SARC 2024-25 School Accountability Report Card
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Cuddeback Elementary School

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Grades TK-8 ▪ CDS Code 12-62737-6007728



Cuddeback Union Elementary School District

300 Wilder Road Carlotta, CA 95528 ▪ (707) 768-3372 ▪ www.cuddebackschool.org

Principal's Message

We know that we are not the biggest, but our goal is to be one of the best!

Cuddeback Elementary School is a small, rural school nestled among the trees and mountains in Carlotta. Children riding the bus to school pass through ancient redwood forests and alongside fertile pastureland. Cuddeback has been delivering quality education to area children at the current location since 1958. We currently serve approximately 150 students in TK-8. It is the only school in the Cuddeback Union School District. While many of our families still make their living from the natural resources of the Van Duzen watershed area, many others make the short commute to businesses located in nearby Fortuna and Eureka. Cuddeback School has a long history of providing an outstanding and complete education in all facets of a child's life: academic, social, physical and emotional.

Our small, rural setting provides a beautiful, nonthreatening location for our school. Students are free to concentrate on the task of learning in this peaceful, supportive environment. To complement the setting, our caring and encouraging staff is considerate of all students and their unique abilities. A culture of respect and fairness for all is taught and cultivated in all classrooms and throughout all aspects of campus. We are proud that our students and staff are very accepting of new personalities, and the transition for new students is usually short and trouble-free. Our students take this responsibility to heart and demonstrate their commitment by participating in antibullying campaigns and peer mediation to resolve conflicts.

The highly qualified teaching staff is dedicated to providing a challenging and enriching curriculum to all students. Teaching practices encompass many different modalities in order to reach all types of student learning. Cuddeback is focused on delivering an education to students embodying the California State Standards. Teachers are knowledgeable and aware of the changing demands that the global marketplace and technology-rich future places on students, and they are preparing students to meet those demands. Our academic programs develop lifelong learners, well-practiced in collaboration and problem solving. Facilitating the development of these life skills for students is a primary focus.

Our teachers utilize current technology in their instruction to students by delivering lesson content via 75" interactive panels each day. Teachers make sure to get technology into the student's hands on a daily basis as kids connect technology with their education via tablets and desktop and mobile computer labs with high-speed fiber optic internet access.

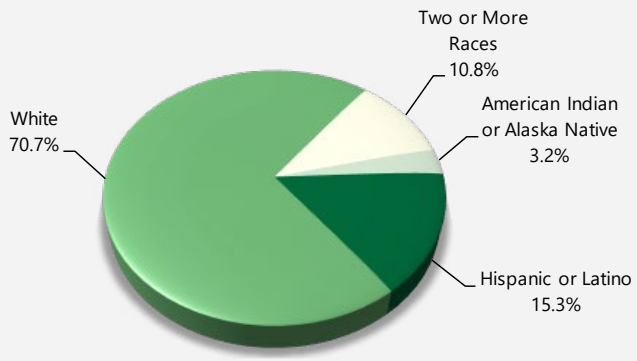
Another noteworthy program at Cuddeback School is our before- and after-school care. We offer this daily extended learning and enrichment in combination with our After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELOP) programs for students that incorporates academic learning, access to school materials, a healthy snack and an exercise/activity period. In addition to getting academic support, students study engaging, hands-on learning units in content areas such as science, nutrition, fine arts, foreign language, agriculture and computers. Various enrichment opportunities are provided, as well as regular field trips to area points of interest. Also, our ELOP operates an additional 30 days beyond the regular required school days to provide more enrichment learning opportunities throughout the summer and school holidays. These programs are very well attended, and parents find them to be highly valuable resources.

We are very proud of our school culture at Cuddeback. Our students interact with respect for each other. We have fantastic parent involvement that creates a strong sense of school community and family atmosphere that children and adults alike appreciate. Our teaching staff is dedicated to delivering high-quality instruction and growing as professionals in their craft to continue to develop all facets of your child's education.

Enrollment by Student Group

The total enrollment at the school was 157 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

The board of trustees, staff and community collaboratively are committed to providing an effective instructional environment that promotes critical and independent thinking and nurtures the intellectual, emotional, social and physical needs of all students.

"Cuddeback School—
Where kids come first!"

Board of Trustees

Erik Bess

Todd Calvo

Harry Dibble

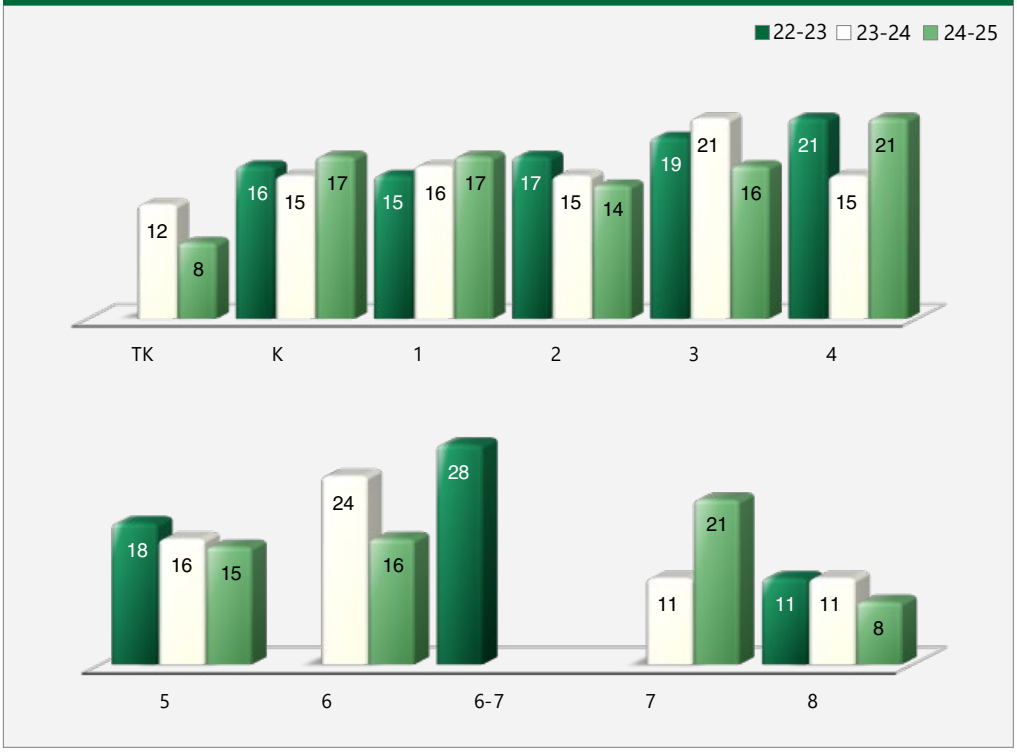
Jacob Morss

Leonard Ward, Jr.

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK				1			1		
K	1			1			1		
1	1			1			1		
2	1			1			1		
3	1				1		1		
4		1		1				1	
5	1			1			1		
6					1		1		
6-7		1							
7				1				1	
8	1			1			1		

Enrollment by Student Group

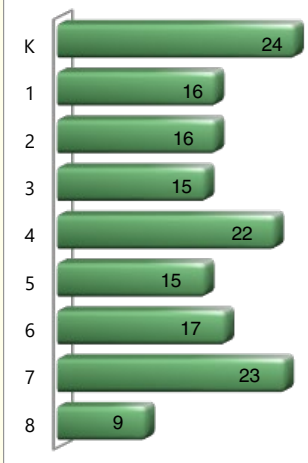
Demographics	
2024-25 School Year	
Female	43.30%
Male	56.70%
Non-Binary	0.00%
English Learners	0.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	59.20%
Students with Disabilities	15.30%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Cuddeback ES			Cuddeback Union ESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Parental Involvement

Cuddeback School realizes that parental and family engagement is an important factor in ensuring a successful educational experience for students. This connection between the school and home is key in developing and maintaining the close family-like relationships we have come to know in the Cuddeback community. Parents are welcomed and encouraged to take an active role in their child's education and in our school activities. There are many opportunities to get involved with your child's education at Cuddeback, whether you choose to participate in the classroom, in an extracurricular area, or in some other leadership or decision-making capacity.

We encourage parents to be a part of shaping and guiding our school's direction. There are opportunities to take part in District Board Meetings and Committees, or sit on a Parent Advisory Group. Your input is very important, as realistically, Cuddeback is your school too.

Our largest area for parental involvement is with the Cuddeback Parent Teacher Organization (PTO). This dynamic group is definitely a "hands-on" experience. PTO organizes and runs many different programs and activities that directly benefit and provide funding for our students, teachers and school.

While many of these fundraisers have obvious benefits for students associated with the event, funds raised are used additionally to provide resources for teachers and the school in general. PTO donates funds to every classroom for teacher needs, such as technology and curriculum materials; it provides uniforms and other costs for athletics; and it sponsors socioeconomically disadvantaged students and families in time of need. Being a member of this active organization is a great way to be involved with the school while offering very necessary and appreciated support of our students.

It is common to see parent (and grandparent) volunteers at Cuddeback who enjoy focusing on classroom activities. Parents can volunteer in classrooms on a regularly scheduled basis or help with special projects and field trips as needed. Either way, teachers welcome the assistance, and students benefit from the extra attention. Parents interested in leadership, policy development and governance have been an essential part of curriculum committees, teacher and administrator recruitment panels, School Site Council, and serve as members of the school board. There really is something for everyone who wants to be an involved member of the Cuddeback School community.

Continued on page 5

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	171	165	5	3.00%
Female	73	70	3	4.30%
Male	98	95	2	2.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	30	26	1	3.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	21	20	1	5.00%
White	115	114	3	2.60%
English Learners	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	102	100	4	4.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	29	29	0	0.00%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Parental Involvement

Continued from page 4

We believe that a key component of getting parents involved is keeping parents informed: We start the school year with a back-to-school night for families, teachers host parent conferences twice a year to discuss student progress and we are proud of our themed open house held each spring. We also make every effort to keep parents involved and informed when they are not on campus: Classroom news and information goes home regularly. Teachers use newsletters and electronic classroom apps to reach families with important communication. We utilize PowerSchool, our online student information system, for parents to stay abreast of student progress. Parents can use this secure site to access information on their student's overall grades, daily assignments, behavior and attendance. Parents can expect to receive personalized updates from the principal via phone calls, emails and texts regarding calendar items, emergency or short-notice announcements and an array of information on various topics including student safety, state assessments and available student programs.

And, of course, parents are welcome to call the school with any questions that arise, or stop by to talk with the principal in person.

Strong parental involvement is certainly more the norm than the exception at Cuddeback Elementary School. And whatever your comfort level or availability or expertise is, we are happy to have you as an important part of our Cuddeback School community!

For more information on how to become involved, contact PTO President Cassi Free or Superintendent Blaine Sigler at (707) 768-3372.

California School Dashboard

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

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

	Cuddeback ES		Cuddeback Union ESD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	28.57%	30.43%	28.57%	30.43%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

	Cuddeback ES		Cuddeback Union ESD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	44%	51%	44%	51%	46%	48%
Mathematics	34%	43%	34%	43%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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

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

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	23	23	100.00%	0.00%	30.43%
Female	12	12	100.00%	0.00%	25.00%
Male	11	11	100.00%	0.00%	36.36%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	14	14	100.00%	0.00%	35.71%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	12	12	100.00%	0.00%	41.67%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.







CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	96	96	100.00%	0.00%	51.04%
Female	45	45	100.00%	0.00%	57.78%
Male	51	51	100.00%	0.00%	45.10%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	12	12	100.00%	0.00%	58.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	14	14	100.00%	0.00%	50.00%
White	67	67	100.00%	0.00%	50.75%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	58.14%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	17	17	100.00%	0.00%	11.76%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.







CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	96	96	100.00%	0.00%	42.71%
Female	45	45	100.00%	0.00%	33.33%
Male	51	51	100.00%	0.00%	50.98%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	12	12	100.00%	0.00%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	14	14	100.00%	0.00%	35.71%
White	67	67	100.00%	0.00%	44.78%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	41.86%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	17	17	100.00%	0.00%	41.18%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Textbooks and Instructional Materials

Our core subject curriculum, textbooks and materials for English language arts (ELA), math, science and social studies programs are based on California State Standards. While grades 3-8 use ELA materials from the state-approved list, our TK-2 grades use the Super Kids program from Zaner-Bloser publishing. This high-quality, highly effective curriculum was not on the CDE approved list of ELA materials; however, the district curriculum selection committee examined several state offerings and found this curriculum to be the most appropriate.

Textbooks for all subjects are available to students in each classroom. The District Board of Trustees conducted a public hearing in October 2025 to affirm the sufficiency of instructional materials and that each pupil, including English learners, has their own textbook to use in class and to take home.

All regular classes incorporate visual and performing arts in the regular classroom. In addition, we traditionally offer chorus and band classes when a qualified music teacher can be found. The district has not been able to find a credentialed music teacher in last two years.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Zaner-Bloser, McGraw-Hill and EMC	2017
Mathematics	McGraw-Hill	2014
Science	Savvas (Pearson)	2020
History/social science	McGraw-Hill	2019

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject (2025-26 School Year)

Cuddeback ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Public Internet Access

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

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2025-26 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2025-26 School Year

Data collection date	10/8/2025

Types of Services Funded

These programs and supplemental educational services (SES) are provided at the school either through categorical funds or other sources that support and assist students:

- Primary Intervention Program (PIP)
- Speech and Language Therapy
- Special Education
- Title I (Basic Grant)
- After-School Program
- Expanded Learning Opportunities Program
- Title II (Teacher and Principal Training and Recruiting)
- Family Resource Community Center
- Reading Intervention
- Student Social/Emotional Counseling Services

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	10/2/2025

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
Restrooms/fountains	There is a small leak in a water line in the custodial room. Repairing it may require getting into the concreate floor.

School Safety

Even though Cuddeback School is located in a quiet country setting, we are always prepared for an emergency or disaster. Cuddeback School has policies and plans in place to ensure the safety of our students, and these plans are reviewed and updated yearly. These plans cover emergencies such as fire, earthquakes, lockdowns and power outages and include policies regarding visitors to our campus. We have an excellent relationship with our local volunteer fire department and sheriff's office, and the departments are ready to respond to any type of emergency that may arise. Emergency drills are practiced at school on a regular basis. Administration, staff and students debrief following these drills to discuss and implement ways to make our procedures more effective and efficient. Updating and fine-tuning the school safety plan is an ongoing process that occurs regularly and as needed. The school safety plan was last reviewed, updated and discussed with the school faculty in January 2026.



"We know that we are not the biggest, but our goal is to be one of the best!"

School Facilities

The Cuddeback Union School District facilities were completed in December 1958. The school building provides adequate space for students and the community. The school consists of nine permanent classrooms, a multipurpose room, a Community Center building and a library media center. In summer 2023, we added two modular classrooms to the campus. The modular project also included new sidewalks, pathway lighting and improved ADA parking. Our Community Center was refurbished and improved in summer 2017.

Each classroom has integrated technology with high-speed fiber optic Wi-Fi access. Students connect via one of our mobile laptop or iPad stations or with their own devices. Teachers use a 75" interactive touch screen active panel to deliver lessons. In addition to our school's main library, age-appropriate libraries are in each classroom so students have daily access to grade-appropriate library books.

The District Governing Board ensures students have a clean and safe school. The entire facility is cleaned on a daily basis. School buildings, equipment and playground areas are monitored for safety and repair on a regularly scheduled basis.

Cuddeback School takes great pride in the condition of its facilities. Our environment is clean and very safe for our student body. All the facilities are in proper working order. The students are well supervised at all times, and Cuddeback goes above and beyond to ensure the safety of the children. We strongly believe a clean and safe facility has a direct impact on the attitude the students have toward their education.

All visitors are required to sign in when arriving on campus. The administrator, teachers and instructional assistants are assigned specific places on campus to monitor at all times when students are present. Adults carry radios while on duty.

The district utilized the California Clean Energy Jobs Act (Proposition 39) funding to deliver energy-efficient upgrades to our facilities. This five-year program brought improvements to the facility infrastructure and increased our ability to use energy more efficiently. We installed campus-wide lighting upgrades in January 2017. All classrooms have new energy-efficient furnaces in place. Proposition 39 also funded new energy-efficient refrigeration components for the walk-in cooler in the cafeteria. A 23-kilowatt solar energy system was installed during the 2018-19 school year.

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.0	100.0%	8.0	100.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	8.0	100.0%	8.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.0	100.0%	8.0	100.0%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	0.0	0.0%	0.0	0.0%	14,303.8	5.2%
Total Teaching Positions	8.0	100.0%	8.0	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.0	80.0%	8.0	80.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	20.0%	2.0	20.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,112.8	4.3%
Unknown	0.0	0.0%	0.0	0.0%	13,705.8	4.9%
Total Teaching Positions	10.0	100.0%	10.0	100.0%	278,927.1	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	2.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	2.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Professional Development

Professional Development Days

	Number of school days dedicated to staff development and continuous improvement
2023-24	3
2024-25	3
2025-26	3

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.60
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.10
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	1.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)

	Cuddeback Union ESD	Similar Sized District
Beginning teacher salary	$47,718	$55,247
Midrange teacher salary	$59,332	$80,745
Highest teacher salary	$82,982	$109,655
Average elementary school principal salary	✪	$133,828
Superintendent salary	$108,000	$155,953
Teacher salaries: percentage of budget	24.71%	25.26%
Administrative salaries: percentage of budget	5.49%	6.12%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cuddeback ES	$14,806	$53,033
Cuddeback Union ESD	$14,806	$53,033
California	$11,146	$85,291
School and district: percentage difference	◆	◆
School and California: percentage difference	+32.8%	-37.8%

✪ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
Total expenditures per pupil	$20,415
Expenditures per pupil from restricted sources	$5,609
Expenditures per pupil from unrestricted sources	$14,806
Annual average teacher salary	$53,033



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

School Accountability Report Card

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