



Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

Board of Trustees Meeting Agenda
Monday, January 14, 2019 • 6:30 PM
Hydesville School Library
3050 Johnson Road Hydesville, CA 95547

1.0 Call to Order

1.1 Flag Salute- *Led by Student Council*

2.0 Approval of Agenda Order

3.0 Student Council Report

4.0 Consent Agenda

4.1 Approval of Minutes, December 10, 2018, Regular Board Meeting

4.2 Approval of Warrants

4.3 Approval of William's Quarterly Report

5.0 Reports

5.1 Hydesville Parent Group

5.2 Hydesville Sports Booster Club

5.3 Athletic Director

5.4 Staff Report

5.5 Superintendent-Principal

6.0 Public Comment *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.*

7.0 Public Comment on LCAP *Members of the public may provide input pertaining to the Local Control Accountability Plan (LCAP) in an effort to address State Priority 8 (Increase opportunities for stakeholders to be involved in the decision making process).*

8.0 Discussion/Action Items

8.1 Discussion Items:

8.1.1 Vision/Mission Statement

8.1.2 Board Member/Meeting Norms and Protocols

8.1.3 Governance Calendar and Handbook

8.1.4 Low Performing Student Block Grant

8.1.5 Governor's Budget Proposal Summary

8.1.6 Board Policy Development Workshop from CSBA



Hydesville Elementary School District

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8.2 Possible Action Items:

8.2.1 Consider Approval of CS-7

8.2.2 Consider Approval of Resolution to Allow Redeposit and Permissive Receivable Payroll

8.2.2 Consider Approval of 2017-18 Audit Report

8.2.3 Consider Approval of 2017-18 School Accountability Report Card

8.2.4 Consider Adoption of Administrative Regulation 4127(e), Athletic Coach Selection

8.2.5 Consider Adoption of Administrative Regulation 6153(c), Overnight Chaperone Selection

9.0 Board Member Comments

10.0 Announcements

10.1 Next Regular Board Meeting is Monday, February 11, 2019. Closed session begins at 5:30 PM (if held), reconvening to open session at 6:30 PM.

10.2 Recommended additions to the agenda can be submitted to the board president or superintendent seven days prior to the next regular meeting date.

10.3 Coffee with the Principal (LCAP Stakeholders Meeting #1) will be Monday, February 4, 8:30-9:30 AM, in the gymnasium.

11.0 Adjournment

NOTICE: Any writing, not exempt from public disclosure under the California Public Records Act, 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 the Hydesville Elementary School office.

NOTICE: Hydesville Elementary School adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the superintendent at least three (3) days prior to the meeting.

HYDESVILLE ELEMENTARY SCHOOL DISTRICT

Agenda Summary

January 14, 2019

4.0 CONSENT AGENDA

4.3 Approval of William's Quarterly Report

This item appears on the agenda each quarter. Unless there is a complaint filed regarding instructional materials, teacher assignments, or facilities, this report is included in the consent agenda as a part of routine business.

8.0 DISCUSSION/ACTION ITEMS

8.1.1 Vision/Mission Statement

8.1.2 Board Member/Meeting Norms and Protocols

8.1.3 Governance Calendar and Handbook

These items come at the request of our board president to continue the discussion regarding creating a strong governance team. Relevant documents and board policy are included for reference.

8.1.4 Low Performing Student Block Grant

The state has issued one-time money to target the performance of students identified as low performing on state tests, but that do not qualify for Title I (i.e. qualify for free or reduced lunch). Hydesville will receive \$29,640 in two installments and the money must be spent by the end of the 2020-2021 school year. The board will approve a plan during the February meeting, which in turn is due to the state in March. The faculty have brainstormed some ways to address the needs of those students which I will share. No action is required at this time.

8.1.5 Governor's Budget Proposal Summary

Governor Newsom's \$144 billion budget proposal was recently released. Included is a summary provided by the California School Board Association. It is common for changes to occur over the following months and not until the May revise will we have a clearer idea of what the upcoming year's budget has in store for education.

8.1.6 Board Policy Development Workshop from CSBA

I reached out to CSBA recently regarding the upcoming Master in Governance workshops and talked to the new director of policy services about how best to update our board policies. Two options came up: 1) Policy Manual Review, in which CSBA will provide us with a list of policies we "must, should, or can" update, and 2) a Policy Development Workshop (PDW). The PDW sends a team to the district to help draft new policies and corresponding administrative regulations specifically suited to the needs of the district. I learned the cost can be brought down nearly 40% if we join with up to four other local small districts. No action is required at this time.

I will also discuss the upcoming Master in Governance classes.

8.2.1 Consider Approval of CS-7

With the change in trustees we have the option to complete a new CS-7 certification Ahead of the start of the new fiscal year. Approval of the certification is recommended.

8.2.2 Consider Approval of Resolution to Allow Redeposit and Permissive Receivable Payroll

This resolution allows our business office to make a pre-tax withdrawal on my behalf (and future employees if the need arises) for a retirement contribution program I was enrolled in at my previous school district. This resolution represents no cost to the district. Approval of this resolution is recommended.

8.2.3 Consider Approval of 2017-18 Audit Report

The district must approve the findings of the independent audit performed by David L. Moonie and Co. earlier this school year. We had one finding regarding instructional time in grades 4-8. The bell schedule was corrected as soon as the issue was identified but a penalty of \$4,797 resulted from lost instructional time during the 2017-18 school year. I will apply for a waiver and report to the board next month, at which time the board must approve the corrective plan. Copies of the full audit will be available to the public during the meeting. Approval of the audit report is recommended.

8.2.4 Consider Approval of 2017-18 School Accountability Report Card

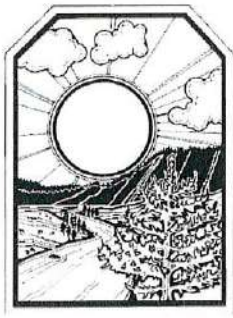
Included is a draft of the 2017-18 School Accountability Report Card (SARC). The SARC contents and format are required by the California Department of Education and the final draft will be linked to our website. Approval of the SARC is recommended.

8.2.5 Consider Adoption of Administrative Regulation 4127(e), Athletic Coach Selection

This administrative regulation formalizes the process of how future athletic coaches will be recruited and selected. This regulation will be entered into the board policy binder as an operating clarification to BP 4127. Although an AR does not require adoption in the same way as BP (i.e. reading during at least two consecutive regular board meetings), it is important the regulations used to execute BP are consistent with district goals. Approval of this regulation is recommended.

8.2.6 Consider Adoption of Administrative Regulation 6153(c), Overnight Chaperone Selection

This administrative regulation formalizes the process of how future athletic coaches will be recruited and selected. This regulation will be entered into the board policy binder as a clarification to BP 4127. Although an AR does not require adoption in the same way as BP (i.e. reading during at least two consecutive regular board meetings), it is important the regulations used to execute BP are consistent with district goals. Approval of this regulation is recommended.



Hydesville Elementary School District

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Board of Trustees Meeting Minutes

Monday, December 10, 2018

Hydesville School Library
3050 Johnson Road Hydesville, CA 95547

1.0 Call to Order/Flag Salute

Meeting called to order at 6:02pm.

Governance Roll Call: Nicole Genaro, George Gredassoff, Mandy Marquez, Shiloh Mitten, Thomas Valterria, and August Deshais

2.0 Swearing in of New Trustees

George swore in new trustees Dave Fisch, Mollie Holmgren, and Clint Victorine.

Governance Roll Call: Dave Fisch, Mollie Holmgren, Mandy Marquez, Thomas Valterria, Clint Victorine, and August Deshais

3.0 Board Reorganization

3.1 Election of Officers

Moved/seconded to appoint Clint president (Mandy/Clint). VOTE: 2 ayes (Mandy and Clint) / 3 noes (Dave, Mollie, and Thomas). Motion did not carry.

Moved/seconded to appoint Thomas president (Mollie/Dave). VOTE: 5 ayes / 0 noes. Motion carried.

Moved/seconded to appoint Mandy clerk (Clint/Mollie). VOTE: 5 yay / 0 nay. Motion carried.

3.2 Roster of Public Officials

3.3 Scheduling Meeting Dates

Moved/seconded to continue holding meetings on the second Monday of the month, but hold closed session 5:30pm, followed by open at 6:30pm (Mollie/Clint). VOTE: 5 ayes / 0 noes. Motion carried.

4.0 Approval of Agenda Order

Moved/seconded to approve agenda order (Mandy/Mollie). Mandy requested after school program update be included in future agendas. August stated it will be included in the superintendent-principal's report. VOTE: 5 ayes / 0 noes. Motion carried.

5.0 Awards and Recognitions

- 5.1 George Gredassoff
- 5.2 Shiloh Mitten
- 5.3 Nicole Genaro
- 5.4 Clint Victorine



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6.0 Reports

- 6.1 Student Report- *Delivered by Brian Feuerman and Bella Mitten*
- 6.2 Hydesville Parent Group- *Delivered by Shiloh Mitten*
- 6.3 Hydesville Sports Booster Club- *Delivered by Nicole Genaro*
- 6.4 Athletic Director- *Delivered by Travis Victorine*
- 6.5 Staff Report- *Delivered by Jackie Carter, Georgia Bertolini, and Ashlee Byrd*
- 6.6 Superintendent-Principal- *Delivered by August*

7.0 Consent Agenda

- 7.1 Approval of Minutes, November 5, 2018, Regular Board Meeting
- 7.2 Approval of Warrants

Moved/seconded to approve consent agenda (Mollie/Mandy). Mollie asked that the spelling of Terri Spalding's name be corrected in the minutes. VOTE: 5 ayes / 0 noes. Motion carried.

8.0 Public Comment *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.*

Nicole Genaro commented on her wish classes were visiting the Humboldt Ice Rink this year.

9.0 Public Comment on LCAP *Members of the public may provide input pertaining to the Local Control Accountability Plan (LCAP) in an effort to address State Priority 8 (Increase opportunities for stakeholders to be involved in the decision making process).*

10.0 Information/Action Items

10.1 Information Items:

10.1.1 Discussion Regarding Athletic Coach Selection

The Board requested August draft an administrative regulation to be included with the corresponding board policy to clarify the athletic coach selection process including the additions discussed.

10.1.2 Discussion Regarding Overnight Chaperone Selection

The Board requested August draft an administrative regulation to be included with the corresponding board policy to clarify the overnight chaperone selection process including the additions discussed.

10.2 Possible Action Items:

10.2.1 Consider Positive Certification of First Interim Report

Moved/seconded for positive certification of first interim report (Mollie/Mandy). Mandy expressed concern regarding the budget's ending balance. VOTE: 5 ayes / 0 noes. Motion carried.

10.2.2 Consider Approval of Adjusted Classified Salary Schedule

Moved/seconded to approve new classified salary schedule for the 2018-19 school year (Mandy/Clint). August will VOTE: 5 ayes / 0 noes. Motion carried.



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11.0 Board Member Comments

Mollie remarked that she appreciated the agenda summary included in the board packet.

Clint and Dave expressed their enthusiasm to work on behalf of the school as members of the board.

Thomas read the District vision and mission statement.

12.0 Announcements

12.1 Recommended additions to the agenda can be submitted to the board president or superintendent seven days prior to the next regular meeting date.

13.0 Convene to Closed Session *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54945.5.*

13.1 Consideration and Possible Approval of Public Employment Appointment (Cal. Gov. Code § 54957):

13.1.1 Cheer Coach

14.0 Reconvene to Open Session

14.1 Report Action Taken During Closed Session

The board approved hiring Halley Dewy as the cheer coach. VOTE: 5 ayes / 0 noes.

15.0 Adjournment

Meeting adjourned at 8:02pm.

NOTICE: Any writing, not exempt from public disclosure under the California Public Records Act, 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 the Hydesville Elementary School office.

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HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE DISTRICT PRELIST
ALL BATCH TYPES

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BATCH: 0023

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO																		1099		
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	AMOUNT	UT	UT	OBJ	RATE	USE	TAX	AMT	FLAG
=====																						
030118-01	ADVANCED DISPLAY AND SIGNS																					
PV-190444	12/12/18	515289			01				01-8150-0-1193-8100-4381-000-0000					130.71	N					0.00	N	
									TOTAL PAYMENT AMOUNT					130.71	*					0.00	*	
030090-01	AT&T																					
PV-190437	12/04/18	12292427			01				01-0000-0-1193-8100-5909-000-0000					86.46	N					0.00	N	
									TOTAL PAYMENT AMOUNT					86.46	*					0.00	*	
030113-01	BRADFORD, TERRELL																					
PV-190426	12/02/18	JAYCEES HOODIE			01				01-0016-0-1300-4200-4310-000-8800					41.97	N					0.00	N	
									TOTAL PAYMENT AMOUNT					41.97	*					0.00	*	
002079-01	DEPARTMENT OF JUSTICE																					
PV-190439	12/05/18	342456			01				01-0000-0-0000-7200-5861-000-0000					64.00	N					0.00	N	
									TOTAL PAYMENT AMOUNT					64.00	*					0.00	*	
030111-01	FERGUSON, MORGAN																					
PV-190421	12/07/18	TOURNEY HOODIES			01				01-0016-0-1300-4200-4310-000-8800					80.00	N					0.00	N	
PV-190422	12/02/18	JAYCEE HOODIE			01				01-0016-0-1300-4200-4310-000-8800					44.03	N					0.00	N	
PV-190423	12/08/18	TEAM DINNER			01				01-0016-0-1300-4200-4310-000-8800					85.97	N					0.00	N	
									TOTAL PAYMENT AMOUNT					210.00	*					0.00	*	
030117-01	HAYDEN, TIM																					
PV-190430	12/02/18	JAYCEES HOODIE			01				01-0016-0-1300-4200-4310-000-8800					44.03	N					0.00	N	
									TOTAL PAYMENT AMOUNT					44.03	*					0.00	*	
030115-01	KEMP, CHARITY																					
PV-190428	12/02/18	JAYCEES HOODIE			01				01-0016-0-1300-4200-4310-000-8800					44.03	N					0.00	N	
									TOTAL PAYMENT AMOUNT					44.03	*					0.00	*	

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ACCOUNTS PAYABLE DISTRICT PRELIST
ALL BATCH TYPES

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BATCH: 0023

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099						
REQ NO	REF NO	INV DATE	INV DESC DTL# LN Fu Res Y Goal Func Obj Sch Mgmt	AMOUNT	UT	UT OBJ RATE	USE TAX AMT FLAG		
030110-01 KEVA PLANKS EDUCATION									
PV-190431	12/06/18	3053	01	01-9012-0-1110-1000-4310-000-1901	348.03	Y	9560-00 7.750%	26.97	N
PV-190431	12/06/18	3053	01	01-0000-0-1110-1000-4310-000-0000	26.97	Y	9560-00 7.750%	2.09	N
TOTAL PAYMENT AMOUNT					375.00	*		29.06	*
000275-01 MENDES SUPPLY CO									
PV-190432	11/14/18	M159116	01	01-0000-0-1193-8100-4374-000-0000	235.43	N		0.00	N
PV-190433	12/11/18	M160910	01	01-0000-0-1193-8100-4374-000-0000	419.13	N		0.00	N
PV-190434	12/11/18	M160930	01	01-0000-0-1193-8100-4374-000-0000	21.36	N		0.00	N
TOTAL PAYMENT AMOUNT					675.92	*		0.00	*
030112-01 MITTEN, SHILOH									
PV-190424	12/02/18	JAYCEES HOODIE	01	01-0016-0-1300-4200-4310-000-8800	44.03	N		0.00	N
PV-190425	12/07/18	HOODIE PRINTING	01	01-0016-0-1300-4200-4310-000-8800	12.00	N		0.00	N
TOTAL PAYMENT AMOUNT					56.03	*		0.00	*
030114-01 MOTT, MEGHAN									
PV-190427	12/02/18	JAYCEES HOODIE	01	01-0016-0-1300-4200-4310-000-8800	44.03	N		0.00	N
TOTAL PAYMENT AMOUNT					44.03	*		0.00	*
030116-01 OWSLEY, QUENTIN									
PV-190429	12/01/18	JAYCEES HOODIE	01	01-0016-0-1300-4200-4310-000-8800	41.97	N		0.00	N
TOTAL PAYMENT AMOUNT					41.97	*		0.00	*
002166-01 P G & E									
PV-190438	12/04/18	6428751736-7	01	01-0000-0-1193-8100-5520-000-0000	1,752.88	N		0.00	N
TOTAL PAYMENT AMOUNT					1,752.88	*		0.00	*
030053-01 PRESENCE LEARNING									
PV-190436	12/10/18	INV25845	01	01-6500-0-5770-1190-5800-000-0000	636.50	N		0.00	N
TOTAL PAYMENT AMOUNT					636.50	*		0.00	*

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ACCOUNTS PAYABLE DISTRICT PRELIST
ALL BATCH TYPES

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BATCH: 0023

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099											
REQ NO	REF NO	INV DATE	INV DESC DTL# LN	Fu Res	Y Goal	Func Obj	Sch Mgmt	AMOUNT	UT	UI	OBJ RATE	USE TAX	AMT	FLAG
002145-01	RENNER													
	PV-190440	11/30/18	694392	01		01-0210-0-1194-3600-4365-000-0000		242.90	N				0.00	N
						TOTAL PAYMENT AMOUNT		242.90	*				0.00	*
002117-01	REVOLVING CASH FUND													
	PV-190442	12/10/18	1046 SOUSA	01		01-1100-0-1300-4200-5800-000-0000		450.00	N				0.00	N
	PV-190443	12/10/18	1045 YATES	01		01-1100-0-1300-4200-5800-000-0000		180.00	N				0.00	N
						TOTAL PAYMENT AMOUNT		630.00	*				0.00	*
	TOTAL FUND PAYMENT							5,076.43	**				29.06	**

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BATCH: 0023

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FUND: 13 CAFETERIA FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099											
REQ NO	REF NO	INV DATE	INV DESC DTL# LN	Fu Res	Y Goal	Func Obj	Sch Mgmt	AMOUNT	UT	UT OBJ	RATE	USE TAX	AMT	FLAG
001711-01	FRANZ FAMILY BAKERIES													
	PV-190441	11/28/18	0480442333205	01		13-5310-0-0000-3700-4710-000-0000		49.42	N				0.00	N
						TOTAL PAYMENT AMOUNT		49.42	*				0.00	*
030052-01	HENDERSON, LINDSAY													
	PV-190435	12/06/18	COSTCO	01		13-5310-0-0000-3700-4710-000-0000		8.58	N				0.00	N
						TOTAL PAYMENT AMOUNT		8.58	*				0.00	*
	TOTAL FUND PAYMENT							58.00	**				0.00	**
	TOTAL BATCH PAYMENT							5,134.43	***				29.06	***
	TOTAL ACCOUNTS PAYABLE							5,134.43	****				29.06	****

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BATCH: 0024 << Held for Audit >> FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO															1099						
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt.	AMOUNT	UT	UT	OBJ	RATE	USE	TAX	AMT	FLAG	
030119-01 CK FIRST ENTERPRISES INC																							
	PV-190453	12/05/18	6125		01		01-9012-0-1110-1000-4310-000-1904							408.75	N					0.00		N	
	TOTAL PAYMENT AMOUNT													408.75	*				0.00	*			
030039-01 COASTAL BUSINESS SYSTEMS INC																							
	PV-190446	12/10/18	23871138		01		01-0000-0-1110-1000-5637-000-0000							969.18	N					0.00		N	
	TOTAL PAYMENT AMOUNT													969.18	*				0.00	*			
002334-01 COSTCO WHOLESALE MEMBERSHIP																							
	PV-190447	12/21/18	000111887417394		01		01-0000-0-0000-7200-5300-000-0000							120.00	N					0.00		N	
	TOTAL PAYMENT AMOUNT													120.00	*				0.00	*			
002460-01 DAVID L. MOONIE & CO. LLP 941056328																							
	PV-190455	12/11/18	FITH PROGRESS		01		01-0000-0-1192-7191-5822-000-0000							2,280.00	N					0.00		Y	
	TOTAL PAYMENT AMOUNT													2,280.00	*				0.00	*			
001294-01 FORTUNA ACE HARDWARE																							
	PV-190450	12/18/18	290449		01		01-8150-0-1193-8100-4381-000-0000							42.90	N					0.00		N	
	TOTAL PAYMENT AMOUNT													42.90	*				0.00	*			
030106-01 HUMBOLDT FENCE CO.																							
	PV-190449	12/18/18	7786B		01		01-0000-0-1193-8100-5800-000-0000							3,990.00	N					0.00		N	
	TOTAL PAYMENT AMOUNT													3,990.00	*				0.00	*			
002320-01 HUMBOLDT LOCK & SAFE 546903162																							
	PV-190445	12/12/18	30609		01		01-8150-0-1193-8100-4381-000-0000							124.36	N					0.00		N	
	TOTAL PAYMENT AMOUNT													124.36	*				0.00	*			
001933-01 SPURR																							
	PV-190456	11/30/18	95361		01		01-0000-0-1193-8100-5511-000-0000							385.34	N					0.00		N	
	TOTAL PAYMENT AMOUNT													385.34	*				0.00	*			

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ALL BATCH TYPES

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BATCH: 0024

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO																	1099			
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	AMOUNT	UT	UT	OBJ	RATE	USE	TAX	AMT	FLAG
002570-01	SUDDENLINK																					
	PV-190448	12/20/18	12/20-01/19		01	01	0000-0-1193-8100-5909-000-0000							242.33	N					0.00		N
														TOTAL PAYMENT AMOUNT						0.00		*
														242.33	*					0.00		*
002505-01	SYSCO FOODS OF SACRAMENTO																					
	PV-190452	12/17/18	231071441		01	01	0010-0-8500-5000-4310-000-0000							169.45	N					0.00		N
														TOTAL PAYMENT AMOUNT						0.00		*
														169.45	*					0.00		*
	TOTAL FUND PAYMENT													8,732.31	**					0.00		**

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ALL BATCH TYPES

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FUND: 13 CAFETERIA FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO									1099													
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Punc	Obj	Sch	Mgmt	AMOUNT	UT	UT	OBJ	RATE	USE	TAX	ANT	FLAG		
=====																								
001711-01	FRANZ FAMILY BAKERIES																							
	PV-190454	12/05/18	048044233907		01	13	5310-0-0000-3700-4710-000-0000							25.74	N				0.00			N		
	TOTAL PAYMENT AMOUNT													25.74	*					0.00	*			
002505-01	SYSCO FOODS OF SACRAMENTO																							
	PV-190451	12/17/18	231071440		01	13	5310-0-0000-3700-4710-000-0000							453.14	N				0.00			N		
	PV-190451	12/17/18	231071440		01	13	5310-0-0000-3700-4395-000-0000							35.59	N				0.00			N		
	TOTAL PAYMENT AMOUNT													488.73	*					0.00	*			
TOTAL FUND PAYMENT														514.47	**					0.00	**			
TOTAL BATCH PAYMENT														9,246.78	***					0.00	***			
TOTAL ACCOUNTS PAYABLE														9,246.78	****					0.00	****			

Angela M. Smith
12/21/18

APY500
DORA
24 HYDESVILLE

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE DISTRICT PRELIST
ALL BATCH TYPES

#J1423

01/07/2019

PAGE 1

BATCH: 0025

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	AMOUNT	UT	UT OBJ	RATE	USE	TAX	AMT	FLAG
=====																								
002410-01	JADRO, JON																							
	PV-190470	12/31/18	WC CREDIT 2018	01		01-8150-0-1193-8110-2213-000-0000											79.74	N				0.00		N
	TOTAL PAYMENT AMOUNT																79.74	*				0.00	*	
=====																								
001516-01	RECOLOGY EEL RIVER	942293478																						
	PV-190459	12/30/18	110751 DEC	01		01-0000-0-1193-8100-5560-000-0000											399.26	N				0.00		N
	TOTAL PAYMENT AMOUNT																399.26	*				0.00	*	
=====																								
002117-01	REVOLVING CASH FUND																							
	PV-190457	12/23/18	1051 JACOBY CREE	01		01-1100-0-1300-4200-5801-000-0000											125.00	N				0.00		N
	PV-190458	12/26/18	1050 MORRIS	01		01-1100-0-1300-4200-5801-000-0000											125.00	N				0.00		N
	TOTAL PAYMENT AMOUNT																250.00	*				0.00	*	
=====																								
002690-01	U.S.BANK CORPORATE PAYMENT CTR																							
	CM-190003	11/14/18	AMAZON REFUND	01		01-8150-0-1193-8100-4381-000-0000											35.00	N				0.00		N
	PV-190460	11/06/18	AMAZON	01		01-0022-0-1110-2420-4310-000-0000											51.92	N				0.00		N
	PV-190462	11/16/18	AMAZON	01		01-0010-0-8500-5000-4310-000-0000											26.99	Y	9560-00	7.750%		2.09		N
	PV-190463	11/18/18	AMAZON	01		01-0010-0-8500-5000-4310-000-0000											334.75	N				0.00		N
	PV-190464	11/19/18	AMAZON	01		01-0010-0-8500-5000-4310-000-0000											57.77	N				0.00		N
	PV-190464	11/19/18	AMAZON	01		01-0000-0-0000-7200-4351-000-0000											174.32	N				0.00		N
	PV-190465	11/30/18	AMAZON	01		01-0015-0-1228-1000-4310-000-0000											118.50	N				0.00		N
	PV-190466	12/04/18	CREATIVE MATHEMA	01		01-0000-0-1110-1000-5210-000-0000											58.00	N				0.00		N
	PV-190467	11/06/18	OFFICE DEPOT	01		01-4127-0-1133-1000-4400-000-0000											517.19	N				0.00		N
	PV-190468	11/17/18	ITUNES	01		01-0000-0-1133-1000-5847-000-0000											79.99	N				0.00		N
	PV-190469	11/29/18	AMAZON	01		01-0010-0-8500-5000-4310-000-0000											75.59	N				0.00		N
	PV-190469	11/29/18	AMAZON	01		01-6500-0-5770-1120-4310-000-0000											20.35	N				0.00		N
	PV-190469	11/29/18	AMAZON	01		01-0000-0-1110-1000-4310-000-0000											20.35	N				0.00		N
	TOTAL PAYMENT AMOUNT																1,500.72	*				2.09	*	
=====																								
TOTAL FUND PAYMENT																	2,229.72	**				2.09	**	

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1/8/19

APY500
 DORA
 24 HYDESVILLE

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J1423 01/07/2019
 PAGE 2

BATCH: 0025

<< Held for Audit >>

FUND: 13 CAFETERIA FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO									1099							
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu Res	Y Goal	Func	Obj	Sch Mgmt	AMOUNT	UT	UT OBJ	RATE	USE	TAX AMT	FLAG	
=====																		
002410-01	JADRO, JON																	
	PV-190471	12/31/18	WC CREDIT 2018		01			13-5310-0-0000-3700-2213-000-0000			23.15	N				0.00	N	
	TOTAL PAYMENT AMOUNT										23.15	*				0.00	*	
TOTAL FUND PAYMENT											23.15	**				0.00	**	
TOTAL BATCH PAYMENT											2,252.87	***				2.09	***	
TOTAL ACCOUNT'S PAYABLE											2,252.87	****				2.09	****	

[Handwritten Signature]
 1/8/19



Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

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

Quarterly Reporting Period:

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> First Quarter, 2018 | January 1 through March 31, 2018 |
| <input type="checkbox"/> Second Quarter, 2018 | April 1 through June 30, 2018 |
| <input type="checkbox"/> Third Quarter, 2018 | July 1 through September 30, 2018 |
| <input checked="" type="checkbox"/> Fourth Quarter, 2018 | October 1 through December 31, 2018 |

Check one:

- No complaints were filed with any school in the district during the quarter indicated above.
- Yes, complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	--	--
Teacher Vacancy or Misassignment	0	--	--
Facilities Conditions	0	--	--
TOTALS	0	--	--

August M. Deshais
Superintendent-Principal



Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

ENROLLMENT As of December 31

	2016-17	2017-18	2018-19
Transitional Kindergarten	--	--	3
Kindergarten	19	20	19
First	24	18	21
Second	21	24	22
Third	22	18	23
Fourth	20	21	19
Fifth	18	26	19
Sixth	23	20	25
Seventh	20	20	20
Eighth	24	21	16
TOTAL	191	188	187

AVERAGE DAILY ATTENDANCE December 1-31

2016-17	2017-18	2018-19
94.76%	93.91%	94.24%



Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

Vision

*Empowering Students to Become Lifelong Learners and
Productive Members of Society*

Mission Statement

All students at Hydesville Elementary School will participate in a challenging, problem solving, integrated, multi-modality instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society.

At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student learning levels, aligned with state standards.

The school shall provide equal educational opportunities for all students through a balanced, stimulating and challenging curriculum.

We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

VISION

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its school to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 6010 - Goals and Objectives)
(cf. 9000 - Role of the Board)

The Superintendent/Principal or designee shall recommend an appropriate process for establishing and/or reviewing the district's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the district vision statements at least every three years or whenever a new Board member or Superintendent/Principal joins the district. Following these reviews the Board may revise or reaffirm the direction it has established for the district.

The Superintendent/Principal or designee shall communicate the district's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward the vision.

(cf. 0500 - Accountability)
(cf. 1100 - Communication with the Public)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

CSBA: <http://www.csba.org>

VISION

The Superintendent/Principal or designee shall establish a process for developing and regularly reviewing the district's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the district

As part of this process, the Superintendent/Principal or designee shall provide the Board of Trustees with relevant district documents and data, including current district mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 6010 - Goals and Objectives)

3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)

4. Board adoption of district vision statements at a public meeting

PHILOSOPHY

As part of its responsibility to establish a guiding vision for the district, the Board of Trustees shall develop and regularly review a set of fundamental principles which describes the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6010 - Goals and Objectives)

(cf. 9000 - Role of the Board)

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all students.

PHILOSOPHY (continued)

11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent/Principal contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the school.
15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 *Local development of programs based on stated philosophy and goals*

51019 *Definition of philosophy*

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

GOALS FOR THE SCHOOL DISTRICT

The Board of Trustees shall adopt long-term goals for achieving the district's overall vision for its schools as well as clear performance standards and benchmarks which can be used to determine if the district is meeting these goals. Goals shall be limited in number so as to be reasonably achievable within established timelines.

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0500 - Accountability)
(cf. 6010 - Goals and Objectives)
(cf. 9000 - Role of the Board)

The Superintendent/Principal or designee may establish short-term, interim objectives and comprehensive plans to ensure adequate, regular progress toward the district's long-term goals.

(cf. 0400 - Comprehensive Plans)

The district's goals are to:

1. Maintain safe, healthful and orderly campuses which promote learning.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5144 - Discipline)

2. Provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs.

(cf. 6000 - Concepts and Roles)
(cf. 6030 - Integrated Academic and Vocational Instruction)

3. Ensure that all students achieve academic proficiency in essential areas of skill and knowledge.

(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

4. Provide for the specialized needs of identified groups of students.

(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)

GOALS FOR THE SCHOOL DISTRICT (continued)

5. Develop each student's self-respect, respect for others, appreciation for diversity and sense of personal responsibility.

(cf. 5137 - Positive School Climate)
(cf. 6141.6 - Multicultural Education)

6. Provide time and resources for collaboration, planning and professional development for all staff.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

7. Maintain fiscal integrity for the district.

(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

8. Improve the organization, management and decision-making structure and capabilities of the district to better support the education of students.

(cf. 0420.5 - School-Based Decision Making)
(cf. 2000 - Concepts and Roles)

9. Employ technology in ways that enhance learning, teaching and noninstructional operations.

(cf. 0440 - District Technology Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.4 - Student Use of Technology)

10. Provide and maintain facilities to meet the needs of present and future students.

(cf. 7000 - Concepts and Roles)
(cf. 7110 - Facilities Master Plan)

11. Maintain positive relations with parents/guardians and the community, emphasizing communication and inviting participation in the school.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

GOALS FOR THE SCHOOL DISTRICT (continued)

12. Collaborate with other public agencies and private organizations to ensure that children's physical, social and emotional needs are met.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

13. Provide a system of shared accountability for student achievement with clear performance standards and consequences.

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

(cf. 2140 - Evaluation of the Superintendent/Principal)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 6162.5 - Student Assessment)

(cf. 9400 - Board Self-Evaluation)

Legal Reference:

EDUCATION CODE

51002 *Local development of programs based on stated philosophy and goals*

51020 *Definition of goal*

51021 *Definition of objective*

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996



HYDESVILLE ELEMENTARY SCHOOL DISTRICT
2018-19 Governance Calendar

July	August	September	October	November	December
Adopt Budget and Submit LCAP to HCOE (by July 1st)	Review/Revise Superintendent-Principal Performance Tool	Gann Limit Resolution	Williams Quarterly Report	LCAP Annual Update (by Nov 15th)	Seat new board members, elect officers, and adopt calendar
	Review/Revise Governance Handbook and Calendar	Unaudited Actuals	Report Assessment Results from Previous School Year (if available)		First Interim Report
	Review District Mission/Vision Statement	Sufficiency of Instructional Materials			Superintendent-Principal Mid-year Performance Report

January	February	March	April	May	June
Proposed State Budget Released	Certify Corrective Plan for Audit Findings	Second Interim Report	Williams Quarterly Report	Final LCAP Draft Presented to Board	Approve LCAP
Williams Quarterly Report		Certificated Layoff Notifications (by March 15th)	Board Self Evaluation	Third Interim Report (if Applicable)	CS1 and CS7 Authorizations
Prior Year's Audit Report		Adopt Upcoming School Year Calendar		Classified Layoff Notices Issued	Superintendent-Principal Year-end Performance Report

Adopted _____



Hydesville Elementary School District

Governance Handbook 2018-19

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, trustee roles, commitment to norms, and developing consensus on protocols and formal structures that will enable the governance team to perform its responsibilities in a way that best benefits the children of the Hydesville Elementary School District.

Board of Trustees

George Gredassoff, President

Nicole Genaro, Clerk

Mandy Marquez

Shiloh Mitten

Thomas Valterria

Superintendent-Principal

August Deshais

Adopted November 5, 2018

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DISTRICT VISION AND MISSION

Empowering students to become lifelong learners and productive members of society.

All students at Hydesville Elementary School will participate in a challenging, problem solving, integrated, multi-modality instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society.

At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student learning levels, aligned with state standards.

The school shall provide equal educational opportunities for all students through a balanced, stimulating and challenging curriculum.

We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

DISTRICT GOALS

Developed as part of the Local Control Accountability Plan (LCAP), the Hydesville Elementary School District has committed to the following goals as an ongoing focus of our efforts to provide an outstanding education for all our students:

Goal 1

Increase academic success for all students and subgroups.

Goal 2

Provide a safe, contemporary, and healthy learning environment for all students.

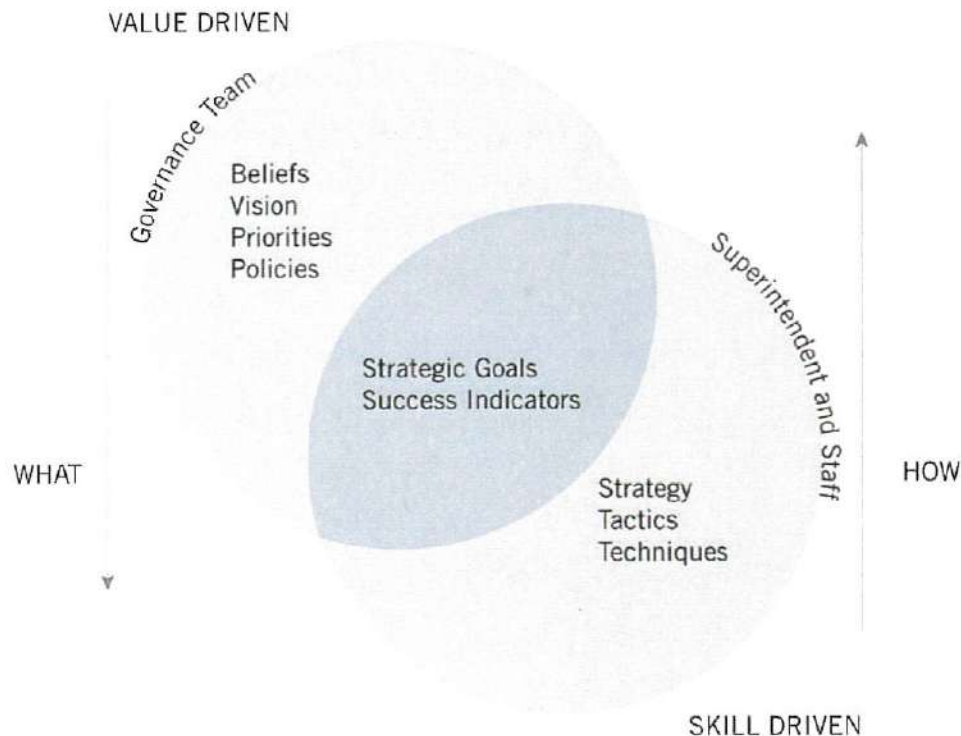
GOVERNANCE ROLES AND RESPONSIBILITIES

Citizen oversight of local government is the cornerstone of democracy in America. The role of the trustees who sit on the board is to ensure school districts are responsive to the values, beliefs, and priorities of their communities. Boards fulfill this role by performing five major responsibilities. These are:

- Set the direction for the school board
- Establishing an effective and efficient structure
- Providing support through behavior and actions
- Ensuring accountability to the public
- Demonstrate community leadership

These responsibilities represent core functions that are so fundamental to a school system's accountability to the community it serves, they can only be performed by an elected governing body. Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that best serve all the students in the community.

The superintendent assists the board in carrying out its responsibilities and leads the staff toward the accomplishment of the agreed upon district vision and goals.



(Image from California School Board Association)

PERFORMING BOARD GOVERNANCE RESPONSIBILITIES

Set the direction for the school district

- Focus on student learning
- Receive needs assessment / baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

Establish an effective and efficient structure for the school district

- Employ and support the superintendent-principal; set policy for hiring of other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold district policies and all actions the board has approved
- Ensure a positive working climate exists
- Be knowledgeable about district efforts

Ensure accountability to the public

- Evaluate the superintendent-principal
- Monitor, review, and revise policies and serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances
- Monitor the collective bargaining process
- Develop and implement board self-evaluation

Demonstrate Community Leadership

- Speak with a common voice about district policies, goals, and issues
- Engage and involve the community in the school and associated activities
- Communicate clear information about policies, programs, and fiscal condition of the district
- Educate the community and the media about the issues facing students and the district
- Advocate for children and district programs to the general public, key community members, and local, state, and national leaders

PROTOCOLS TO FACILITATE GOVERNANCE LEADERSHIP

Meetings as Strategic Leadership

- Principle**
- The board meeting is a meeting to conduct district business in public. Well-run efficient meetings model leadership, promote trust and confidence and provide opportunities to demonstrate strategically moving the district forward and planning for the future.
 - The governance team wants to demonstrate to the public that the board maintains the focus on priorities and that deliberation and discussion are conducted with professionalism and respect.
 - The board meeting provides opportunities to share educational philosophy among the governance team and with the community.

-
- Protocol**
- The board will communicate how the agenda topics link to district priorities and how actions link to the goals and strategies.
 - The superintendent-principal's reports will explicitly demonstrate the relationship to the district goals.
 - The board members agree to share accountability for board deliberations that demonstrate that the 'right' amount of time is spent on the 'right' things while valuing the input of each member of the governance team.
 - Board member comments at the board meeting with focus on goals, professional learning, or educational trends.
 - Annually and as needed the board will schedule study sessions and board conversations linked to the district's strategic priorities.

Requesting Information from the Superintendent-Principal

- Principle**
- Critical to the ability of trustees to make informed decisions is timely access to information.
 - The superintendent-principal wants to be responsive to requests for information, maintain the focus on district priorities and balance the management of staff time.
 - This will provide clarity about the organizational structure for trustees and staff.

-
- Protocol**
- Trustees will always work through the superintendent-principal when asking questions or requesting additional information on board meeting agenda items.
 - The superintendent-principal will ensure timely responses to requests and will provide the information or direct trustees to the correct source. As appropriate, the superintendent-principal will distribute answers to all trustees.
 - Board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals. Requests requiring inordinate amounts of time will be brought to the board to decide whether to support the request.

Role of the Board President

- Principle**
- The board has an obligation to set an example of good government in action for the community.
 - The board intends for meetings to proceed professionally, efficiently and effectively.
 - The board president sets the tone and shapes the public's perception of the school board.
 - Each board member must have the opportunity to express his or her viewpoint during board deliberation.
-

The role of the board president is to:

- Protocol**
- Confer with the superintendent-principal before the board meeting to prepare, as necessary for the board meeting.
 - Facilitate the board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task, moving forward, and maintaining proper meeting decorum
 - Model the tone and behavior the board wishes to convey to the community.
 - Following the board meeting, the board president with the superintendent will ensure there is appropriate follow-up and clarification of possible options for the board.
 - The board president serves as the primary spokesperson for the board.

Board Deliberation and Motions on Agenda Action Items

- Principle**
- The tenets of parliamentary procedure help ensure the orderly conduct of board meetings.
 - Establishing clear and simple rules leads to wider understanding and participation, fostering a healthier exchange of ideas.
 - Motions are the vehicles for orderly decision making by the board
-

- Protocol**
- The board president will introduce the agenda item and present the opportunity for the superintendent to report on the issue at hand and to provide recommendation(s).
 - The board president will open the item for discussion so that board members may exchange thoughts or ask the superintendent for further clarification.
 - Members of the public will be afforded the right to address the board before or during consideration of the item. (Gov Code 54954.3)
 - The board president will call for a motion. A board member may act by saying "I move that.....".
 - Another board member may second the motion by saying "I second the motion"
 - The board president will acknowledge the motion and second and ask if any further discussion by the board is necessary
 - The board president will call for a vote saying "All in favor please respond by saying aye." "Any opposed please respond by saying no."
 - The board president announces the result of the vote and clarifies Board direction for the Superintendent and the record keeper.

Amended Motions and Substitute Motions

- Principle**
- A “motion” is a formal proposal put before the board by a member of the board
 - Any motion can be amending before board consideration
 - There can be multiple motions on the floor at the same time
-

- Protocol**
- A recommendation to amend a motion can be made by any member of the board.
 - When a board member recommends amending a motion on the floor, if the maker and the person who seconded the motion accepts the amendment, it now becomes the pending motion on the floor.
 - If a recommended amendment is not accepted by the maker of the motion and person who seconded it, the person proposing the amendment must make a “substitute” motion and it must be seconded before the board can consider it. A substitute motion is a second motion separate from the first motion.
 - When multiple motions exist simultaneously, the board should first consider the last motion made that is seconded. If this motion passes the action is final for this topic and the previous motion(s) becomes moot. If the motion fails, the motion made prior to the failed motion then becomes the pending motion for consideration by the board. The first motion made is the last to be considered.
 - Substitute motions shall be limited to three to avoid confusion and unwieldy conversations.

Confidentiality

- Principle**
- The governing board recognizes the importance of maintaining the confidentiality of information acquired as part of a board member's official duties.
-

- Protocol**
- The responsibility of the board includes being privy to closed sessions or confidential information about district litigation, personnel, negotiations, superintendent-principal evaluation, or other issues permitted under the Brown Act.
 - We will work to maintain the public's trust by not breaching confidentiality.
 - If we inadvertently or accidentally violate a confidential issue, we will take immediate responsibility for our action.
 - Confidential items will be reserved for full board discussion.

Handling Community or Staff Concerns and/or Complaints

- Principle**
- Board members want to be accessible, responsive, consistent, and fair in dealings with complaints and concerns from staff and the community.
 - The board values open communication and timely resolution of issues.
 - Board members may take receiving complaints as an opportunity to explain the role of trustees.
 - Board members understand they do not have the authority to resolve complaints as individual members of the governing body.
-

When approached with an issue or concern, trustees agree to:

- Protocol**
- Listen openly, being careful to remain neutral.
 - Remind staff and members of the community that no individual trustee has the authority to solve the issue/concern.
 - Encourage addressing this with the person who can most directly help with their concern, e.g. staff, teacher, superintendent-principal.
 - As appropriate, explain the district complaint or grievance process. Trustees will notify the superintendent-principal of the issue or concern, as appropriate.

Visiting Schools and Attending School Events

- Principle**
- The board wants to be informed about instructional practices, and the needs of the students and staff with regard to school programs.
 - The board respects the busy schedule of staff and the anxiety that can be created by well-meaning, but unannounced visits to schools.
-

- Protocol**
- As a professional courtesy, trustees will schedule school visits.
 - The superintendent-principal will accompany trustees on classroom visits.
 - Trustees requesting a meeting with school staff or administration will schedule this meeting through the superintendent-principal.
 - The superintendent-principal will ensure that staff is aware of the process and protocols for trustees visiting the classrooms.
 - Board members are encouraged to visit schools and attend school events.

Newly Elected Board Member Resources

Principle

- Newly elected members to the Board of Trustees will likely be unfamiliar with state open meeting laws, meeting procedural policies, board bylaws, the district budget, goals, and other district related issues.
 - The governance team wants to provide all the tools necessary to help new board members reach their potential to be a productive and effective member to the team.
 - Having resources related to board meeting procedure and pertinent district information will help prepare new board members for their first board meeting and facilitate integration into the governance team.
-

Newly elected board members will receive the following upon election and prior to their first board meeting:

Protocol

- The Brown Act (Schools Legal Service), Hydesville Elementary School District Governance Handbook and Governance Calendar, Board Bylaws/Policies, and Professional Governance Standards (CSBA)
- District Budget
- The opportunity to meet with the superintendent-principal and board president to familiarize themselves with the procedures covered in this handbook



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

December 5, 2018

Dear County and District Superintendents and Charter School Administrators:

Low-Performing Students Block Grant

Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California's low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code (EC)*, Section 41570(d).

The purpose of this letter is to notify eligible local educational agencies (LEAs) of the reporting requirements for this grant pursuant to *EC* Section 41570(f)(2). The LEA must submit two reports to the State Superintendent of Public Instruction using the California Department of Education's (CDE's) online reporting tool:

1. **Required Report Number One:** On or before **March 1, 2019**, the LEA is required to report to the State Superintendent regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified, pursuant to *EC* Section 41570(d).

Note: *All eligible LEAs must complete Required Report Number One.* If an eligible LEA chooses not to receive LPSBG funds, it still must complete Required Report Number One to formally document that choice.

2. **Required Report Number Two:** On or before **November 1, 2021**, all eligible LEAs *that have accepted LPSBG funds* are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to *EC* Section 41570(d).

To access the online reporting tool, please follow the directions in the Reporting Requirements section of the CDE LPSBG web page located at <https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#reportingreq>.

For questions regarding the reporting requirements or the online reporting tool, please contact the School Improvement and Support Office by phone at 916-319-0833 or by email at LPSBG@cde.ca.gov.

Sincerely,

Melanie Greene, Director
Improvement and Accountability Division
California Department of Education



[Accessible Version](#)



Report

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. (0 of 1,050 maximum characters)

How will the effectiveness of the evidence-based services be measured? (0 of 1,050 maximum characters)

How are services aligned with and described in the LEA's local control and accountability plan? (0 of 1,050 maximum characters)

On what date was the LPSBG Plan discussed and adopted at a regularly scheduled meeting of the governing board of the school district, county board of education, or the governing body of the charter school? (MM/DD/YYYY)

Key K-12 aspects of 2019-20 budget proposal:

Proposition 98

- **\$80.7 billion** proposed 2019-20 Proposition 98 guarantee.
- **\$12,003** proposed average per-pupil spending from Proposition 98.
 - Currently \$11,628 average per-pupil spending from Proposition 98

Pensions (CalSTRS)

- **\$3 billion** total one-time non-Proposition 98 General Fund payment proposed for CalSTRS.
- **\$700 million of the \$3 billion** would be provided to buy down the employer contribution rates in 2019-20 and 2020-21.
 - Per the budget summary: “Based on current assumptions, employer contributions would decrease from 18.13 percent to 17.1 percent in 2019-20 and from 19.1 percent to 18.1 percent in 2020-21. The remaining \$2.3 billion would be paid toward the employers' long-term unfunded liability.”
 - The budget also proposes a \$3 billion supplemental pension payment to CalPERS -the immediate impact of this proposed payment for public schools is not yet known.

LCFF

- **\$2 billion** investment reflects a cost-of-living-adjustment (COLA) of **3.46 percent**, outpacing the 3.1 percent projected by the Legislative Analyst in November.

Special education

- **\$576 million** in Proposition 98 funding (\$186 million is one-time) to “support expanded special education services and school readiness supports at local educational agencies with high percentages of both students with disabilities and unduplicated students who are low-income, youth in foster care, and English language learners.”

Full-day kindergarten

- **\$750 million** in one-time non-Proposition 98 funds for full-day kindergarten programs, building on a \$100 million investment from the prior year’s budget.

School Facilities/Proposition 51

- **\$1.5 billion** in Proposition 51 bond funds are proposed to be released to address school facilities construction and modernization projects currently on the backlog.
 - The budget also proposes \$1.2 million in ongoing Proposition 51 money, from which 10 new positions would be created at the Office of Public School Construction to process facilities funding applications.

Charter school transparency

- While specific language is not yet available, Gov. Newsom expresses his intent in the budget to “implement statewide policies that hold all school districts, charter schools, and county offices of education accountable for operational transparency and community engagement.”

County Offices of Education

- **\$9 million** increase in Proposition 98 General Fund to reflect a 3.46-percent cost-of-living adjustment and average daily attendance changes applicable to LCFF.



January 8, 2019

The California School Boards Association (CSBA) is pleased to provide Hydesville Elementary School District of Humboldt County this revised quote for policy services.

GAMUT Online (your current subscription) **\$ 1,000/year**

CSBA's GAMUT Online is an online policy information service that offers quick access to 650-plus sample board policies, regulations, bylaws, and their legal references, including the entire Education Code, Title 5 regulations and other referenced state and federal code sections. GAMUT Online also features a "keyword" index, and the ability to easily search and download sample policies and regulations to word processing programs for editing. GAMUT Online is updated regularly and email notifications alert you when the CSBA sample policy manual has been revised.

Policy Manual Review **\$ 1,250**

CSBA's Policy Manual Review service includes an analysis of the district's current policy manual to determine whether the district is up to date with state and federal mandated board policies. A report of findings will be generated to indicate if the district's mandated policies and administrative regulations reflect current law, identify priority areas for policy updating, and summarize the overall status of the district's policy manual.

Policy Development Workshop (PDW)

~~\$8,200~~ \$5,275 for five districts

GAMUT Online subscribers can participate in comprehensive Policy Development Workshop (PDW) to either develop a new policy manual or have comprehensive updates to their existing policy manual to help address key issues and achieve compliance with state and federal mandates. The 2-3 day on-site workshop pairs the knowledge and experience of district administrators and/or board members with the expertise of a CSBA consultant to generate a clear, user-friendly policy manual that complies with state and federal law and meets local needs. Group discounts may be available for districts with less than 1,000 ADA.

Manual Maintenance **\$ 2,080/year**

Districts that have completed a Policy Development Workshop can keep their policy manual updated with CSBA's Manual Maintenance service. Updated policy packets are issued five times a year and contain sample policy language that may be modified to reflect local goals, philosophy and practices. Manual Maintenance users receive exclusive track changes and CSBA provides word processing of your district-adopted policies and regulations incorporating any modifications, official adoption dates, and your district name. This service is provided electronically (via email).

For additional information, please contact Alex Zucco at (916) 669-3371 or email azucco@csba.org.

This quote is valid for six months from the date issued.

DATE: _____, 20____ SCHOOL DISTRICT _____

CERTIFICATION

This is to certify that the Board of Trustees of the above stated School District passed the following motion at its _____, 20____ meeting authorizing the following to sign commercial warrants and payroll payment orders as agent of the Board.

“It was moved by _____
 and seconded by _____
 that _____

Be authorized to sign commercial warrants and payroll payment orders as agent of the Board of trustees of the _____ School District.

Ayes (Members' Names): _____

Noes (Members' Names): _____

Motion Carried.”

Authorized Signatures:

Board of Trustees Signatures:

(signed) Clerk, Board of Trustees

01/26/16 BUS/forms

Return to HCOE Business Office

**REDEPOSIT and PERMISSIVE RECEIVABLE
PAYROLL RESOLUTION**

WHEREAS, Internal Revenue Code (IRC) Section 414(h)(2) permits employer “pickup” of the employee portion of contributions to a retirement plan, thereby resulting in tax deferral of employee contributions; and

WHEREAS, under the (California) State Teachers’ Retirement System (CalSTRS) plan conditions, members may be allowed to redeposit contributions previously withdrawn plus interest and/or purchase permissive service credit;

NOW THEREFORE, BE IT RESOLVED, that in order to permit tax deferral for these additional amounts, an employee shall enter into a binding irrevocable payroll deduction authorization and such employee shall not have the option of choosing to receive the amounts directly instead of having them paid by the employer to CalSTRS:

BE IT FURTHER RESOLVED, that additional amounts herein specified, through payroll deduction from salary, are designated as being picked up by the employer and paid by the employer in accordance with CalSTRS retirement plan requirements.

DISTRICT: Hydesville Elementary

Approved by the Governing Board

DATE: _____

Secretary of the Governing Board

NAME (please print): _____

SIGNATURE: _____

Hydesville Elementary

School Accountability Report Card Reported Using Data from the 2017–18 School Year California Department of Education

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

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

DataQuest

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

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.



August Deshais, Superintendent/Principal

Principal, Hydesville Elementary

About Our School

Welcome to Hydesville Elementary School! Our entire community is very proud of our school and its 160 year long history serving students throughout the greater Eel River Valley. We have a long-standing tradition of excellence that is reflected in the performance and behavior of our students, and the dedication of our faculty and staff. Parents are active partners in the educational process here at Hydesville Elementary. We, as a staff, are continually striving to improve our skills through workshops, conferences, and other trainings so we can provide the best possible education to the students of our community.

At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student-learning levels aligned with State standards.

All students at Hydesville Elementary will participate in a challenging, problem-solving, integrated, multi-modal instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society. The school shall provide equal educational opportunities for all students through a balanced, stimulating, and challenging curriculum.

We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident, and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

Contact

Hydesville Elementary
3050 Johnson Rd.
Hydesville, CA 95547-0551

Phone: 707-768-3610
E-mail: superintendent@hydesvilleschool.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)		School Contact Information (School Year 2018—19)	
District Name	Hydesville Elementary	School Name	Hydesville Elementary
Phone Number	(707) 768-3610	Street	3050 Johnson Rd.
Superintendent	August Deshais	City, State, Zip	Hydesville, Ca, 95547-0551
E-mail Address	superintendent@hydesvilleschool.org	Phone Number	707-768-3610
Web Site	https://hydesvilleschool.org	Principal	August Deshais, Superintendent/Principal
		E-mail Address	superintendent@hydesvilleschool.org
		Web Site	https://hydesvilleschool.org
		County-District-School (CDS) Code	12628856007942

Last updated: 1/5/2019

School Description and Mission Statement (School Year 2018—19)

Empowering Students to Become Lifelong Learners and Productive Members of Society

All students at Hydesville Elementary School will participate in a challenging, problem solving, integrated, multi-modality instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society.

At Hydesville we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student learning levels, aligned with state standards.

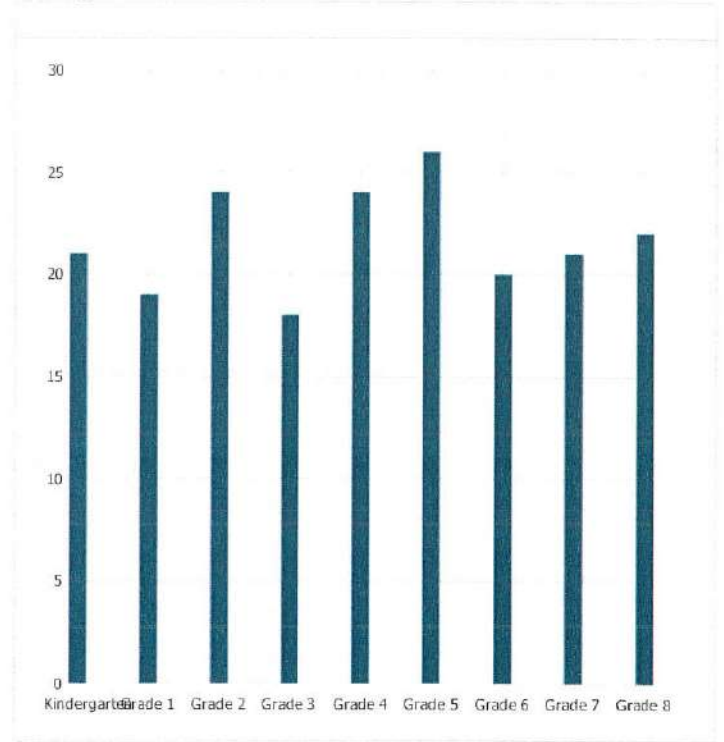
The school shall provide equal educational opportunities for all students through a balanced, stimulating and challenging curriculum.

We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

Last updated: 1/5/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	21
Grade 1	19
Grade 2	24
Grade 3	18
Grade 4	24
Grade 5	26
Grade 6	20
Grade 7	21
Grade 8	22
Total Enrollment	195



Last updated: 1/5/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	0.5 %
Filipino	%
Hispanic or Latino	10.8 %
Native Hawaiian or Pacific Islander	%
White	77.9 %
Two or More Races	9.2 %
Other	1.6 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.4 %
English Learners	2.1 %
Students with Disabilities	11.8 %
Foster Youth	1.0 %

A. Conditions of Learning

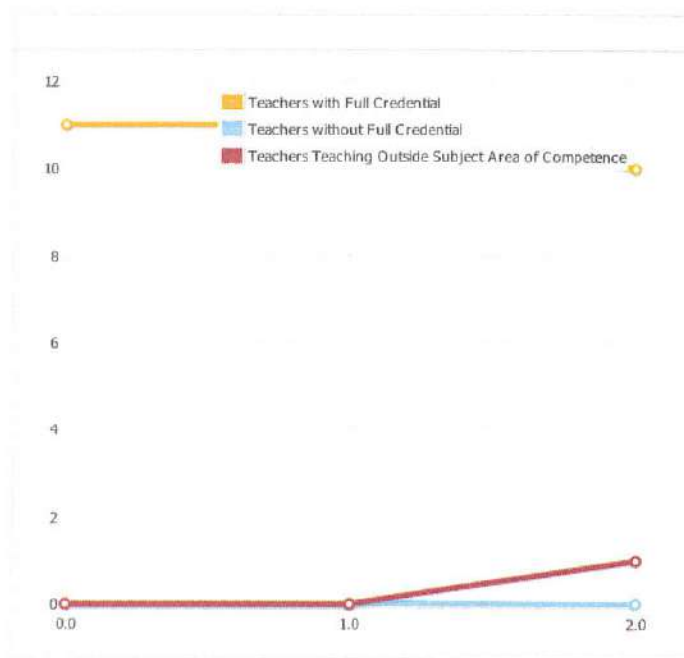
State Priority: Basic

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

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

Teacher Credentials

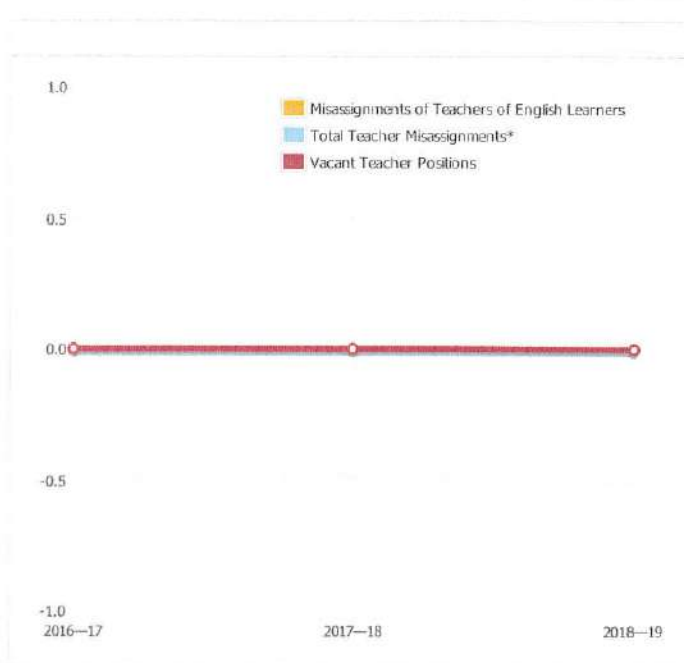
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	11	11	10	10
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1



Last updated: 1/5/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/5/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • Fountas and Pinnell (K-3) 2018 • Open Court (K-4) 2002 • McDougal Littell (5-8) 2002 • Implementing Daily Five/CAFE Instructional Program (K-8) 2017 	No	0.0 %
Mathematics	<ul style="list-style-type: none"> • Harcourt (K-5) 2008 • McDougal Littell (6-8) 2008 	Yes	0.0 %
Science	<ul style="list-style-type: none"> • McGraw-Hill (K-5) 2007 • Pearson-Prentice Hall (6-8) 2007 	Yes	0.0 %
History-Social Science	<ul style="list-style-type: none"> • Harcourt (K-4) 2006 • Prentice Hall (5-8) 2006 	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/5/2019

School Facility Conditions and Planned Improvements

Hydesville School consists of one main building built in 1964, which houses the office, eight permanent classrooms, counseling/speech lab, multipurpose room, and kitchen. A middle school wing constructed in 2015 house three classrooms. One portable classroom is dedicated to the after school program. A bus garage provides bus parking and a shop space. There are three playground areas and a large backfield.

Hydesville School provides a safe, clean environment for all of its students. Our custodial staff consists of two part-time custodians and one full-time maintenance worker/custodian. We believe that the environment students learn in is as important as the subjects that are being taught to them. As such, our grounds are immaculately kept by our maintenance staff.

Recent School Facilities Improvements

- Hundreds of feet of new 6' chainlink fencing was recently installed to increase student safety

Last updated: 1/5/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Upper grade hallway drinking fountain recently repaired.
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Fair	<ul style="list-style-type: none"> • Soffit beams on north side of main building showing signs of rot. Following an engineers evaluation no threat to structural integrity was found. Plans to make cosmetic repairs slated for summer 2019. • Exterior paint in need of touch up in some areas.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	With recent replacement of fencing no large grounds issues remain.

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
----------------	------

Last updated: 1/5/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	59.0%	67.0%	59.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	54.0%	50.0%	54.0%	50.0%	37.0%	38.0%

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

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

Last updated: 1/5/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	126	100.00%	58.73%
Male	60	60	100.00%	53.33%
Female	66	66	100.00%	63.64%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	19	19	100.00%	47.37%
Native Hawaiian or Pacific Islander				
White	92	92	100.00%	58.70%
Two or More Races	11	11	100.00%	72.73%
Socioeconomically Disadvantaged	43	43	100.00%	60.47%
English Learners	--	--	--	
Students with Disabilities	21	21	100.00%	38.10%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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.

Last updated: 1/5/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	125	99.21%	50.40%
Male	60	60	100.00%	48.33%
Female	66	65	98.48%	52.31%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	19	19	100.00%	42.11%
Native Hawaiian or Pacific Islander				
White	92	91	98.91%	52.75%
Two or More Races	11	11	100.00%	54.55%
Socioeconomically Disadvantaged	43	42	97.67%	50.00%
English Learners	--	--	--	
Students with Disabilities	21	20	95.24%	25.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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.

Last updated: 1/5/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/5/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.5%	38.5%	30.8%
7	33.3%	28.6%	33.3%

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

Last updated: 1/5/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Hydesville School enjoys a close relationship with the community. The school is the center of community activities and provides the only playground facility in the area. The community has always supported the school by expecting high academic achievement, as well as a high standard of student behavior at the school and in the community. The school receives active parent and community support. Parent participation is a key element in elevating Hydesville to a consistent level of excellence. Parent volunteers are involved in the classroom, instructional programs, and field trips. Parents and community members volunteer to be coaches for school athletics.

The Hydesville Parent Group (HPG) is very active in supporting the school through fundraising activities, using the funds to support our school programs. The HPG was instrumental in raising money for replacement of outdated playground equipment. The community has always supported the eighth-grade graduation trip to the San Francisco Bay Area. Funds to cover the full cost of the trip are raised during a variety of fundraisers.

For more information on how to become involved at the school, contact Superintendent/Principal, August Deshais, at (707) 768-3610.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

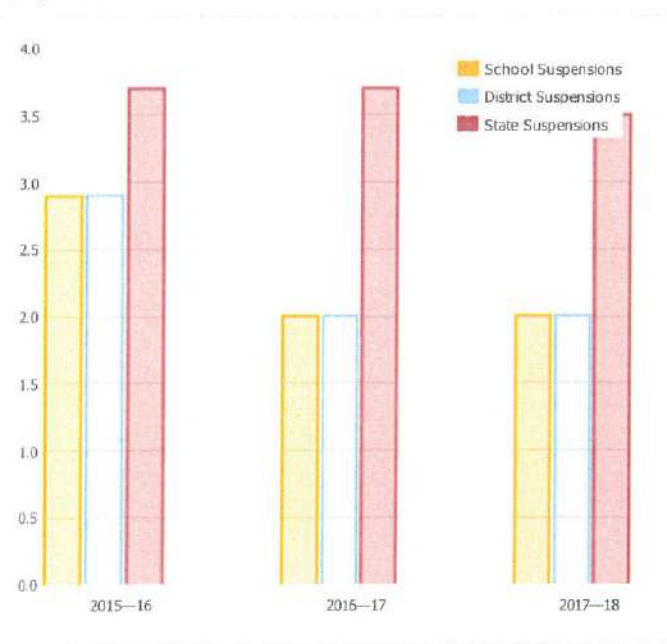
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

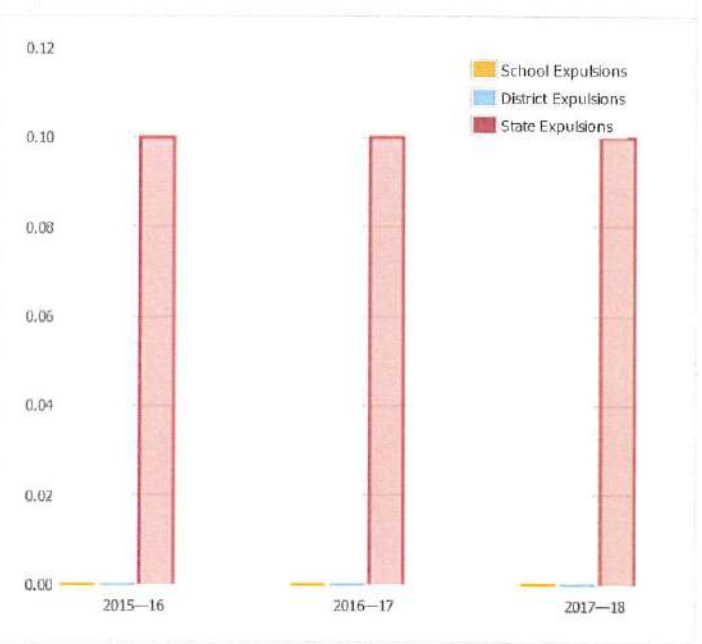
Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.9%	2.0%	2.0%	2.9%	2.0%	2.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 1/5/2019

School Safety Plan (School Year 2018—19)

The School Safety Plan was last reviewed, updated, and discussed with the school faculty during the 2017-18 school year. Key elements of the plan include crisis intervention plans, fire drills, earthquake drills, and lockdown drills.

Last updated: 1/5/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		1	
1	21.0		1	
2	22.0		1	
3	24.0		1	
4	19.0	1		
5	23.0		1	
6	20.0	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	1		
1	25.0		1	
2	21.0		1	
3	22.0		1	
4	24.0		1	
5	19.0	1		
6	23.0		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1		
1	19.0	1		
2	24.0		1	
3	18.0	1		
4	24.0		1	
5	24.0		1	
6	20.0	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/5/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9542.0	\$2431.0	\$7110.0	\$58101.0
District	N/A	N/A	\$7110.0	\$58101.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	7.8%	-8.4%

Note: Cells with N/A values do not require data.

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

Hydesville Elementary offers a variety of programs to support students in academically, socially, and emotionally. These include:

- Schoolwide Positive Behavior Intervention Program
- Resource Specialist Program
- Speech Pathology Program
- Intervention Services
- Technology Program, approaching a 1:3 student device ratio
- Counseling Services
- After School Program

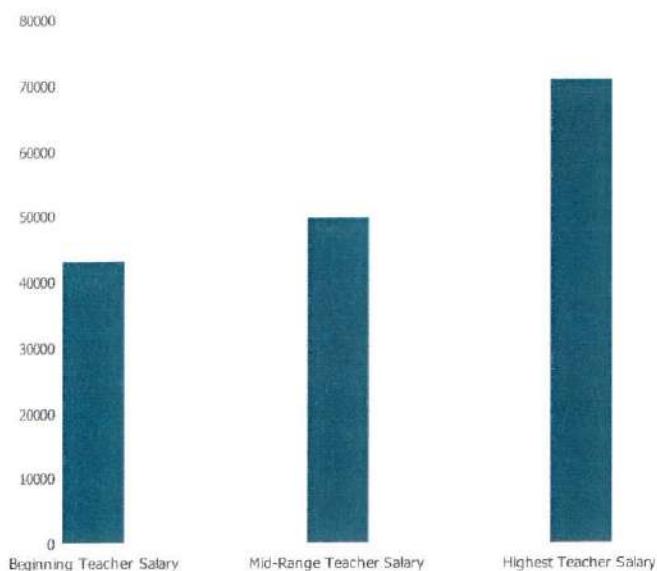
Last updated: 1/5/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

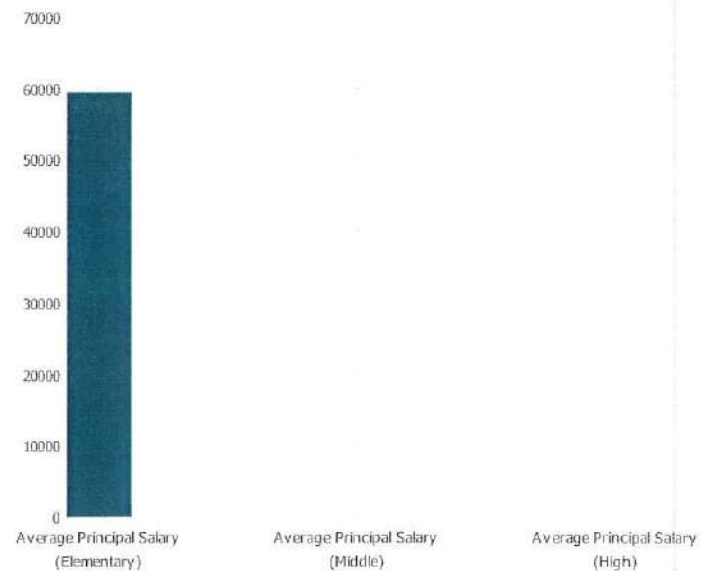
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,058	\$44,375
Mid-Range Teacher Salary	\$49,614	\$65,926
Highest Teacher Salary	\$70,675	\$82,489
Average Principal Salary (Elementary)	\$59,500	\$106,997
Average Principal Salary (Middle)	\$	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$25,500	\$121,894
Percent of Budget for Teacher Salaries	37.1%	32.0%
Percent of Budget for Administrative Salaries	5.3%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Professional Development

Teachers are strongly encouraged to participate in workshops, conferences, and other trainings which are tailored to their classroom assignments and which will enhance their instructional practices. Hydesville Elementary ensures resources are available to teachers to cover fees and travel expenses for professional development. Teachers new to the profession participate in state mandated induction program designed to support new teachers through training and individual coaching.

Last updated: 1/5/2019

HYDESVILLE ELEMENTARY SCHOOL DISTRICT
Administrative Regulation 4127(e)
Recruitment and Selection of Athletic Coaches

The Board of Trustees recognizes the importance of hiring qualified temporary athletic team coaches for the district's sports program.

The Superintendent/Principal or designee shall establish qualification criteria for all athletic coaches in accordance with law and with district standards and priorities. These criteria shall ensure that all temporary coaches possess an appropriate level of competence, knowledge and skill.

Any certificated teacher employed by the district who applies for a position as a temporary athletic coach and who satisfies the qualification criteria established for the position shall first be offered the position (Education Code 44919)

In addition, all coaches shall be subject to Board policy, administrative regulation and the codes of ethical conduct published by the state.

HESD Board Policy 4127

The following guidelines will be used in the recruitment and selection of temporary athletic coaches in accordance with board policy.

Recruitment

1. Coaching positions will be posted on the County Office of Education employment page for a minimum of two weeks prior to the first organizational/team meeting
2. The employment posting will be displayed in staff room during that time
3. Further advertisement may be utilized via the school website, newsletters, or district social media (if the position remains unfilled)

Selection Priority

Selection will be determined by the superintendent-principal and athletic director, pending Board approval. Temporary coaching is a stipend position and remains filled from year to year unless terminated in writing by either the District or the employee. The following priority is used when filling coaching positions:

1. Prior year coaches (within the same sport, "moving up" and remaining at the same grade level may occur with the approval of the athletic director and superintendent-principal)
2. Credentialed staff
3. Classified staff
4. Parents/guardians of currently enrolled students
5. Community members

Qualifications

Coaches not only serve to develop students athletic skills, promote good sportsmanship, and a healthy lifestyle, but must also ensure the safety and well being of all students. To this end coaches must meet the following criteria:

1. Agree to the Athletic Coaching Code of Conduct
2. Adhere to all league guidelines
3. Complete mandated reporter training prior to working with students
4. Have a DOJ background check on file with the District (paid for by the employee)
5. Attend mandatory coaching meetings

Assistant Coaches

Assistant (Unpaid) Coaches are selected by the athletic director and head coach and do not require board approval. Assistant coaches may only supervise student athletes without the head coach present with a DOJ background check on file with the District pre-approval by the athletic director or superintendent-principal.

HYDESVILLE ELEMENTARY SCHOOL DISTRICT
Administrative Regulation 6153(c)
Overnight Trip Chaperone Selection

Eligibility

All overnight chaperones must be the parent or legal guardian of a Hydesville Elementary School student and agree to the Chaperone Agreement/Code of Conduct (Including a DOJ background check).

Selection Process

Gender ratio of chaperones must approximate that of the students attending the trip. Whenever possible a 4:1 student/chaperone ratio will be followed.

Priority will be given in the following order:

1. Current Hydesville Elementary staff
2. Those with medical, first responder, and/or law enforcement training
3. Parents of children with medical conditions requiring specialized supervision
4. Those who have not attended a previous such trip and will not have another chance to do so (i.e. No younger children)
5. Remaining spots will be selected by lottery drawing

Attendance by Non-chaperones

Those not selected as chaperones may attend activities and venues, but at their own cost. Furthermore, since students must remain under the direct supervision of school staff and chaperones while on field trips, at no time during the trip may parents transport their child(ren) in private vehicles, house them in private hotel rooms, or take them to alternate events/activities. In order to do so the parent/guardian must check their child out with the supervising staff member and they may not participate in the remainder of the trip.