



# Hydesville Elementary School District

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

## Board of Trustees Meeting Agenda

Monday, February 12th, 2024 • 5:30 PM (Closed Session), 6:30pm (Open Session)

Hydesville Elementary Classroom C3

### 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 Conference with Labor Negotiators (Gov. Code §54957)

3.1.1 Certificated employees

3.2 Personnel

3.2.1 Resignation/Retirement

### 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 8th, 2024 Regular Board Meeting (Attachment 1)

7.2 Approval of Minutes January 12th, 2024 Special Board Meeting (Attachment 1)

7.3 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



# Hydesville Elementary School District

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

- 9.1 Superintendent-Principal (Attachment 2)
- 9.2 Business Manager (Attachment 3)
- 9.3 Staff
- 9.4 Hydesville Parent Group
- 9.5 Hydesville Sports Booster Club
- 9.6 Student Council Report
- 9.7 Communications
  - 9.7.1 Thank You - Moonlight Catering (Attachment 4)
  - 9.7.2 Certification of 2023-2024 First Interim Report (Attachment 5)

## 10.0 Information Items

- 10.1 Attendance and Enrollment Update (Attachment 6)
- 10.2 Enrollment Projections for 2024/25 (Attachment 7)
- 10.3 Form 700 Reminder (Attachment 8)
- 10.4 Staff Meeting Agendas (Attachment 9)
- 10.5 ELOP Program Presentation - Summer Hesch (Attachment 10)
- 10.6 GATE Program Presentation - Allisen Souza (Attachment 11)
- 10.7 LCAP Mid Year Review (Attachment 19)

## 11.0 Discussion/Possible Action Items

- 11.1 Consider and Discuss Possible Approval of the 2022-23 School Accountability Report Card (Attachment 12)
- 11.2 Consider and Discuss 8th Grade Parents Fundraising Request for the 2025 8th grade class. (Attachment 13)
- 11.3 Receive Greenway Partners Master Plan Phase 1 and Consider Phase 2 (Attachment 14)
- 11.4 Consider and Discuss Possible Approval of Expanded Learning Opportunities Program Plan Guide (Attachment 15)
- 11.5 Consider and Discuss Possible Approval of School Safety Plan (Attachment 16)
- 11.6 Consider Action on CSBA Delegate Assembly Ballot (Attachment 17)
- 11.7 Consider and Discuss Possible Amendments to Athletics Policy (Attachment 18)

## 12.0 Board Member Comments

## 13.0 Announcements

13.1 Upcoming Calendar of Events:

President's Break	February 19th and 20th
History Night	February 22nd, 5pm
Community Input Night	February 28th



# Hydesville Elementary School District

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

13.2 Next Board Meeting: March , 2024

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.

## 17.0 Adjournment

NOTICE: Any writing, not exempt from public disclosure under the California Public Records Act, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Hydesville Elementary School office.

NOTICE: Hydesville Elementary School adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent.

<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>



# Hydesville Elementary School District

---

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

**BOARD OF TRUSTEES**

**Mandy Marquez, President**

**Clint Victorine, Clerk**

**Thomas Valterria, Member**

**Charles Anderson, Member**

**Kay Chapman, Member**

**Kevin Trone, Superintendent**

# **Attachment 1**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 7.0 **Date:** February 12th, 2024

**Consent Agenda**

7.1 Approval of Minutes, January 8th, 2024 Regular Board Meeting

7.2 Approval of Minutes, January 12th, 2024 Special Board Meeting

7.3 Approval of Warrants

**Action requested:**

Approve the Consent Agenda

**Background Information and/or Statement of need:**

None

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal



# Hydesville Elementary School District

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

**Board of Trustees Meeting Minutes**  
**Monday, January 8th, 2024 • 5:30 PM (Closed Session), 6:30pm (Open Session)**  
**Hydesville Elementary Classroom C3**

**1.0 Call to Order Meeting called to order by President Marquez at 5:30**

**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* **No public comment**

**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.* **Meeting adjourned to closed session at 5:31pm**

**3.1 Conference with Labor Negotiators (Gov. Code §54957)**

**3.1.1 Unrepresented Employees**

**4.0 Reconvene to Open Session-** **Mandy reconvened to open session at 6:36 PM. In attendance were Nik Wink, Arlene Polansky, Thomas Valterria, Mandy Marquez, Kevin Trone, Kay Chapman, Charlie Anderson, Ashlee Byrd, Lola Valterria, and Michelle Reyna-Sanchez**

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

**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.* **- Thomas motioned to approve the agenda order. Clint seconded. 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* **- Arlene commented on the staff appreciation luncheon.**

**7.0 Consent Agenda**

**7.1 Approval of Minutes, December 11th, 2023 Regular Board Meeting (Attachment 1)-Thomas motioned to approve the minutes with the amended minutes from December. Clint seconded Passed 5/0**

**7.2 Approval of Warrants (Attachment 1)-Thomas motioned to approve the warrants Clint seconded. Passed 5/0**

**7.3 Williams Quarterly Report (Attachment)-Kay motioned to approve the Williams Quarterly Report. Clint seconded. Passed 5/0**



# Hydesville Elementary School District

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

**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).  
None**

## 9.0 Reports

- 9.1 Superintendent-Principal (Attachment 2)-**Kevin Reported**
- 9.2 Business Manager (Attachment 3)-**Michelle Reported**
- 9.3 Staff-**Ashlee Reported**
- 9.4 Hydesville Parent Group- **Ashlee Reported**
- 9.5 Hydesville Sports Booster Club-**Kevin Reported**
- 9.6 Student Council Report- **Lola Reported**
- 9.7 Communications- **None**

## 10.0 Information Items

- 10.1 Attendance and Enrollment Update (Attachment 4)-**Kevin Reported**

## 11.0 Discussion/Possible Action Items

- 11.1 Consider and Discuss Possible Approval of the 2022-23 School Accountability Report Card (Attachment 5)-**Kevin Reported Thomas motioned to approve the incomplete SARC Report Card**
- 11.2 Consider and Discuss Updates to Job Descriptions-**Kevin Reported. Clint motioned to approve the Job Description with edits Thomas seconded. Passed 5/0**
  - 11.2.1 Instructional Assistant (Attachment 6)
- 11.3 Consider and Discuss Roofing Bids
  - 11.3.1 Redwood Empire Roofing (Attachment 7)
  - 11.3.2 McMurray & Sons, Inc. (Attachment 8)
  - 11.3.3 Sanders Roofing (Attachment 9)**Kevin Reported. Clint motioned to approve the Redwood Empire Roofing bid Charlie seconded with clarification from Kevin. Passed 5/0**

**12.0 Board Member Comments-Mandy thanked Ashlee for all she does, she also stated that the boards would discuss the staff appreciation luncheon and let Arlene Know. Thomas thanked Ashlee for heading up the student council and Nik for organizing the middle school incentive program and trip. Charlie also thanked Nik for all he does with the middle school.**

## 13.0 Announcements

- 13.1 Upcoming Calendar of Events:

HPG Meeting	January 10th
-------------	--------------





# Hydesville Elementary School District

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

GATE Academy	January 11th
MLK Day - No School	January 15th
Sports Booster Club Meeting	January 15th

13.2 Next Board Meeting: February 12, 2024 @ 4:00 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 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.*

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

Conference with Labor Negotiators (Gov. Code §54957)

3.1.1 Unrepresented Employees

16.0 Reconvene to Open Session

16.1 Report Action Taken During Closed Session

17.0 Adjournment

NOTICE: *Any writing, not exempt from public disclosure under the California Public Records Act, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Hydesville Elementary School office.*

NOTICE: Hydesville Elementary School adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent.

<b>ADDRESSING THE BOARD</b>	<b>REGULAR SESSION</b>
-----------------------------	------------------------



# Hydesville Elementary School District

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

<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>
<p><b>COMPLAINTS</b></p>	<p><b>CLOSED SESSION</b></p>
<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>BOARD OF TRUSTEES</b>  <b>Mandy Marquez, President</b>  <b>Clint Victorine, Clerk</b>  <b>Thomas Valterria, Member</b>  <b>Charles Anderson, Member</b>  <b>Kay Chapman, Member</b>  <b>Kevin Trone, Superintendent</b></p>	



# Hydesville Elementary School District

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

## Board of Trustees Meeting Agenda Friday, January 12th, 2024 • 4:00 PM Hydesville Elementary Library

**1.0 Call to Order-** Mandy called to order at 4:03 PM In attendance were Kevin Trone, Clint Victorine, Kay Chapman, Charlie Anderson, Mandy Marquez, Thomas Valterria, and Arlene Polansky

1.1 Flag Salute

**2.0 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 Thomas Seconded. Passed 5/0**

**3.0 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* **None**

**4.0 Convene to Closed Session** *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54945.5.*-**Convened to closed session at 4:04 PM**

4.1 Conference with Labor Negotiators (Gov. Code §54957)

4.1.1 Unrepresented Employees

**5.0 Reconvene to Open Session****Reconvened to open session at 4:08 PM**

5.1 Report Action Taken During Closed Session-**No action taken**

**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 Discussion/Possible Action Items**

7.1 Consider and Discuss Possible Approval of Amendments to the Superintendent Contract (Attachment 1)-**Clint motioned to approve the amendments to the superintendent Contract. Kay seconded and Passed 5/0**

7.2 Consider and Discuss Possible Approval of California Schools Healthy Air, Plumbing, and Efficiency Program Resolution 202411- **Kevin reported**

7.2.1 Resolution 202411 (Attachment 2)

7.2.2 Grant Agreement (Attachment 3)

**Charlie motioned to approve Resolution 202411 and the Grant Agreement. Clint seconded. Passed 5/0**



# Hydesville Elementary School District

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

## 8.0 Board Member Comments- The board approved the staff luncheon for February 2, 2024

### 9.0 Announcements

9.1 Next Board Meeting: February 12, 2024

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

### 10.0 Adjournment-Mandy adjourned the meeting at 4:16 PM

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>
<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>	<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>  <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>
<b>COMPLAINTS</b>	<b>CLOSED SESSION</b>



# Hydesville Elementary School District

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

*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.*

*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.*

## **BOARD OF TRUSTEES**

**Mandy Marquez, President**  
**Clint Victorine, Clerk**  
**Thomas Valterria, Member**  
**Charles Anderson, Member**  
**Kay Chapman, Member**  
**Kevin Trone, Superintendent**

Checks Dated 01/08/2024 through 02/08/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000227655	01/11/2024	CHEERFUL DESIGNS	01-4310	DONATIONS- CHEER BOWS		525.00
3000227656	01/11/2024	COMING ATTRACTIONS THEATERS	01-4310	PBIS- PRIVATE MOVIE SCREENING		427.00
3000227657	01/11/2024	EMPLOYMENT DEVELOPMENT DEPT.	01-9540	4TH QUARTER		234.92
3000227658	01/11/2024	GREENWAY PARTNERS	35-4400	FACILITIES MASTER PLAN PROJECT- PLANNING AND DEVELOPMENT		4,500.00
3000227659	01/11/2024	HUMBOLDT COUNTY SHERIFF'S OFC	01-5800	MAINTENANCE- SWAP FIELD CLEAN UP		1,000.00
3000227660	01/11/2024	HYDESVILLE SCHOOL DIST. REVOLV ING CASH FUND	01-4310	2024 AUTHOR FESTIVAL REGISTRATION		100.00
3000227661	01/11/2024	JK INSPECTIONS LLC	01-5800	PORTABLE PROJECT- IOR SERVICES		1,076.08
3000227662	01/11/2024	NORTH COAST SIG WC	01-9542	NCSIG- WC 23/24 CONTRIBUTION		9,382.50
3000227663	01/11/2024	REDWOOD COAST DESIGN	01-4310	ATHLETICS- WARMUPS		646.50
3000227664	01/11/2024	AT&T	01-5909	INTRASTATE CIRCUIT- MONTHLY BILL WITH CREDIT		292.28
3000227665	01/11/2024	AT&T/CALNET 2	01-5909	PHONES- MONTLY PAYMENT		120.65
3000227666	01/11/2024	CALIFORNIA SCHOOL BOARDS ASS.	01-5300	GAMUT SERVICES		1,365.00
3000227667	01/11/2024	COASTAL BUSINESS SYSTEMS INC	01-5637	MONTHLY PAYMENT		1,161.44
3000227668	01/11/2024	CRYSTAL CREAMERY	13-4710	CAFETERIA- FOOD		964.74
3000227669	01/11/2024	FERNDALE TECH	01-5800	TECHNOLOGY- DECEMBER CONTRACT WORK	360.00	
				TECHNOLOGY- MONTHLY NINJA PROTECH	120.00	480.00
3000227670	01/11/2024	FORTUNA ACE HARDWARE	01-4381	MAINTENANCE- SUPPLIES		43.90
3000227671	01/11/2024	FRANZ FAMILY BAKERIES SPRINGFIELD DIVISION	13-4710	CAFETERIA-FOOD		246.28
3000227672	01/11/2024	HESCH CONSTRUCTION	01-6102	PORTABLE PROJECT- GROUNDWORK		35,100.00
3000227673	01/11/2024	MOBILE MODULAR	01-6200	PORTABLE PROJECT- CLASSROOM AND DELIVERY FEES		114,536.00
3000227674	01/11/2024	MURRISH'S HYDESVILLE MARKET	13-4710	CAFETERIA- FOOD		21.76
3000227675	01/11/2024	OPTIMUM	01-5909	INTERNET- MONTHLY PAYMENT		247.77
3000227676	01/11/2024	P G & E	01-5520	ELECTRICITY- MONTLY PAYMENT	2,335.72	
			01-5909	ELECTRICITY- MONTHLY PAYMENT	10.26	2,345.98
3000227677	01/11/2024	PBK	01-5800	PORTABLE PROJECT-BIDDING & ADMINISTRATION		1,500.00
3000227678	01/11/2024	QUILL CORPORATION	01-4310	MATERIAL AND SUPPLIES- STORAGE TOTE		62.37
3000227679	01/11/2024	RECOLOGY EEL RIVER	01-5560	RECOLOGY- MONTHLY PAYMENT		697.34
3000227680	01/11/2024	SECURITY LOCK & ALARM	01-5800	BURGLAR ALARM- MONTHLY MONITORING		93.00
3000227681	01/11/2024	Swanlund, Leah M	01-4310	CLASSROOM- SUPPLIES		141.14
3000227682	01/11/2024	SYSCO FOODS OF SACRAMENTO	01-4310	AFTER SCHOOL- SNACKS	342.14	

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 01/08/2024 through 02/08/2024**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000227682	01/11/2024	SYSKO FOODS OF SACRAMENTO	13-4396	CAFETERIA- SUPPLIES	741.44	
			13-4710	CAFETERIA- FOOD	59.90	1,143.48
3000229018	01/25/2024	Byrd, Ashlee D	01-4310	CLASSROOM FUNDS- CURRICULUM		38.75
3000229019	01/25/2024	Hesch, Summer	01-4310	AFTER SCHOOL- ART CAMP LUNCH	135.97	
				AFTER SCHOOL- INCENTIVES	118.19	
				AFTER SCHOOL- SNACKS	9.07	
				AFTER SCHOOL- SUPPLIES	46.40	309.63
3000229020	01/25/2024	Jackson, Erin	01-4310	ATHLETICS- MASCOT HEAD BAND		17.31
3000229021	01/25/2024	Richter Carter, Jacqueline A	01-4310	CLASSROOM FUNDS- INCENTIVES	124.53	
				CLASSROOM FUNDS- SUPPLIES	35.32	159.85
3000229022	01/25/2024	Souza, Allisen	01-4310	GATE- MATERIALS AND SUPPLIES		438.12
3000229023	01/25/2024	SYSKO FOODS OF SACRAMENTO	01-4310	AFTER SCHOOL- SNACKS	161.61	
				AFTER SCHOOL- SUPPLIES	139.05	
			13-4396	CAFETERIA- SUPPLIES	144.70	
			13-4710	CAFETERIA-FOOD	3,898.78	4,344.14
3000229024	01/25/2024	CRYSTAL CREAMERY	13-4710	CAFETERIA- MILK		267.62
3000229025	01/25/2024	BEAR RIVER RECREATION CENTER	01-4310	ATHLETICS- GIRLS BB GAME	120.00	
			01-5800	ATHLETICS- BOYS BBALL PRACTICE	120.00	
				DEPOSIT		
				ATHLETICS- CHEER PRACTICE DEPOSIT	60.00	
				MUSIC- WINTER CONCERT	480.00	780.00
3000229026	01/25/2024	CAPITOL ADVISORS GROUP LLC	01-5800	FACILITIES CONSULTING		525.00
3000229027	01/25/2024	EUREKA HUMB FIRE EXT	01-5800	MAINTENANCE- SERVICE		437.68
3000229028	01/25/2024	FORTUNA ACE HARDWARE	01-4374	CUSTODIAL- SUPPLIES	9.68	
			01-4381	MAINTENANCE- SUPPLIES	9.87	19.55
3000229029	01/25/2024	HYDESVILLE SCHOOL DIST. REVOLV ING CASH FUND	01-4310	ATHLETICS-5TH SCOTIA BBALL	150.00	
				TOURNAMENT		
				ATHLETICS-7/8TH FRESHWATER BBALL	160.00	310.00
				TOURNAMENT		
3000229030	01/25/2024	MENDES SUPPLY CO	01-4374	CUSTODIAL- SUPPLIES		802.36
3000229031	01/25/2024	OPTIMUM	01-5909	INTERNET- MONTHLY PAYMENT		247.77
3000229032	01/25/2024	QUILL CORPORATION	01-4310	ATHLETICS- STORAGE TOTES	203.26	
				GATE- SUPPLIES	22.52	
				MATERIAL AND SUPPLIES	59.41	285.19
3000229033	01/25/2024	SUNBELT RENTALS, INC.	01-5800	MAINTENANCE- EXCAVATOR, TRAILER	2,011.84	
				MAINTENANCE- FLOOR BURNISHER	222.15	2,233.99
3000229034	01/25/2024	SYSKO FOODS OF SACRAMENTO	01-4310	AFTER SCHOOL- SNACKS	295.37	
			13-4396	CAFETERIA- SUPPLIES	182.89	

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 01/08/2024 through 02/08/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000229034	01/25/2024	SYSKO FOODS OF SACRAMENTO	13-4710	CAFETERIA-FOOD	1,020.37	1,498.63
3000229035	01/25/2024	TREBRON IT & CYBERSECURITY	01-5800	TECHNOLOGY- LIGHTSPEED FILTER		1,078.76
3000229036	01/25/2024	VALLEY PACIFIC PETROLEUM SERV	01-4365	TRANSPORTATIONI- DIESEL		970.86
3000229839	02/01/2024	FRANZ FAMILY BAKERIES SPRINGFIELD DIVISION	13-4710	CAFETERIA- FOOD		210.30
3000229840	02/01/2024	HYDESVILLE SCHOOL DIST. REVOLV ING CASH FUND	01-5801	ATHLETICS- 7TH GRADE FMS TOURNAMENT		150.00
3000229841	02/01/2024	P G & E	01-5909	ELECTRIC- MONTHLY BILL		20.86
3000229842	02/01/2024	SYSKO FOODS OF SACRAMENTO	01-4310	AFTER SCHOOL- SNACKS	102.27	
			13-4710	CAFETERIA- FOOD	695.69	797.96
3000229843	02/01/2024	TRINITY DIESEL	01-6400	MAINTENANCE- TRACTOR		25,730.08
3000229844	02/01/2024	U.S.BANK CORPORATE PAYMENT CTR	01-4310	ATHLETICS- CHEER DUFFLE BAGS	46.76	
				ATHLETICS- CHEER SOCKS	86.08	
				ATHLETICS- MASCOT	506.34	
				ATHLETICS- MASCOT STORAGE BAG	26.93	
				LIBRARY- MATERIALS AND SUPPLIES	22.60	
				STUDENT RECOGNITION- MIDDLE SCHOOL INCENTIVE DAY	256.80	
			01-4381	MAINTENANCES- SUPPLIES	21.48	
			01-4392	MEDICAL SUPPLIES- EMERGENCY BACKPACK 6TH GRADE	30.17	
			01-4396	CAFETERIA- MENU BOARD	94.71	
				CAFETERIA- NUTRITION POSTER	38.25	
				CAFETERIA- SALAD BAR SUPPLIES	268.71	
			01-4400	CAFETERIA- COMMERCIAL BLENDER	204.71	
			13-4396	CAFETERIA- MATERIALS AND SUPPLIES	52.76	
				CAFETERIA-DISPOSABLE PLATES	378.15	
				CAFETERIA-SUPPLIES	119.09	
			13-4710	CAFETERIA-FOOD	238.49	2,392.03
<b>Total Number of Checks</b>					<b>53</b>	<b>222,521.57</b>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	47	208,778.61
13	CAFETERIA FUND	10	9,242.96
35	COUNTY SCHOOLS FACILITII	1	4,500.00

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 01/08/2024 through 02/08/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
			Total Number of Checks	53	222,521.57	
			Less Unpaid Sales Tax Liability		.00	
			<b>Net (Check Amount)</b>		<b>222,521.57</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 District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 9.1 **Date:** February 12th, 2024

Superintendent/Principal Report

**Action requested:**

No Action Requested.

**Background Information and/or Statement of need:**

None

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal

# **Superintendent/Principal Report**

## **February, 2024**

We started off the new year strong with a number of our students attending the GATE Academy at CalPoly Humboldt. They all had a great time and had fun attending a diverse selection of classes.

Primary Assemblies happened on the first Friday of each month.

Mrs. Jackson and I attended the Soroptomists Library Appreciation on January 10th. This wonderful event is put on by the Soroptomists of the Eel River Valley annually. They give away an amazing number of books to local school libraries, and we are so thankful for their donations.

The Modular afterschool building is finally making progress again. With the recently improving weather conditions, we have a site prep inspection on Monday and then will be able to set the building. It is very exciting to finally feel like we are moving forward again.

Our school district website is another area in which we are looking to improve. I met with one web designer and he gave us a quote of approximately \$9K to create a new website for us. I have received a list of more local designers from Ferndale Tech, and am also going to be reaching out to the County office to see if they have the capacity to assist as well.

I did another site walk with DGI to further our discussions around our safety and technology infrastructure. They are still developing a new quote for services that is more paid upfront, as requested by the board. We also continue to look for organizations that can complete the entire scope of work requested. Ferndale Tech, a local company, is looking into their ability to work on the project. I also met with another group called UCResQ about the project and am awaiting a reply.

The HPG Winter Formal was a wonderful success. It was well attended, and everyone had a great time. The 'formal' pictures were great.

Michelle and I attended the January Governor's Budget Workshop. I would say that it is safe to expect the May revision to be gloomier than the January Proposal, however, it does appear that education is far more likely to fare well than other sectors.

I would like to thank the Board for putting on the Staff Appreciation Luncheon. It was very appreciated and delicious!

Mrs. MacMillan and Mrs. Swanlund's students had their projects at the school Science Fair on Thursday. They all did a wonderful job this year and we are looking to send the top 19 projects on to the County Science Fair this year. I am excited to see how they do.

We are going to be holding our school Spelling Bees on Feb 15th in the afternoon this year. In an effort to align our bees with the regional and county bees, we will be holding written bees this year. While not as exciting for spectators, we want our kids to be as well prepared as possible when they move up.

The 100th Day of School is on Feb 13th this year. This is always an exciting day filled with collections of 100 and many other fun activities.

Presidents Break is February 19th and 20th this year.

In Board Policy News, we are having a CSBA Virtual Kick off 1pm Feb 21st, this will be a short(ish) meeting with CSBA officials to overview the process of updating the board policies from 2020. If you are interested in attending this meeting please let me know.

Our school History Day is scheduled for February 22nd. Mr. Williams and Mrs. Sturdevant's classes have been working hard to get ready. I am excited to see their hard work come together.

We are holding a Community Input Night February 28th. We will be providing pizza for attendees, and are hoping for a good turnout. We will be looking for community input on our LCAP, safety plan, and any other ways that the district can support our community.

The SSDA Annual Conference is being held this year on March 10th-12th. I would like to attend this year along with our Business Manager. Because of the conflict I am also going to be recommending that we adjust the date of our March board meeting. I attended this conference last year and it was a wonderful experience.

# **Attachment 3**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 9.2 **Date:** February 12th, 2024

Business Manager Report

**Action requested:**

No Action Requested.

**Background Information and/or Statement of need:**

None

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal

Fund 01 - GENERAL FUND			Fiscal Year 2023/24 Through February 2024			
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
<b>Revenue Detail</b>						
<b>LCFF Revenue Sources</b>						
8011	REVENUE LIMIT ST AID-CURR YR	1,137,270.00	1,247,998.00	746,187.00	501,811.00	59.79
8012	REVENUE LIMIT-EPA	626,057.00	651,620.00	307,506.00	344,114.00	47.19
8021	HOME OWNERS EXEMPTION	5,170.00	5,286.00	782.09	4,503.91	14.80
8022	TIMBER YIELD TAX	4,844.00	6,375.00	5,362.13	1,012.87	84.11
8041	SECURED TAX ROLLS	535,629.00	543,179.00	284,019.21	259,159.79	52.29
8042	UNSECURED ROLL TAXES	22,684.00	22,405.00	19,003.39	3,401.61	84.82
8043	PRIOR YEARS' TAXES	252.00	245.00		245.00	
8044	SUPPLEMENTAL TAXES	9,839.00	13,624.00	596.63	13,027.37	4.38
8045	ED REV AUGMENT FUND (ERAF)	22,743.00	24,139.00		24,139.00	
	<b>Total LCFF Revenue Sources</b>	<b>2,364,488.00</b>	<b>2,514,871.00</b>	<b>1,363,456.45</b>	<b>1,151,414.55</b>	<b>54.22</b>
<b>Federal Revenue</b>						
8181	SP ED-ENTITLEMENT PER UDC	44,232.00	44,274.00		44,274.00	
8182	SP ED-DISCRETIONARY GRANTS		2,644.00		2,644.00	
8290	ALL OTHER FEDERAL REVENUES	81,462.00	75,198.00	43,557.92	31,640.08	57.92
8295	ALL FEDERAL REV PRIOR YEAR	56,477.00	51,010.00	24,270.10	26,739.90	47.58
	<b>Total Federal Revenue</b>	<b>182,171.00</b>	<b>173,126.00</b>	<b>67,828.02</b>	<b>105,297.98</b>	<b>39.18</b>
<b>Other State Revenues</b>						
8520	CHILD NUTRITION	102,494.00				NO BDGT
8550	MANDATED COST REIMBURSEMENTS	6,178.00	7,535.00	7,535.00		100.00
8560	STATE LOTTERY REVENUE	49,533.00	55,029.00	21,611.01	33,417.99	39.27
8590	ALL OTHER STATE REVENUES	246,291.00	299,410.00	205,859.11	93,550.89	68.75
8595	ALL OTHER STATE REV-PRIOR YR	12,019.00	66,856.00	134.86	66,721.14	0.20
	<b>Total Other State Revenues</b>	<b>416,515.00</b>	<b>428,830.00</b>	<b>235,139.98</b>	<b>193,690.02</b>	<b>54.83</b>
<b>Other Local Revenue</b>						
8660	INTEREST	3,465.00	7,465.00	1,591.00	5,874.00	21.31
8699	ALL OTHER LOCAL REVENUES	23,603.00	22,471.00	14,910.91	7,560.09	66.36
8792	TRANS OF APPORTION FROM COE	109,345.00	105,233.00	60,139.00	45,094.00	57.15
	<b>Total Other Local Revenue</b>	<b>136,413.00</b>	<b>135,169.00</b>	<b>76,640.91</b>	<b>58,528.09</b>	<b>56.70</b>
	<b>Total Year To Date Revenues</b>	<b>3,099,587.00</b>	<b>3,251,996.00</b>	<b>1,743,065.36</b>	<b>1,508,930.64</b>	<b>53.60</b>

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail</b>							
<b>Certificated Salaries</b>							

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17,25,35)



**Fund 01 - GENERAL FUND** **Fiscal Year 2023/24 Through February 2024**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Certificated Salaries (continued)</b>							
1100	TEACHERS SALARIES - REGULAR	708,535.00	764,520.00	376,559.80	390,721.80	2,761.60-	51.11
1102	MUSIC TEACHER	14,818.00	25,606.00	12,802.85	11,902.85	900.30	46.48
1104	SPECIAL ED TEACHER	50,518.00	56,595.00	28,314.50	28,280.39	.11	49.97
1132	COACHES AND SPECIAL ADVISORS	500.00	4,000.00		1,000.00	3,000.00	25.00
1140	TEACHER SALARY - SUBSTITUTES	14,000.00	14,000.00		18,195.86	4,195.86-	129.97
1150	TEACHER SALARY - OTHER PAY	7,738.00	9,088.00		7,136.40	1,951.60	78.53
1200	CERT PUPIL SUPPORT SAL - REG				7,440.00	7,440.00-	NO BDGT
1205	GUIDE, WELFARE ATTND PRSNL	49,472.00	53,405.00	26,702.80	26,702.80	.60-	50.00
1301	SUPERINTENDENT	32,473.00	38,604.00	16,086.00	22,520.40	2.40-	58.34
1303	PRINCIPAL	75,769.00	90,084.00	37,534.00	52,547.60	2.40	58.33
	<b>Total Certificated Salaries</b>	<b>953,823.00</b>	<b>1,055,902.00</b>	<b>497,999.95</b>	<b>566,448.10</b>	<b>8,546.05-</b>	<b>53.65</b>
<b>Classified Salaries</b>							
2100	CLASS INSTR AIDE SAL-REGULAR	148,987.00	182,036.00	91,337.79	88,952.83	1,745.38	48.87
2103	CLASS INSTR AIDE SAL-SPEC ED	6,332.00	9,219.00	4,561.90	4,656.88	.22	50.51
2150	CLASS INSTR AIDE-OTHER PAY	22,568.00	22,398.00		11,043.98	11,354.02	49.31
2160	COACHES & ADVISORS	9,250.00	12,250.00		6,061.44	6,188.56	49.48
2200	CLASS PUPIL SUPPORT SAL-REG		30,856.00	15,257.40	15,598.44	.16	50.55
2203	DRIVER	17,624.00	21,444.00	10,590.05	10,854.42	.47-	50.62
2213	MAINTENANCE/CUSTODL/OPERATNS	41,267.00	69,266.00	24,457.35	44,809.07	.42-	64.69
2214	CUSTODIAN	25,552.00	31,207.00	15,444.00	16,122.73	359.73-	51.66
2215	GROUNDSMEN		11,122.00			11,122.00	
2216	LIBRARY AIDE/CLRK/TECHNICIAN	8,360.00	9,228.00	4,553.40	5,309.80	635.20-	57.54
2239	CLASS PUPIL SUPPORT-XTR HIRE	1,562.00			2,370.48	2,370.48-	NO BDGT
2250	CLASS PUPIL SUPPORT-OTH PAY	10,963.00	10,963.00		8,581.83	2,381.17	78.28
2307	COORDINATOR	15,811.00	18,736.00	9,249.80	9,485.78	.42	50.63
2309	ADMINISTRATIVE ASSISTANT	44,657.00	54,034.00	23,296.00	30,738.94	.94-	56.89
2350	CLS SUPRVSR & ADMN-OTHER PAY		1,500.00		1,448.28	51.72	96.55
2400	CLASS CLER & OFFICE SAL-REG	71,500.00	68,433.00	29,791.70	38,641.18	.12	56.47
2900	OTHER CLASS SALARIES-REGULAR	11,455.00	15,641.00	7,746.05	7,895.46	.51-	50.48
2950	OTHER CLASS SALARIES-OTH PAY	1,000.00	1,000.00			1,000.00	
	<b>Total Classified Salaries</b>	<b>436,888.00</b>	<b>569,333.00</b>	<b>236,285.44</b>	<b>302,571.54</b>	<b>30,476.02</b>	<b>53.14</b>
<b>Employee Benefits</b>							
3101	STRS - CERTIFICATED	271,367.00	284,702.00	95,118.05	105,040.15	84,543.80	36.89
3102	STRS - CLASSIFIED	75.00					NO BDGT
3201	PERS - CERTIFICATED				20.01	20.01-	NO BDGT

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17,25,35)

Fund 01 - GENERAL FUND			Fiscal Year 2023/24 Through February 2024				
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Employee Benefits (continued)</b>							
3202	PERS - CLASSIFIED	116,678.00	150,621.00	63,041.01	73,945.08	13,634.91	49.09
3311	SOCIAL SECURITY-CERTIFICATED				1,092.74	1,092.74-	NO BDGT
3312	SOCIAL SECURITY-CLASSIFIED	25,901.00	34,207.00	14,226.10	17,588.75	2,392.15	51.42
3331	MEDICARE-CERTIFICATED	13,640.00	14,636.00	7,030.95	8,045.69	440.64-	54.97
3332	MEDICARE-CLASSIFIED	6,057.00	7,998.00	3,327.05	4,252.65	418.30	53.17
3411	HEALTH & WELFARE BENEFITS-CRT	153,924.00	154,328.00	80,871.39	82,479.39	9,022.78-	53.44
3412	HEALTH & WELFARE BENEFITS-CLS	54,211.00	47,756.00	21,077.70	26,678.04	.26	55.86
3501	ST UNEMPLOYMENT INS-CERTIF	470.00	505.00	242.55	277.76	15.31-	55.00
3502	ST UNEMPLOYMENT INS-CLASSIFD	212.00	277.00	114.70	144.78	17.52	52.27
3511	SUI-LOCAL EXPERIENCE CHG/CERT				620.50	620.50-	NO BDGT
3601	WORKER'S COMP-CERTIFICATED	26,402.00	26,150.00	12,560.15	14,373.22	783.37-	54.96
3602	WORKER'S COMP-CLASSIFIED	11,701.00	14,290.00	5,943.50	7,596.72	749.78	53.16
<b>Total Employee Benefits</b>		<b>680,638.00</b>	<b>735,470.00</b>	<b>303,553.15</b>	<b>342,155.48</b>	<b>89,761.37</b>	<b>46.52</b>
<b>Books and Supplies</b>							
4310	MATERIALS & SUPPLIES	97,714.00	124,990.00		101,264.79	23,725.21	81.02
4312	SUBSCRIPTIONS/PERIODICALS	30.00	30.00			30.00	
4341	COMP SOFTWARE & RELATE EXP	100.00	100.00			100.00	
4351	OFFICE SUPPLIES	1,500.00	1,500.00			1,500.00	
4362	PARTS FOR REPAIR OF VEHICLE	491.00	491.00			491.00	
4364	GASOLINE	600.00	600.00		174.50	425.50	29.08
4365	DIESEL	6,604.00	6,604.00		2,033.14	4,570.86	30.79
4374	CUSTODIAL SUPPLIES	12,100.00	12,100.00		8,203.18	3,896.82	67.79
4377	GROUNDS SUPPLIES	700.00	700.00			700.00	
4381	BUILDING MAINTENANCE SUPPLS	7,357.00	7,357.00		6,821.22	535.78	92.72
4392	MEDICAL SUPPLIES	550.00	550.00		30.17	519.83	5.49
4396	FOOD SERVICE SUPPLIES				401.67	401.67-	NO BDGT
4400	EQUIPMENT	1,535.00	4,604.00		17,675.65	13,071.65-	383.92
<b>Total Books and Supplies</b>		<b>129,281.00</b>	<b>159,626.00</b>	<b>.00</b>	<b>136,604.32</b>	<b>23,021.68</b>	<b>85.58</b>
<b>Services and Other Operating Expenditures</b>							
5100	SUBAGREEMENTS FOR SERVICES		16,758.00			16,758.00	
5201	EMPLOYEE MILEAGE	850.00	850.00		133.02	716.98	15.65
5202	REIMBURSABLE TRAVEL	11,000.00	11,000.00		2,670.00	8,330.00	24.27
5207	REGISTRATION FEES	120.00	120.00			120.00	
5210	TRAVEL & CONFERENCES	14,154.00	14,154.00		7,074.99	7,079.01	49.99
5300	DUES & MEMBERSHIPS	5,530.00	5,530.00		6,271.88	741.88-	113.42

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17,25,35)

Fund 01 - GENERAL FUND		Fiscal Year 2023/24 Through February 2024					
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Services and Other Operating Expenditures (continued)</b>							
5450	OTHER INSURANCE	19,897.00	20,666.00		20,666.00		100.00
5511	NATURAL GAS SERVICES	14,289.00	14,289.00		927.04	13,361.96	6.49
5520	ELECTRICITY SERVICES	23,274.00	23,274.00		13,892.69	9,381.31	59.69
5530	WATER SERVICES	3,804.00	3,804.00		2,844.50	959.50	74.78
5560	WASTE DISPOSAL	6,555.00	6,555.00		4,219.04	2,335.96	64.36
5623	RENTALS AND LEASES-EQUIPMENT	1,925.00	1,925.00		566.50	1,358.50	29.43
5628	RENTALS AND LEASES-OTHER	865.00	865.00			865.00	
5634	INTERDISTRICT BUS MAINTENANCE	8,736.00	8,736.00		4,704.78	4,031.22	53.86
5637	MAINTENANCE AGREEMENTS	14,014.00	14,014.00		11,979.89	2,034.11	85.49
5800	CONTRACTED SERVICES	93,918.00	94,058.00		49,935.28	44,122.72	53.09
5801	STUDENT TRAVEL/FIELDTRIPS	1,585.00	1,585.00		450.00	1,135.00	28.39
5805	PRINTING SERV-OUTSIDE VENDOR	1,238.00	1,238.00		141.20	1,096.80	11.41
5811	CO-OP CONTRACT	3,298.00	3,298.00			3,298.00	
5812	LIBRARY CONTRACT	3,400.00	3,400.00			3,400.00	
5819	OTHER INTER-LEA CONTRACTS	84,736.00	82,383.00		2,783.23	79,599.77	3.38
5821	ELECTION COSTS	760.00	760.00			760.00	
5822	AUDIT FEES	31,500.00	31,500.00		25,850.00	5,650.00	82.06
5823	LEGAL FEES	7,000.00	7,000.00		7,000.00		100.00
5831	ADVERTISEMENT	100.00	100.00		90.00	10.00	90.00
5845	INFORMTN NETWORK SERV CONTR	8,524.00	8,524.00			8,524.00	
5847	COMPUTER TECHNOLOGY SUPPORT	6,962.00	6,962.00		238.26	6,723.74	3.42
5861	FINGERPRINTING	700.00	700.00		387.00	313.00	55.29
5864	TB AND PHYSICAL EXAMS	300.00	300.00			300.00	
5866	DRUG TESTING	181.00	181.00		175.00	6.00	96.69
5881	OTHER CHARGES/FEES	747.00	354.00		20.00	334.00	5.65
5884	LICENSE, PERMIT, USE FEE, TX	9,109.00	10,169.00		8,028.36	2,140.64	78.95
5886	BANK CHARGE	200.00	200.00			200.00	
5888	OTHER OPERATING EXPENSE	32,124.00	27,279.00			27,279.00	
5909	TELEPHONE/COMMUNICATIONS	12,570.00	12,570.00		7,131.54	5,438.46	56.73
5950	POSTAGE	1,050.00	1,050.00		386.25	663.75	36.79
	<b>Total Services and Other Operating Expenditures</b>	<b>425,015.00</b>	<b>436,151.00</b>	<b>.00</b>	<b>178,566.45</b>	<b>257,584.55</b>	<b>40.94</b>
<b>Capital Outlay</b>							
6200	BLDGS & IMPROVEMENT OF BLDGS		114,536.00		114,536.00		100.00
6400	EQUIPMENT		97,523.00		25,730.08	71,792.92	26.38
	<b>Total Capital Outlay</b>	<b>.00</b>	<b>212,059.00</b>	<b>.00</b>	<b>140,266.08</b>	<b>71,792.92</b>	<b>66.14</b>

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17,25,35)

Fund 01 - GENERAL FUND		Fiscal Year 2023/24 Through February 2024					
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Tuition</b>							
7142	OTH TUITN, EXCESS CSTS> COE	79,906.00	104,596.00		3,912.00	100,684.00	3.74
	<b>Total Tuition</b>	<b>79,906.00</b>	<b>104,596.00</b>	<b>.00</b>	<b>3,912.00</b>	<b>100,684.00</b>	<b>3.74</b>
	<b>Total Year To Date Expenditures</b>	<b>2,705,551.00</b>	<b>3,273,137.00</b>	<b>1,037,838.54</b>	<b>1,670,523.97</b>	<b>564,774.49</b>	<b>51.04</b>

Fund 01 - GENERAL FUND		Fiscal Year 2023/24 Through February 2024		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
<b>Fund Reconciliation</b>				
<b>Assets</b>				
9110	CASH IN COUNTY TREASURY	990,039.20	44,680.74-	945,358.46
9130	REVOLVING CASH ACCOUNT	1,000.00		1,000.00
9201	ACCOUNTS RECEIVABLE-PRIOR YR	114,894.04	82,146.36-	32,747.68
9204	ACCT REC VBL-EMPLOYEE REIMB	2.61		2.61
<b>Total Assets</b>		<b>1,105,935.85</b>	<b>126,827.10-</b>	<b>979,108.75</b>
<b>Liabilities</b>				
9510	ACCOUNTS PAYABLE-PRIOR YEAR	205,313.39	191,221.39-	14,092.00
9522	STRS EXCESS CONTRIB REFUND		397.96	397.96
9537	EMPLOYER H&W SUSPENSE ACCNT	1,746.37	15,431.95-	13,685.58-
9540	EMPLOYER S.U.I. SUSP ACCNT	1.60-	60.78	59.18
9542	EMPLR WORKERS COMP SUSP ACCNT		5,594.74-	5,594.74-
9550	OTHER BENEFIT SUSPENSE ACCNT		1,000.00	1,000.00
9555	DEFERRED NET PAY SUSP ACCNT		65,011.88	65,011.88
9589	P/R CHECK REISSUE	5.58		5.58
9650	UNEARNED REVENUE	53,591.03	53,591.03-	
<b>Total Liabilities</b>		<b>260,654.77</b>	<b>199,368.49-</b>	<b>61,286.28</b>
<b>Calculated Fund Balance</b>		<b>845,281.08</b>	<b>72,541.39</b>	<b>917,822.47</b>
<b>Beginning Fund Balance</b>				
9791	BEGINNING BALANCE-ADPTD BDGT	845,281.08		845,281.08
<b>Beginning Fund Balance Proof</b>		<b>.00</b>	<b>72,541.39</b>	<b>72,541.39</b>
<b>Change in Fund Balance - Excess Revenues ( Expenditures )</b>			<b>72,541.39</b>	

<b>Memo Only - Ending Fund Balance Accounts</b>				
		Adopted	Revised	
<b>Reserves</b>				
9720	RESERVE FOR ENCUMBRANCES		1,037,838.54	1,037,838.54
<b>Other Designations</b>				
9790	UNDESIGNATED/UNAPPROPRIATED	1,027,481.00	824,140.00	

Fund 01 - GENERAL FUND		Fiscal Year 2023/24 Through February 2024				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
<b>Revenues, Expenditures, and Changes in Fund Balance</b>						
A. Revenues	3,099,587.00	3,251,996.00		1,743,065.36	1,508,930.64	53.60
B. Expenditures	2,705,551.00	3,273,137.00	1,037,838.54	1,670,523.97	564,774.49	51.04
C. Subtotal (Revenue LESS Expense)	394,036.00	21,141.00-		72,541.39	944,156.15	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	394,036.00	21,141.00-		72,541.39	944,156.15	
F. Fund Balance:						
Beginning Balance (9791)	633,445.00	845,281.00		845,281.08		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	633,445.00	845,281.00		845,281.08		
G. Calculated Ending Balance	1,027,481.00	824,140.00		917,822.47		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,027,481.00	824,140.00				
Other				1,037,838.54		

**Fund 13 - CAFETERIA FUND** **Fiscal Year 2023/24 Through February 2024**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
<b>Revenue Detail</b>						
<b>Federal Revenue</b>						
8220	CHILD NUTRITION PROGRAMS	85,000.00	82,837.00	33,135.11	49,701.89	40.00
8222	FEDERAL SCHOOL BREAKFAST			8,578.09	8,578.09-	NO BDGT
8223	FEDERAL SCHOOL SNACKS	4,200.00				NO BDGT
	<b>Total Federal Revenue</b>	<b>89,200.00</b>	<b>82,837.00</b>	<b>41,713.20</b>	<b>41,123.80</b>	<b>50.36</b>
<b>Other State Revenues</b>						
8520	CHILD NUTRITION	36,880.00	93,000.00	25,458.46	67,541.54	27.37
8521	STATE BREAKFAST PROGRAM			9,944.52	9,944.52-	NO BDGT
	<b>Total Other State Revenues</b>	<b>36,880.00</b>	<b>93,000.00</b>	<b>35,402.98</b>	<b>57,597.02</b>	<b>38.07</b>
<b>Other Local Revenue</b>						
8660	INTEREST	95.00	596.00	171.08	424.92	28.70
8699	ALL OTHER LOCAL REVENUES	115.00	153.00	153.11	.11-	100.07
	<b>Total Other Local Revenue</b>	<b>210.00</b>	<b>749.00</b>	<b>324.19</b>	<b>424.81</b>	<b>43.28</b>
	<b>Total Year To Date Revenues</b>	<b>126,290.00</b>	<b>176,586.00</b>	<b>77,440.37</b>	<b>99,145.63</b>	<b>43.85</b>

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
--------	-------------	----------------	----------------	-------------	--------	---------	--------

<b>Expenditure Detail</b>							
<b>Classified Salaries</b>							
2210	FOOD SERVICE PERSONNEL	28,480.00	38,744.00	19,158.50	20,138.77	553.27-	51.98
2211	ASSISTANT		11,122.00	6,225.15	3,735.09	1,161.76	33.58
2250	CLASS PUPIL SUPPORT-OTH PAY	1,000.00	1,000.00		416.88	583.12	41.69
	<b>Total Classified Salaries</b>	<b>29,480.00</b>	<b>50,866.00</b>	<b>25,383.65</b>	<b>24,290.74</b>	<b>1,191.61</b>	<b>47.75</b>
<b>Employee Benefits</b>							
3202	PERS - CLASSIFIED	7,869.00	13,571.00	6,772.35	6,480.78	317.87	47.75
3312	SOCIAL SECURITY-CLASSIFIED	1,556.00	2,932.00	1,462.80	1,395.06	74.14	47.58
3332	MEDICARE-CLASSIFIED	364.00	686.00	342.10	326.25	17.65	47.56
3412	HEALTH & WELFARE BENEFITS-CLS	13,200.00	14,000.00	7,000.02	7,000.02	.04-	50.00
3502	ST UNEMPLOYMENT INS-CLASSIFD	13.00	24.00	11.80	11.24	.96	46.83
3602	WORKER'S COMP-CLASSIFIED	704.00	1,225.00	611.15	582.82	31.03	47.58
	<b>Total Employee Benefits</b>	<b>23,706.00</b>	<b>32,438.00</b>	<b>16,200.22</b>	<b>15,796.17</b>	<b>441.61</b>	<b>48.70</b>
<b>Books and Supplies</b>							
4396	FOOD SERVICE SUPPLIES	6,211.00	6,211.00		6,378.07	167.07-	102.69
4400	EQUIPMENT	9,650.00	9,650.00			9,650.00	
4710	FOOD	57,113.00	67,950.00		42,362.09	25,587.91	62.34

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 24, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fund = 01,13,17,25,35)

Fund 13 - CAFETERIA FUND		Fiscal Year 2023/24 Through February 2024					
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
	<b>Total Books and Supplies</b>	<b>72,974.00</b>	<b>83,811.00</b>	<b>.00</b>	<b>48,740.16</b>	<b>35,070.84</b>	<b>58.15</b>
<b>Services and Other Operating Expenditures</b>							
5201	EMPLOYEE MILEAGE	500.00	500.00		48.99	451.01	9.80
5210	TRAVEL & CONFERENCES	114.00	114.00			114.00	
5800	CONTRACTED SERVICES	200.00	200.00			200.00	
5884	LICENSE, PERMIT, USE FEE, TX	640.00	640.00		507.95	132.05	79.37
	<b>Total Services and Other Operating Expenditures</b>	<b>1,454.00</b>	<b>1,454.00</b>	<b>.00</b>	<b>556.94</b>	<b>897.06</b>	<b>38.30</b>
	<b>Total Year To Date Expenditures</b>	<b>127,614.00</b>	<b>168,569.00</b>	<b>41,583.87</b>	<b>89,384.01</b>	<b>37,601.12</b>	<b>53.03</b>



Fund 13 - CAFETERIA FUND		Fiscal Year 2023/24 Through February 2024		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
<b>Fund Reconciliation</b>				
<b>Assets</b>				
9110	CASH IN COUNTY TREASURY	50,407.00	13,034.76	63,441.76
9201	ACCOUNTS RECEIVABLE-PRIOR YR	27,433.14	27,433.14-	
9320	STORES	1,435.39		1,435.39
	<b>Total Assets</b>	<b>79,275.53</b>	<b>14,398.38-</b>	<b>64,877.15</b>
<b>Liabilities</b>				
9510	ACCOUNTS PAYABLE-PRIOR YEAR	2,454.74	2,454.74-	
	<b>Calculated Fund Balance</b>	<b>76,820.79</b>	<b>11,943.64-</b>	<b>64,877.15</b>
<b>Beginning Fund Balance</b>				
9791	BEGINNING BALANCE-ADPTD BDGT	76,820.79		76,820.79
	<b>Beginning Fund Balance Proof</b>	<b>.00</b>	<b>11,943.64-</b>	<b>11,943.64-</b>
	<b>Change in Fund Balance - Excess Revenues ( Expenditures )</b>		<b>(11,943.64)</b>	

<b>Memo Only - Ending Fund Balance Accounts</b>				
		Adopted	Revised	
<b>Reserves</b>				
9720	RESERVE FOR ENCUMBRANCES			41,583.87
<b>Other Designations</b>				
9790	UNDESIGNATED/UNAPPROPRIATED	29,327.00	84,837.00	

Fund 13 - CAFETERIA FUND		Fiscal Year 2023/24 Through February 2024				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
<b>Revenues, Expenditures, and Changes in Fund Balance</b>						
A. Revenues	126,290.00	176,586.00		77,440.37	99,145.63	43.85
B. Expenditures	127,614.00	168,569.00	41,583.87	89,384.01	37,601.12	53.03
C. Subtotal (Revenue LESS Expense)	1,324.00-	8,017.00		11,943.64-	61,544.51	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	1,324.00-	8,017.00		11,943.64-	61,544.51	
F. Fund Balance:						
Beginning Balance (9791)	30,651.00	76,820.00		76,820.79		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	30,651.00	76,820.00		76,820.79		
G. Calculated Ending Balance	29,327.00	84,837.00		64,877.15		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	29,327.00	84,837.00				
Other				41,583.87		

Fund 17 - SPECIAL RESERVE FUND		Fiscal Year 2023/24 Through February 2024				
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
<b>Revenue Detail</b>						
<b>Other Local Revenue</b>						
8660	INTEREST	1,200.00	3,632.00	997.03	2,634.97	27.45
<b>Total Other Local Revenue</b>		<b>1,200.00</b>	<b>3,632.00</b>	<b>997.03</b>	<b>2,634.97</b>	<b>27.45</b>
<b>Total Year To Date Revenues</b>		<b>1,200.00</b>	<b>3,632.00</b>	<b>997.03</b>	<b>2,634.97</b>	<b>27.45</b>

Fund 17 - SPECIAL RESERVE FUND		Fiscal Year 2023/24 Through February 2024		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
<b>Fund Reconciliation</b>				
<b>Assets</b>				
9110	CASH IN COUNTY TREASURY	440,431.20	8,887.55	449,318.75
9201	ACCOUNTS RECEIVABLE-PRIOR YR	7,890.52	7,890.52-	
	<b>Total Assets</b>	<u>448,321.72</u>	<u>997.03</u>	<u>449,318.75</u>
	<b>Calculated Fund Balance</b>	<u>448,321.72</u>	<u>997.03</u>	<u>449,318.75</u>
<b>Beginning Fund Balance</b>				
9791	BEGINNING BALANCE-ADPTD BDGT	448,321.72		448,321.72
	<b>Beginning Fund Balance Proof</b>	<u>.00</u>	<u>997.03</u>	<u>997.03</u>
<b>Change in Fund Balance - Excess Revenues ( Expenditures )</b>			<b>997.03</b>	

**Memo Only - Ending Fund Balance Accounts**

Other Designations	Adopted	Revised
9790 UNDESIGNATED/UNAPPROPRIATED	442,886.00	451,954.00

Fund 17 - SPECIAL RESERVE FUND		Fiscal Year 2023/24 Through February 2024				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
<b>Revenues, Expenditures, and Changes in Fund Balance</b>						
A. Revenues	1,200.00	3,632.00		997.03	2,634.97	27.45
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	1,200.00	3,632.00		997.03	2,634.97	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	1,200.00	3,632.00		997.03	2,634.97	
F. Fund Balance:						
Beginning Balance (9791)	441,686.00	448,322.00		448,321.72		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	441,686.00	448,322.00		448,321.72		
G. Calculated Ending Balance	442,886.00	451,954.00		449,318.75		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	442,886.00	451,954.00				
Other						

**Fund 25 - CAPITAL FACILITIES FUND** **Fiscal Year 2023/24 Through February 2024**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
<b>Revenue Detail</b>						
<b>Other Local Revenue</b>						
8660	INTEREST	175.00	175.00	154.29	20.71	88.17
8681	MITIGATION/DEVELOPER FEES	1,260.00	1,260.00	3,804.00	2,544.00-	301.90
	<b>Total Other Local Revenue</b>	<b>1,435.00</b>	<b>1,435.00</b>	<b>3,958.29</b>	<b>2,523.29-</b>	<b>275.84</b>
	<b>Total Year To Date Revenues</b>	<b>1,435.00</b>	<b>1,435.00</b>	<b>3,958.29</b>	<b>2,523.29-</b>	<b>275.84</b>

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail</b>							
<b>Services and Other Operating Expenditures</b>							
5909	TELEPHONE/COMMUNICATIONS	363.00					NO BDGT
	<b>Total Services and Other Operating Expenditures</b>	<b>363.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>NO BDGT</b>
	<b>Total Year To Date Expenditures</b>	<b>363.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>NO BDGT</b>

Fund 25 - CAPITAL FACILITIES FUND		Fiscal Year 2023/24 Through February 2024		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
<b>Fund Reconciliation</b>				
<b>Assets</b>				
9110	CASH IN COUNTY TREASURY	13,297.36	4,089.13	17,386.49
9201	ACCOUNTS RECEIVABLE-PRIOR YR	130.84	130.84-	
<b>Total Assets</b>		<u>13,428.20</u>	<u>3,958.29</u>	<u>17,386.49</u>
<b>Calculated Fund Balance</b>		<u>13,428.20</u>	<u>3,958.29</u>	<u>17,386.49</u>
<b>Beginning Fund Balance</b>				
9791	BEGINNING BALANCE-ADPTD BDGT	13,428.20		13,428.20
<b>Beginning Fund Balance Proof</b>		<u>.00</u>	<u>3,958.29</u>	<u>3,958.29</u>
<b>Change in Fund Balance - Excess Revenues ( Expenditures )</b>			<b>3,958.29</b>	

**Memo Only - Ending Fund Balance Accounts**

		Adopted	Revised
<b>Other Designations</b>			
9790	UNDESIGNATED/UNAPPROPRIATED	14,411.00	14,863.00

Fund 25 - CAPITAL FACILITIES FUND		Fiscal Year 2023/24 Through February 2024				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
<b>Revenues, Expenditures, and Changes in Fund Balance</b>						
A. Revenues	1,435.00	1,435.00		3,958.29	2,523.29-	275.84
B. Expenditures	363.00					NO BDGT
C. Subtotal (Revenue LESS Expense)	1,072.00	1,435.00		3,958.29	2,523.29-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	1,072.00	1,435.00		3,958.29	2,523.29-	
F. Fund Balance:						
Beginning Balance (9791)	13,339.00	13,428.00		13,428.20		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	13,339.00	13,428.00		13,428.20		
G. Calculated Ending Balance	14,411.00	14,863.00		17,386.49		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	14,411.00	14,863.00				
Other						



**Fund 35 - COUNTY SCHOOLS FACILITIES FUND** **Fiscal Year 2023/24 Through February 2024**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
<b>Revenue Detail</b>						
<b>Other Local Revenue</b>						
8660	INTEREST		2,625.00	71.88	2,553.12	2.74
	<b>Total Other Local Revenue</b>	<b>.00</b>	<b>2,625.00</b>	<b>71.88</b>	<b>2,553.12</b>	<b>2.74</b>
	<b>Total Year To Date Revenues</b>	<b>.00</b>	<b>2,625.00</b>	<b>71.88</b>	<b>2,553.12</b>	<b>2.74</b>

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail</b>							
<b>Books and Supplies</b>							
4400	EQUIPMENT		4,283.00		8,782.50	4,499.50-	205.05
	<b>Total Books and Supplies</b>	<b>.00</b>	<b>4,283.00</b>	<b>.00</b>	<b>8,782.50</b>	<b>4,499.50-</b>	<b>205.05</b>
<b>Services and Other Operating Expenditures</b>							
5800	CONTRACTED SERVICES				20,841.00	20,841.00-	NO BDGT
	<b>Total Services and Other Operating Expenditures</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>20,841.00</b>	<b>20,841.00-</b>	<b>NO BDGT</b>
<b>Capital Outlay</b>							
6102	SITES & IMPROVEMENT OF SITES				35,100.00	35,100.00-	NO BDGT
	<b>Total Capital Outlay</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>35,100.00</b>	<b>35,100.00-</b>	<b>NO BDGT</b>
	<b>Total Year To Date Expenditures</b>	<b>.00</b>	<b>4,283.00</b>	<b>.00</b>	<b>64,723.50</b>	<b>60,440.50-</b>	<b>1,511.17</b>

Fund 35 - COUNTY SCHOOLS FACILITIES FUND		Fiscal Year 2023/24 Through February 2024		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
<b>Fund Reconciliation</b>				
<b>Assets</b>				
9110	CASH IN COUNTY TREASURY	217,843.08	65,032.61-	152,810.47
9201	ACCOUNTS RECEIVABLE-PRIOR YR	2,624.01	2,624.01-	
	<b>Total Assets</b>	<b>220,467.09</b>	<b>67,656.62-</b>	<b>152,810.47</b>
<b>Liabilities</b>				
9510	ACCOUNTS PAYABLE-PRIOR YEAR	3,005.00	3,005.00-	
	<b>Calculated Fund Balance</b>	<b>217,462.09</b>	<b>64,651.62-</b>	<b>152,810.47</b>
<b>Beginning Fund Balance</b>				
9791	BEGINNING BALANCE-ADPTD BDGT	217,462.09		217,462.09
	<b>Beginning Fund Balance Proof</b>	<b>.00</b>	<b>64,651.62-</b>	<b>64,651.62-</b>
<b>Change in Fund Balance - Excess Revenues ( Expenditures )</b>			<b>(64,651.62)</b>	

<b>Memo Only - Ending Fund Balance Accounts</b>			
	Adopted	Revised	
<b>Other Designations</b>			
9790	UNDESIGNATED/UNAPPROPRIATED	217,842.00	215,804.00

Fund 35 - COUNTY SCHOOLS FACILITIES FUND		Fiscal Year 2023/24 Through February 2024				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
<b>Revenues, Expenditures, and Changes in Fund Balance</b>						
A. Revenues		2,625.00		71.88	2,553.12	2.74
B. Expenditures		4,283.00		64,723.50	60,440.50-	1,511.17
C. Subtotal (Revenue LESS Expense)	.00	1,658.00-		64,651.62-	62,993.62	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	1,658.00-		64,651.62-	62,993.62	
F. Fund Balance:						
Beginning Balance (9791)	217,842.00	217,462.00		217,462.09		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	217,842.00	217,462.00		217,462.09		
G. Calculated Ending Balance	217,842.00	215,804.00		152,810.47		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	217,842.00	215,804.00				
Other						

# **Attachment 4**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 9.7.1 **Date:** February 12th, 2024

Thank You - Moonlight Catering

**Action requested:**

No Action Requested.

**Background Information and/or Statement of need:**

None

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal

Expressions

FROM  
Hallmark




This card is made with paper sourced from responsibly managed forests.

LPH 1178A

© HALLMARK LICENSING, LLC  
HALLMARK MARKETING COMPANY, LLC  
HALLMARK.COM

MADE IN U.S.A.



Hydesville School Board,  
Thank You for the  
opportunity to cater  
your luncheon for the  
staff today. We love  
how well you take care  
of your staff  you have  
an amazing group of  
people that are shaping  
our children.

We appreciate your  
'business' and hope to work  
with you again.  
Thank You,  
Julie & Lon

# **Attachment 5**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 9.7.2 **Date:** February 12th, 2024

Certification of 2023-2024 First Interim Report

**Action requested:**

No Action Requested.

**Background Information and/or Statement of need:**

None

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal



January 10, 2024

Kevin Trone, Superintendent  
Hydesville School District  
3050 Johnson Road  
Hydesville, CA 95547

Subject: Certification of 2023-2024 First Interim Report

Dear Kevin Trone:

Thank you for the timely submission of the district's 2023-2024 First Interim Report. We acknowledge that you and the governing board have issued a positive certification of the district's financial status.

In accordance with Education Code Section 42131, we have completed our review and analysis of the district's First Interim Report. Given the assumptions underlying these budget projections, we concur with your positive certification.

We wish to acknowledge and express our appreciation to the district's staff, the governing board and the community for their continued diligence and hard work. If you have any questions regarding our review process, please feel free to contact our office.

Sincerely,



Corey Weber  
Assistant Superintendent of Business Services  
Humboldt County Office of Education

CW: ts

c: Michael Davies-Hughes, Superintendent, HCOE  
District School Board President

# **Attachment 6**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 10.1 **Date:** February 12th, 2024

Attendance and Enrollment Update

**Action requested:**

None

**Background Information and/or Statement of need:**

Attendance continues to sit in the 94% range as we make it through the winter illnesses.

However, enrollment continues to remain strong at 224 enrolled students.

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal

# Hydesville Elementary Monthly Attendance Report

Beginning: 01/08/2024 - Ending: 02/09/2024

Current School

Days Taught: 24

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	1st Day Next Month	Max. Enroll.	Days Not Enroll	Days of Absence	Actual Attend	% of Actual Attend	I. S. Credit	I. S. No Credit	I.S. Pend	Total For School	% of Total Attend	ADA Total / Days Taught
Grade0K-A - Bartlett		17	0	0	17	0	0	17	17	17	0	21	387	94.85	0	0	0	387	94.85	16.125
<b>Grade 00K</b>		17	0	0	17	0	0	17	17	17	0	21	387	94.85	0	0	0	387	94.85	16.125
Grade0TK-A - Rosser		16	0	0	16	0	1	15	16	16	22	19	343	94.75	0	0	0	343	94.75	14.291
<b>Grade 00TK</b>		16	0	0	16	0	1	15	16	16	22	19	343	94.75	0	0	0	343	94.75	14.291
Grade1-A - Patmore		21	0	0	21	0	0	21	21	21	0	30	463	91.86	11	0	0	474	94.04	19.750
<b>Grade 01</b>		21	0	0	21	0	0	21	21	21	0	30	463	91.86	11	0	0	474	94.04	19.750
Grade2-A - Pinkerton		26	0	0	26	0	0	26	26	26	0	46	574	91.98	4	0	0	578	92.62	24.083
<b>Grade 02</b>		26	0	0	26	0	0	26	26	26	0	46	574	91.98	4	0	0	578	92.62	24.083
Grade3-A - Houseworth		26	0	0	26	0	0	26	26	26	0	50	562	90.06	12	0	0	574	91.98	23.916
<b>Grade 03</b>		26	0	0	26	0	0	26	26	26	0	50	562	90.06	12	0	0	574	91.98	23.916
<b>Sub Total GRADES 0K-3</b>		106	0	0	106	0	1	105	106	106	22	166	2,329	92.34	27	0	0	2,356	93.41	98.166
Grade4-A - Sturdevant		24	0	0	24	0	0	24	24	24	0	19	557	96.70	0	0	0	557	96.70	23.208
<b>Grade 04</b>		24	0	0	24	0	0	24	24	24	0	19	557	96.70	0	0	0	557	96.70	23.208
Grade5-A - Swanlund		25	0	0	25	0	0	25	25	25	0	28	569	94.83	3	0	0	572	95.33	23.833
<b>Grade 05</b>		25	0	0	25	0	0	25	25	25	0	28	569	94.83	3	0	0	572	95.33	23.833
Grade6-A - MacMillan		25	0	0	25	0	0	25	25	25	0	38	557	92.83	0	0	5	557	92.83	23.208
<b>Grade 06</b>		25	0	0	25	0	0	25	25	25	0	38	557	92.83	0	0	5	557	92.83	23.208
<b>Sub Total GRADES 4-6</b>		74	0	0	74	0	0	74	74	74	0	85	1,683	94.76	3	0	5	1,686	94.93	70.250

# Hydesville Elementary Monthly Attendance Report

Beginning: 01/08/2024 - Ending: 02/09/2024

Current School

Days Taught: 24

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	1st Day Next Month	Max. Enroll.	Days Not Enroll	Days of Absence	Actual Attend	% of Actual Attend	I. S. Credit	I. S. No Credit	I.S. Pend	Total For School	% of Total Attend	ADA Total / Days Taught
Grade 7 - Williams		21	0	0	21	1	0	22	22	22	14	30	484	94.16	0	0	0	484	94.16	20.166
<b>Grade 07</b>		21	0	0	21	1	0	22	22	22	14	30	484	94.16	0	0	0	484	94.16	20.166
Grade8-A - Carter		23	0	0	23	0	0	23	23	23	0	25	527	95.47	0	0	0	527	95.47	21.958
<b>Grade 08</b>		23	0	0	23	0	0	23	23	23	0	25	527	95.47	0	0	0	527	95.47	21.958
<b>Sub Total GRADES 7-8</b>		44	0	0	44	1	0	45	45	45	14	55	1,011	94.84	0	0	0	1,011	94.84	42.125
<b>School Totals:</b>		224	0	0	224	1	1	224	225	225	36	306	5,023	93.64	30	0	5	5,053	94.20	210.541

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.

# Hydesville Elementary School Class Counts 2023-2024



Ms. Rosser	TK	15
Ms. Bartlett	K	17
Mrs. Patmore	1	21
Mrs. Pinkerton	2	26
Ms. Houseworth	3	26
Mrs. Sturdevant	4	24
Mrs. Swanlund	5	25
Ms. MacMillan	6	25
Mr. Williams	7	22
Mrs. Carter	8	23
Total		224

1/26/2024

# **Attachment 7**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 10.2 **Date:** February 12th, 2024

Enrollment Projections for 2024/25

**Action requested:**

None

**Background Information and/or Statement of need:**

Enrollment projections to next year continue to see strong enrollment at HESD. All pending students are currently waitlisted.

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal



# Hydesville Elementary School Class Counts 2024-2025 (Projected)



Ms. Rosser	TK	Enrolled 7	Pending 0
Ms. Bartlett	K	17	5
Mrs. Patmore	1	17	0
Mrs. Pinkerton	2	21	0
Ms. Houseworth	3	26	3
Mrs. Sturdevant	4	26	0
Mrs. Swanlund	5	24	2
Ms. MacMillan	6	25	1
Mr. Williams	7	25	1
Mrs. Carter	8	22	0
Total		210	12

2/9/2024

# **Attachment 8**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 10.23 **Date:** February 12th, 2024

Form 700 Reminder

**Action requested:**

None

**Background Information and/or Statement of need:**

All School board members are required to complete a form 700 on an annual basis.

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal

**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Hydesville School District

Division, Board, Department, District, if applicable

Your Position

Board Member

▶ If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**

State

Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)

Multi-County \_\_\_\_\_

County of \_\_\_\_\_

City of \_\_\_\_\_

Other Hydesville School District

**3. Type of Statement (Check at least one box)**

**Annual:** The period covered is January 1, 2023, through  
December 31, 2023.

**Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Check one circle.)

-or-

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
December 31, 2023.

The period covered is January 1, 2023, through the date  
of leaving office.

-or-

**Assuming Office:** Date assumed \_\_\_\_/\_\_\_\_/\_\_\_\_

The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through  
the date of leaving office.

**Candidate:** Date of Election \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_

**4. Schedule Summary (required)**

▶ Total number of pages including this cover page: \_\_\_\_\_

**Schedules attached**

**Schedule A-1 - Investments** – schedule attached

**Schedule C - Income, Loans, & Business Positions** – schedule attached

**Schedule A-2 - Investments** – schedule attached

**Schedule D - Income – Gifts** – schedule attached

**Schedule B - Real Property** – schedule attached

**Schedule E - Income – Gifts – Travel Payments** – schedule attached

-or-  **None** - No reportable interests on any schedule

**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER EMAIL ADDRESS  
( )

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed \_\_\_\_\_  
(month, day, year)

Signature \_\_\_\_\_  
(File the originally signed paper statement with your filing official.)

# **Attachment 9**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 10.4 **Date:** February 12th, 2024

Staff Meeting Agendas

**Action requested:**

None

**Background Information and/or Statement of need:**

Upon board request, I am including the agendas for our Whole-Staff meeting, and our Certificated Staff Meeting

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal



# Hydesville Elementary School District

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

## All Staff Meeting Jan 19, 2024

Topic	Notes	Next Step
Check-in	Highs and Lows	
Classified Evaluations update/information	Teacher and Kevin will fill out forms. Forms available to view if needed.	
Staff Appreciation Lunch	Feb 2, 2024 @ 1:30 in the lunch room. Taco Bar!!	
Science Fair updates/check-ins	2/8 @ 5:00-6:00pm In the Multi-Purpose Room	
History Day Updates/check-ins	2/22 @ 5:00-6:00pm In the Multi-Purpose Room	
Morning Drop Off/Parking	Cars are not getting out of the way. Kids getting here earlier.	Email sent out to families.

**Absent:**

**Sarah**

**Arlene**

**Randi**

**Travis**



# Hydesville Elementary School District

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

## **Certificated Staff Meeting 2/2/2024 - 2:30**

1. Check-in
2. Emergency Drills review
  - a. Lock-down
    - i. Should we all have a master key to get into others classrooms?
  - b. Fire Drill
    - i. The line-up order in the field doesn't matter.
3. Grading and Aide usage reminders
4. Spelling Bee (4th - 6th, 7th - 8th) on 2/15
  - a. Regional Bee on Thursday, Feb 29th
  - b. Written Contests?
  - c. \*Word list to kids for practice from Kevin
5. Literacy Night
  - a. You can buy items and get reimbursed for literacy night
  - b. TK - 2nd Literacy
  - c. 3rd - 5th STEAM
  - d. 6th - 7th History Day & Science Fair
  - e. 8th Grade Graduation
6. Interim Assessments
  - a. Google calendar invite
7. Students on campus before 8 am outside my door
  - a. Send them to Kevin
8. Federal Kitchen Inspection - Feb. 13th
  - a. Kevin is buying donuts and & heart shaped pizza
9. Curriculum Adoption (before the end of year) History Curriculum
  - a. Let Kevin know if you want to be on the committee - Leah, Savannah,



# **Attachment 10**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 10.6 **Date:** February 12th, 2024

ELOP Program Presentation - Summer Hesch

**Action requested:**

None

**Background Information and/or Statement of need:**

Mrs. Hesch will present on the current status of the After School Program

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal

# **Attachment 11**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 10.6 **Date:** February 12th, 2024

GATE Program Presentation

**Action requested:**

None

**Background Information and/or Statement of need:**

Mrs. Souza will present on the GATE Program

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal

# **Attachment 12**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 11.1 **Date:** February 12th, 2024

Consider and Discuss Possible Approval of the 2022-23 School Accountability Report Card

**Action requested:**

Re-Approve the SARC as Presented

**Background Information and/or Statement of need:**

The District must adopt the SARC annually. The board adopted an incomplete SARC in January due to a delay in the state's reporting. It is now complete.

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal

# Hydesville Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### 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.

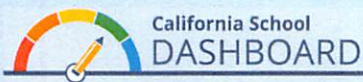
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### 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.

## 2023-24 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

## 2023-24 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</b>	www.hydesvilleschool.org

## 2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	30
Grade 1	27
Grade 2	26
Grade 3	25
Grade 4	21
Grade 5	27
Grade 6	22
Grade 7	22
Grade 8	17
<b>Total Enrollment</b>	<b>217</b>

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
American Indian or Alaska Native	0.5%
Black or African American	0.9%
Hispanic or Latino	11.5%
Two or More Races	8.8%
White	77.9%
English Learners	3.2%
Foster Youth	0.9%
Homeless	0.5%
Socioeconomically Disadvantaged	41.9%
Students with Disabilities	17.5%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	73.68	7.00	73.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	5.26	0.50	5.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	2.00	21.05	2.00	21.05	18854.30	6.86
<b>Total Teaching Positions</b>	<b>9.50</b>	<b>100.00</b>	<b>9.50</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	70.00	7.00	70.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	3.00	30.00	3.00	30.00	15831.90	5.67
<b>Total Teaching Positions</b>	<b>10.00</b>	<b>100.00</b>	<b>10.00</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.50	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.50</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<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)	20	8.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy	
Reading/Language Arts	Fountas and Pinnell (K-3) 2018 Open Court (K-4) 2002 McDougal Littell (5-8) 2002	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 TCI Social Studies (K-8)	Yes	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

### 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.

**Year and month of the most recent FIT report** January, 2024

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> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	The deficiencies noted were in the roof. The district is actively looking at replacing the school roof.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Deficiencies noted were regarding doors rubbing when closing and opening. Doors will be adjusted to correct this problem.

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).

#### College and Career Ready

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	62	58	62	58	47	46
<b>Mathematics</b> (grades 3-8 and 11)	49	45	49	45	33	34

## 2022-23 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	132	132	100.00	0.00	57.58
Female	62	62	100.00	0.00	58.06
Male	70	70	100.00	0.00	57.14
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	11	11	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	71.43
White	105	105	100.00	0.00	56.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	46.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	13.04

## 2022-23 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	132	132	100.00	0.00	45.45
Female	62	62	100.00	0.00	40.32
Male	70	70	100.00	0.00	50.00
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	11	11	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	50.00
White	105	105	100.00	0.00	46.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	32.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	17.39

## 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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.00	39.53	50.00	39.53	29.47	30.29

## 2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	43	100.00	0.00	39.53
Female	21	21	100.00	0.00	42.86
Male	22	22	100.00	0.00	36.36
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	28	28	100.00	0.00	39.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	26.67
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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	26	26	26	26	26
Grade 7	21	21	21	21	21

## 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.

#### 2023-24 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 is instrumental in supporting students and classrooms. 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	222	220	37	16.8
Female	102	102	18	17.6
Male	120	118	19	16.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	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	27	26	6	23.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	19	19	7	36.8
White	172	171	24	14.0
English Learners	8	7	1	14.3
Foster Youth	2	2	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	103	101	22	21.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	45	8	17.8

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.43	2.25	0.00	2.43	2.25	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.25	0
Female	1.96	0
Male	2.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.74	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.88	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.44	0

## 2023-24 School Safety Plan

The School Safety Plan was last reviewed, updated, and discussed during the Fall of 2023. Key elements of the plan include crisis intervention plans, fire drills, earthquake drills, and lockdown drills. The next review will occur in February of 2024.

## 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.

### 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		

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	13	1	1	
1	21		1	
2	22		1	
3	21		1	
4	24		1	
5	19	1		
6	22		1	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	1	1	0
1	27	0	1	0
2	26	0	1	0
3	25	0	1	0
4	21	0	1	0
5	27	0	1	0
6	22	0	1	0
Other	0	0	0	0

## 2022-23 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	217

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	11,773	2,399	9,374	74,053
District	N/A	N/A	9,374	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	20.8	-2.3

## Fiscal Year 2022-23 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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	29.44%	29.34%
Percent of Budget for Administrative Salaries	5.9%	5.99%

## Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

# **Attachment 13**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 11.2 **Date:** February 12th, 2024

Consider and Discuss 8th Grade Parent's Fundraising Request for the 2025 8th Grade Class

**Action requested:**

Approve the Fundraising Request

**Background Information and/or Statement of need:**

None

**Fiscal Information:**

None

**Contact Person:**

Kevin Trone, Superintendent/Principal



February 5, 2024

Dear Hydesville School Board,

We, the 8th grade graduating class of 2025, are requesting approval for fundraising events for money to go towards our class trip and graduation expenses. Starting in March 2024 and ending in February 2025 our class plans on monthly fundraising events.

Here is a list of possible events:

**March** - Literacy night dinner (Hot dogs, chips, drinks etc.), Easter "Egging" Fundraiser (3/30)

**April**-TBD

**May**- Run snack shack at Boosters fundraiser event (with approval from Boosters), Mother's Day Desert Auction, Memorial Weekend bake sale at Murrish Market

**June**- Fortuna City wide Rummage sale

**July**- Ice cream sale at Fortuna Rodeo (3 day event)

**August**- Car wash at Rays Food Place

**September**- Drive thru dinner, start Christmas wreath sale

**October**- Quarter Craze

**November**- Turkey Raffle

**December**-Candy Bar sales

**January**- Spaghetti dinner

**February**- "Game of chance"

\* Ongoing events- "Penny wars" and "Wildcat Cart"

Sincerely,

Graduating Class of 2025

Logan

Ray

Kyle

Kylee

Kylee

Akoto

Mason

Josie

JAMIESON

Halle Barnard

Brice

Chloe

Lola

Raymond  
Raymond

Angelo  
Angelo

ASHER

Beh'amih

ADILET

# **Attachment 14**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 11.3 **Date:** February 12th, 2024

Receive Greenway Partners Master Plan Phase 1 and Consider Phase 2

**Action requested:**

Approve moving forward with Phase 2 of the proposed plan.

**Background Information and/or Statement of need:**

Continued process of obtaining a Facility Master Plan

**Fiscal Information:**

**Contact Person:**

Kevin Trone, Superintendent/Principal



## Hydesville Elementary School District Facilities Master Plan

### Phase 1 Tasks-Milestone Deliverables

- Meeting with Superintendent Trone and key staff
  - December 20, 2023 Site Meeting with Greenway Staff. Jason Brownfield, Architect and Partner, Matt Grosjean General Contractor and Partner and Chris Schinke, Construction Manager.
- Development of Facilities Maintenance, Repair and Development Matrix
  - Information in the matrix is based on Greenway observations, staff and leadership perspectives and is cross referenced with Findings and Discussion Document developed during site visit, which is below the table.

### Maintenance and Development Master Plan Matrix

Building Element	Deficiency	Maintenance	Repair	Replacement	New Development
Classrooms	2.1.5.2, 2.1.12.2		2.1.10.1		2.1.12.2,
Main Building	2.1.5.3, 2.1.7.2 14 15 16 17	10.1	2.1.3.1 13.1	2.1.2.1	2.1.11.2 2.1.11.3 2.1.12.1 2.1.12.3 2.1.12.4 2.1.12.5 2.1.12.6 2.1.12.7 2.1.12.8 2.1.12.9 8.1
Gym					1.2.2.2 3.1 3.2
Offices	2.1.5.4				
Electrical	2.1.4.2, 2.1.4.4				
Mechanical	2.1.5.2, 2.1.5.3, 2.1.5.4			2.1.5.5	



Structural	2.1.6.1		2.1.2.2.		
------------	---------	--	----------	--	--

**Findings and Discussion Based on Site Visit**

- 1.1. Present: Kevin Trone, Travis (maintenance staff), Jason Brownfield, Matt Grosjean, Chris Schinke
- 1.2. Site Walk to review existing site/building layout and potential future development open areas.
  - 1.2.1. Make an objective appraisal of the quality and capacity of existing school facilities based on observations and staff input.
    - 1.2.1.1. Overall, the school facilities appear to be in good repair for the age of the buildings (Main Building 1964). Clearances in general from wall finishes to finished grade seem appropriate where no finished grade is touching exterior wall finishes. Some deficiencies were noted during the site walk and are identified in the list below.
    - 1.2.2. Are the existing facilities meeting the current and/or projected needs of the students?
      - 1.2.2.1. Superintendent Trone indicated that they currently have over 200 students and that their maximum capacity would be around 235 students. Existing facilities include the eight original classrooms, three new classrooms, an existing portable unit and one new portable unit currently under construction. There are no long-term plans to increase enrollment beyond what their maximum capacity would be, as it is thought that the increased capacity would be beyond the District’s ability to staff/maintain/operate beyond that capacity. The school serves a student body of Pre-K through 8th grade.
      - 1.2.2.2. The existing multi-purpose room is very undersized for their number of students. It was noted that the location of the multi-purpose room to the classrooms was great in terms of adjacency, but it was also adjacent to the office spaces which may be quite distracting during play time. A new gymnasium is requested and is on the list for future building additions. Previous gymnasium schematic designs were completed in the early 1990’s.
- 2. Review current list of existing facilities maintenance and repair and/or deferred maintenance items. Create a list based on staff feedback if none exists. Example deferred maintenance items:



- 2.1.1. Roof repair/replacement?
- 2.1.2. Which areas and which buildings?
  - 2.1.2.1. Typically, the main building has a very old bituminous built-up roof that has been patched many times throughout the years. There are apparent areas of rot around the eaves of the building throughout. The parapet/fire wall appears to be collecting water and shedding it to the exterior eave line and there is likely inherent internal damage inside the parapet. More investigation would be required. There does not seem to be any current leaks inside of the building envelope according to staff.
  - 2.1.2.2. There are many exposed eave beams that have water damage and previous studies have been completed and some previous repair has been completed on the north side of the main building with structural engineering input. Several additional areas of repair are still on the list to complete.
  - 2.1.2.3. No roof issues were noted for the existing portable or the new classroom building.
  - 2.1.2.4. Kevin mentioned they have 3 roof bids to replace the main building bituminous built-up roof with a membrane roof that range from \$157K-\$257K.
  - 2.1.2.5. It should be noted that not all membrane roofs are equal. Different companies have very different warranties for their products and very special attention should be given to ensure that the selected roof will meet the desired warranty period, whatever that may be.
- 2.1.3. Gutters and downspouts?
  - 2.1.3.1. Gutters and downspouts are typically run internally inside the main building and out through the foundation to the exterior. One such downspout daylighted into the soil instead of being attached to the storm drain line and recently backed up into the building after an addition had attached a new sink to the downspout drain. One location was noted where the downspout had failed inside a mechanical room closet and seemed to be appropriately patched with rubber connectors and pvc piping.
  - 2.1.3.2. No downspout issues were noted for the existing portable or the new classroom building.
- 2.1.4. Electrical system upgrades, repair, and/or replacement?
  - 2.1.4.1. Which buildings?
  - 2.1.4.2. Typically, the electrical systems appear to be in good repair with breaker switches throughout. Staff noted that the electrical sub panels and breakers are not mapped or labeled correctly and sometimes odd items seem to be coupled on the same breakers. It is recommended to have the panels and cabling mapped and



- properly noted, but this would typically not be required except for new work.
- 2.1.4.3. The existing electrical system is fed by a 600Amp main panel. Power appears to come from a pole located at the southern property boundary halfway down the main building and includes three existing transformers on the pole. Power appears to be fed underground to the main panel from the pole. The interior main electrical room appears to have a proper fire wall and fire caulked penetrations. The meter is located in the main electrical room.
  - 2.1.4.4. Noted various locations of exposed conduit in classrooms. Also non-GFI outlets in areas where they may be required, like proximity to sinks. Further investigation to determine exact quantities and locations.
  - 2.1.5. Mechanical system upgrades, repair, and/or replacement?
    - 2.1.5.1. Which buildings?
    - 2.1.5.2. The southern facing classrooms are reportedly very hot and uncomfortable at times and none of the buildings or rooms currently have air conditioning as they are all heat-only systems. Shade structures, air conditioning, and even solar shade structures were noted as potential options for cooling the southern classrooms. Even wall mounted exterior louvers may be a good temporary option to be considered to block the sun before it gets to the windows. Existing curtains inside the classrooms can help to reduce glare but do not work to reduce heat gain and tend to block the heat in and can increase radiant heat and the greenhouse effect, once inside the building.
    - 2.1.5.3. The main building appears to have an underfloor air plenum that pulls outside air into the plenum space and mixes with return air from the other rooms that is then pulled through the mechanical systems. Finding the existing mechanical plans will be very helpful to better understand the existing system and how it works.
    - 2.1.5.4. Kevin noted that his office gets very hot and is closest to the mechanical room. Since his ducting serves larger classrooms that are likely cooler, then they control the heat and the heating system is not zoned well.
    - 2.1.5.5. Kevin mentioned that they have a grant to replace the heater thermostats with smart thermostats, so that is in the works.
    - 2.1.5.6. Kevin mentioned many of the forced air units were replaced in 2016. Further investigation would be needed to verify exactly how many and when. 2/2011 was dated on the multi-purpose room furnaces.
  - 2.1.6. Structural system upgrades, repair, and/or replacement?





- 2.1.6.1. The main structural components with rot are at the eave condition, outside of the building envelope. Work has been completed on the north side and work is planned to fix the other rotten beams as funds/time allows and is on the maintenance list of items. It was noted by Kevin that the exposed beams with rot are non-structural according to their engineering consultant. The method for the rot repairs underway is to remove the rotten piece of the beam and add a new beam extension by sistering new 2x pieces along each side of the beam and bolting them together. Some of these repairs appeared to be screwed together and not bolted. Further analysis from the engineer regarding the proposed vs actual fixes should be reviewed to see if the bolting is required.
- 2.1.7. Windows?
  - 2.1.7.1. Are all windows at least double pane?
  - 2.1.7.2. No, all existing windows in the main building appear to be in great shape but are aluminum framed single pane windows, as was typical of the time (1964). These windows tend to leak air and transfer hot/cold easily through the glass and frames with little resistance and no thermal barriers.
  - 2.1.7.3. Dry rot around windows or trim?
  - 2.1.7.4. No rot was mentioned around the windows or doors.
- 2.1.8. Lighting upgrades or replacements?
  - 2.1.8.1. Lighting retrofit to LED was completed previously throughout the facility. This was completed through the California Prop 39 program.
- 2.1.9. Dry rot?
  - 2.1.9.1. Due to the condition of the existing main roof, it is very likely that dry rot will be found at the roof and eaves and potentially down the walls especially at the fire wall parapet locations. This will only be found during roof repair and should be chased while the roof is open. It is recommended that no dry rot be covered up, regardless of the extent of work, and should be fully noted by the architect and DSA inspector during repairs.
- 2.1.10. Classroom #1:
  - 2.1.10.1. The south east classroom #1 was the only classroom not to receive technology or modernization upgrades. The classroom currently only has three outlets, one in each wall, and this is problematic and greatly underserved.
- 2.1.11. Commercial Kitchen?
  - 2.1.11.1. The existing kitchen is a full service kitchen for full meal prep.
  - 2.1.11.2. The existing walk-in compressor is housed in an overhead closet and tends to overheat the room that it is located in. Two box fans



- have been installed to reduce the heat load and force air out through the roof vent. This seems to be working for the past couple of years but a permanent cooling solution is requested.
- 2.1.11.3. The walk-in cooler is not large enough for their needs and there are several additional commercial refrigerators and freezers around. A kitchen upgrade is a consideration for future planning.
- 2.1.12. Technology upgrades?
- 2.1.12.1. The existing fiber optic service has more than enough capacity to serve the facility but new cabling is required throughout the main building to better serve the offices and classrooms.
  - 2.1.12.2. The existing classrooms were upgraded with smart boards except classroom #1 (south east classroom), which was the only classroom that was not part of the previous modernization work.
  - 2.1.12.3. The existing phone system is at its end of life and a new VOIP phone system is requested with new phone lines throughout the facility. Some spaces need phones that currently have no phone line access.
  - 2.1.12.4. A new I.T. system is requested throughout.
  - 2.1.12.5. There is no existing security system.
  - 2.1.12.6. There is no existing camera system and cameras throughout the facility are requested for student safety. Transients have been found camping on the ball fields in previous years.
  - 2.1.12.7. There is no existing intercom system. Currently portable radios are used to communicate between spaces or people but there is no intercom system.
  - 2.1.12.8. New school bells are requested throughout.
  - 2.1.12.9. New clocks are requested throughout.
- 2.1.13. Existing Fire Alarm system:
- 2.1.13.1. The existing fire alarm system has apparently been upgraded over time and new strobes as well as magnetic release corridor doors were noted.
3. Review potential site location for future gymnasium.
- 3.1. The western portion of land has been considered for a gymnasium. There are some schematic designs from the early 1990's that show the new gym and new parking just west of the existing playground area. This seems to be the most appropriate location for a new building.
  - 3.2. The north side of the main building contains the septic tanks (2 tanks and a cistern) system and apparently the leach field. Some noted concerns are a gravel driveway on the north side of the building between the septic tank and main building and some shipping containers in line with the septic tank that could potentially be located over leach lines. It is more likely that the leach lines extend out toward the ball fields to the west, which would be in the direction of the new



gymnasium. Further investigation would definitely be required to confirm the leach field location, tank capacities, and any setback requirements to the existing leach field.

4. Any future classrooms or temporary classroom buildings needed?
  - 4.1. With the addition of the new portable that is under construction, there is no plan for additional classroom spaces at this time.
5. Are there any existing drawings, especially an existing as-built site plan?
  - 5.1. Yes, there are a number of existing plan copies of the existing main building and also many projects throughout the years. GW recommended that the existing plans be taken to Ellis to be scanned for future use and GW offered this service as a T&M potential. Kevin is interested in having GW help with this.
6. What ages are the existing mechanical systems?
  - 6.1. All heating systems appear to be upgraded systems around 2011 and 2016 with high efficiency units.
7. Was any prop 39 work completed?
  - 7.1. Yes, lighting throughout was replaced with new LED lights.
8. Is there a generator, and if so, what age is it?
  - 8.1. There is no existing stand-by generator. Sometimes they use portable generators to run the cold storage until the power is restored. A back-up generator is requested. Natural gas is available for the backup generator. Kevin identified a preferred slab and location.
    - 8.1.1. Additional studies would be needed to confirm that the supply line and existing gas meter would be capable of adding a generator, or if upsizing the meter and/or supply lines would be required.
9. Are there any outstanding DSA projects, or have they all been closed through DSA?
  - 9.1. According to Kevin Trone, he is unaware of any outstanding projects except the current DSA portable that is being installed. All previous projects appear to be closed as far as Kevin knows.
10. Bus garage:
  - 10.1. The existing bus garage could use some new siding and paint as it is the first building you see when entering the parking lot. Interior slab appears to be done in multiple pours, but in overall good condition. Interior framing is in good condition.
11. Existing portable classroom:
  - 11.1. One existing portable classroom was built in 1990. The siding was recently replaced. Skirting was noted as needing to be patched due to rot.
12. New three-classroom building:
  - 12.1. Nothing noted for the existing newer classroom building. It was built in 2015 with \$1.9M of bond money. Plans are onsite.
13. Floor drain from kitchen storage room.
  - 13.1. A floor drain in the kitchen storage room on the north east corner of the main building does not drain properly. Kevin noted that the drain was mapped going to



the east exiting the building and was apparently disrupted/damaged by tree roots. It is unclear why a floor drain would drain in that direction away from the septic lines. Further investigation would be required to fix the drain issue. It is recommended that the drain be connected to sewer as it was noted as potentially being connected to the storm drain system instead.

14. No existing fire sprinkler system was noted onsite and no sprinklers were noted in the main building. Greenway did not visit the interior spaces of the portable classrooms or the new and separate three-classroom building.
15. Kevin noted that the existing accessible parking was non-compliant and was having to be replaced as part of the installation project for the new portable unit that is under construction.
  - 15.1. It is unclear why the parking itself would have to be replaced, so further analysis of the DSA comments and/or approved plans would be required. No formal analysis was completed by Greenway regarding the parking stalls to know for sure if they are compliant or have any deficiencies.
16. School does not currently have an emergency response system or lockdown alert system. Kevin mentioned a previous discussion with a lease-to-own security system provider that would include cameras, intercom, emergency response notification, lockdown instructions, etc, estimated at \$400k. Note that NHUSD recently completed similar system installations at both Arcata and McK high schools for around \$800k.
17. The potential for solar was discussed. A stand alone system, like a ground mount, shade structure along the southern classrooms of the main building, or a parking structure type would be preferred to rooftop. Solar may be a consideration for future work but is not a priority of the district at this time.
18. A Hazardous Materials abatement report will be needed for any alterations. Due to the age of the facility, asbestos and lead, as well as roof mastic, are all likely to be present in various building and finish materials. Kevin mentioned evidence of samples previously being taken, so there is some optimism that this report already exists.
19. A geotech report was found that had been completed for the new classroom building that was constructed previously. A scan of the report was completed and provided to Kevin via email.

### Other Phase 1 Tasks

- Development of needs statement based on Findings and Discussion
  - ***“Maintenance/Repair, Replacement and New Project Narrative with deliverables that include process for Planning, Permitting, Funding/Finance, Procurement, Design and Construction”***
- Facilities master plan process outline
  - In the next phase Greenway will complete the development of this project. For each element on the Findings and Discussion Field Visit we will outline the necessary steps required for implementation in both a narrative and table format.



**Table Format Example**

**The tables below will be detailed for each element of the proposed master plan in the next phase. They are shown here for formatting purposes only.**

**Repair Narrative: Element 2.1.1**

The repair of water damaged roof support members, eaves and parapet framing members is likely to be discovered during roof tear off.

**Maintenance/Repair Table Example**

Element	Findings	Next Steps	Status	Funding	Procurement
2.1.1					
Roof rot					Anticipate Change Orders from roofing company during tear off

**Replacement Narrative Example: Element 2.1.1**

The main building has a very old bituminous built-up roof that has been patched many times throughout the years. There are apparent areas of rot around the eaves of the building throughout. The parapet/fire wall appears to be collecting water and shedding it to the exterior eave line and there is likely inherent internal damage inside the parapet. More investigation would be required. There does not seem to be any current leaks inside of the building envelope according to staff.

- Bids have been received to complete the roof replacement one for one.
- Anticipate Change Orders for defect/rot of adjacent roof members and elements due to past patchy repairs that will likely be discovered during demolition of the existing roof.
  - There will likely be several subcontractors involved including potentially new framing. All conditions exposed and noted to be deficient by the state inspector will likely require architectural and/or structural engineering plans/details to be stamped and approved through DSA



during construction. Some construction delays may be expected, depending on the extent of repair required.

- Permitting authority through Division of State Architect with DSA inspector reviewing bid documents and bids prior to contractor selection.
- Schedule field inspections during construction with DSA inspector.
- Roof replacement plans and details are typically required to be stamped by a licensed architect and/or structural engineer SE and approved through DSA.

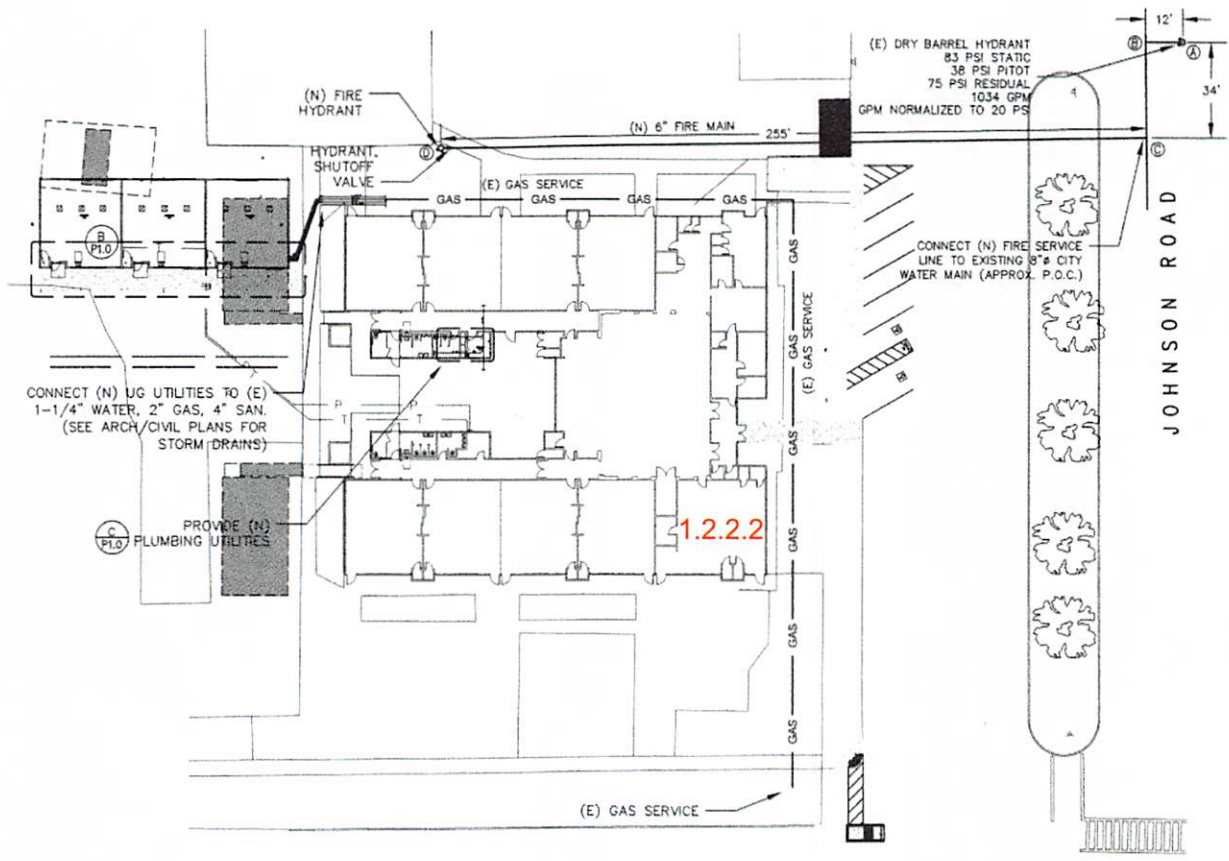
**Replacement Table example**

Element 2.1.1	Findings	Next Steps	Status	Funding	Procurement
Roof on Main Building					

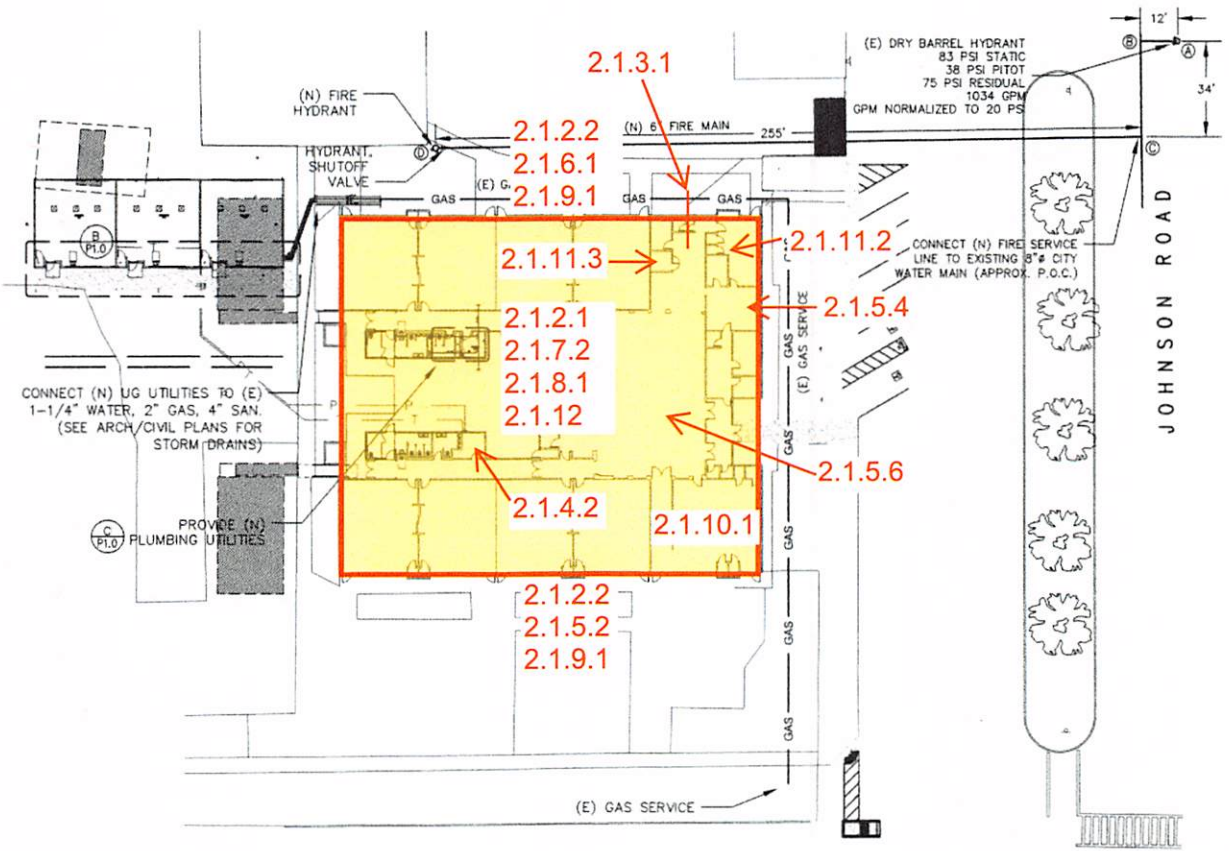
**New Project Table Example**

Element 2.1.1	Findings and Issues	Next Steps	Status	Funding	Procurement
Gym Building			Pre-approval	Identifying Funding sources	

- Presentation of Phase 1 findings to board-February 12, 2024

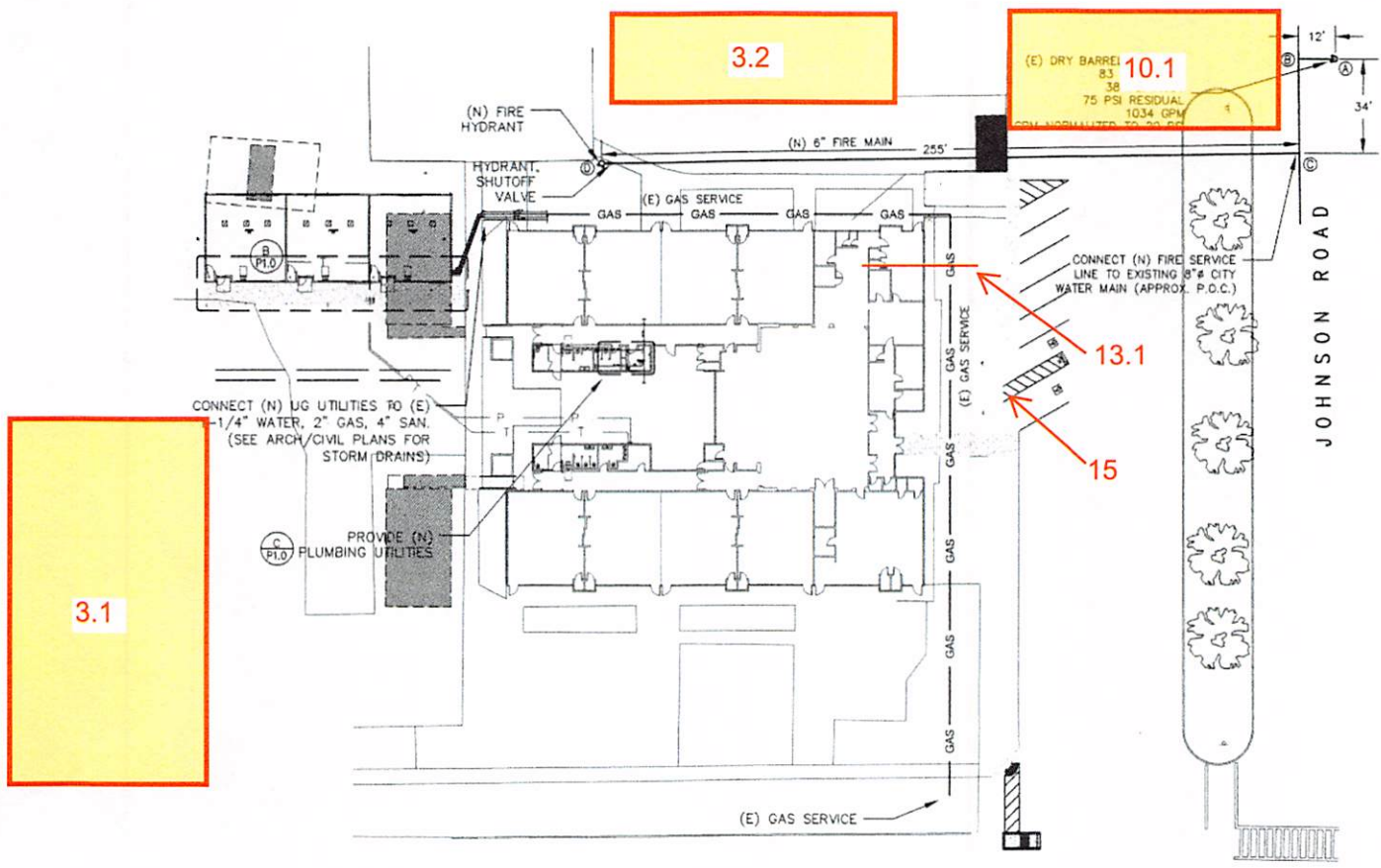


Report Findings Section 1 - Graphic



O 2.1.4.3

Report Findings Section 2 - Graphic



Report Findings Sections 3, 10, 13, & 15 - Graphic



# **Attachment 15**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 11.4 **Date:** February 12th, 2024

Consider and Discuss Possible Approval of Expanded Learning Opportunities Program Plan Guide

**Action requested:**

Approve The ELOP Plan

**Background Information and/or Statement of need:**

This plan will become a 'living document' moving forward for the planning and operation of our afterschool program.

**Fiscal Information:**

**Contact Person:**

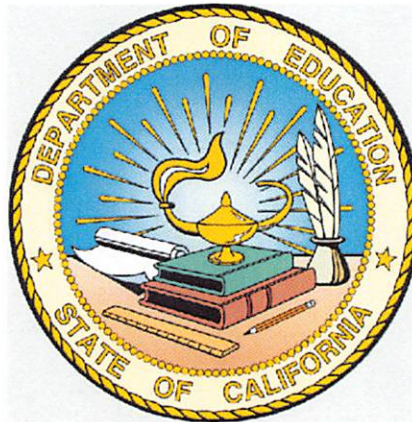
Kevin Trone, Superintendent/Principal

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

# Expanded Learning Opportunities Program Plan Guide

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

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

Contact Name: Kevin Trone

Contact Email: Superintendent@hydesvilleschool.org

Contact Phone: (707)768-3610

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Hydesville Elementary School
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

# Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

# Expanded Learning Opportunities Program Plan Guide

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Hydesville ELO-Program will be located on the Hydesville Elementary school campus. During the summer and various break sessions, the ELO- Program will combine funding with the Home to School Transportation Grant to offer additional support for program enrichment activities and field trips. The site's Home to School Transportation Grant will be used to cover District bus and staff personnel transportation to and from field trips. A copy of the Board adopted Early Release Policy will be posted at the sign out station, in the parent handbook and on the school District's website.

With the full implementation of Transitional Kindergarten, the Expanded Learning Programs will be in need of space to operate the program. The District Superintendent and Expanded Learning Coordinator along with the Board of Trustees will need to secure space for the program.

The initiative and measures that are taken by the program to create safety procedures include a variety of activities and items such as:

- Training sessions on Active Shooter, COVID Safety and Best Practice Protocol and Food Safety
- CPR and First Aid Certification for all employees
- A clearly defined student daily and emergency pick-up policy
- Radio for every staff for immediate communication
- Behavioral Management and Social Emotional Support
- Emergency Evacuation maps posted near every exit
- Regularly scheduled emergency and evacuation drills for both students and staff
- Staff have appropriate keys to secure doors in case of an emergency forcing a lock down.
- Security cameras place near all school entrances and hallways around the school
- Clearly defined early release policy for sports and other extracurricular activities off-campus
- A clearly defined emergency action plan for such events as power outages, earthquakes and other evaluations.
- A clearly defined list of all students attending each day outlining students still on campus and those who have been released
- Regularly scheduled staff meetings

## 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

## **Expanded Learning Opportunities Program Plan Guide**

The Hydesville Elementary's ELO-Program will be offering After School services that will include a program for Transitional Kindergarten through 8th graders.

- A Transitional Kindergarten/Kindergarten after school program (1:10 - 5:30)
- A Homework Assistance Program for all grades after school (3:00-4:00)

Hydesville Elementary School is also looking to address the 30 additional days required in the ELO-Program by offering 10 School Break Days. These enrichment days will focus on art, music, and social-emotional development.

The ELO-Program will provide opportunity to hold a summer program of approximately 20 days. Enrichment opportunities could include things as;

- Homework/study hall sessions
- Marine and wildlife studies
- Nature and environmental studies
- Arts and crafts
- Bicycling
- Hands On Math and Reading Activities
- Technology
- STEAM Activities
- Book Clubs
- Sports Teams
- Recreational activity

# Expanded Learning Opportunities Program Plan Guide

## 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Program educational literacy and educational enrichment activities contribute to the improvement of student academic achievement in a variety of ways. Our programs offer homework time with teacher-led study halls, reading interventions and science experiments and hand-on math with games. Enrichment activities are connected to the core day learning through science and math but these hands-ons activities encourage social skills, team-building and student leadership.

Students will be given the opportunity to:

- Receive additional homework assistance during teacher-led study hall sessions.
- Increase basic math, reading and science skills with hands-on activities while also building their self-confidence.
- Learn and improve personal skills in a variety of sports (basketball, volleyball and track)
- Explore their surroundings and learn about what makes our area unique. They learn about the different plants, animals, and insects while exploring our forest and wetlands. Different hand-on lessons and the use of technology allow students to add personal knowledge while writing reports and using communication skills when sharing their discoveries with others.

Enrichment activities are connected to core day learning and are designed to encourage social skills, teambuilding and student leadership. The program coordinator regularly discusses with teachers lessons as well as any social emotional needs that students might need.



# Expanded Learning Opportunities Program Plan Guide

## 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student feedback, assessments, evaluations and integration with the instructional day are all used to guide the development of training, curriculum and projects that meet students' needs, and interests. Surveys are given out periodically throughout the year to gain insights into student satisfaction and interest areas. Students are invited to help generate a list of preferred activities. There are also "Graffiti Walls" in which butcher paper is put up and students can write responses to questions like "What I like about my after school program" and "What I want to see added to my after school program." Students are regularly asked for feedback about various existing program activities so that changes can be made to meet student needs. Staff training is selected based on enrichments that are new and of interest to students such as with coding and technology.

Restorative circles are proving to be an effective way to get students to share their viewpoints, concerns or interests that can guide and impact program practices, policies and activities. Students in lower grades are asked to vote for different choices of activities that are suggested by staff. Surveys gauge program satisfaction and opportunities for additional activities or content areas.

# Expanded Learning Opportunities Program Plan Guide

## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The Expanded Learning Program at Hydesville follows the same behavioral plan that has been established by the school District. Students are encouraged to participate in a wide variety of school sports programs (basketball, soccer, cross country, cheer, volleyball, track) as well as a variety of other recreational activities (biking, walking, soccer) during the after school. Students learn the skill of being a member of the team, how to work together and how to represent their school in a positive way.

Students are given the opportunity to enjoy 30-60 minutes of physical play time with extra outdoor time. There are organized games offered during enrichment time or they can enjoy a game of jump rope, shoot hoops or just take a much needed break.

Students are provided with a nutritional snack each day. These snacks can range from fresh fruit slices and graham crackers to fresh vegetables and string cheese or yogurt and granola.

Students are encouraged to use proper hygiene when handling food and before eating. Students are encouraged to sit properly at tables and to remember their "please and thank-yous" during snack times.

## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

## **Expanded Learning Opportunities Program Plan Guide**

The Hydesville Expanded Learning Program works to create an environment that promotes diversity and provides activities and opportunities that celebrate the cultural and unique backgrounds of all of our Hydesville students. Music is played that represents different cultural backgrounds. Student performances in the Talent Shows or Winter and Spring Concerts give students the opportunities to choose something relevant to their cultural interests to share with other students and families. Artwork created through guided activities tends to focus on specific interests of the student population and are tied to accurate historical events and characters. Field trips to cultural events, sites and activities are planned so as to expose more students to the rich diversity offered in the area.

Our program reaches out and provides support to students with disabilities and English Language Learners by connecting and communicating with school staff who are specially trained to support these students. Efforts to provide professional development on inclusion practices are commonplace, with a focus on students with disabilities and SPED highlighted at school-wide trainings that the after school program staff are invited to attend. Core day teachers provide individualized attention and remediation for students who are identified as needing that support. ASP site coordinators communicate with core day staff to discuss students' needs and to structure activities to support their growth and development. Behavioral policies are commonplace to ensure the safety of all students, with clear and consistent consequences for breaches in behaviors that go against stated policies. Efforts are made to make sure all staff are aware of and operate with strength-based approaches when interacting with students and each other.

# Expanded Learning Opportunities Program Plan Guide

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The Hydesville After School Program follows the same hiring process as established by the District. Employees must meet the minimum requirements of an instructional aide. Candidates must either show proof of having college credits or have passed the paraprofessional examination. All new employees need to be fingerprinted and TB tested. Employees are also required to go through mandated reporter training, and encouraged to have CPR and first aid certification and complete the food handling training. Employees must have experience working with children, be flexible, able to adapt to changing situations, and be assertive in their work. They must be able to demonstrate the ability to handle large and small groups of students with an average ratio of 20 to 1 (10:1 for Transitional Kindergarten) EC Section 8483.4 and 46120 (d)(2)(D)

Employees are encouraged to attend on-line and in-person training opportunities. These could be in the form of local area meetings, regional trainings or State trainings. The Site Director will schedule regular staff meetings to share important program information and prepare for up-coming events.

**Program Director:** The program director has multiple years experience in the field of after school. She is in constant communication with the site superintendent regarding budget and programming. She plans and creates enrichment activities for all ages, meets with teachers, community members and other resources in an effort to provide students with the best after school experience. She attends monthly Board meetings, PTO meetings and other community meetings as needed.

## 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

### Vision

Empowering Students to Become Lifelong Learners and Productive Members of Society

### Mission Statement

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

# Expanded Learning Opportunities Program Plan Guide

## 9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The ELO-Program Director will reach out to the District superintendent, educators, board members, parents, students and other community members to establish a collaborative partnership that best supports the needs of all students. The ELO-Program Director will also reach out to school educators, parents and other community members to share their talents/knowledge when planning "special" events for the Expanded Learning Programs "Summer" and "Break Camps" and other enrichment ideas.

Special Excursions may include:

Field trips to explore nature while hiking trails in our redwood forest. Redwood EdVenture Quests will allow students the opportunity to learn about nature as they follow trails through the redwoods or hike trails through wetlands to observe local waterfowl and other birds. The ELO-Program Director will reach out to local California State Park Rangers, Six Rivers National Park employees, BLM, to schedule possible guided tours. Bike Quests have also been developed throughout the area by Redwood EdVenture Quests for students to explore their surroundings while riding bikes.

ELO-Program Director will reach out to local public pools to inquire about group swimming lessons. Art Appreciations with instruction from local area artists and a possible field trip through the streets of Eureka to observe and study the many murals painted by local artists.

The after school program director is encouraged to attend training and conferences in search of fun interactive ways to help students succeed.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

In order to measure the success in the after school program, the program director uses a combination of resources and tools. For formal documentation surveys are conducted with parents, teachers, students and other community members. Surveys are conducted annually. The easiest and most informative measure of success is watching a child's face light up when they begin to understand a math concept while using a hands-on approach or when a parent thanks you for taking such good care of the child. This information combined with daily attendance records, collaboration with teachers regarding grade checks and missing assignments provide clear data to gauge student success.

Information gathered from parents, teachers and students is used to guide the programs CQI program plan for the coming year. Areas of concern are addressed quickly while program successes are carried into the next year.

When active and engaged learning is focused on, student involvement in after school increases. It is most rewarding when a parent complains "my child doesn't want to leave" or "my children always get upset when I come to pick them up. They love being in after school."

# Expanded Learning Opportunities Program Plan Guide

## 11—Program Management

Describe the plan for program management.

**Superintendent/Principal:** The Superintendent/Principal will maintain oversight responsibilities for all matters of fiscal, personnel, safety, and resource coordination related to the ELOP. Open communication with the program site coordinator and other agencies is the foundation of the program. Administration will utilize delegation of appropriate department responsibilities as needed to site coordinator and support staff.

**Fiscal:** All fiscal management is done using the SACS coding system and tracked in our budget software. Funding streams associated with LCFF and ELOP are managed directly by Hydesville Elementary School District Administration with oversight by the local Board of Trustees and Humboldt County Office of Education.

**Site Director:** The site coordinator has multiple years of experience in the field of after school and is a substitute instructional aide. She is in constant communication with the site superintendent regarding budget and programming. She plans and creates enrichment activities for all ages, meets with teachers, community members and other resources in an effort to provide students with the best after school experience. She attends monthly Board meetings, PTO meetings and other community meetings as needed.

Program staff meet regularly to discuss long term program plans, up-coming events, and scheduling issues. Daily meetings are used to address issues related to daily programming.

The line of supervision and discipline is as follows:

- Superintendent/Principal - last resort usually is the student is in jeopardy of being removed from the program.
- Program Director - redirect, timeout, parent/teacher communication, referral to superintendent/principal, meeting with student/superintendent/parent, suspension from program.
- Program workers- redirect, timeout

There is an open-line of communication between the core-day staff and the after school program, either through informal conversations throughout the day or during more formal staff meetings. Many of the afterschool staff are also employees in the core day environment and have first hand knowledge of concerns and/or changes to school issues. Every staff member has an employee mailbox located in the school's administrative office where notes can be exchanged regarding program issues or a need for support. Communication and transparency are key to the success of the after school program. Students are encouraged to present after school projects to the Board of Trustees.

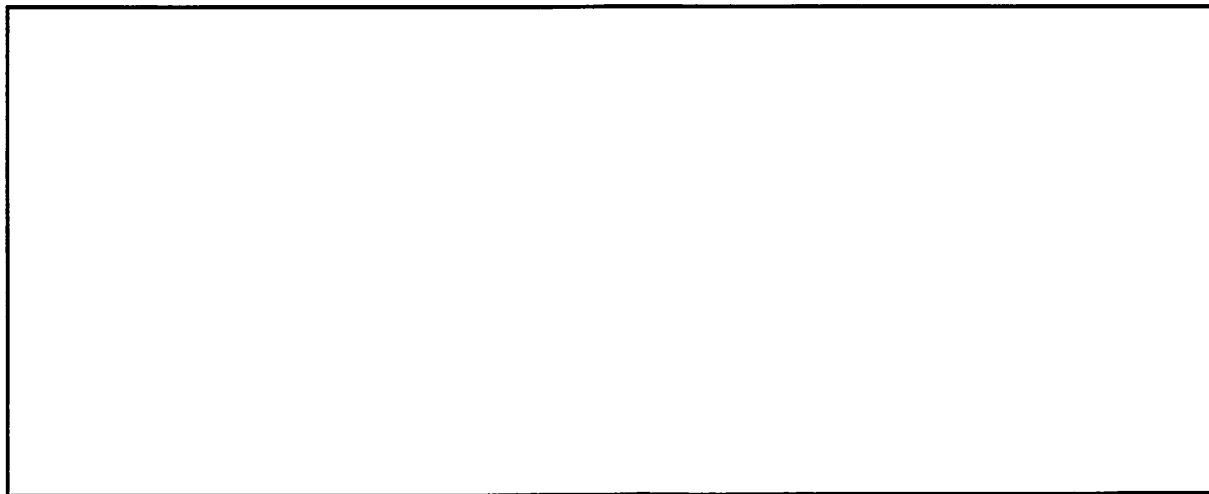
**Attendance Tracking:** The program coordinator will use the same program to track daily attendance for the ELO-Program. The program director communicates daily with District staff regarding students absent from core-day, those students riding the bus home and those students needing to be released early. Sign-in and out sheets are maintained and are looked at by annual audit review.

# Expanded Learning Opportunities Program Plan Guide

## General Questions

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.



# Expanded Learning Opportunities Program Plan Guide

## Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Hydesville is a small rural school district with an average enrollment of 215 students in grades TK/8th grade. Over the past few years enrollment for Transitional Kindergarteners (TK) has averaged 12 students. Being able to maintain the 10:1 ratio for (TK) will not be an issue. As the age requirements continue to flex our after school program is positioned to be able to meet the changing needs. Enrichments for the transitional kindergarten program will be designed with the same play based curriculum currently being used in First 5 and aligns with the California State Preschool requirements.

## Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Hydesville Elementary School District is developing an on-going plan as required by EC Section 46120(b)(2) to provide program activities that support the whole child both socially (SEL) and developmentally in a safe and supportive environment. Hydesville's plan is to provide students the opportunity to participate the following services:

- An after school program that will include transitional kindergarten through 8th grade students. The services being provided will extend the school day for these students to the 9 hour requirement. EC Section 46120(b)(1)(A).
- Develop and plan to expand student enrichments opportunities to include an additional 30 days beyond the 180 instructional days of core day learning. This will be accomplished through full-day summer program offerings and full-day "break camps". EC Section 46120(b)(1)(A)
- As part of the additional 30 days, Hydesville may be offering "Saturday Enrichments". Enrichments may include field trips designed to support core day subjects (science, math, music, art) with hands-on experiences to enhance learning. EC Section 46120(b)(1)(B)



# Expanded Learning Opportunities Program Plan Guide

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

## **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

## **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

# Expanded Learning Opportunities Program Plan Guide

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

## **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

## **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

## **Expanded Learning Opportunities Program Plan Guide**

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### ***EC sections 8483.4 and 46120(b)(2)(D):***

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### ***EC Section 8482.3(c)(1)(A–B):***

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

# **Attachment 16**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 11.5 **Date:** February 12th, 2024

Consider and Discuss Possible Approval of School Safety Plan

**Action requested:**

Approve the Safety Plan

**Background Information and/or Statement of need:**

The District must Annually approve the Safety Plan prior to March 1st. This plan will also be going to Staff, as well as the community this month for input.

**Fiscal Information:**

**Contact Person:**

Kevin Trone, Superintendent/Principal



# 2023-2024 Comprehensive School Safety Plan



# Table of Contents

Section 1 – Introduction	1
Preface	2
Hydesville School CSSP	3
School Stakeholders	3
Law Enforcement, Fire Department, Emergency Response	3
Vision Statement	4
Mission Statement	4
Meeting Minutes	5
Section 2 – Policies and Procedures	6
Child Abuse Prevention And Reporting – BP 5141.4	7
Suspected Child Abuse Report Form (BCIA 8572)	8
Suspension and Expulsion/Due Process – BP 5144.1	10
Suspension and Expulsion/Due Process – AR 5144.1	13
Notify Teachers of Dangerous Pupils	17
Nondiscrimination/Harassment – BP 5145.3	19
Nondiscrimination/Harassment – AR 5145.3	21
Hate Motivated Behavior – BP 5145.9	28
Emergency Operations Plan	30
Evacuation Plan	32
District Emergency Phone Numbers	34
Duck, Cover and Hold On	36
Shelter In Place	37
Lockdown Procedure Modified	38
Medical Emergency Protocol	41
Disaster Response Procedures	42

# Section 1 – Introduction

SB 187 & AB 1747 Compliant Document



## Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Hydesville School District office located at 3050 Johnson Rd, Hydesville, CA 95547. For questions regarding this plan please call (707) 768-3610.

**NOTE:** Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

## Hydesville School CSSP

### School Stakeholders

- **School Site Council representative:**
- **Teachers:**
- **Support Staff:**
- **Administrators:**
- **Parents:**

### Law Enforcement, Fire Department, Emergency Response

- **Sheriff, Police:**
- **Fire Department:**

## Vision and Mission Statement

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

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

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

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

## Meeting Minutes

# Section 2 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document. Code and Legal References have been removed. For access to documents in their original and approved form please contact the District office at (707) 768-3610.

## Child Abuse Prevention And Reporting – BP 5141.4

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

### **Child Abuse Prevention**

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282} (cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.



STATE OF CALIFORNIA  
 BCIA 8572  
 (Rev. 04/2017)

DEPARTMENT OF JUSTICE  
 Page 1 of 2

**SUSPECTED CHILD ABUSE REPORT**  
 (Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters  
 PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO					
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE					
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS Street City Zip		DATE/TIME OF PHONE CALL							
OFFICIAL CONTACTED - NAME AND TITLE		TELEPHONE								
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS Street City Zip		TELEPHONE							
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE				
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME					
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> VICTIM WAS IN OUT OF HOME CARE AT TIME OF INCIDENT. CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____					
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK						
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>	NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY	
	1 _____	3 _____	2 _____	4 _____						
	<b>VICTIM'S GUARDIANS</b>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY				
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE					
	<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip		TELEPHONE							
	OTHER RELEVANT INFORMATION									
	<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEETS (S) OR OTHER FORMS; AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
DATE/TIME OF INCIDENT		PLACE OF INCIDENT								
NARRATIVE DESCRIPTION (What victim(s) said what the mandated reporter observed what person accompanying the victim(s) said similar or past incidents involving the victim(s) or suspect)										

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8563 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



STATE OF CALIFORNIA  
 BCIA 8572  
 Rev. 04/2017

DEPARTMENT OF JUSTICE  
 Page 2 of 2

**SUSPECTED CHILD ABUSE REPORT**  
 (Pursuant to Penal Code section 11166)

**DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572**

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://eginfo.legislature.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

**I. MANDATED CHILD ABUSE REPORTERS**

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

**II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")**

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

**III. REPORTING RESPONSIBILITIES**

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practicable by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

**IV. INSTRUCTIONS**

**SECTION A – REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

**IV. INSTRUCTIONS (continued)**

**SECTION B – REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

**SECTION C – VICTIM (One Report per Victim):** Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number) and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

**SECTION D – INVOLVED PARTIES:** Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

**SECTION E – INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

**V. DISTRIBUTION**

**Reporting Party:** After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

**Designated Agency:** *Within 36 hours* of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

**ETHNICITY CODES**

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian



## Suspension and Expulsion/Due Process – BP 5144.1

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

### **Appropriate Use of Suspension Authority**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of connection have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

### **On-Campus Suspension**

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent /Principal or designee may establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of connection have failed to bring about proper conduct. (Education Code 48900.5)

### **Authority to Expel**

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed 111 Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

**Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent/Principal or designee shall comply with procedures for notices , hearings , and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

**Maintenance and Monitoring of Outcome Data**

The Superintendent/Principal or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent /Principal or designee shall disaggregate data on suspensions and expulsions by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities , foster youth , and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

## Suspension and Expulsion/Due Process – AR 5144.1

### Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

### Notice of Regulations

At the beginning of each school year, the Superintendent/Principal shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

### Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold,

delivered, or otherwise furnished to any person another liquid , substance , or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(1))
12. Possessed an imitation firearm (Education Code 48900(m))  
Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and /or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))  
Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

**17. Engaged in an act of bullying (Education Code 48900(r))**

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

**18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))**

**19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)**

**A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)**

## Notify Teachers of Dangerous Pupils

### **Pursuant to Ed. Code 49079**

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, "Conditions for Suspension, Expulsion," except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Ex pulsion). For the 1996 - 1997 school year and each school year thereafter, the information provided shall be from the previous three school years.

Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person.

An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor.

No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both .
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.



- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

## Nondiscrimination/Harassment – BP 5145.3

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at school or any school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance in the district and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent /Principal or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent/Principal or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified

banier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and /or other fo1mal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent reoccurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

**Record-Keeping**

The Superintendent /Principal or designee shall maintain a record of all rep01ted cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in the district.

## Nondiscrimination/Harassment – AR 5145.3

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR4621)

Superintendent/Principal 3050 Johnson Rd  
Hydesville, CA 95547  
(707) 768-3610

### Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at school or in school activities and to ensure equal access of all students to the educational program, the Superintendent/Principal or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator /compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
2. Post in a prominent and conspicuous location on the district web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
  - a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to

information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

- c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
  - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
  - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
  - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
4. Annually notify all students and parents /guardian s of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents /guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardian s that, to the extent possible, the district will address any individual student's interests and concerns in private.
5. The Superintendent/Principal or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in the district speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
6. Provide to students, employees, volunteers, and parents /guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how

and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

#### **Enforcement of District Policy**

The Superintendent /Principal or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination /Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

#### **Process for Initiating and Responding to Complaints**

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent /Principal or designee who shall determine how the complaint will be investigated.

#### **Transgender and Gender-Nonconforming Students**

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-non conforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to his/her gender identity
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR

99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to



disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a

student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law .
  
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
  
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted by the district.

## Hate Motivated Behavior – BP 5145.9

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility toward s another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent/Principal or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent/Principal or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent /Principal or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent /Principal or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

### **Complaint Process**

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal

or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures . If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

## Emergency Operations Plan

### **Purpose and Scope**

The Hydesville Elementary School District Comprehensive Safe School Plan {CSSP} provides guidance and direction to administration, faculty and staff who have Emergency Management Responsibilities {EMR}. The Emergency Response Plan along with the Comprehensive Safe School Plan shall be used during an emergency incident involving Hydesville Elementary School.

### **Key Emergency Contact**

After contacting 911, it is imperative during an emergency to contact the Superintendent as quickly as possible. They will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

### **Safe School Leadership Team (SSLT)**

The Safe School Leadership Team {SSLT} will take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary:

- Field Response
- Local Government
- Operational Area
- Regional
- State

The school site Safe School Leadership Team {SSLT} carries out the Field Response level of crisis and emergency management. The District School Safety Team functions at the Local Government level in this system by organizing our crisis response plans according to SEMS/NIMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS/NIMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS/NIMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS/NIMS will reduce the incident of poor coordination and communications and reduce resource ordering duplication on multi-agency and multi-jurisdiction

responses. SEMS/NIMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

**Essential Management Functions:** SEMS/NIMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS/NIMS, tasks are delegated to members of the SSLT to handle critical incidents successfully. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS/NIMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS/NIMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS/NIMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS/NIMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. Local emergency responders use the SEMS/NIMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with local agencies.

**Public Agency Use of School Buildings for Emergency Shelters:** Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need.

#### **Safe School Leadership Team**

Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should immediately begin assigned duties. For additional information staff should report to the school office or temporary command center where they will be assigned duties to oversee and provide directions during the

emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings Incident Command. Safe School Leadership Team is listed below.

#### Safe School Leadership Teams

##### **Threat Assessment Management Team (TAMT)**

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Threat Assessment Management Team. (TAMT). The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150. The team will oversee and document the school site's response to threat s, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150-referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

## Evacuation Plan

Stage One Evacuation: ON SITE: All students and staff are evacuated from buildings per route or alternative route and stationed on the playground in designated areas

Stage Two Relocation: OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with district transportation department, Humboldt County Sheriff, Fortuna Fire District (gas leak, fallen aircraft, etc.)

##### **Personnel Duties and Responsibilities**

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.

It is critical to determine who does what, where, and how-before such a disaster occurs.

Principal (Incident Commander) / Safe School Leadership Team Leader responsibilities:

1. Acts as the liaison between the media, school site and district office and maintains communication with appropriate district staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members (Operations) are knowledgeable of the location of shut-off valves and how to turn them off. Do not attempt to turn utilities back on yourself.

4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures, depending on the emergency.
5. Establishes a communications system consisting of the following elements:
  - a. System of specific disaster warning signals that are well known to staff and students and includes both bell and voice signals.
  - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available .
  - c. Educate parents not to call in during an emergency situation so that personnel are available to respond to the emergency and to ensure telephone lines are available for outgoing and emergency calls.
  - d. Prepare a statement (script) for designated staff to be used for communication.
  - e. Include a sign-in sheet for all media to complete.
  - f. The Superintendent informs the Humboldt County Office of Education, the Board of Trustees, and neighboring schools district s.
  - g. Follow the directions of the Superintendent. Only the Incident Commander, Superintendent, or alternate is authorized to release information. All other personnel should cordially refer the media to the office or incident command at 707-768-3610.
  - h. Designate a person to record incidents for documentation purposes including debriefing.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
7. Oversees collection of data confirming location of all students and staff.
8. Principal assigns the following duties to school staff:
  - a. Patrol entrances to direct emergency personnel; parents, district staff, and media to appropriate areas; and prohibit unauthorized persons from entering campus.
  - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
  - c. Conduct search-and-rescue operations to systematically search specific rooms in order to assist and locate trapped/injured persons and to recover critical supplies and equipment.
  - d. Establish/coordinate Communication Center.
  - e. Administer first aid.
  - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.



- g. Supervise Student Release Procedures.
  - h. Check building utility systems and appliances for damage.
9. Principal schedules regular emergency drills and reviews the emergency plan with staff, students, and parents.
  10. Principal oversees regular site inspections for safety hazards and takes corrective action on identified hazards.
  11. Plans for alternate classroom evacuation routes, in the event standard routes are obstructed.
  12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
  13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

#### **Drill Schedule**

- Fire Drill (1x /calendar month, unless alternate drill w/evacuation}

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001).

- The principal shall notify staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
- Teachers shall ascertain that no student remains in the building.
- Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.
- Earthquake Drill (2x year}
- Lockdown Drill (at least once per year}

## **District Emergency Phone Numbers**

#### **Administration**

Superintendent/Principal - Kevin Trone

(707) 768-3610 (office)

(707) 223-3773 (cell)

Administrative Assistant - Arlene Polansky

(707) 768-3610 (office)

(707) 498-6546 (cell)

**Maintenance**

Travis Houseworth

(---) (cell)

**School Counselor**

Ashlee Byrd

(541) 521-4832 (cell)

**Transportation**

Kim Fontaine

(---) (cell)

**Emergency Response Procedures**

Site specific response procedures should be included for the following:

1. 1. Earthquake- Duck, Cover and Hold
2. 2. Fire/Earthquake- Building Evacuation
3. 3. Modified Lockdown- Shelter In Place
4. 4. Lockdown/Imminent Danger- Shelter In Place
5. 5. Threat Assessment w/o school wide action

Each procedure should always be announced with clear, simple words describing the incident.

If the incident is a fire, then the fire alarm must be activated.

**2-Way Radio Procedures**

**IN CASE OF A BOMB THREAT. DO NOT ACTIVATE RADIOS. AS THE FREQUENCY MAY ACTIVATE THE BOMB.**

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
- Minimize transmissions. Keep sentences short
- Key radio, wait 2 seconds then speak slowly, clearly, within two inches of the radio
- Use a clear "sign-off" word, such as "over".
- During normal use. use only the channel assigned to the school.

## Duck, Cover and Hold On

To be used in the event of:

- Earthquake
- Fallen Aircraft
- Possible Explosion
- Tornado/Severe Storm

### Procedure

1. DROP to the ground
2. Take COVER by getting under a sturdy desk or table, and
3. HOLD ON to it until the shaking stops
4. If you are outside, move away from the buildings and sit down

### Teachers:

- When the shaking has stopped, take ten seconds to look around, make a mental note of damage and dangers, and check to see if any students are injured. If immediate help can be given to open an airway, stop serious bleeding, or put out a small fire, do so.
- Evacuate students from buildings to the field area behind the school.
- Use the BUDDY SYSTEM. Take a few seconds to check briefly with your buddy teacher and be prepared to take your buddy's class if necessary.
- If an aftershock occurs while you are exiting, Drop, Cover, and Hold On until the shaking stops.
- Escort students not in regular classrooms at the time of the emergency to their regular classroom teacher in the field.
- Take roll and report the names of missing students to the command post. Display either a green card meaning "all OK", a yellow card indicating assistance is needed, but it is not critical, or a red card meaning "immediate help is required."
- Adults report to their assigned response team (after the cards are displayed) and the supervising buddy teacher assumes student supervision responsibilities.
- Students:
  - Move quickly away from windows, bookshelves, or unsecured carts and equipment
  - Duck under table or desk, kneel with head resting at knees, arms covering back of head
  - Remain in place and wait for instructions from teacher

### The Principal or Alternate:

- Determine the level of response required for the incident
- Establish an incident command center and medical center, if necessary
- Provide supervision of students. Release students to parents and guardians
- Assess damage (determine status of gas, water, electricity, etc.)
- Search for and rescue missing/injured persons
- Prepare materials for emergency response personnel

### Building Evacuation

To be used in the event of:

- Fire - Chemical spill (on campus)
- Severe Earthquake (evacuation after initial Duck, Cover, and Hold)

**Teachers:**

1. Pick up emergency bag
2. Close classroom door after ensuring that all students are out of the room
3. Escort students out of the building by the assigned (or safest) route to the assigned location on the playground
4. Take roll once all students have arrived at the assigned area
5. Await further instructions from Crisis Response Team

**Students:**

- File out of classrooms in a quiet orderly manner as directed by teachers
- Assemble in the designated area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

**Crisis Response Team:**

- Determine the level of response required for the incident
- Establish an incident command center and medical center, if necessary
- Provide supervision of students. Release students to parents and guardians
- Assess damage (determine status of gas, water, electricity, etc.)
- Search for and rescue missing/injured persons
- Prepare materials for emergency response personnel

## Shelter In Place

To be used in the event of:

- Armed Intruder
- Hostage Crisis

**Teachers:**

1. Lock classroom door and cover door window with paper
2. Close all windows, blinds, and curtains
3. Instruct students to lie on the floor or take cover
4. Turn off lights and heater
5. Instruct students to remain silent, take roll
6. Check email/text for explanation of incident and for updates
7. Keep telephone lines clear- if possible, office will make contact with classrooms
8. Await further instruction from Crisis Response Team or Police

**Students:**

- Immediately drop to the floor, away from doors or windows

- Remain silent
- Await further instructions from teacher

**Crisis Response Team:**

- Establish communication with appropriate law enforcement agency
- Establish an incident command center and medical center, if necessary
- Notify other school site
- Prepare materials for emergency response personnel

## Lockdown Procedure Modified

Determined by Incident Commander/Principal or designee

- Appointed staff will email, and/or use the intercom to contact classrooms, and if necessary, go door-to-door informing staff to keep students in rooms and lock the door. Responding staff will notify all classrooms, counseling/speech/IT room, library, resource room, kitchen, staff room, and after school program.
- Staff is notified to remain in classrooms with students, resume classroom activities, and wait for further instructions.
- When it is determined to be "all clear" the appointed staff will inform the same rooms that they originally notified.

## Triage Plan

*Adapted from Planning and Triage in the Disaster Scenario* *Ciro Ugarte | Ribka Amsalu | Jacobo Adrián Tieffenberg | Lou E. Romig | Tien T. Vu*

*Triage* is a system that allows establishing priorities for care and transporting to save as many lives as possible. It is performed during the rescue phase, and uses priority criteria for the care of the wounded, distinguishing those requiring immediate stabilization and transport from those who can wait. Primary triage consists of a quick evaluation so that all the victims can be examined in a short period of time and decisions can be made regarding treatment priorities.

Once the victims are brought to the collection point, the staff responsible for triage must quickly assess each victim, and refrain from providing treatment other than hemorrhage control and brief airway repositioning.

During evaluation, each victim is identified with a specific color-coded tag, tape or marker to indicate the level of medical urgency needed. Decisions are made exclusively based on the victim's clinical condition. Patients are classified according to severity as green (uninjured or minimally injured), yellow (moderately injured or urgent), Red (severely injured or emergent), and Black (deceased). Field triage is performed on three levels:

**On-Site Triage** Classifies the victims to identify those who need to be taken immediately to the advanced medical post. First aid providers or medical emergency technicians usually do this on-site triage. When in doubt classify the victims in the "yellow" and "red" groups together as one. Using this approach, the percentage of incorrect classifications declines significantly.

**Medical Triage** Determines the required level of care. An emergency physician, anesthesiologist, or surgeon should oversee this type of triage.

### Medical Triage Levels:

**Red:** Immediate stabilization is required. This applies to victims who have:

- Shock due to any cause
- Breathing difficulty with possible respiratory failure
- Profuse external bleeding
- Head trauma with signs of altered consciousness, such as:
  - disorientation (cannot obey simple commands)
  - unconsciousness (cannot respond to verbal and/or painful stimuli)
  - asymmetrical pupils (sign of cerebral hernia)
- Stabilize these patients so they can receive further care. After stabilization, reclassify.

**Yellow:** Delayed treatment may be appropriate. Monitor closely, insert a line if uncertain about circulatory status, but defer care initially. This category includes victims who, despite

not fulfilling the criteria for inclusion in the red group, have

- Shock risk (e.g., heart attack, abdominal trauma)
- Open fractures
- Femur or pelvis fracture
- Severe burns
- Head trauma but responsive to verbal or painful stimuli
- Uncertain diagnoses

**Green:** These victims can wait or do not require treatment. This category includes those who are ambulatory and have:

- Minor fractures
- Minor wounds or burns

After on-site care has been completed, transport victims who have been classified as yellow or red to a hospital. They should be re-triaged on arrival.

**Black:** Deceased.

## Medical Emergency Protocol

### A. Staff procedures for serious student injuries or illness:

*Call 911.*

1. *Call office (via phone or walkie-talkie) to report a medical emergency:*
2. *Clear the area (or room if necessary) of all students and clear the space around the student. If back or neck injury is suspected do not move student. Keep student on back if conscious. Place student in side-lying position if unconscious. Cover student with jacket and raise legs on backpack.*

Response team will:

1. Call 911 if it hasn't been done and is deemed necessary. {Notify the office if it hasn't been done.}
2. Ask for assistance as soon as possible. A recorder, a runner, and/or an assistant to help provide medical care may be needed. Students will not be assigned any of these roles unless school personnel or other adults are not available.
3. Stay with the student and administer emergency care. Follow the Emergency Procedures for injury or illness.
4. Contact parents/guardians or have secretary contact parents/guardians and give a brief description of the emergency. Tell parents 911 has been called.
5. Give report to arriving emergency personnel and relinquish command to the higher trained medical responder that is first on the scene.
6. Document the following: the time the incident started, physical assessment, student's medical history, current medications, events preceding the medical emergency, the time 911 was called, the time of parent contact, the time and to whom you gave over command, and the time ambulance arrived and left school.

### B. Responsibilities:

1. If needed call 911.
2. Send available support to help supervise class if needed.
3. Notify principal.
4. Verify that student's backpack/belongings were brought to the office.
5. Have a staff member stand outside and direct first responders to the scene.
6. The secretary or other school personnel will search the student's backpack, if deemed appropriate.
7. Check student's medical record in office for special conditions.
8. Have a copy of the student information card in office ready for ambulance personnel.

### C. Directions for making 911 call:

1. Identify yourself and say: We have a medical emergency at: Hydesville Elementary School at 3050 Johnson Road in Hydesville.
2. Be specific about which entry to come to and the location of the emergency.



3. Briefly identify the nature of the emergency such as drug reaction or overdose, rapid or slow heart rate, neck injury, asthma attack, anaphylactic reaction, etc.
4. Let the operator know if CPR is in progress or any other procedures like oxygen, neck restraints, etc.
5. Identify which emergency personnel are on the scene.
6. Ask for estimated time of arrival (ETA).

**D. Equipment available on campus**

1. First Aid Kit
2. Command Post Kit
3. Trauma Kit
4. Basic First Aid Supplies

**E. Emergency First Aid Guidelines for California Schools**

The purpose of these guidelines is to assist school staff to respond to medical emergencies until emergency medical professionals arrive on scene.

Staff members trained in CPR and Standard First Aid: School Secretary will keep a current list (updated yearly) of all staff members who are certified in CPR and First Aid.

**Students with special medical conditions**

A list of students with asthma, seizures, diabetes, and other medical conditions who may need staff assistance in the event of an emergency maintained.

The school secretary will keep a list of students with medical conditions. School nurse also maintains medical information for each student which is accessible in the office.

Trained staff members on EpiPen: all certificated staff members are trained.

Trained staff members on seizure response: all certificated staff members are trained.

## Disaster Response Procedures

### GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across many emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

	ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in classrooms with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty
--	---

---

## **EMERGENCY ACTION**

---

## **ALL CLEAR**

---

**ALL CLEAR** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final **ACTION** used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

### **ANNOUNCEMENT:**

1. Make the following announcement in person directly or over the public-address system:

**Example:** "Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System (One Call Now), if appropriate.

### **PRINCIPAL OR DESIGNEE ACTIONS:**

- ❑ Determine that the emergency is over, and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

**EMERGENCY ACTION      Emergency Damage Assessment**

If there is an indication of structural damage (broken windows or cracks in the wall or flooring), then shut off the electricity, water, and check to see if gas is shut off immediately.

Check all classrooms, multipurpose room, kitchen, office, portable building, bathrooms, bus garage, grounds for damage.

Room	Initial if OK	Damage Noted
Office		
Staff Lounge		
Gym		
Kindergarten		
2 <sup>nd</sup> Grade		
Counseling/Speech		
3 <sup>rd</sup> Grade		
1 <sup>st</sup> Grade		
Primary Bathrooms		
Janitor Closet		
After School Room		
8 <sup>th</sup> Grade		
7 <sup>th</sup> Grade		
6 <sup>th</sup> Grade		
4-8 <sup>th</sup> Bathrooms		
Staff Bathroom		
Library		
RSP Room		
5 <sup>th</sup> Grade		
4 <sup>th</sup> Grade		
Kitchen		
Storage Room		
Bus Garage		
Grounds		

---

## EMERGENCY ACTION

## LOCKDOWN

---

**LOCKDOWN** is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations always. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public-address system:

**Example: "Attention please. We have an emergency and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

### PRINCIPAL OR DESIGNEE ACTIONS:

- ☐ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Call 911. Provide location, status of campus, all available details of situation.
- ☐ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ☐ Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ☐ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ☐ Immediately lock doors and instruct students to lie down on the floor.
- ☐ Close any shades and/or blinds if it appears safe to do so.
- ☐ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

### STUDENT ACTIONS:

↳ Move quickly and quietly to the closest safe classroom.  
If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

---

## **EMERGENCY ACTION**

## **SECURE CAMPUS**

---

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue if all classroom and office doors are locked, and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases, and students and staff follow **LOCKDOWN** procedures.

**Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.**

### **SECURE CAMPUS:**

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked

- Requires that no one goes in or out for **any** reason
- Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

### **PRINCIPAL OR DESIGNEE ACTIONS:**

- Assume Incident Command role
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

**Example:**

**“Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately.”**

**-REPEAT-**

- Instruct Administrative Assistant to call law enforcement non-emergency number, inform them of campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put administrator on the call and ask to speak with Dispatch/Communications Supervisor
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- Depending on the timing of the situation, consider deactivating the period bells. Students and staff must remain inside if the threat persists
- After the emergency has been neutralized, initiate **ALL CLEAR**

**STAFF ACTIONS:**

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- Be alert to the possibility that response may elevate to **LOCKDOWN**
- Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

**STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):**

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to on-campus shelter location as quickly as possible
- Once inside, take attendance to ensure all present students are accounted for
- By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine





---

## EMERGENCY ACTION

## SHELTER IN PLACE

---

**SHELTER IN PLACE** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public-address system:

**Example:** "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

### PRINCIPAL OR DESIGNEE ACTIONS:

- ❑ Make an announcement on the public-address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.

### TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.

- Take attendance and call report in to administrative assistant. Wait for further instructions.

**STUDENT ACTIONS:**

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

---

## EMERGENCY ACTION

---

## TAKE COVER

---

**TAKE COVER** is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

### Enemy Attack

#### ANNOUNCEMENT:

1. A three (3) minute siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

### Natural Disasters

#### ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."

3. Use messengers with oral or written word as an alternate means of faculty notification.

---

## **EMERGENCY ACTION**

## **DUCK, COVER AND HOLD ON**

---

**DUCK, COVER AND HOLD ON** is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

### **ANNOUNCEMENT:**

The following announcement will be made over the public-address system and by teachers in classrooms:

**Example:** "Attention please. **DUCK, COVER AND HOLD.** Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

### **STAFF AND STUDENT ACTIONS:**

#### Inside

- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

#### Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

---

## **EMERGENCY ACTION**

## **EVACUATION**

---

**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This **ACTION** provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

### **ANNOUNCEMENT:**

1. Fire alarm.
2. Provided time is available, make an announcement over the public-address system:

**Example:** "Attention please. We need to **EVACUATE** all buildings. Teachers are to take their students to the Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan.
4. Use walkie-talkies to deliver additional instructions to teachers in hold areas.

### **PRINCIPAL OR DESIGNEE:**

- ┘ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ┘ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ┘ Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

### **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

The needs and preferences of non-ambulatory individuals will vary. Some people may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

#### **To alert visually-impaired individuals**

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

#### **To alert individuals with hearing limitations**

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

#### **To evacuate individuals using crutches, canes or walkers**

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

#### **To evacuate individuals using wheelchairs**

- ❑ Give priority assistance to wheelchair users with electrical respirators

---

## EMERGENCY ACTION

---

## OFF-SITE EVACUATION

---

**OFF-SITE EVACUATION** is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

**OFF-SITE EVACUATION** may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

### ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public-address system:

**Example:** "Attention please. We need to institute an **OFF-SITE EVACUATION**. Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

### PRINCIPAL OR DESIGNEE ACTIONS:

- ┆ Determine the safest method for evacuating the campus. This may include the use of school bus or simply walking to the designated off-site location.
- ┆ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ┆ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ┆ Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ┆ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ┆ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.

Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.

Determine whether school will be closed or remain open.

Use Parent Telephone Alert System (One Call Now), if appropriate to send brief description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

Post school status on school website.

Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.

Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.

Photograph the damage, both building and its contents, for insurance claims.

#### **STAFF ACTIONS:**

If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.

When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.

Take attendance. Report any missing students to principal or designee.

Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.

Return to school only if authorities advise it is safe to do so.



# **Attachment 17**

**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 11.6 **Date:** February 12th, 2024

Consider Action on CSBA Delegate Assembly Ballot

**Action requested:**

No Action Requested

**Background Information and/or Statement of need:**

CSBA Request

**Fiscal Information:**

**Contact Person:**

Kevin Trone, Superintendent/Principal



**REQUIRES BOARD ACTION**

January 31, 2024  
**MEMORANDUM**

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents  
From: Albert Gonzalez, CSBA President  
Re: 2024 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

---

Enclosed is the ballot material for election to CSBA’s Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s or county office’s stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2024.

**For County Boards of Education Only:**

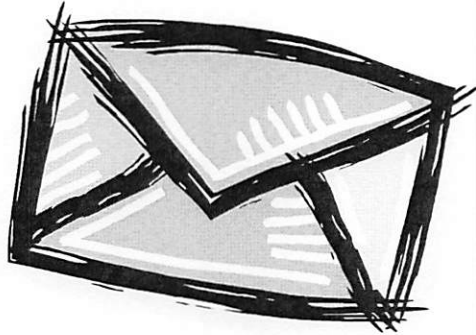
Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA’s Delegate Assembly of the county board representative from

your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by May 1. The results for the county board seat in each region will also be published by May 11, 2024.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2024 – March 31, 2026. The next meeting of the Delegate Assembly takes place on Saturday, May 19 and Sunday, May 20, 2024. Please do not hesitate to contact the Executive Office at [nominations@csba.org](mailto:nominations@csba.org) should you have any questions.

Encs:     Ballot on red paper and watermarked "copy" of ballot on white paper  
          Ballot on green paper and watermarked "copy" of ballot on white paper  
          List of all current Delegates on reverse side of ballot  
          Candidate(s)' required Biographical Sketch Forms and optional resumes  
          CSBA-addressed envelope to send back ballots



**BALLOTS SHOULD BE RETURNED IN THE  
ENCLOSED ENVELOPE; HOWEVER, SHOULD  
THE ENVELOPE BECOME MISPLACED; PLEASE  
USE YOUR STATIONERY AND RETURN TO:**

**CSBA  
DELEGATE ASSEMBLY ELECTIONS  
3251 BEACON BLVD.  
WEST SACRAMENTO, CA 95691**

**ON THE BOTTOM LEFT CORNER OF THE  
ENVELOPE, WRITE THE REGION OR  
SUBREGION NUMBER (THIS NUMBER APPEARS  
ON THE BALLOT AT THE TOP).**

**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT  
SUBREGION 1-A  
(Del Norte and Humboldt Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

---

*Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026*

*\*denotes incumbent*

No nominations were received; however, your board may vote to write in the name of a board member to fill this seat.

---

*Provision for Write-in Candidate Name*

---

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

---

**REGION 1 – 4 Delegates (4 elected)**

**Director: Tyler Nelson (Ukiah USD)**

**Below is a list of all elected or appointed Delegates from this Region.**

---

**Subregion 1-A (Del Norte, Humboldt)**

JoAnn Moore (Northern Humboldt Union HSD), 2025

George Sager (McKinleyville Union ESD), term expires 2024

**Subregion 1-B (Lake, Mendocino)**

Vacant, term expires 2024

**County Delegate:**

Michael Greer (Del Norte County & USD), term expires 2025

---

**Counties**

Del Norte, Humboldt (Subregion A)

Lake, Mendocino (Subregion B)

# **Attachment 18**



**Hydesville Elementary School District**  
**SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION**

---

**Agenda Item #** 11.7 **Date:** February 12th, 2024

Consider and Discuss Possible Amendments to Athletics Policy

**Action requested:**

Approve the recommended edits to our Athletics policy

**Background Information and/or Statement of need:**

**Fiscal Information:**

**Contact Person:**

Kevin Trone, Superintendent/Principal



# Hydesville Elementary School District

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

## Athletic Handbook 2023-2024

Dear Parent/Guardian of a Hydesville School Student Athlete:

We are pleased that your student is interested in participating as a member of the Hydesville School Athletic Program. We believe that athletics are an integral part of the overall school program. Not only do athletics promote physical wellness, they also build character and the ability to work cooperatively with others.

Our goal at Hydesville School is to provide a high quality athletic program that will do the following:

- Provide a safe and fun place for athletes to learn
- Teach sound fundamental skills
- Encourage players to always give their best
- Promote a winning attitude and with an emphasis on good sportsmanship

Enclosed you will find information about our sports program as well as student/guardian expectations. Your signatures below indicate that you have read the Hydesville Athletics Handbook and Hydesville Parent/Student Handbook and are in agreement with their terms. Please return this form to the Hydesville School office and keep the attached pages for your reference.

We look forward to a great season with your student!

Sincerely,

Kevin Trone, Superintendent/Principal

Aimee House, Athletic Director

***We have read the Hydesville Athletics Handbook, as well as the Hydesville Parent/Student Handbook, and agree to their terms. My child has permission to participate in the Hydesville Athletic Program and will abide by the rules outlined in this handbook and required by his/her coach.***

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



# Hydesville Elementary School District

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

## Hydesville Athletics Eligibility Requirements

### Academic Eligibility:

- Academic eligibility is determined at the **beginning** end of each week during the season and is effective for the following week. **Students will be given a grace period, until that Wednesday, to regain eligibility. If a student does not regain eligibility they will be deemed ineligible from Wednesday - the following Wednesday. The grace period will only apply to the first week of missed eligibility.**
- Grades are checked weekly by the teacher to determine eligibility and shared with the athletic director
- 5th - 8th grade participants must maintain a "C" grade point average, with no "F" grades in all subject areas.
- Students who fail to maintain academic eligibility for two weeks of a sport season (not only consecutive weeks) will become ineligible to continue participation in that sport.
- Students must attend the entire school day (with the exception of medical appointments) in order to participate in practice, a game, or an event occurring on that same day.

### Social/Behavior Requirements:

- Use of tobacco, alcohol, or any controlled substances at school or during any school sponsored trip or activity will result in immediate loss of eligibility to participate on sports teams for the rest of the school year.
- Threats, fights, or any violent physical contact at school or during any school sponsored trip or activity will result in immediate loss of eligibility for the season (at minimum).
- Possession of a weapon, or engagement in any behavior deemed severe by the Superintendent/Principal, will result in immediate loss of eligibility for the entire year.
- Disruptive, defiant, or inappropriate behaviors occurring during school hours will result in suspension from participation for that day or the rest of the school week. A major incident (or 3 minor incidents) will result in suspension from the following game or tournament.

### Participation:

- Attendance at practices and games is mandatory with the exception of personal illness. If an athlete must miss practice for reasons other than illness, arrangements must be made with the coach. Failure to do so may result in temporary loss of eligibility. Missing **more than three** practices or games for reasons other than illness may result in loss of eligibility for the entire season.
- Students who are suspended (in or out of school) are not eligible to play in that day's game or practice. Should a suspension occur on a Friday, the student is ineligible to attend games, tournaments, or practices held over the weekend.
- Participation in PE the day of a game, meet, or practice is mandatory. If an athlete is unable to participate in PE during the day, he/she is therefore ineligible for any sports activity for that same day.

### Players Code of Conduct

1. I will not use drugs, alcohol, or tobacco products.
2. I will not use vulgar or foul language.



# Hydesville Elementary School District

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

3. I will be at all practices/games/meets on time (with the exception of medical appointments or illness).
4. I will let the coach know ahead of time about any expected appointments that will conflict with the sports schedule.
5. I will not harass, make fun of, or put down my teammates or opponents.
6. I will show respect to the players, officials, coaches, and volunteers.
7. I will play fair and exhibit good sportsmanship.
8. I will return my issued uniform to the coach washed and in good condition at the end of the season.
9. I understand that I must maintain good grades in order to participate on the team.
10. I understand that I must follow school rules and adhere to the expectations presented in the Athletic Handbook in order to participate on the team.
11. I understand that failure to comply with the requirements of this athletic contract may cause me to become ineligible from participation in sports for the season or the rest of the school year.

## Parent/Guardian's Code of Conduct

1. I will support my child and all the athletes during their game.
2. I will refrain from coaching my child during a game.
3. I will treat the coaches, referees, and volunteers with respect at all times.
4. I will model good sportsmanship at all times.
5. I will not yell at the opposing players, coaches, or officials at any time.
6. I will not make fun of any player on or off the court.
7. I will support the Hydesville Athletic Program by volunteering when I can.
8. I will ensure that my child will do their fair share of any work needed for the team.
9. I will ensure that my child arrives to practice at the scheduled time and is picked up promptly at the end of practice. (Please do not have your children "hang out" after school to wait for practice unless practice is scheduled right after dismissal.)
10. I understand that I represent the community of Hydesville and the Hydesville School and will act in a manner that reflects positively on the school and community.
11. If I have a concern to address with the coach, I will proceed as follows:
  - a. I will make an appointment with the coach to discuss my concerns and WILL NOT address the issue during a practice, game, or other sporting event.
  - b. I will address my concern directly with the coach and WILL NOT express my frustrations on social media.
  - c. If I am not satisfied with the outcome of my conversation with the coach, I will contact the Athletic Director to arrange a meeting facilitated by the AD. (768-3610)
  - d. If I am still unsatisfied with the outcome of the conversation, I will contact the Superintendent/Principal for further review. (768-3610)
12. I understand it is my responsibility to ensure the sports uniform is returned promptly at the end of the sports season washed and in good condition.
  - a. If the uniform is damaged or lost, I understand it is my responsibility to pay the replacement costs.



# Hydesville Elementary School District

---

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

13. I understand that I am responsible to model good sportsmanship to the students and children of our community and will be asked to leave the premises if I violate the terms of this code of conduct.

# **Attachment 19**

# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's 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

## Goal 1

Goal Description
Increase academic success for all students and subgroups.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 for the 2021-22 school year.	91% of teachers are properly credentialed and assigned for the 2022-23 school year. One teacher is teaching on a Short-Term Staffing Permit.	100% of teachers are properly credentialed and Assigned for the 2023-24 school year.	100% of the teaching staff properly credentialed and assigned.
Annual FIT (Facilities Inspection Tool)	Overall "Good" rating	Overall "Good" rating for the 2021-22 school year	Overall "Good" rating for the 2022-23 school year.	Overall "Good" rating for the 2023-24 School year	Maintain "Good" Overall rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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	All staff indicated 100% standards aligned instruction for the 2021-22 school year	All staff indicated 100% standards aligned instruction for the 2022-23 school year.	All staff indicated 100% standards aligned instruction for the 2023-24 school year.	Maintain 100% standards aligned instruction as evidenced by the local indicator priority 2 staff survey.
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 for the 2021-22 school year.	100% access and instruction for all ELs for the 2022-23 school year.	100% access and instruction for all ELs for the 2023-24 school year.	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 for the 2021-22 school year.	100% of students and teachers have access to standards-aligned curriculum and materials for the 2022-23 school year.	100% of students and teachers have access to standards-aligned curriculum and materials for the 2023-24 school year.	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;	CAST results were unavailable for year 1. The district participated in CAST testing and expects	50% of students Met or Exceeded the standard. 27.5% Standard Exceeded; 22.5%	39.54% of students Met or Exceeded the standard. 16.28% Standard Exceeded; 23.26%	60% of Students Met or Exceed Standard.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	43.24% Standard Nearly Met; 16.22% Standard Not Met	results in the upcoming year for the 2021-22 school year.	Standard Met; 47.5% Standard Nearly Met; 2.5% Standard Not Met	Standard Met; 53.49% Standard Nearly Met; 6.98% Standard Not Met	
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 for the 2021-22 school year.	100% of students are engaged in a broad course of study for the 2022-23 school year.	100% of students are engaged in a broad course of study for the 2023-24 school year.	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 for the 2021-22 school year	1:21.2 average class size ratio for the 2022-23 school year.	1:22.4 average class size ratio for the 2023-24 school year.	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 standard, a decline of 35.4 points.	While the state did not provide performance indicators for the 2020-21 testing session, data shows that 66% of students met and exceeded the standards on the CAASPP test. These results exceeded both the county and state levels for the 2021-22 school year.	HESD students had an overall status level of High in ELA, at 22.1 points above the standard. This result exceeded both the county and state level.	HESD students had an overall status level of Green in ELA, at 19.4 points above the standard. This result exceeded both the county and state level.	Achieve and maintain Green status in ELA for all groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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.	While the state did not provide performance indicators for the 2020-21 testing session, data shows that 46% of students met and exceeded the standards on the CAASPP test. These results exceeded both the county and state levels for the 2021-22 school year.	HESD students had an overall status of High in Math, at 10.1 points above the standard. This result exceeded both the county and state level.	HESD students had an overall status of yellow in Math, at 7.1 points below the standard. This result exceeded both the county and state level.	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. Progress	No significant details reported publicly due to the small population of EL students for the 2021-22 school year.	No significant details reported publicly due to the small population of EL students for the 2022-23 school year.	No significant details reported publicly due to the small population of EL students for the 2023-24 school year.	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 for the 2021-22 school year.	No significant details reported publicly due to the small population of EL students for the 2022-23 school year.	No significant details reported publicly due to the small population of EL students for the 2023-24 school year.	2021 Baseline + 15%

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	Certificated Staff	No	Fully Implemented	\$1,087,105.00	448,581.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	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.				
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	Fully Implemented	\$221,136.00	66,620.00
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	No	Fully Implemented	\$0.00	0.0
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	No	Planned	\$0.00	0.0
1.5	<b>Professional Development</b> Provide staff development time and resources to ensure academic alignment with CSS and Next Gen standards.	No	Fully Implemented	\$11,654.00	7075.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<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>	Yes	Partially Implemented	\$12,208.00	977.00
1.8	<p><b>EL Program</b> Maintain EL Coordinator position to monitor English Learner students' progress toward proficiency and reclassification, implement ELPAC testing, and support ELD and academic support in classrooms.</p>	Yes	Fully Implemented		0.0
1.9	<p><b>Library services</b> Maintain library staffing</p> <p>Library materials, supplies</p> <p>HERC Contract</p>	Yes	Fully Implemented	\$17,969.00	11,229.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
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)	No	Fully Implemented	\$231,677.00	71,017.00
1.11	<b>Administrative Leadership</b> Maintain principal position as instructional coordinator	No	Fully Implemented	\$107,500.00	50,030.00
1.12	<b>Technology</b> Provide technology- devices and programs to implement instructional program	No	Fully Implemented	\$46,064.00	17,330.00
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.	Yes	Fully Implemented	\$500.00	0.0
1.14	<b>Music Program</b> Music Program staffing	No	Fully Implemented	\$19,486.00	16,895.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.15	<b>Visual/Performing Arts</b> Maintain adequate levels of art supplies and materials  Supplies expense part of central office expenditures	No	Fully Implemented	\$0.00	0.0
1.16	<b>Office support</b> Provide operational support for instructional services, such as copy machine lease and maintenance, enrichment programs, etc.	No	Fully Implemented	\$51,738.00	46,020.00

## Goal 2

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

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 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	Baselines for the 2021-22 school year:  1. Parent Advisory Group (converted from SSC to PAG) - 3 members 2. #s at LCAP input meetings - averaged 6 attendees per opportunity.	1. Parent Advisory Group (converted from SSC to PAG) - 4 members 2. #s at LCAP input meetings - averaged 6 attendees per opportunity. 3. #s in PTO - 10 regularly attending members	Data not Collected as of December 31, 2023.	Achieve 100% of required parent membership on SSC Increase each of other 3 measures by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
parent survey return rates.		3. #s in PTO - 8 regularly attending members 4. Survey return rate Community/Parent Survey - 44 responses Staff Survey - 15 responses Student Survey - 59 responses	4. Survey return rate Community/Parent Survey - 45 responses Staff Survey - 18 responses Student Survey - 74 responses		
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	Baselines for the 2021-22 school year: 1. 95% of parents attended parent teacher conferences 2. 28 regularly attending parent volunteers 3. the district saw excellent attendance at school activities, after not having any in the prior year due to COVID. As the year progressed attendance at events increased. The District estimates that 60% of families attended school activities, including athletics, science night, history night, assemblies, etc.	1. 95%+ of parents attended parent teacher conferences 2. 35 regularly attending parent volunteers 3. The District estimates that 75% of families attended school activities, including athletics, science night, history night, assemblies, etc.  Parents of SED, SWD, and EL's participated at rates similar to the rates for all parents.	Data not Collected as of December 31, 2023.	Increase each of 3 measures by 15% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Parents of SED, SWD, and EL's participated at rates similar to the rates for all parents.			
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.	97% of parents of SWD participated in IEP, 504, parent-teacher conferences and/or Student Study Team meetings for the 2021-22 school year.	100% of parents of SWD participated in IEP, 504, parent-teacher conferences and/or Student Study Team meetings for the 2022-23 school year.	100% of parents of SWD participated in IEP, 504, parent-teacher conferences and/or Student Study Team meetings for the First half of the 2023-24 school year.	Maintain 95% or better
Daily attendance percentages and monthly and annual reports.	ADA average 94.93%	The District had an ADA of 93.95% as of April 1st, 2022 for the 2021-22 school year.	The District had an ADA of 93.54% as of April 1st, 2023 for the 2022-23 school year.	The District had an ADA of 94.72% as of December 31, 2023 for the 2023-24 school year	Maintain 95% or better
Chronic absenteeism rates as reported by the student information system for the school	Chronic Absence Rate 10%.	Chronic Absentee rate was at 19.2% for the 2021-22 school year	Chronic Absentee rate was at 19.4% for the 2022-23 school year.	Chronic Absentee rate was at 2.47% as of January 31st, for the 2022-23 school year.	Decrease to 5% or lower
School dropout rates reported through the student information system, CALPADS, CA Dashboard	0%.	The school drop-out rate remains at 0% for the 2021-22 school year.	The school drop-out rate remains at 0% for the 2022-23 school year.	The school drop-out rate remains at 0% for the 2023-24 school year.	Maintain 0%
Student suspension rates as reported in disciplinary records and the student information system,	The suspension rate 1.99%	The Suspension Rate for 2021-22 was 2.46% for the 2021-22 school year.	The suspension rate for 2022-23 was 0.9% for the 2022-23 school year.	The suspension rate for the 2023-24 school year was at <0.5% as of December 31st.	Maintain 2% or less



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CALPADS, and the CA Dashboard.					
Expulsion rates as reported in disciplinary records and the student information system, CALPADS	The expulsion rate 0%	The expulsion rate was 0% for the 2021-22 school year	The expulsion rate was 0% for the 2022-23 school year.	The expulsion rate was 0% for the 2023-24 school year.	Maintain 0%
School climate assessed through stakeholder surveys including students, parents, and staff.	<p>The most current results (2018-19) were:</p> <p>94% of parents 100% of staff 93% of students responding indicated the school provides a safe learning environment</p> <p>90.4% of parents 71.4% of staff 83% of students responded that the school is a welcoming place they feel connected.</p>	<p>For the 2021-22 school year:</p> <p>95.4% of parents 100% of staff 88.2% of students responding indicated the school provides a safe learning environment</p> <p>97.7% of parents 86.6% of staff 79.7% of students responded that the school is a welcoming place they feel connected.</p>	<p>For the 2022-23 school year:</p> <p>97.8% of parents 83.3% of staff 94.4% of students responding indicated the school provides a safe learning environment</p> <p>95% of parents 55.6% of staff 78.1% of students responded that the school is a welcoming place they feel connected.</p>	Survey results not available.	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.	Every 4th - 8th grade student completed either a Science Fair Project, a History Day Project, or both for the 2021-22 school year.	Every 4th - 8th grade student completed either a Science Fair Project, a History Day Project, or both for the 2022-23 school year.	Projects have not concluded prior to mid year update.	Maintain 100% in all 3 measures

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Counseling Services</b> Maintain Counselor FTE to promote positive school culture</p> <p>Purchase counseling materials and supplies</p>	Yes	Fully Implemented	\$63,286.00	26,316.00
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>	No	Fully Implemented	\$0.00	0.0
2.3	<p><b>Meal Program</b> Supplement cafeteria salaries, benefits, supplies and services with general fund contribution to support low income students</p>	Yes	Fully Implemented	\$0.00	0.0
2.4	<p><b>Transportation</b> Basic home to school transportation services:</p>	No	Fully Implemented	\$19,357.00	24,154.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Maintain bus driver position; Purchase bus fuel and supplies; Bus Maintenance, DOT Services				
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	No	Fully Implemented	\$0.00	0.0
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	No	Fully Implemented	\$74,332.00	43,715.00
2.7	<b>After-school program</b> Provide after-school enrichment and homework help program.	No	Fully Implemented	\$68,607.00	38,450.00
2.8	<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.	No	Fully Implemented	\$140,494.00	117,824.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<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>				
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>	No	Planned		0.0
2.10	<p><b>MTSS Professional Development</b> Support ongoing MTSS and positive behavior training for certificated and classified staff</p> <p>Expenditures part of Goal 1 Action 5</p>	No	Partially Implemented		0.0
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>	No	Fully Implemented		0.0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.12	<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	No	Fully Implemented	\$17,173.00	25,856.00
2.13	<b>Field trip learning experiences</b> Continue to provide outside the classroom learning experiences/field trips to enhance academic program	No	Fully Implemented	\$5,175.00	75.00
2.14	<b>GATE</b> Identify and integrate GATE -type activities into everyday classroom instruction	No	Fully Implemented	\$10,105.00	0.0
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.	No	Fully Implemented	\$10,768.00	2,498.00
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	No	Partially Implemented		0.0
2.17	<b>Increased Transportation Services</b> Increasing home to school transportation services: Maintain bus driver position;	Yes	Fully Implemented	\$36,315.00	0.0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Purchase bus fuel and supplies; Bus Maintenance, DOT Services				