

Students participate in the California Healthy Kids Survey in 2021. Student input was low - only 32 responded. This was likely a result of the unusual circumstances of the pandemic. The summary results revealed the following responses from students:

92% - Feel safe at school

81% - Feel connected to school

74% - Feel there are caring adults in school

100% - Feel facilities are in good condition

Of the 178 Educational partners (Parents, Teachers, Principals and Administrators, Community) who responded to the survey, the following agree or strongly agree:

160 - Cutten School District provides a high quality education to students

175 - Cutten School District provides a positive school climate for students.

138 - Cutten School District provides opportunities for students to participate in engaging activities during and after school.



167 - Cutten School District provides a safe environment for students.  
150 - Cutten School District has school sites that are clean and in good repair.  
In addition, of the parents and guardians surveyed, 141 feel welcome on campus. This is noteworthy because campuses are currently closed to visitors due to COVID-19.

Of the 178 Educational partners who responded to the survey,  
161 responded that the music program is highly regarded and important to critical.  
153 responded that classroom instructional aides are valued and important to critical.  
164 responded that addressing learning loss following the pandemic is important to critical.  
128 responded that the TIP program is important.  
145 responded that purchasing an updated science curriculum is important.  
155 responded that Chromebooks are important

A number of survey respondents also recognized the following as important for our district:

- Family orientations
- Arts instruction
- Community volunteers on campus
- Evening and weekend community events
- Student clubs: academic and enrichment
- Sidewalk and crosswalk access to school
- Gymnasium

#### 2021-2022

There have been numerous community engagement opportunities during the 2020-2021 school year to gather and streamline feedback to inform the development of the Safe and In-person Learning and Continuity Plan (SILCP) and the Local Control Accountability Plan (LCAP). The extensive feedback from the LCAP was used in the development of this ESSER III expenditure plan. Recent community engagement opportunities specifically related to ESSER III funds for the 2021-2022 school year targeted the following stakeholder groups: students, parents/guardians, school and district administrators, teachers, support staff, parents/guardians of students with disabilities, students experiencing homelessness, students in foster care, and military-dependent students. The platforms used to solicit meaningful feedback from the CESD community included: family, staff, and teacher surveys via Google Forms, School Site Council meetings, Leadership Team meetings, staff meetings, student classroom meetings, and outreach to mental health organizations and Indian Action Council. Furthermore, at a regularly scheduled Governing Board meeting held on October 11, 2021, CESD included an information item related to the ESSER III funding. A special Governing Board meeting on October 25, 2021 approved the ESSER III plan and the opportunity for public comment.

Feedback from the community engagement strategies described above was incorporated into the development of the specific strategies for addressing the loss of instructional time and providing supplemental instruction and support to identified students. Additional feedback from the stakeholder group outreach and surveys remained consistent with current feedback, including a commitment to in-person learning.

smaller class sizes and personalized instruction, small group support for math and reading, maintaining strong social emotional support programs, student interventions, enrichment opportunities, and high quality summer school opportunities. The services and opportunities for students as described in the ESSER III plan incorporate this feedback and continues to build on the SILCP and LCAP goals of supporting safe and continuous in-person learning and addressing the academic, social, emotional, and mental health needs of all students.

**A description of the aspects of the LCAP that were influenced by specific input from educational partners.**

The goals were developed with consideration of the District mission, and are based on input from stakeholders. They are broad in scope, and are written to encompass the priorities of the District as outlined in the vision and mission.

The actions that support the LCAP goals were influenced by specific stakeholder input. Specifically:

Goal 1, Action 2 - Targeted Intervention Program - survey responses, collected data, and teacher input supported this action

Goal 1, Action 5 - Classroom aides - there was considerable support for this action, which is valued and viewed as critical to student success

Goal 1, Action 8 - Decreased student to teacher and instructional aide ratio - stakeholder provided input indicating strong interest in reducing class sizes to help address learning gaps

Goal 1, Actions 9 and 10 - Music education is overwhelmingly supported, based on results from the parent and teacher surveys. It received some of the highest ratings of all services provided

Goal 1, Action 11 - New science curriculum - all stakeholders support replacing our outdated curriculum with material that is aligned with the Next Generation Science Standards

Goal 1, Action 12 - Arts integration into the curriculum - stakeholder responses in the survey indicated support for increasing arts education

Goal 1, Action 13 - Maintaining and replacing technology - staying current with technology is a priority for stakeholders; a significant number of our devices are aged or damaged from the extensive use during the pandemic

Goal 1, Action 14 - Summer school to mitigate learning loss - this is a high priority, based on input from stakeholders, including parents, teachers, and school board members

Goal 1, Action 20 - Classroom funds to support field trips and supplies for special projects

Goal 2, Actions 1 and 2 - Social work program - stakeholder responses in the survey, and teacher input validate the need for this action

Goal 2, Action 4 - Heating and Ventilation Upgrade - after a year of restricted heater use during the school day, and the requirement to have doors and windows open for ventilation, this action is viewed as essential by stakeholders

Goal 2, Action 17 - Parent education support and home-school connections - the restrictions imposed by the pandemic have made all stakeholders aware, as can be seen by survey results, that actions related to home support are essential

# Goals and Actions

## Goal

Goal #	Description
1	Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success

An explanation of why the LEA has developed this goal.

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 2, 4, 7, 8

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.1 Number of highly qualified teachers and appropriate teacher assignments Priority 1, 2	100% highly qualified, appropriate teacher assignments	100% highly qualified, appropriate teacher assignments.			100% highly qualified, appropriate teacher assignments
M1.2 Local multiple measures of student achievement Priority 8	Second trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79%	Second Trimester results-"progressing" or "met" Reading, 71% Writing, 71% Math, 83%			Second trimester results - "progressing" or "met" Maintain Reading, 73% Increase Writing, 70% Maintain Mathematics, 79%
M1.3 A broad course of study provided to all students Priority 7	100% student access and participation, including unduplicated students and students	100% student access and participation, including unduplicated students and students			100% student access and participation, including unduplicated students and students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.4 CAASPP Scores - reduce the gaps in achievement. Priority 4	with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education Met/Exceeded in 2019: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56%  MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50%	with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education Data not available. No testing in the Spring of 2021. See local data in M1.2.			with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53%  MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%
M1.5 CA Dashboard ELA Achievement Rating, grades 3-6: increase by at least 3 points Priority 4	2019 achievement ratings: All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1	Data not available. No testing in the Spring of 2021. See local data in M1.2.			All students: 10.8 SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6	2019 achievement ratings: All students: -11.3 SED: -29.1	Data not available. No testing in the Spring of 2021. See local data in M1.2.			All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4	SWD: -68.1 Hispanic: -34.6 White: -1.7				White: 4.3
M1.7 5th grade Science California Science Test scores Priority 4	Met/Exceeded in 2019: All students 36.14% SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23%	Data not available. No testing in the Spring of 2021.			Meet/Exceed in 2024: All students 42% SED: 33% SWD: 19% Hispanic: 35% White: 50%
M1.8 Class size Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6	Class size 24:1 or less, grades TK-3; 28 or less, 4-6			Maintain class size 24:1 or less, grades TK-3; 28 or less, 4-6
M1.9 Percentage of English learner pupils making progress toward English proficiency Priority 4	ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested.	ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested.			If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores Priority 8	Students' HFZ (2018 - 19): Aerobic Capacity: 66.3% Body Composition: 61.6% Abdominal Strength: 89.5%	Students' HFZ (2021-2022): Aerobic Capacity: 81.7% Body Composition: Not taken this year Abdominal Strength: 90.3%			Students' HFZ: Aerobic Capacity: 68.3% Body Composition: 63.6% Abdominal Strength: 91.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Trunk Extension Strength: 96.5% Upper Body Strength: 47.7% Flexibility: 86.0%	Trunk Extension Strength: 100% Upper Body Strength: 66.7% Flexibility: 91.4%			Trunk Extension Strength: 96.5% (maintain) Upper Body Strength: 49.7% Flexibility: 88.0%
M1.11 Implementation of State Standards and Professional Development by certificated staff Priority 2.	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.14, EngLangDev 2.62, Math 4.10, NGSScience 4.10, Hist/Soc Science 3.38 b) Two full days of professional development by each teacher	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: EngLangArts: 4.32, EngLangDev 3.18, Math 4.86, NGSScience 4.36, Hist/Soc Science 3.23 b). 5 full days of professional development by each teacher			a) Increase implementation by .10 each year in each content area b) Maintain two full days of professional development for each teacher
M1.12 Arts integration self reported staff survey Priority 2, 7	Baseline scores to be determined	a) Teacher survey on a scale of 0-5 where 5 indicates Full, Sustainable Implementation of the Standards indicates: VAPA 3.68			Desired outcome for 2023-24 will be identified when baseline is determined.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.13 Participation rates in music opportunities Priority 2, 7	100% students receiving music instruction	100% students receiving music instruction			Maintain 100% of students receiving music instruction
M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency Priority 2	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.			Maintain full access to the CCSS and ELD standards for English learner pupils

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Assignment	1.1 a. All students taught by highly qualified certificated teachers no mis-assignments; employ administrator staffing sufficient to support the school program b. Provide induction support as needed through NCTIP c. Classroom supplies; \$500 per classroom	\$3,178,954.00	No
1.2	ELA and Math Intervention	1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment. a. 0.50 FTE Classified Coordinator - Cutfen School b. 0.60 FTE Classified Coordinator - Ridgewood School	\$152,100.00	No

Action #	Title	Description	Total Funds	Contributing
		c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction d. Assessment/instructional materials		
1.3	Special Education Resource Program and Speech & Language Services	1.3 Provide special education and speech and language services. a. 2.0 FTE resource teacher salary b. 1.0 FTE speech and language pathologist c. 1.0 FTE speech and language pathologist assistant d. 3.56 FTE Special Education Assistants e. Assessment and curriculum materials	\$506,652.00	No
1.4	Special Day Class	1.4 Maintain TK - 2 Special Day Class at Ridgewood School. a. Special Day Class teacher b. 1.025 FTE Special Day Class aides	\$118,480.00	No
1.5	Instructional Aides	1.5 Maintain instructional aides in every classroom to support all students 2.5 hours daily. a. 9.375 FTE instructional aides	\$290,784.00	No
1.6	Instructional Aide Support	1.6 Instructional aides to provide support specifically for unduplicated student groups a. .75 FTE Instructional aides	\$25,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
1.7	GATE Services	1.7 Provide GATE services, grades 4 through -6 a. 0.30 FTE Teacher b. Materials	\$20,755.00	No
1.8	Student to Teacher/Instructional Aide Ratio	1.8 Support opportunities for differentiation to provide appropriate instruction for the low-income student population that is under-performing 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	\$133,120.00	Yes
1.9	Music Education	1.9 Provide music instruction to all students. a. .75 FTE certificated music teacher b. Materials and supplies	\$76,982.00	No
1.10	Music Education	1.10 Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available. a. .25 FTE certificated music teacher	\$23,994.00	Yes
1.11	Next Generation Science Standards	1.11 Implement Next Generation Science Standards.	\$110,900.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>a. Purchase NGSS curriculum materials</li> <li>b. Provide training to implement new curriculum</li> <li>c. Provide substitutes for teacher team collaboration</li> </ul>		
<b>1.12</b>	Arts Education	<p>1.12 Integrate and strengthen arts instruction across the curriculum.</p> <ul style="list-style-type: none"> <li>a. Hire a part time 0.5 FTE arts instructor</li> <li>b. Provide professional development</li> <li>c. Participate in arts collaborative with the COE</li> </ul>	\$21,696.00	No
<b>1.13</b>	Technology and Infrastructure	<p>1.13 Ensure that the District's technology and infrastructure are maintained and up to date.</p> <ul style="list-style-type: none"> <li>a. Maintain 0.80 FTE District Technology Coordinator</li> <li>b. Replace obsolete and aging devices</li> <li>c. Provide IT support for infrastructure (consultant)</li> </ul>	\$58,136.00	No
<b>1.14</b>	Summer School	<p>1.14 Provide summer school to under-performing students to mitigate learning loss.</p> <ul style="list-style-type: none"> <li>a. certificated staff</li> <li>b. classified staff</li> <li>c. administrator</li> <li>d. curriculum and materials</li> </ul>	\$107,093.00	No
<b>1.15</b>	Devices for Student Groups	<p>1.15 Provide devices / apps for unduplicated count students to support classroom learning and TIP.</p>	\$20,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>a. Purchase 50 Chromebooks for loan to unduplicated students</li> <li>b. Hotspot subscriptions to provide Internet connectivity for unduplicated students</li> </ul>		
<b>1.16</b>	Outdoor Learning Space	<ul style="list-style-type: none"> <li>1.16 Install shade structures at each school site.               <ul style="list-style-type: none"> <li>a. Preparation of structure site</li> <li>b. Shade structure purchase and installation</li> </ul> </li> </ul>	\$230,000.00	No
<b>1.17</b>	Leadership Team	<ul style="list-style-type: none"> <li>1.17 Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement.               <ul style="list-style-type: none"> <li>a. Leadership Team Stipend</li> <li>b. Assessment tools (Fountas &amp; Pinnell benchmark kits, STAR Reading and Math, etc.)</li> <li>c. Professional development presenter fees, materials, subscriptions, and registration fees</li> </ul> </li> </ul>	\$22,257.00	No
<b>1.18</b>	Library Staffing	<ul style="list-style-type: none"> <li>1.18 Staff libraries for increased access for students, staff, and families.               <ul style="list-style-type: none"> <li>a. 1.50 FTE Library tech / aide</li> <li>b. Supplies</li> <li>c. Professional Development</li> <li>d. Certificated Librarian services through contract with HERC</li> </ul> </li> </ul>	\$94,571.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Language Development Support	<p>1.19 Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need.</p> <p>a. ELPAC coordinator b. Instructional materials</p>	\$18,529.00	Yes
1.20	Classroom Funds	<p>1.20 Support student learning with classroom funds.</p> <p>a. Provide teachers with a yearly allowance.</p>	\$15,000.00	No

### Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The district intended to provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research-based curriculum and assessment.

a. 0.50 FTE Classified Coordinator - Cutten School

b. 0.60 FTE Classified Coordinator - Ridgewood School

c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction

d. Assessment/instructional materials

Did not hire a .50 FTE Classified Coordinator -Cutten School-utilized teacher oversight of TIP/MAP as the volume of students was high due to learning loss from COVID-19. Plan is to hire for next year. (Action 1.2)

The district intended to maintain the TK - 2 Special Day Class at Ridgewood School.

a. Special Day Class teacher

b. 1.025 FTE Special Day Class aides

Needed additional aides due to high needs of TK-2 grade students. (Action 1.4)

The district intended to maintain instructional aides in every classroom to support all students 2.5 hours daily.

a. 9.375 FTE instructional aides

Unable to hire needed aides due to the challenges of hiring during the pandemic. (Action 1.5)

The district anticipated hiring instructional aides to provide support specifically for unduplicated student groups

a. .75 FTE Instructional aides

Unable to hire needed aides due to the challenges of hiring during the pandemic. (Action 1.6)

The district anticipated hiring a part time art instructor:

Integrate and strengthen arts instruction across the curriculum.

a. Hire a part time 0.5 FTE arts instructor

b. Provide professional development

c. Participate in arts collaborative with the COE

Unable to hire a part-time instructor, replaced with an art contractor. (Action 1.12)

The district planned to ensure that the District's technology and infrastructure are maintained and up to date.

a. Maintain 0.80 FTE District Technology Coordinator

b. Replace obsolete and aging devices

c. Provide IT support for infrastructure (consultant)

Underestimated cost of County services. (Action 1.13)

The district provided summer school to under-performing students to mitigate learning loss.

a. certificated staff

b. classified staff

c. administrator

d. curriculum and materials

Cost was more than anticipated. (Action 1.14)

The district intended to provide devices / apps for unduplicated count students to support classroom learning and TIP.

a. Purchase 50 Chromebooks for loan to unduplicated students

b. Hotspot subscriptions to provide Internet connectivity for unduplicated students

Additional devices not needed to purchase this year. (Action 1.15)

The district planned to implement outdoor learning spaces due to Covid-19 and air quality purposes.

Install shade structures at each school site.

a. Preparation of structure site

b. Shade structure purchase and installation

These funds were shifted to HVAC costs which were more than anticipated, and the cost of implementing the outdoor structures were more than anticipated. (Action 1.16)

The district anticipated needed funds for 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

Overestimated needed funds. (Action 1.18)

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

ELA and Math Intervention.(Action 1.2); \$66,873.57 unspent due to partial implementation action.

Special Day Class. (Action 1.4); \$35, 407.36 overspent on additional aides due to high needs of TK-2 grade students.

Arts Education. (Action 1.12); \$14,856.01 unspent due to not being able to hire a part-time instructor, replacing with an art contractor.

Technology and Infrastructure (Action 1.13); \$42,403.00 overspent due to contract for Humboldt County Office of Education services not in estimated budget.

Summer School. (Action 1.14); \$20, 704.00 overspent due to costs more than anticipate.

Devices for Students. (Action 1.15); \$5,229.73 unspent as additional devices were not needed to purchase this year.

Outdoor Learning Spaces. (Action 1.16) \$230,000.00 these funds were shifted to HVAC costs which were more than anticipated, and the cost of implementing the outdoor structures were more than anticipated.

Language Development Support. (Action 1.19); \$13,067.72 unspent due to overestimate of needed funds.

Classroom funds (Action 1.20) \$2,000.00 unspent due to partial implementation

An explanation of how effective the specific actions were in making progress toward the goal.

Overall we saw improvement on Goal 1: Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success

Students meeting the standard in writing with local measures in March 2020 was 56%, which was below the 2017 baseline of 57% and indicates an identified need. However, the overall writing score in March 2021 increased significantly to 67%, and in March 2022 it increased significantly to 71%. The math scores also increased based on multiple measures from 2020-21; 79% to 2021-2022; 83% 'progressing or met standards'. The accuracy of these measures comes into question because of the substantial increase in scores during a school year in a

school year of trying to regain learning loss. CASSPP scores will be compared to multiple measure data when the scores come out in the Fall. The district will continue to address reading writing, and math as areas needing improvement.

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

The district planned to implement outdoor learning spaces; however, these structures proved not to be necessary and were drastically more difficult to construct and the cost was underestimated due to DSA and ADA compliance additions to the project. The funds were shifted to the HVAC projects. HVAC costs were more than anticipated. While much of the Heating and Ventilation Upgrades have been implemented using ESSER I, II, III funds, there are still areas on both the Ridgewood and Cutten campuses' that need improvement due to air quality and health and safety. (Goal 1 Action 1.6 funds transferred to Goal 2 Action 2.4 and 2.7).

An added Action 1.21 Additional Class Size Reduction was added to accommodate for our class size reduction enrollment in kindergarten and first grade to be kept at an average of 1:18. This equals out to approximately two extra teachers.

**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.**

# Goals and Actions

## Goal

Goal #	Description
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

An explanation of why the LEA has developed this goal.

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 3, 5, 6.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Suspension / expulsion rates Priority 6	2019 suspension data: Five students suspended, of an enrollment of 626. All students: .8% SED: 1.0% SWD: 2.9% Hispanic: 2.2% American Indian: 0.0% White: 0.3% Two or more races: 1.2% Expulsion rate = 0%	2021-2022 suspension data: 7 students suspended, of an enrollment of 551 All students: 1.3% SED: 2.3% SWD: 1.4% Hispanic: 2.9% American Indian: 1.4% White: 5.7% Two or more races: 0.0% Expulsion rate = 0%			Maintain or decrease all student suspension rate from .8%. All student groups suspension rate maintained or declined from baseline



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.2 School Safety and Connectedness of students, staff, and parents Priority 6	42% response rate (32 of 77 fifth grade students) School connectedness 81%; Academic motivation 75%; Caring adult relationships 74%; High expectations 90%; Meaningful participation 39%; Feel safe at school 92%; Students well behaved 52%; Students treated fairly when break school rules 64%; Students treated with respect 96% Reference survey data@wested.org Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100%	Reference survey data@wested.org Data not in when report due			Increase response rate to 70% School connectedness 85%; Academic motivation 80%; Caring adult relationships 80%; High expectations 90%; Meaningful participation 75%; Feel safe at school 92%; Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96% Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.3 Facility Inspection Tool Priority 1	"good" or "excellent" standards per FIT reports	"good" or "excellent" standards per FIT reports			Maintain FIT reports at "good" or "excellent" in all all areas.
2.4 Williams Act: Every pupil has sufficient access to standards-aligned instructional materials Priority 1	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.			Maintain sufficient instructional materials for all pupils and "no complaints" status per Williams Act.
2.5 Custodian staffing levels Priority 6	Custodial and maintenance staffing levels at 3.92 FTE	Custodial and maintenance staffing levels at 3.92 FTE			Maintain 2021-22 staffing levels.
2.6 Attendance rates Priority 3, 5	Attendance rate at 2020 P2: 96.37%	Attendance rate at 2020 P2: 95.54%			Maintain or increase attendance rate at P2 96%
2.7 Chronic absenteeism rate Priority 5	Chronic absence rate at 2020 P2: 7.33%	Chronic absence rate at 2020 P2: 7.87%			Maintain or decrease chronic absence rate at P2 7%
2.8 Parent / guardian participation and decision making opportunities for all students, including unduplicated students, for the school district and each individual school site	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 151	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 42 on ESSER III Input survey			Maintain Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 175

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 3	<p>Student survey responses (3rd-6th): 228 (71%)</p> <p>Participation in IEPs: 100%</p> <p>LCAP community meeting: 20 participants</p> <p>School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil</p>	<p>Student survey responses (3rd-6th): 211 (66%)</p> <p>Participation in IEPs: 100%</p> <p>LCAP community meeting: used school site council and board meetings as input meetings this year.</p> <p>School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil</p>			<p>Student survey responses (3rd-6th): 75%</p> <p>Participation in IEPs: 100%</p> <p>LCAP community meeting attendance: 50 participants</p> <p>School Site Council membership: 5 parents (full representation) with at least one parent of unduplicated pupil</p>
2.9 School meals served Priority 5	<p>School meals served at 2020 P2:</p> <p>Total lunches.....26,283</p> <p>Total breakfasts.....6,028</p>	<p>School meals served at 2021 P2:</p> <p>Total lunches.....52,414</p> <p>Total breakfasts.....8,691</p>			<p>Maintain or increase school meals served at P2</p> <p>Total lunches.....26,283</p> <p>Total breakfasts.....6,028</p>
2.10 Ventilation and heating in classrooms	<p>Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats.</p>	<p>Replace 9 unit heaters at Ridgewood School and in the process of installing 13 at Cutten School. 9 ventilation systems and thermostats fully installed at</p>			<p>All classrooms and common spaces at both schools have safe and adequate heating and ventilation.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Ridgewood and 13 at Cutten. .			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Work and/or Behavioral Services	2.1 Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	\$85,807.00	No
2.2	Social Work Services to Unduplicated Count Students	2.2 Focus school social work services on unduplicated count students. a. 1.0 FTE Certificated School Social Worker	\$84,278.00	Yes
2.3	School Climate Team and PBIS	2.3 Maintain district-wide Positive Behavior Support System - PBIS. a. Facilitator stipend b. Team stipends c. Professional development d. Classroom aide training	\$11,817.00	No
2.4	Heating and Ventilation Upgrade	2.4 Replace unit heaters with mini-split electrical and ventilation units. Install bi-polar ionization devices. a. Phase 1 Ridgewood School b. Phase 2 Cutten School, part 1 c. Phase 3 Cutten School, part 2 d. Electrical upgrade at Cutten School	\$1,005,925.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.5</b>	Maintenance/Custodial Staff and Resources	<p>2.5 Provide adequate maintenance/custodial staff and resources.</p> <p>a. 3.92 FTE Maintenance/custodial staff</p> <p>b. Supplies</p> <p>c. Repairs</p>	\$395,381.00	No
<b>2.6</b>	Equipment and Supplies Other Than Curriculum	<p>2.6 Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials).</p> <p>a. Classroom supplies</p> <p>b. Classroom desks</p>	\$50,000.00	No
<b>2.7</b>	Facility Deferred Maintenance	<p>2.7 Plan for deferred maintenance projects.</p> <p>a. Cutten School Fencing</p> <p>b. Cutten kitchen improvements</p> <p>c. Cutten Community building remodel</p>	\$114,250.00	No
<b>2.8</b>	Support Services to Parents	<p>2.8 Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school.</p> <p>a. Child care</p> <p>b. Trainer / Interpreter fees</p> <p>c. Meeting supplies</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Communication with Parents	2.9 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings. a. 1.29 FTE school secretaries -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria) b. SchoolWise student information system c. SchoolWise mass notification system d. Remind App communication subscription	\$105,001.00	No
2.10	School Meal Program Enhancement	2.10 Enhance the school meal program. a. District contribution	\$69,365.00	Yes
2.11	Bus Transportation	2.11 Provide bus transportation within the district, and field trip transportation. a. 0.75 FTE bus drivers b. 0.10 FTE business manager c. Fuel, parts for repair d. Vehicle maintenance	\$95,825.00	No
2.12	Decrease Suspension Rate	2.12 Decrease suspension rate. a. .10 FTE Social Worker b. Incentives	\$11,925.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Decrease Chronic Absenteeism	2.13 Decrease chronic absenteeism. a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	\$13,025.00	No
2.14	Bus Transportation Service for Low-income Students	2.14 Provide a safe and reliable means of transportation to and from school for low-income students. a. .75 FTE Bus driver	\$72,094.00	Yes
2.15	Student Council	2.15 Maintain fifth and sixth grade Student Council at Cutten. a. Advisor stipend b. Materials & supplies c. Field trips	\$2,220.00	No
2.16	Career Exploration and Cultural Events to Build School Connections	2.16 Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events. a. Event fees b. Supplies	\$2,500.00	Yes
2.17	Attendance and Parent Education Support	2.17 Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach.	\$26,099.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. .20 FTE Administrator		
2.18	Counseling Services	2.18 1:1 counseling services for identified students a. 0.65 FTE classified counselor	\$35,806.00	No

### Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

It was the district's intention to replace unit heaters with mini-split electrical and ventilation units, and to install bi-polar ionization devices.

- a. Phase 1 Ridgewood School
- b. Phase 2 Cutten School, part 1
- c. Phase 3 Cutten School, part 2
- d. Electrical upgrade at Cutten School

The Phase 1 Ridgewood School, Phase 2 Cutten School part 1 projects were completed; however, due to supply chain issues related to COVID-19 and PG & E backlogs, Phase 3 Cutten School part 2 and the Electrical upgrade at Cutten School is projected to be completed in the 2022-2023 school year. (Action 2.4)

The district plan for deferred maintenance projects this year included

- a. Cutten School Fencing
- b. Cutten Kitchen improvements
- c. Cutten Community Building Remodel

The school fencing was completed, kitchen improvements such as a new dishwasher and a new warmer were purchased. The Cutten School Bond is in the process of remodeling the kitchen on the Cutten site and remodeling the community building at the Ridgewood site. These projects will be completed in the summer of 2022. Unfortunately, unanticipated roof repairs had to be completed which are necessary to provide for a safe learning environment for all students. (Action 2.7)

The district developed goals to provide services to support parents/guardians attending parent education, informational meetings, school events, and in volunteering at school.

- a. Child care
- b. Trainer / Interpreter fees
- c. Meeting supplies



Unfortunately, during Covid-19 parents were prevented from being on campus for the majority of the year; therefore, the funds were not fully spent to provide this service. (Action 2.8)

The district created a goal to provide for a safe and reliable means of transportation to and from school for low-income students. The funds to provide for this service were not utilized due to COVID-19 protocols, and the district not being able to provide classes with fieldtrips throughout the year. (Action 2.14)

The district developed a goal to maintain fifth and sixth grade Student Council at Cutten by funding the following:

- a. Advisor stipend
- b. Materials & supplies
- c. Field trips

Due to Covid-19 no field trips were provided for the student Council this year. (Action 2.15)

The district intended to provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events. Covid-19 precautions prevented the district from scheduling an event this year. (Action 2.16)

The district intended to provide opportunities for 1:1 counseling services for identified students. Unfortunately, due to the challenge of hiring a part-time counselor, the district utilized an independent contractor rather than an employee. The contractor was only able to provide services one day a week. (Action 2.18)

#### 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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

Heating and Ventilation Upgrade (Action 2.4): \$199,644 unspent due to partial implementation action.

Facility Deferred Maintenance (Action 2.7): \$86,204.78 overspent budget due to unanticipated roof repairs.

Support Services to Parents (Action 2.8): \$1262.75 unspent due to Covid-19 protocols.

School Meals Program Enhancement (Action 2.10): \$25,865.00 underspent due to partial implementation

Bus Transportation Service for Low-income Students (Action 2.14): \$41,163.20 unspent due to fewer transportation needs due to Covid-19.

Student Council (Action 2.15): \$946.20 unspent due to Covid-19 protocols.

Career Exploration and Cultural Events to Build School Connections (Action 2.16): \$2500.00 unspent due to Covid-19 protocols.

Counseling Services (Action 2.18): \$ 24,226.00 unspent due to hiring an independent contractor, and their availability.

An explanation of how effective the specific actions were in making progress toward the goal.

Support for students' social-emotional well-being is a critical need in order to remove barriers to learning. The unavoidable factors caused by the pandemic have compounded these needs. A 1.0 FTE full time social worker was implemented to provide behavioral supports. While our attendance rate went down (2020-2021: 96.37%; 2021-2022, 95.54%), and our chronic absentee rate went up (2020-2021, 7.33%; 2021-2022, 7.87%) we do feel this data was skewed by the impacts of Covid-19 on attendance overall. Most of the extended absences were due to Covid-19 and families and students not being able to complete the short term/long term Independent Study requirements. Also, even though our suspension rate went up (2019-20, .8% to 2021-2022, 1.3%) possibly due to the previous years pandemic challenges on student isolation and behavior needs, increased efforts were made by social workers to reach out to parents and students to provide in school and community support utilizing emails, phone calls, meetings, and home visits. A new SEL curriculum is needed at the Cutten sight to support students, and a program was researched this year. We will be piloting the Mind Up curriculum implemented by the school social worker at Cutten in the 2022-2023 school year. (Action 2.1 ,2.2, 2.3)

Parent participation and involvement of the unduplicated student group lags behind that of all students. We have identified this as a systemic issue that must be addressed. It was difficult identifying data to show progress for the 2021-2022 year as many of our yearly parent meeting opportunities were not implemented due to Covid-19 guidelines. The Remind app was implemented this year, and immediate and accessible information was sent to parents throughout the year by administration and teaching staff.

A critical challenge for the District is the heating and ventilation systems in many of the classrooms. the District contracted with BESSC. to upgrade the heating and ventilation systems. To date, 9 unit heaters and ventilations systems have been upgraded at Ridgewood, and 13 ventilation systems have been upgraded at Cutten. Thirteen heaters are in the process of being upgraded at Cutten. An electrical upgrade to the Cutten electricity is scheduled in the next year pending PG & E upgrade plans. (Action 2.4)

The Cutten campus lacks security due to incomplete, low fencing, and an entrance that is not able to be secured. New 6-foot fencing and secure gates were installed, and a new secure entrance to the facility will be built from Bond funds to support safe in person learning in the Summer of 2022.

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

School climate improvement continues to be one of the districts lead initiatives. In order to support student/family needs the district will be expanding the after school program and summer school programs to support Extended Day services with a priority given to TK-6 grades in accordance with the Expanded Learning Opportunities Program (ELOP). District leadership will work with the District's Leadership and School Climate teams to continue to implement PBIS and social work and behavioral services specifically focusing on our unduplicated count students. Through ESSER III funds, the District will add a School Speech Pathologist to provide more services especially to our growing

population of TK students, and a full-time School Psychologist to provide more SEL and counseling supports for all students. An additional Specialized Academic Instructor was hired to provide for our increasing mild/moderate student population on the Cutten campus.

While much of the Heating and Ventilation Upgrades have been implemented, there are still areas on both the Ridgewood and Cutten campuses that need improvement due to air quality and health and safety.

To support counseling services on both the Ridgewood and Cutten campuses' ESSER III funds \$250,000 will be used to provide a 1.0 FTE School Psychologist (Action 2.18)

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
430,956	

## 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
8.84%	0.00%	\$0.00	8.84%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

<p>Cutten Elementary School District will use this increased apportionment to provide services LEA-wide while supporting first students who are low income, foster youth, and English Learner pupils. Using these funds to support the actions listed here will effectively benefit intended students by increasing and/or improving services as described:</p> <p>Goal 1, Action 1.8 (LEA-wide; Contributing to Low Income) Decrease student to teacher / instructional aide ratio - Standardized test scores were analyzed. Low-income student scores were compared to all students. Low-income students scored significantly lower at 10.4 below the standard, compared to all students, who scored 4.8 above the standard. Reducing class size allows teachers and instructional aides to target the needs of the low-income students that are underperforming. This funding allows for an additional teacher and instructional aide. This targeted support has been shown to be effective, and continuing it will support further growth.</p> <p>Goal 1 Action 1.10 (LEA-wide; Low Income and Foster Youth) Music Education - Research shows that music education facilitates student academic achievement. Low income students and foster youth lack the opportunity to receive private music lessons due to financial need.</p>
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This funding allows students identified in the unduplicated groups an opportunity to access music education that is not otherwise available. Although this action is LEA-wide, the needs of foster youth, homeless and low-income students will be considered first.

Goal 1, Action 1.15 (LEA-wide; Foster Youth, Low Income) Devices for Student Groups - According to recent research, only 46% of low-income families own a computer device, and only 40% have access to broadband. The figures are even lower for homeless and foster youth. Devices and web access are a central part of learning in the 21st century. This funding provides the means for the purchase of Chromebooks and hotspots for identified students to develop necessary technology skills and full access to their learning opportunities. Prior to the pandemic, the District did not provide devices for home use. The experience showed us that equitable access to devices and internet connectivity is essential for our low-income students. Although this action is LEA-wide, the needs of foster youth and low-income students will be considered first.

Goal 2, Action 2.2 (LEA-wide; Foster Youth, Low Income) Social Work Services - Humboldt County is one of four counties in California with the highest Adverse Childhood Experiences (ACEs) scores. Cutten School District has provided social work services to remove barriers to learning since 1998, and since then there has been a steady increase in student need. This year, with the effects of the Covid-19 pandemic, we anticipate a substantial increased need for services, particularly with our foster youth, homeless, and students in low-income households. This funding allows the district to increase school social worker staffing by 1.0 FTE, and this significant increase in social work time allows us to target and prioritize support for foster youth, English Learners, and low-income students.

Goal 2, Action 2.8 (LEA-wide; English Learners, Foster Youth, Low Income) Support Services to Parents - Research shows that parent support groups help provide healthy parenting skills, empowerment and a sense of community. The District has been providing this support for families in the past and it has been shown to be effective. In the coming years, we foresee an increase in mental health needs due to the pandemic. This funding allows the district to provide parent education and assist parents in supporting their children who are having anxiety or mental health challenges.

Goal 2, Action 2.10 (LEA-wide; English Learners, Foster Youth, Low Income) School Meal Program - Research shows that receiving free or reduced-price school lunches reduces food insecurity, obesity rates, and poor health. School lunch is critical for low income students to ensure their health, well-being and nutritional needs throughout the day to learn. This funding allows the school meal program to be financially supported so that high quality meals can be offered to low-income students. Our school meal program has provided necessary support in the past, and will continue to be an essential program to support our low-income students.

Goal 2, Action 2.14 (LEA-wide; Foster Youth, Low Income) Bus Transportation - Transportation can enable, rather than be a barrier to, equitable access to high-quality education for low income students. From our experience we know that transportation by private car is often unreliable and can lead to absences which affect student learning. Funding for bus transportation allows the district to ensure that low-

income students have a safe and reliable means of getting to school on time each day. Bus transportation has provided necessary support in the past, and will continue to be an essential service to support our low-income students.

Goal 2, Action 2.16 (LEA-wide; English Learners, Foster Youth, Low Income) Career Exploration - Low-income students who have limited exposure to a range of well-paying professions often see limited opportunities for their futures. A career exploration event will also encourage parents to come to school and participate in a learning experience with their child. This funding allows the district to host a community event to broaden the perspective of opportunities available to them as they move toward college and career. This action was introduced in our previous LCAP, and then was not implemented due to the pandemic. We look forward to bringing this event to our students and families.

Goal 2, Action 2.17 (LEA-wide; Foster Youth, Low Income) Parent Education and Support - Research shows, as do our many surveys, that parents want their children to do well in school. Research also indicates that many disadvantaged families are unable to fully participate in their students' education. Members of low-income families are much less prepared for college than their higher income counterparts. This action designates .20 FTE of the district's 2.40 FTE administrative positions specifically to utilize a systems approach to design effective, systematic strategies to increase parent engagement.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All of the actions supported by the increased apportionment for foster youth, English learners, homeless, and low-income students are principally directed toward the targeted students and are intended to help achieve the outcome of the LCAP goals.

The District will maintain low student to teacher ratios. Lower class sizes will allow teachers the opportunity to assess the individual needs of unduplicated pupil count students and provide more targeted support.

Social work services are increased significantly, with a 62% increase in social work time over prior years. This increase will allow the District to improve services by providing substantial targeted support for foster youth, English learners, and low-income students.

Students will have access to devices at home, which has not been offered in the past. We expect this action to have a positive impact on targeted students. This is an increase because of the additional devices purchased for this action, and improved services for targeted students, who do not already have access to devices and connectivity.

Parent education and support services is an improved service because a new systems approach will be implemented to increase parent engagement. This increase is represented by a dedicated .20 FTE of administrative support to implement a systematic approach.

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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 Additional funding not received.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

**2022-23 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$4,909,845.00	\$1,104,959.00		\$1,394,017.00	\$7,408,821.00	\$5,768,002.00	\$1,640,819.00	
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Assignment	All	\$3,171,954.00			\$7,000.00	\$3,178,954.00
1	1.2	ELA and Math Intervention	All		\$152,100.00			\$152,100.00
1	1.3	Special Education Resource Program and Speech & Language Services	Students with Disabilities		\$374,295.00		\$132,357.00	\$506,652.00
1	1.4	Special Day Class	Students with Disabilities		\$118,480.00			\$118,480.00
1	1.5	Instructional Aides	All				\$290,784.00	\$290,784.00
1	1.6	Instructional Aide Support	English Learners	\$25,000.00				\$25,000.00
1	1.7	GATE Services	Gifted & Talented	\$20,755.00				\$20,755.00
1	1.8	Student to Teacher/Instructional Aide Ratio	Low Income	\$133,120.00				\$133,120.00
1	1.9	Music Education	All	\$76,982.00				\$76,982.00
1	1.10	Music Education	Foster Youth Low Income	\$23,994.00				\$23,994.00
1	1.11	Next Generation Science Standards	All	\$5,900.00	\$105,000.00			\$110,900.00
1	1.12	Arts Education	All	\$2,600.00			\$19,096.00	\$21,696.00
1	1.13	Technology and Infrastructure	All	\$58,136.00				\$58,136.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.14	Summer School	All		\$107,093.00			\$107,093.00
1	1.15	Devices for Student Groups	Foster Youth Low Income	\$20,500.00				\$20,500.00
1	1.16	Outdoor Learning Space	All	\$105,960.00			\$124,040.00	\$230,000.00
1	1.17	Leadership Team	All	\$10,257.00	\$12,000.00			\$22,257.00
1	1.18	Library Staffing	All	\$94,571.00				\$94,571.00
1	1.19	Language Development Support	English Learners Low Income	\$18,529.00				\$18,529.00
1	1.20	Classroom Funds	All		\$15,000.00			\$15,000.00
2	2.1	Social Work and/or Behavioral Services	All	\$85,807.00				\$85,807.00
2	2.2	Social Work Services to Unduplicated Count Students	Foster Youth Low Income	\$84,278.00				\$84,278.00
2	2.3	School Climate Team and PBIS	All	\$11,817.00				\$11,817.00
2	2.4	Heating and Ventilation Upgrade	All		\$185,185.00		\$820,740.00	\$1,005,925.00
2	2.5	Maintenance/Custodial Staff and Resources	All	\$395,381.00				\$395,381.00
2	2.6	Equipment and Supplies Other Than Curriculum	All	\$50,000.00				\$50,000.00
2	2.7	Facility Deferred Maintenance	All	\$114,250.00				\$114,250.00
2	2.8	Support Services to Parents	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
2	2.9	Communication with Parents	All	\$105,001.00				\$105,001.00
2	2.10	School Meal Program Enhancement	English Learners Foster Youth	\$69,365.00				\$69,365.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.11	Bus Transportation	All	\$95,825.00				\$95,825.00
2	2.12	Decrease Suspension Rate	All	\$11,925.00				\$11,925.00
2	2.13	Decrease Chronic Absenteeism	All	\$13,025.00				\$13,025.00
2	2.14	Bus Transportation Service for Low-income Students	Foster Youth Low Income	\$72,094.00				\$72,094.00
2	2.15	Student Council	All	\$2,220.00				\$2,220.00
2	2.16	Career Exploration and Cultural Events to Build School Connections	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
2	2.17	Attendance and Parent Education Support	Foster Youth Low Income	\$26,099.00				\$26,099.00
2	2.18	Counseling Services	All		\$35,806.00			\$35,806.00

**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF — Percentage Increase or Improve Services from Prior Year	Total Percentage Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,873,965	430,956	8.84%	0.00%	8.84%	\$477,479.00	0.00%	9.80 %	<b>Total:</b>	\$477,479.00
								<b>LEA-wide Total:</b>	\$433,950.00
								<b>Limited Total:</b>	\$64,029.00
								<b>Schoolwide Total:</b>	\$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	1.6	Instructional Aide Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	
1	1.8	Student to Teacher/Instructional Aide Ratio	Yes	LEA-wide	Low Income	All Schools	\$133,120.00	
1	1.10	Music Education	Yes	LEA-wide	Foster Youth Low Income		\$23,994.00	
1	1.15	Devices for Student Groups	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$20,500.00	
1	1.19	Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		\$18,529.00	
2	2.2	Social Work Services to Unduplicated Count Students	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$84,278.00	

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 (%)
2	2.8	Support Services to Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.10	School Meal Program Enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,365.00	
2	2.14	Bus Transportation Service for Low-income Students	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$72,094.00	
2	2.16	Career Exploration and Cultural Events to Build School Connections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.17	Attendance and Parent Education Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$26,099.00	

**2021-22 Annual Update Table**

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
<b>Totals</b>		\$7,408,821.00	\$6,811,488.85		
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	\$3,178,954.00	2820241.50
1	1.2	ELA and Math Intervention	No	\$152,100.00	85,226.43
1	1.3	Special Education Resource Program and Speech & Language Services	No	\$506,652.00	518,505.74
1	1.4	Special Day Class	No	\$118,480.00	153,887.36
1	1.5	Instructional Aides	No	\$290,784.00	269,124.38
1	1.6	Instructional Aide Support	Yes	\$25,000.00	16,394.84
1	1.7	GATE Services	No	\$20,755.00	19,024.41
1	1.8	Student to Teacher/Instructional Aide Ratio	Yes	\$133,120.00	144,016.48
1	1.9	Music Education	No	\$76,982.00	74,258.93
1	1.10	Music Education	Yes	\$23,994.00	23,946.15

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	1.11	Next Generation Science Standards	No	\$110,900.00	115,252.44
1	1.12	Arts Education	No	\$21,696.00	6,839.99
1	1.13	Technology and Infrastructure	No	\$58,136.00	100,539.36
1	1.14	Summer School	No	\$107,093.00	127,797.00
1	1.15	Devices for Student Groups	Yes	\$20,500.00	15,270.27
1	1.16	Outdoor Learning Space	No	\$230,000.00	0
1	1.17	Leadership Team	No	\$22,257.00	24,152.90
1	1.18	Library Staffing	No	\$94,571.00	97,163.19
1	1.19	Language Development Support	Yes	\$18,529.00	5,461.28
1	1.20	Classroom Funds	No	\$15,000.00	17,000.00
1	1.21	Additional Class Size Reduction	No	0	214596.00
2	2.1	Social Work and/or Behavioral Services	Yes	\$85,807.00	87,709.52