



# Hydesville Elementary School District

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

## Board of Trustees Meeting Agenda

Monday, February 14th, 2022 • 5:30 PM Closed Session; 6:30 PM (Regular Session)

Hydesville Elementary Cafeteria/Gym

### 1.0 Call to Order

2.0 Public Comment on Closed Session Items *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.*

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

3.1 Personnel

3.2 Collective Bargaining/Negotiations (Gov. Code §54957)

3.2.1 Hydesville Teachers Association

3.2.2 Superintendent

### 4.0 Reconvene to Open Session

4.1 Report Action Taken During Closed Session

4.2 Flag Salute

5.0 Approval of Agenda Order *The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.*

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 Consent Agenda

7.1 Approval of Minutes, January 10th, 2022 Regular Board Meeting (Attachment 1)

7.2 Approval of Warrants (Attachment 1)

8.0 Community Comment Related to LCAP - *Members of the community may provide input and discussion pertaining to the Local Control Accountability Plan in an effort to address State Priority 8 (increase opportunities for parents and families to be involved in school decision-making processes).*

### 9.0 Reports

9.1 Superintendent-Principal



# Hydesville Elementary School District

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

- 9.2 Staff
- 9.3 Hydesville Parent Group
- 9.4 Hydesville Sports Booster Club
- 9.5 Communications

## 10.0 Information Items

- 10.1 Attendance and Enrollment Update (Attachment 2)

## 11.0 Discussion/Possible Action Items

- 11.1 Consider and Discuss School Approval of School Accountability Report Card (Attachment 3)
- 11.2 Consider and Discuss LCAP Supplemental and Mid Year Report (Attachment 4)
- 11.3 Discuss COVID Masking Guidelines and Updates (Attachment 5)
- 11.4 Consider J13-A approval (Attachment 6)

## 12.0 Board Member Comments

## 13.0 Announcements

- 13.1 Upcoming Calendar of Events:

Science Fair Viewing Night	February 16, 2022 5-6pm
HPG Meeting	Wednesday, March 2nd
Hydesville Sports Booster Meeting	

- 13.2 Next Board Meeting: March 14th, 2022. Begins at 5:30 PM

- 13.3 Recommended additions to the agenda can be submitted to the board president or Superintendent seven (7) days prior to the next regular meeting date.

## 14.0 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.



# Hydesville Elementary School District

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

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.

<b>ADDRESSING THE BOARD</b>	<b>REGULAR SESSION</b>
<p><i>You may speak on a matter not on the agenda at the beginning of a regular meeting during the time reserved for public comment. After being recognized by the President, you will be allowed three minutes for your presentation. The Board will take no action on the matter at this meeting. You may speak on any item on the agenda when that item is being discussed.</i></p>	<p><i>In order to address the Board, please wait for recognition by the President. Speakers are expected to be courteous and to avoid any remarks that reflect adversely on the character or motives of any person or on his or her race, religion, or political or economic views.</i></p> <p><i>The Board will hear public testimony on any given topic for a maximum of twenty (20) minutes. Each speaker will be limited to three (3) minutes. The Board may, by consensus and at its discretion, extend the time limit.</i></p>
<b>COMPLAINTS</b>	<b>CLOSED SESSION</b>
<p><i>Complaints are to be addressed by first speaking with the person directly involved. If this does not resolve the issue, the complaint should be submitted in writing to the Superintendent. The Superintendent will investigate and respond in writing. Only after exhausting these levels can a written request be submitted asking that the issue be heard by the Board.</i></p>	<p><i>While school board meetings must be open to the public, California law provides for closed sessions which are not open to the public when the Board is considering expulsions, suspensions or disciplinary actions in connection with any pupil; the appointment, employment or dismissal of a public officer or employee; or when the Board is hearing complaints or charges brought against a public officer or employee. The individual may, however, request a public hearing. In addition, the Board may hold a closed session to discuss certain aspects of negotiations with employees.</i></p>
<p><b><u>BOARD OF TRUSTEES</u></b>  <b>Dave Fisch, President</b>  <b>Mandy Marquez, Clerk</b>  <b>Laurie Newman, Member</b>  <b>Mollie Holmgren, Member</b>  <b>Clint Victorine, Member</b>  <b>Kevin Trone, Superintendent</b></p>	

# **Attachment 1**



# Hydesville Elementary School District

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

## Board of Trustees Meeting Minutes

Monday, January 10th, 2022 • 5:30 PM Closed Session; 6:30 PM (Regular Session)

Hydesville Elementary Cafeteria/Gym

### 1.0 Call to Order- Dave called to order at 5:30pm

2.0 Public Comment on Closed Session Items *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.*

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

3.1 Personnel

3.2 Collective Bargaining/Negotiations (Gov. Code §54957)

### 4.0 Reconvene to Open Session-Dave called to order at 6:33 pm

4.1 Report Action Taken During Closed Session- **No action**

4.2 Flag Salute

5.0 Approval of Agenda Order *The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.- Clint motioned to approve the agenda order Laurie second passed 5/0*

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.- No public comment*

### 7.0 Consent Agenda

7.1 Approval of Minutes, December 13th, 2021 Regular Board Meeting (Attachment 1)

7.2 Approval of Warrants (Attachment 1)

7.3 Approval of Williams Quarterly Report (Attachment 1)- **Mollie motioned to approve the consent agenda Mandy seconded with the amendment to remove 7.2 due to no warrants included passed 5/0**

8.0 Community Comment Related to LCAP - *Members of the community may provide input and discussion pertaining to the Local Control Accountability Plan in an effort to address State Priority 8 (increase opportunities for parents and families to be involved in school decision-making processes)- No comment.*



# Hydesville Elementary School District

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

## 9.0 Reports

- 9.1 Superintendent-Principal- **Kevin reported**
- 9.2 Staff- **Nik reported**
- 9.3 Hydesville Parent Group-**Nicole reported**
- 9.4 Hydesville Sports Booster Club-**Clint reported**
- 9.5 Communications-**No communications**

## 10.0 Information Items

- 10.1 Attendance and Enrollment Update (Attachment 2)
- 10.2 Sunshine Proposal from HTA Regarding Collective Bargaining for 2021-2022 (attachment 3)-**Kevin reported on both items**

## 11.0 Discussion/Possible Action Items

- 11.1 Consider and Discuss School Approval of School Accountability Report Card (Attachment 4)- **Kevin reported Mollie motioned to approve with amendments to come Mandy seconded passed 5/0**
- 11.2 Consider and Discuss Possible Business Manager Job Description (Attachment 5)-**Kevin reported Mandy motioned to approve the job description as long as it is kept in draft form as an open document with changes to come as marketing the position. Mollie seconded passed 5/0**

12.0 Board Member Comments- **Mandy would like to have zoom board meetings. There was a discussion regarding how to make zoom meetings work for everyone.**

## 13.0 Announcements

13.1 Upcoming Calendar of Events:

MLK Day - No School	January 17th
HPG Meeting	Wednesday, February 2nd
Sports Boosters	Every third Monday

13.2 Next Board Meeting: February 14th, 2022. Begins at 5:30 PM

13.3 Recommended additions to the agenda can be submitted to the board president or Superintendent seven (7) days prior to the next regular meeting date.

14.0 Adjournment- **Dave adjourned 7:31 pm**



# Hydesville Elementary School District

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

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.

<b>ADDRESSING THE BOARD</b>	<b>REGULAR SESSION</b>
<p><i>You may speak on a matter not on the agenda at the beginning of a regular meeting during the time reserved for public comment. After being recognized by the President, you will be allowed three minutes for your presentation. The Board will take no action on the matter at this meeting. You may speak on any item on the agenda when that item is being discussed.</i></p>	<p><i>In order to address the Board, please wait for recognition by the President. Speakers are expected to be courteous and to avoid any remarks that reflect adversely on the character or motives of any person or on his or her race, religion, or political or economic views.</i></p> <p><i>The Board will hear public testimony on any given topic for a maximum of twenty (20) minutes. Each speaker will be limited to three (3) minutes. The Board may, by consensus and at its discretion, extend the time limit.</i></p>
<b>COMPLAINTS</b>	<b>CLOSED SESSION</b>
<p><i>Complaints are to be addressed by first speaking with the person directly involved. If this does not resolve the issue, the complaint should be submitted in writing to the Superintendent. The Superintendent will investigate and respond in writing. Only after exhausting these levels can a written request be submitted asking that the issue be heard by the Board.</i></p>	<p><i>While school board meetings must be open to the public, California law provides for closed sessions which are not open to the public when the Board is considering expulsions, suspensions or disciplinary actions in connection with any pupil; the appointment, employment or dismissal of a public officer or employee; or when the Board is hearing complaints or charges brought against a public officer or employee. The individual may, however, request a public hearing. In addition, the Board may hold a closed session to discuss certain aspects of negotiations with employees.</i></p>
<p align="center"> <b><u>BOARD OF TRUSTEES</u></b>  <b>Dave Fisch, President</b>  <b>Mandy Marquez, Clerk</b>  <b>Laurie Newman, Member</b>  <b>Mollie Holmgren, Member</b>  <b>Clint Victorine, Member</b>  <b>Kevin Trone, Superintendent</b> </p>	

Checks Dated 12/13/2021 through 02/11/2022					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000156171	12/13/2021	AMPLIFY EDUCATION, INC.	01-4310		177.28
3000156172	12/13/2021	AT&T	01-5909		863.16
3000156173	12/13/2021	COASTAL BUSINESS SYSTEMS INC	01-5637	1,060.22	
			01-5881	114.24	1,174.46
3000156174	12/13/2021	CRYSTAL CREAMERY	13-4710		711.40
3000156175	12/13/2021	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5861		32.00
3000156176	12/13/2021	Henderson, Lindsay L	13-5201		17.92
3000156177	12/13/2021	HYDESVILLE COUNTY WATER DIST.	01-5530		381.00
3000156178	12/13/2021	MURRISH'S HYDESVILLE MARKET	01-4364	59.36	
			13-4710	71.01	130.37
3000156179	12/13/2021	P G & E	01-5520		3,037.84
3000156180	12/13/2021	PRESENCE LEARNING, INC	01-5800		9,491.65
3000156181	12/13/2021	RECOLOGY EEL RIVER	01-5560		573.00
3000156182	12/13/2021	Rosser, Karen C	01-4310		113.65
3000156183	12/13/2021	Sturdevant, Alison D	01-4310		98.81
3000156184	12/13/2021	SYSCO FOODS OF SACRAMENTO	01-4310	128.74	
			13-4396	418.25	546.99
3000156185	12/13/2021	Tripp, Tyra N	01-4310		139.52
3000156892	12/20/2021	AT&T/CALNET 2	01-5909		194.18
3000156893	12/20/2021	CAPITOL ADVISORS GROUP LLC	01-5800		87.50
3000156894	12/20/2021	COSTCO WHOLESALE MEMBERSHIP	01-5300		120.00
3000156895	12/20/2021	FRANZ FAMILY BAKERIES SPRINGFIELD DIVISION	13-4710		79.82
3000156896	12/20/2021	Henderson, Lindsay L	13-5201		33.60
3000156897	12/20/2021	MENDES SUPPLY CO	01-4374		148.85
3000156898	12/20/2021	P G & E	01-5520		365.97
3000156899	12/20/2021	REVOLVING CASH FUND	01-5884		50.00
3000156900	12/20/2021	Richter Carter, Jacqueline A	01-4310	248.31	
			Unpaid Tax	.11-	248.20
3000156901	12/20/2021	SCHMIDBAUER BUILDING SUPPLY	01-4381		2,822.40
3000156902	12/20/2021	SCHOLASTIC BOOK FAIRS	01-4310		2,183.26
3000156903	12/20/2021	SPURR	01-5511		1,157.62
3000156904	12/20/2021	Sturdevant, Alison D	01-4310	138.61	
			Unpaid Tax	3.58-	135.03
3000156905	12/20/2021	U.S. CELLULAR	01-5909		1,129.60
3000156906	12/20/2021	U.S.BANK CORPORATE PAYMENT CTR	01-4310	830.22	
			01-4351	8.68	
			01-5884	40.00	
			13-4396	227.90	1,106.80
3000156907	12/20/2021	VALLEY PACIFIC PETROLEUM SERV	01-4364		599.35
3000157904	01/06/2022	EMPLOYMENT DEVELOPMENT DEPT.	01-9540		1,767.85
3000157905	01/06/2022	FERNDALE TECH	01-5800		61.96
3000157906	01/06/2022	SECURITY LOCK & ALARM	01-5800		93.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



Checks Dated 12/13/2021 through 02/11/2022					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000158507	01/13/2022	ASAP LOCK & KEY	01-5800		106.79
3000158508	01/13/2022	AT&T	01-5909		863.16
3000158509	01/13/2022	COASTAL BUSINESS SYSTEMS INC	01-5637		1,060.22
3000158510	01/13/2022	FERNDALE TECH	01-5800		816.38
3000158511	01/13/2022	FORTUNA ACE HARDWARE	01-4381		148.88
3000158512	01/13/2022	FRANZ FAMILY BAKERIES SPRINGFIELD DIVISION	13-4710		250.99
3000158513	01/13/2022	INTERNAL REVENUE SERVICE	01-5881		392.26
3000158514	01/13/2022	P G & E	01-5520		8.98
3000158515	01/13/2022	SUDDENLINK	01-5909		248.38
3000158516	01/13/2022	SYSCO FOODS OF SACRAMENTO	13-4396	21.85	
			13-4710	785.53	807.38
3000158517	01/13/2022	Tripp, Tyra N	01-4310		52.63
3000158879	01/20/2022	ASAP LOCK & KEY	01-5800		26.04
3000158880	01/20/2022	Bartlett, Melissa A	01-4310	262.89	
			Unpaid Tax	2.73-	260.16
3000158881	01/20/2022	CRYSTAL CREAMERY	13-4710		513.50
3000158882	01/20/2022	DAVID L. MOONIE & CO. LLP	01-5822		2,600.00
3000158883	01/20/2022	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5861		64.00
3000158884	01/20/2022	FORTUNA FIRE PROTECTION DIST	01-5884		216.00
3000158885	01/20/2022	IXL LEARNING, INC	01-4310		1,250.00
3000158886	01/20/2022	P G & E	01-5520		1,998.70
3000158887	01/20/2022	RECOLOGY EEL RIVER	01-5560		573.00
3000158888	01/20/2022	REVOLVING CASH FUND	01-5207		75.00
3000158889	01/20/2022	SCOTTY'S CUTTERS EDGE	01-4381	175.25	
			01-5800	625.00	800.25
3000158890	01/20/2022	SPURR	01-5511		861.58
3000158891	01/20/2022	SYSCO FOODS OF SACRAMENTO	01-4310	119.13	
			13-4710	38.85	157.98
3000158892	01/20/2022	VALLEY PACIFIC PETROLEUM SERV	01-4365		308.09
3000158893	01/20/2022	Wrisley, David L	01-5201		33.86
3000159507	01/27/2022	EUREKA HUMB FIRE EXT	01-5800		631.93
3000159508	01/27/2022	PRESENCE LEARNING, INC	01-5800		982.00
3000159509	01/27/2022	SYSCO FOODS OF SACRAMENTO	13-4710		676.29
3000159980	01/31/2022	CA DEPARTMENT OF EDUCATION	13-4710		82.65
3000159981	01/31/2022	FRANZ FAMILY BAKERIES SPRINGFIELD DIVISION	13-4710		198.80
3000159982	01/31/2022	Henderson, Lindsay L	13-5201		40.95
3000159983	01/31/2022	MENDES SUPPLY CO	01-4374		1,272.18
3000159984	01/31/2022	Rosser, Karen C	01-4310	226.56	
			Unpaid Tax	8.06-	218.50
3000159985	01/31/2022	SCHOOL & COLLEGE LEGAL SERVICE	01-5207		45.00
3000159986	01/31/2022	SUDDENLINK	01-5909		248.38
3000159987	01/31/2022	SYSCO FOODS OF SACRAMENTO	01-4310	76.18	
			13-4396	64.26	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/13/2021 through 02/11/2022					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000159987	01/31/2022	SYSCO FOODS OF SACRAMENTO	13-4710	372.46	512.90
3000159988	01/31/2022	Tripp, Tyra N	01-4310		47.82
3000159989	01/31/2022	U.S. CELLULAR	01-5909		1,154.60
3000159990	01/31/2022	U.S.BANK CORPORATE PAYMENT CTR	01-4310	516.79	
			01-4381	57.92	
			01-5210	300.00	
			01-5881	2.55	
			01-5950	28.35	
			13-4710	90.93	996.54
3000160555	02/07/2022	AT&T	01-5909		875.22
3000160556	02/07/2022	FERNDALE TECH	01-5800		138.46
3000160557	02/07/2022	FRANZ FAMILY BAKERIES SPRINGFIELD DIVISION	13-4710		73.68
3000160558	02/07/2022	Henderson, Lindsay L	13-5201		46.80
3000160559	02/07/2022	HYDESVILLE COUNTY WATER DIST.	01-5530		275.00
3000160560	02/07/2022	MENDES SUPPLY CO	01-4374		181.63
3000160561	02/07/2022	P G & E	01-5520		17.98
3000160562	02/07/2022	REVOLVING CASH FUND	01-5801		125.00
3000160563	02/07/2022	SYSCO FOODS OF SACRAMENTO	13-4396	29.69	
			13-4710	572.95	602.64
3000160564	02/07/2022	Williams, Scott R	01-4310		189.72
<b>Total Number of Checks</b>			<b>84</b>		<b>54,002.92</b>

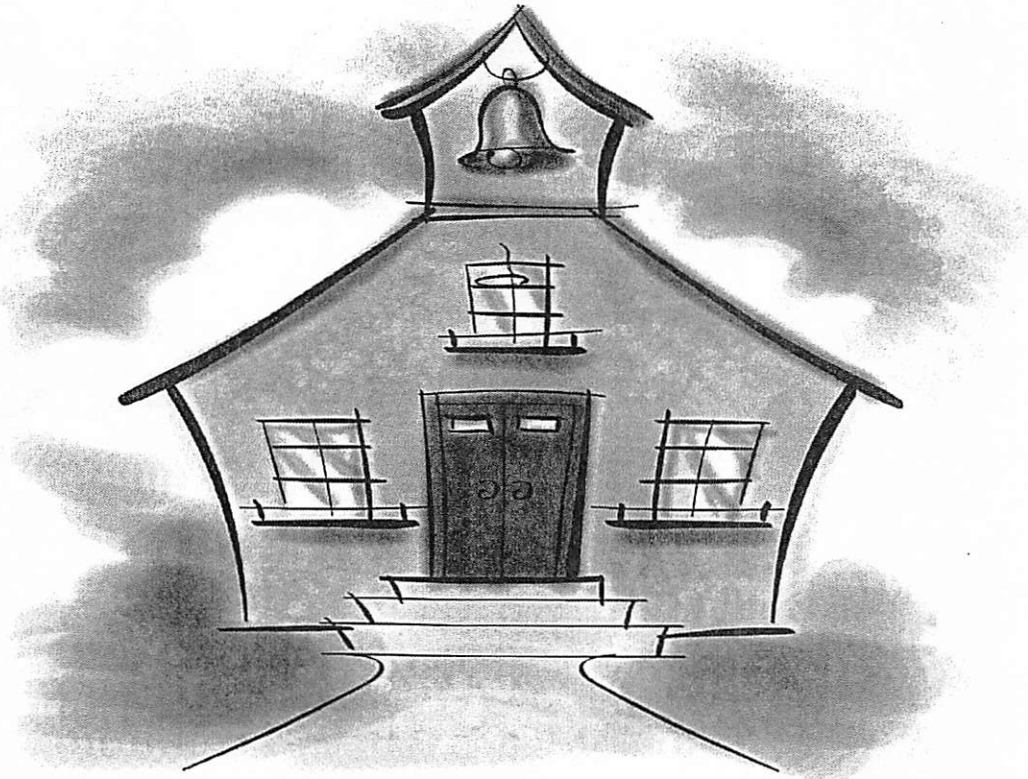
**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	70	48,597.32
13	CAFETERIA FUND	20	5,420.08
Total Number of Checks		<b>84</b>	54,017.40
Less Unpaid Tax Liability			14.48-
<b>Net (Check Amount)</b>			<b>54,002.92</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

# Attachment 2

# Hydesville Elementary School Class Counts 2021-2022



Ms. Rosser	TK	2
Ms. Rosser	K	24
Ms. Bartlett	1	22
Mrs. Pinkerton	2	23
Mrs. Riggs	3	21
Mrs. Sturdevant	4	24
Ms. Perez	5	20
Ms. MacMillan	6	22
Mr. Williams	7	17
Mrs. Carter	8	18
Total		193

# Hydesville Elementary Monthly Attendance Report

**Beginning: 01/10/2022 - Ending: 02/11/2022**

**Current School**

**Days Taught: 23**

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add / Drop		Last Day Count	Max. Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
						Add	Drop												
Grade0K-A - Rosser		24	0	0	24	0	0	24	24	0	51	5	0	0	496	501	21.782	89.85	24
<b>Grade 00K</b>		24	0	0	24	0	0	24	24	0	51	5	0	0	496	501	21.782	89.85	24
Grade0TK-A - Rosser		2	0	0	2	0	0	2	2	0	7	0	0	0	39	39	1.695	84.78	2
<b>Grade 00TK</b>		2	0	0	2	0	0	2	2	0	7	0	0	0	39	39	1.695	84.78	2
Grade1-A - Bartlett		21	0	0	21	1	0	22	22	9	102	6	0	5	384	390	16.956	77.26	22
<b>Grade 01</b>		21	0	0	21	1	0	22	22	9	102	6	0	5	384	390	16.956	77.26	22
Grade2-A - Patmore		22	0	0	22	1	0	23	23	11	41	0	0	0	477	477	20.739	92.08	23
<b>Grade 02</b>		22	0	0	22	1	0	23	23	11	41	0	0	0	477	477	20.739	92.08	23
Grade3-A - Riggs		21	0	0	21	0	0	21	21	0	36	5	0	0	442	447	19.434	91.51	21
<b>Grade 03</b>		21	0	0	21	0	0	21	21	0	36	5	0	0	442	447	19.434	91.51	21
<b>Sub Total GRADES 0K-3</b>		90	0	0	90	2	0	92	92	20	237	16	0	5	1,838	1,854	80.608	87.69	92
Grade4-A - Sturdevant		24	0	0	24	0	0	24	24	0	83	5	0	0	464	469	20.391	84.05	24
<b>Grade 04</b>		24	0	0	24	0	0	24	24	0	83	5	0	0	464	469	20.391	84.05	24
Grade5-A - Perez-Granados		19	0	0	19	1	0	20	20	11	68	3	0	0	378	381	16.565	84.18	20
<b>Grade 05</b>		19	0	0	19	1	0	20	20	11	68	3	0	0	378	381	16.565	84.18	20
Grade6-A - MacMillan		21	0	0	21	1	0	22	22	9	43	0	0	0	454	454	19.739	91.34	22
<b>Grade 06</b>		21	0	0	21	1	0	22	22	9	43	0	0	0	454	454	19.739	91.34	22
<b>Sub Total GRADES 4-6</b>		64	0	0	64	2	0	66	66	20	194	8	0	0	1,296	1,304	56.695	86.51	66
Grade 7 - Williams		14	0	0	14	3	0	17	17	49	19	31	0	0	292	323	14.043	85.38	17
<b>Grade 07</b>		14	0	0	14	3	0	17	17	49	19	31	0	0	292	323	14.043	85.38	17
Grade8-A - Carter		17	0	0	17	1	0	18	18	10	53	0	0	0	351	351	15.260	86.88	18
<b>Grade 08</b>		17	0	0	17	1	0	18	18	10	53	0	0	0	351	351	15.260	86.88	18

# Hydesville Elementary Monthly Attendance Report

**Beginning: 01/10/2022 - Ending: 02/11/2022**

**Current School**

**Days Taught: 23**

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add / Drop		Last Day Count	Max. Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
						Add	Drop												
<b>Sub Total</b>	<b>GRADES 7-8</b>	31	0	0	31	4	0	35	35	59	72	31	0	0	643	674	29.304	86.19	35

<b>School Totals:</b>		185	0	0	185	8	0	193	193	99	503	55	0	5	3,777	3,832	166.608	87.02	193
-----------------------	--	-----	---	---	-----	---	---	-----	-----	----	-----	----	---	---	-------	-------	---------	-------	-----

Signature \_\_\_\_\_ Date \_\_\_\_\_

*To the best of my knowledge and belief this State School Register report has been kept as required by law and in accordance with the instruction of the Superintendent of Public Instruction.*

# Attachment 3

# Hydesville Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/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 [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



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

#### 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.



## 2021-22 School Contact Information

<b>School Name</b>	Hydesville Elementary School
<b>Street</b>	3050 Johnson Rd.
<b>City, State, Zip</b>	Hydesville, Ca. 95547
<b>Phone Number</b>	(707)768-3610
<b>Principal</b>	Mr. Kevin Trone
<b>Email Address</b>	superintendent@hydesvilleschool.org
<b>School Website</b>	www.hydesvilleschool.org
<b>County-District-School (CDS) Code</b>	12638850000000

## 2021-22 District Contact Information

<b>District Name</b>	Hydesville Elementary School District
<b>Phone Number</b>	(707)768-3610
<b>Superintendent</b>	superintendent@hydesvilleschool.org
<b>Email Address</b>	superintendent@hydesvillschool.org
<b>District Website Address</b>	www.hydesvilleschool.org

## 2021-22 School Overview

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	20
Grade 2	16
Grade 3	19
Grade 4	19
Grade 5	24
Grade 6	18
Grade 7	18
Grade 8	23
<b>Total Enrollment</b>	<b>175</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	56
Black or African American	1.1
Hispanic or Latino	12
Two or More Races	11.4
White	75.4
English Learners	2.9
Foster Youth	1.1
Socioeconomically Disadvantaged	36
Students with Disabilities	16.6

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2021
---	----------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	Big Ideas Math 2014 (6-8) Houghton-Mifflin Harcourt 2014 (6-8)	Yes	0
<b>Science</b>	Amplify Education (K-8) 2021	Yes	0
<b>History-Social Science</b>	Harcourt (K-4) 2006 Prentice Hall (5-8) 2006	No	0
<b>Foreign Language</b>	N/A	No	0
<b>Health</b>	N/A	No	0
<b>Visual and Performing Arts</b>	N/A	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	No	0

### 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 2016 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

Year and month of the most recent FIT report

January, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b>	X			

School Facility Conditions and Planned Improvements				
Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof leaks will be repaired. Some rot in siding, siding will be replaced.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

## 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 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).

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	102	87.93	12.07	65.69
Female	54	48	88.89	11.11	68.75
Male	62	54	87.1	12.9	62.96
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	11	84.62	15.38	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	13	76.47	23.53	76.92
White	84	76	90.48	9.52	65.79
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	33	89.19	10.81	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	40



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	102	87.93	12.07	45.10
Female	54	48	88.89	11.11	41.67
Male	62	54	87.10	12.90	48.15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	11	84.62	15.38	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	13	76.47	23.53	53.85
White	84	76	90.48	9.52	44.74
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	33	89.19	10.81	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	20.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
All Students	N/A	N/A	N/A	N/A	N/A

Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	39.47	N/A	39.47	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	38	86.36	13.64	39.47
Female	20	17	85.00	15.00	23.53
Male	24	21	87.50	12.50	52.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	31	93.94	6.06	38.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	11	78.57	21.43	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### 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.

### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A



## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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, Kevin Trone, at (707) 768-3610.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	187	183	12	6.6
Female	80	78	5	6.4
Male	107	105	7	6.7
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	23	21	4	19.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	21	1	4.8
White	141	139	7	5.0
English Learners	5	5	0	0.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	74	71	6	8.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	39	3	7.7

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.97	0.00	1.97	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.37	2.37	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The School Safety Plan was last reviewed, updated, and discussed during the 2020-21 school year. Key elements of the plan include crisis intervention plans, fire drills, earthquake drills, and lockdown drills. The next review will occur in March of 2022.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	2		
1	20	1		
2	22		1	
3	22		1	
4	21		1	
5	19	1		
6	25		1	

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1	1	
1	22		1	
2	20	1		
3	21		1	
4	26		1	
5	19	1		
6	23		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	2		
1	20	1		
2	16	1		
3	19	1		
4	10	2		
5	12	1	1	
6	18	1		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	175

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9470.19	2039.02	7431.17	
District	N/A	N/A	7431.17	
Percent Difference - School Site and District	N/A	N/A	0.0	
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	-12.8	

## 2020-21 Types of Services Funded

- Title I (Basic Grant)
- Title II (Teacher and Principal Training and Recruiting)
- Title IV (Student Support and Academic Enrichment)
- Title V (Rural Education Achievement Program)
- English Language Learner Program
- Special Education
- Speech and Language
- Counseling Services
- Music Program
- Gifted and Talented Enrichment Program
- Class Size Reduction

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	34%	30%
Percent of Budget for Administrative Salaries	8%	7%

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

# Hydesville Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Hydesville Elementary School District
<b>Phone Number</b>	(707)768-3610
<b>Superintendent</b>	superintendent@hydesvilleschool.org
<b>Email Address</b>	superintendent@hydesvillschool.org
<b>District Website Address</b>	www.hydesvilleschool.org



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	102	87.93	12.07	65.69
Female	54	48	88.89	11.11	68.75
Male	62	54	87.10	12.90	62.96
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	11	84.62	15.38	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	13	76.47	23.53	76.92
White	84	76	90.48	9.52	65.79
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	33	89.19	10.81	66.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	40.00

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	102	87.93	12.07	45.10
Female	54	48	88.89	11.11	41.67
Male	62	54	87.10	12.90	48.15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	11	84.62	15.38	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	13	76.47	23.53	53.85
White	84	76	90.48		44.74
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	33	89.19	10.81	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	20.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



# **Attachment 4**

# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hydesville Elementary School District	Kevin Trone Superintendent/Principal	superintendent@hydesvilleschool.org (707)768-3610

## Goal 1

Increase academic success for all students and subgroups.

## Rationale

Hydesville Elementary School District has developed a goal to increase student achievement so that our LCAP ensures a focus on student learning and academic growth. While the students experience many academic success it is essential that as a staff we continue to work to improve teaching and learning. The actions that fall under this goal provide our school with a road map to ensure that the academic needs of students are being met and that appropriate interventions are available to those students who require additional support. As a district we want to make sure that all of our Student Subgroups are achieving. We currently had one group in the 'orange' subgroup and these plans should help to improve that result.

## Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Certificated personnel records, CALPADS, SARC reports on teacher credentials and assignments	91% of the teaching staff were properly credentialed and assigned	100% of teachers are properly credentialed and assigned.	100% of the teaching staff properly credentialed and assigned.
	Annual FIT (Facilities Inspection Tool)	Overall "Good" rating	Overall "Good" rating	Maintain "Good" Overall rating
	Proof of Standards Aligned Instruction will be evidenced by records including purchases, staff meeting time allotment to aligning instruction, annual board actions and resolutions, professional development participation.	Standards-based curriculum evident in all grade levels and accessible to all students in ELA, Math, History/SS, and Science	Staff Survey will go out in the spring.	Maintain 100% standards aligned instruction as evidenced by the local indicator priority 2 staff survey.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	ELD instruction and access to ELA standards for English Learners will be demonstrated by a. purchase records, b. instructional materials lists, and c. outcomes of ELA CASSP scores and d. teacher lesson plans.	Classroom teachers incorporated ELD standards in the grades that include EL students as indicated by teacher lesson plans.	100% access and instruction for all ELs.	Maintain 100% access and instruction for all ELs
	Every pupil in the school district has sufficient access to standards-aligned instructional materials.	District sufficiency of standards aligned curriculum resolution indicates 100% access.	100% of students and teachers have access to standards-aligned curriculum and materials.	Maintain 100% access to sufficient standards aligned curriculum
	Student performance in Science on CAST as reported on California Dashboard.	40.54% of students Met or Exceeded standard. 21.62% Standard Exceeded; 18.92% Standard Met; 43.24% Standard Nearly Met; 16.22% Standard Not Met	Data Unavailable	60% of Students Met or Exceed Standard.
	Class schedules, school event calendars and newsletters, and teacher planning documents will demonstrate that all students, including students with disabilities and unduplicated student groups, are involved in a broad course of study.	Every classroom will show evidence of student engagement in a broad course of study as indicated in lesson plans, class schedules and community communications, activity calendars, etc.	100% of students are engaged in a broad course of study.	Every classroom will show evidence of student engagement in a broad course of study as indicated in lesson plans, class schedules and community communications, activity calendars, etc
	Class size ratios	1:22 average ratio of teachers to students K-8	1:21.44 average class size ratio	Maintain K-8 average ratio of 1:24 or below, teachers to students
	Student performance in ELA on CAASP as reported on California Dashboard.	2018-19 Yellow performance status, 2 points below standard, a decline of 21.9 points. SED group performance was Orange, 20.7 points below	Data Unavailable	Achieve and maintain Green status in ELA for all groups

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		standard, a decline of 35.4 points.		
	Student performance in Math on CAASP as reported on California Dashboard.	2018-19 Yellow performance status, 7.6 points below standard, a decline of 9 points. SED group performance was Orange, 28.6 points below standard, a decline of 22.6 points.	Data Unavailable	Achieve and maintain Green status in Math for all groups
	ELPAC progress and ELA proficiency for EL students reported to parents.	No significant details reported publicly due to the small population of EL students. Progres	No significant details reported publicly due to the small population of EL students.	All ELs with show ELD progress from prior year's ELPAC levels and level of performance on CAASPP in ELA. Individual records will be maintained by EL coordinator and shared with families.
	Reclassification Rates	No significant details were reported due to the small population of EL students. Reclassification rate baseline will be set for students in an EL program for 5 years.	No significant details reported publicly due to the small population of EL students.	2021 Baseline + 15%

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>Certificated Staff</b> To provide a healthy, rigorous, safe and engaging learning environment, and maintain small class sizes with low teacher/student ratios the school will maintain levels of teaching staff.	2021-24	No	LCFF \$635,059 Other State \$105,616 Federal \$133,847		\$874,522.00	\$368,852.98

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.2	<b>Instructional Aides</b> Provide instructional aides to support the needs of unduplicated students by increasing the ratio of adults to students in the classroom and to help meet the needs of struggling students by increasing opportunities for academic support		Yes	LCFF \$80,017 Other State \$16,610 Federal \$39,446		\$136,073.00	\$71,145.53
1.3	<b>Small 4-8th class size</b> Sustain certificated staffing levels to maintain small class sizes in 4th – 8th grades to provide more support for unduplicated student groups.  Funding for this Goal included in Goal 1 Action 1	2021-24	No	LCFF 0		\$0.00	See G1A1
1.4	<b>CSS IM</b> Provide materials for implementation of K--8th California State Standards -aligned curricular programs in all subjects, including Next Gen Science and Social Studies curriculum	2021-24	No		LCFF \$5,000	\$5,000.00	\$0
1.5	<b>Professional Development</b> Provide staff development time and resources to ensure academic alignment	2021-24	No		Other State \$7,750	\$7,750.00	\$7,000



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>with CSS and Next Gen standards.</p> <p>Maintain staff training and collaboration time in use of CAASPP and ELPAC tools, data analysis, and updates.</p> <p>Identify and implement standards- aligned assessments for ongoing progress monitoring toward mastery of content standards for all grade levels.</p> <p>Research and implement digital resources that provide differentiated or blended learning opportunities for students of varying academic skills and ability levels.</p>						
1.7	<p><b>Early Literacy Intervention</b> Implement early intervention literacy program to provide the earliest possible academic support; to narrow the achievement gap for struggling students; and to reduce the number of referrals to special education</p>	2021-24	No	Other State \$111,904		\$111,904.00	\$38,764.37
1.8	<p><b>EL Program</b> Maintain EL Coordinator position to monitor English Learner students' progress</p>	2021-24	Yes	LCFF \$2,932		\$2,932.00	\$955.64

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	toward proficiency and reclassification, implement ELPAC testing, and support ELD and academic support in classrooms.						
1.9	<b>Library services</b> Maintain library staffing  Library materials, supplies  HERC Contract	2021-24	No	LCFF \$11,685	LCFF \$5,200	\$16,885.00	\$8,389.99
1.10	<b>Special Education Program</b> Special Education certificated staff  SPED classified staff  SPED supplies and materials  SPED services  SPED indirect services (e.g. SDC costs)	2021-24	No	Other State \$27,184 Federal \$16,815	Other State \$126,968 Federal \$8,599	\$179,566.00	\$92,260.21
1.11	<b>Administrative Leadership</b> Maintain principal position as instructional coordinator	2021-24	No	LCFF \$95,326 Other State \$7,374		\$102,700.00	\$46,597.44
1.12	<b>Technology</b> Provide technology-devices and programs to	2021-24	No		LCFF \$16,890 Federal \$2,508	\$19,398.00	\$21,133.61

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	implement instructional program						
1.13	<b>Foster Youth and Homeless</b> Maintain Foster Youth and Homeless Liaison position to address the needs of Foster Youth and Homeless students.	2021-24	Yes		LCFF \$500	\$500.00	\$0
1.14	<b>Music Program</b> Music Program staffing	2021-24	No	LCFF \$18,091	LCFF \$1,200	\$19,291.00	\$6,113,.28
1.15	<b>Visual/Performing Arts</b> Maintain adequate levels of art supplies and materials  Supplies expense part of central office expenditures	2021-24	No		LCFF 0	\$0.00	N/A
1.16	<b>Office support</b> Provide operational support for instructional services, such as copy machine lease and maintenance, enrichment programs, etc.	2021-24	No		LCFF \$16,213 Other State \$30,200 Federal \$1,708	\$48,121.00	\$93,889.71

## Goal 2

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

### Rationale

Hydesville Elementary School District has developed this goal in order to meet the social and emotional needs of our students. This goal support goal one because students who are supported in a safe, healthy, and inclusive environment are better prepared to learn and experience social emotional and academic success at school.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Evidence of Parent participation in school decision making including the number of parents participating in Site Council/LCAP Committee Mtgs., Board Member Membership, parent organizations, and parent survey return rates.	Parent membership on school committees remains low. Set new baselines in 2021-22 for: 1. SSC membership 2. #s at LCAP input mtgs 3. #s in PTO 4. Survey return rate	Data incomplete at this time. District moved from a SSC to a Parent Advisory Group.	Achieve 100% of required parent membership on SSC Increase each of other 3 measures by 15%
	Parent participation in their students' education evidenced by % attending parent teacher conferences, classroom volunteers, and school activities	This baseline was not established this year. Set new baselines in 2021-22 for all parents and also for parents of SED, SWD and ELs in: 1. % attending parent teacher conferences 2. classroom volunteers 3. % attending school activities	Baseline Data being gathered still.	Increase each of 3 measures by 15% from baseline
	Parent Participation for special needs students will be evidenced by the percentage of parents participating in special education IEP meetings, 504 meetings, or intervention planning conferences.	95% of parents of SWD participated in IEP, 504, parent-teacher conferences and/or Student Study Team meetings.	Data incomplete at this time.	Maintain 95% or better
	Daily attendance percentages and monthly and annual reports.	ADA average 94.93%	Current ADA average is 92.05%	Maintain 95% or better
	Chronic absenteeism rates as reported by the student information system for the school	Chronic Absence Rate 10%.	Chronic Absenteeism rate will be calculated after P2	Decrease to 5% or lower

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	School dropout rates reported through the student information system, CALPADS, CA Dashboard	0%.	School Dropout rate is currently 0%	Maintain 0%
	Student suspension rates as reported in disciplinary records and the student information system, CALPADS, and the CA Dashboard.	The suspension rate 1.99%	Suspension rate will be calculated in the spring. After P2	Maintain 2% or less
	Expulsion rates as reported in disciplinary records and the student information system, CALPADS	The expulsion rate 0%	0%	Maintain 0%
	School climate assessed through stakeholder surveys including students, parents, and staff.	The most current results (2018-19) were: 94% of parents 100% of staff 93% of students responding indicated the school provides a safe learning environment  90.4% of parents 71.4% of staff 83% of students responded that the school is a welcoming place they feel connected.	Data Unavailable.	95% of all groups believe school is safe, clean, welcoming and feel respected and connected to adults and peers
	Measures of student success across subject areas included: participation rates in school, regional or county performances or competitions (i.e. History Day, Science Fair, Spelling Bee, etc.), sports, the	In 2018-19 (most current data): Every 4--8th grade student completed a student driven (Genius Hour) project. All K-3 students engaged in genius hour preparation activities.	Data Unavailable.	Maintain 100% in all 3 measures

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Watershed Project, Math Counts, Genius Hour and Hour of Code activities.	100% of students participated in a week of Hour of Code activities.		

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p><b>Counseling Services</b> Maintain Counselor FTE to promote positive school culture</p> <p>Purchase counseling materials and supplies</p>	2021-24	No	LCFF \$55,697 Other State \$4,370	LCFF \$100	\$60,167.00	\$18,157.27
2.2	<p><b>Parent Involvement</b> Maintain or increase frequency of school--based family events to promote connectedness between families and the school community</p> <p>Implement Parenting Education Courses (Love &amp; Logic)</p> <p>Expenditures part of Goal 2 Action 1</p>	2021-24	No	LCFF 0 Other State 0	LCFF 0	\$0.00	\$0
2.3	<p><b>Meal Program</b> Supplement cafeteria salaries, benefits, supplies and services with general fund contribution to support low income students</p>	2021-24	Yes		LCFF \$16,445	\$16,445.00	\$16,445

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.4	<b>Transportation</b> Basic home to school transportation services: Maintain bus driver position; Purchase bus fuel and supplies; Bus Maintenance, DOT Services	2021-24	No	LCFF	\$26,992	LCFF	\$17,070	\$44,062.00	\$18,928
2.5	<b>Increased Transportation</b> Extend transportation time, routes, to provide increased service to low income students: Bus driver salary/benefits; Fuel and supplies; Bus Maintenance, DOT Services  Expenditures part of Goal 2 Action 4	2021-24	No	LCFF	0	LCFF	0	\$0.00	\$0
2.6	<b>Administrative Assistant</b> Maintain Administrative Assistant position to monitor, analyze, and report student attendance and discipline data through the school student information system and other related record keeping systems	2021-24	No	LCFF	\$73,026			\$73,026.00	\$31,700.53
2.7	<b>After-school program</b> Provide after-school enrichment and homework help program.	2021-24	Yes	LCFF	\$22,003	LCFF	\$10,000	\$38,043.00	\$9,655.92
				Other State	\$6,040				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.8	<p><b>Facilities</b> Maintain and upgrade school facilities according to FIT School Facilities Report, JPA Risk Management Report, and ongoing facilities inspections as student needs dictate.</p> <p>Maintain maintenance and custodial supplies to ensure a safe, clean, healthy school environment.</p> <p>Maintain maintenance and custodial services to ensure a safe, clean, healthy school environment.</p>	2021-24	No	LCFF \$106,079	LCFF \$19,477	\$125,556.00	\$68,596.41
2.9	<p><b>Digital Citizenship and Internet Safety</b> Renew license for digital citizenship and Internet safety curriculum</p> <p>Expenditures part of Goal 1 Action 5</p>	2021-24	No				
2.10	<p><b>MTSS Professional Development</b> Support ongoing MTSS and positive behavior training for certificated and classified staff</p>	2021-24	No				



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Expenditures part of Goal 1 Action 5						
2.11	<p><b>Home/School Communication</b> Research school--based communication tools for implementation across grade levels to create a comprehensive and cohesive communication system for families.</p> <p>Provide homework help and content standards information through multiple sources, including the school website, parent/-teacher conferences, school newsletters, etc.</p> <p>Expenditures part of central office expense</p>	2021-24	No				
2.12	<p><b>Extra-curricular events and activities</b> Maintain current programs and encourage student involvement in extra-curricular activities such as athletics (1-4), student government, Yearbook (5-7), and other county and regional events</p>	2021-24	No	Other State \$9,573 Local \$671	Other State \$8,360 Local \$767	\$19,371.00	\$2,819.23
2.13	<b>Field trip learning experiences</b>	2021-24	No		LCFF \$5,662	\$5,662.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Continue to provide outside the classroom learning experiences/field trips to enhance academic program						
2.14	<b>GATE</b> Identify and integrate GATE -type activities into everyday classroom instruction	2021-24	No		LCFF \$2,600	\$2,600.00	\$0
2.15	<b>Student incentives</b> Provide student incentives for participation in academic competitions and events such as MathCounts, STAR reading, Pi Day, graduation, etc.	2021-24	No		Local \$6,765	\$6,765.00	\$957.10
2.16	<b>Community partnerships</b> Continue partnerships with programs such as Kids in the Woods, Salmon Studies, high school reading buddies, parent volunteer Spanish instructors	2021-24	No				

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hydesville Elementary School District	Kevin Trone Superintendent/Principal	Superintendent@hydesvilleschool.org (707)768-3610

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The District holds opportunities for educational partner input at each monthly School Board Meeting. The District has also provided engagement opportunities for expenditure plans requiring a Public Hearing or Separate meetings for input and Board approval meetings as required.

Parent and student surveys are utilized annually to gather data. That input is considered appropriate as expenditure plans are developed for the various funds provided through the Budget Act of 2021.

Funding from the Budget Act of 2021 that are not included in the LCAP include the Expanded Learning Opportunities Grant (ELOG), Educator Effectiveness Grant (EEG), Universal Meals Program (UMP), ESSER III.

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

HESD does not have a enrollment of students that are low-income, English Learners, and/or foster youth at a rate of 55% or greater.

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

The District holds opportunities for educational partner input at each monthly School Board Meeting. The District has provided additional engagement opportunities for expenditure plans at required public hearings and at Board approval meetings as required. Parent, student and staff surveys are utilized to gather data at various points throughout the school year and that data is utilized as appropriate to assist in the development of expenditure plans for the various funds intended to support recovery from the COVID-19 pandemic and the impact that

distance learning had on pupils. Details of engagement and spending related to this can be found in the Safe Return to Instruction and Continuity of Services Plan.

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

The District is implementing the approved plan to use ESSER III funds to support Socio-Emotional Learning through a certificated counselor. One major challenge in this that the district has faced so far is an inability to hire a substitute counselor after our counselor went out on maternity leave. The District is also using these funds to support student learning and help to recover learning loss through the hiring of a certificated intervention teacher.

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

The District strives to coordinate the planning, implementation, and execution of the Safe Return to In-Person Instruction and Continuity of Services Plan, as well as the ESSER III Expenditure Plan, to support and compliment the goals of the District LCAP. Funding related to the two plans is used to provide a safe and healthy learning environment for students and staff, both physically and emotionally. These fiscal resources are used to improve the quality of instruction, educational materials, and services to students. These actions funded by the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan directly align with the 2 Goals in the District LCAP.

# **Attachment 5**



# Hydesville Elementary School District

---

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

2/8/2022


Happy Tuesday to our Wildcat Families,

As many of you are aware, the state and county lifted the outdoor masking requirement at schools in mid-December. As a District we loosened our masking requirements at that time and allowed students to unmask as long as they were able to maintain a little distance between themselves and their peers. In addition, we also added additional outdoor time every day. These changes were made with the intention of continuing to open up the playground as more mask-free. Unfortunately, in January, the school and community were seeing a spike in COVID cases which caused us to pause the decision to fully unmask the playgrounds. This was all done with the intention of keeping our students, staff, and community as safe and healthy as can be. On January 12th, the State also removed the requirement to do modified quarantines and move to a group tracing model with testing as long as student exposures were masked. So in an effort to keep students in class and not having to quarantine at home we maintained what we were doing.

***At this time we would like to announce that as of Wednesday, February 9th, Hydesville Elementary will no longer require students to mask outdoors.*** This change comes on the heels of Gov. Newsom's announcement yesterday that the state will be limiting indoor masking next week, but will still be continuing to require masks indoors at schools. As more information comes out we will keep our community apprised.

Please take the time to discuss these changes with your students. We know some parents and students will still want to continue masking outdoors and we respect the ability of parents and students to make that choice. I would like to especially thank the parents who have come down to the school and had conversations with me regarding this and other issues.

Thank you,

Kevin Trone   
Superintendent/Principal - Hydesville Elementary School

# Attachment 6

CALIFORNIA DEPARTMENT OF EDUCATION  
**REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS**  
 FORM J-13A, REVISED DECEMBER 2017

**SECTION A: REQUEST INFORMATION**

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

**PART I: LOCAL EDUCATIONAL AGENCY (LEA)**

LEA NAME: Hydesville Elementary School District		COUNTY CODE: 12	DISTRICT CODE: 62885	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Kevin Trone			FISCAL YEAR: 2021-22	
ADDRESS: 3050 Johnson Rd.			COUNTY NAME: Humboldt	
CITY: Hydesville		STATE: Ca	ZIP CODE: 95547	
CONTACT NAME: Kevin Trone	TITLE: Superintendent/Principal	PHONE: (707)768-3610	E-MAIL: superintendent@hydesvilleschool.org	

**PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):**

<input checked="" type="checkbox"/> <b>SCHOOL DISTRICT</b> Choose one of the following: <input checked="" type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> <b>COUNTY OFFICE OF EDUCATION (COE)</b> Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> <b>CHARTER SCHOOL</b>
--	---	--

**PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:**

**SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

---

**MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

---

**LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

*"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."*



**SECTION B: SCHOOL CLOSURE**

Not Applicable (Proceed to Section C)

Supplemental Page(s) Attached

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

See attached pages.

**PART II: SCHOOL INFORMATION** (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/f13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Hydesville Elementary School	6007942	Traditional	180	0	0	1/28/2022	1/28/2022	1

**PART III: CLOSURE HISTORY** (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Hydesville Elementary School	6007942	19/20	1/17/2020	Unplanned Power Outage	no

**SECTION C: MATERIAL DECREASE**

Not Applicable (Proceed to Section D)

Supplemental Page(s) Attached

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

**PART II: MATERIAL DECREASE CALCULATION** (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
		Total:	0.00		0		0.00

**PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS** (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
		Total:	0.00		0.00		0.00

\*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

**SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS**

Not Applicable (Proceed to Section E)

**PART I: PERIOD OF REQUEST** The entire period covered by the lost or destroyed records commences with \_\_\_\_\_ up to and including \_\_\_\_\_.

**PART II: CIRCUMSTANCES** (Describe below circumstances and extent of records lost or destroyed.)

**PART III: PROPOSAL** (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

**SECTION E: AFFIDAVIT**

**PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS** – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Hydesville Elementary School Dist., hereby swear (or affirm) that the foregoing statements are true and are based on official records.

<u>Board Members Names</u>	<u>Board Members Signatures</u>
Dave Fisch	
Mandy Marquez	
Clint Victorine	
Mollie Holmgren	
Laurie Newman	

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 14th day of February, 2022.

Witness: Kevin Trone Title: Supt./Principal of Humboldt County, California  
(Name) (Signature)

**PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER** (Only applicable to charter school requests)

Superintendent (or designee): \_\_\_\_\_ Authorizing LEA Name: \_\_\_\_\_  
(Name) (Signature)

**PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): \_\_\_\_\_  
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

COE contact/individual responsible for completing this section:

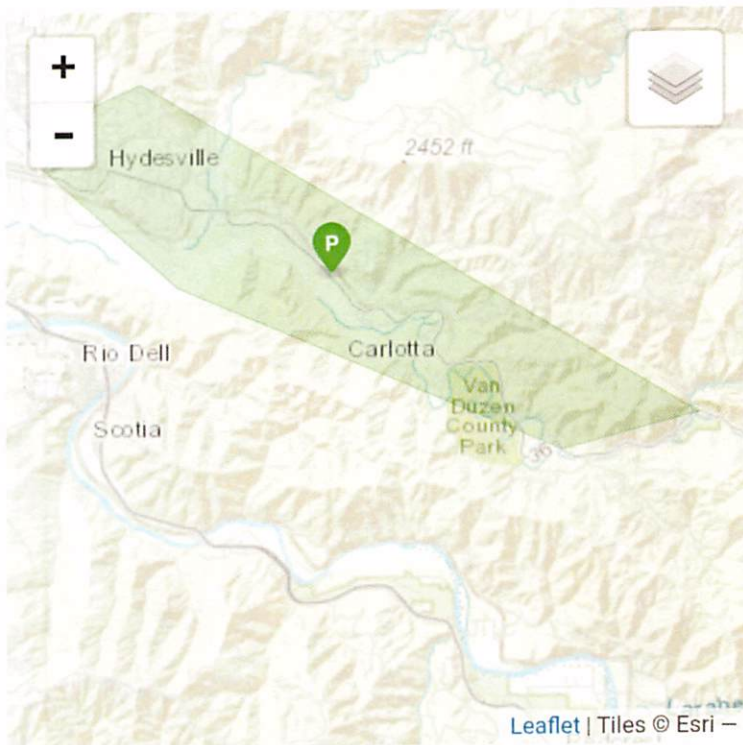
Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Driver hit a power pole near the school. This caused the power to go out at approximately 11:30pm on January 27th. This unplanned power outage resulted in the school having no power for 9 hours prior to the school start day with temperatures in the 30s. Without power we have no way to heat our classrooms, the hot water heater for the kitchen doesn't work and the septic pump can't pump our septic out. In addition to these issues when checked, the estimated time of restoration was 2pm, after students are out of school and lunches have been served. In addition to these issues, crews working to restore power had to close Johnson Rd ¼ of a mile on either side of the school. This would have made it impossible for the bus to leave campus or for any of our parents to drop their children off at school.



Outages » Yesterday

# Power Outage in Carlotta



## UPDATES FROM PG&E





**Customers affected**

923

**2:52 a.m.**

**Customers affected**

387

**Estimated time of restoral**

Today @ 10 a.m.

**3:32 a.m.**

**Cause**

Our preliminary determination is that your outage was caused by an equipment issue.

**Estimated time of restoral**

Today @ 2 p.m.







