



Hydesville Elementary School District

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

Board of Trustees Special Board Meeting Agenda Friday, May 28th, 2021 • 9:30 AM (Special Session)

Topic: Special Board Meeting 5/28/2021

Time: May 28, 2021 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/89039653695?pwd=aTgrNkhyWVUwWFJZRFNlb2doT0dDdz09>

Meeting ID: 890 3965 3695

Passcode: Wildcats

One tap mobile

*+16699009128,,89039653695#,,,,*89976178# US (San Jose)*

*+13462487799,,89039653695#,,,,*89976178# US (Houston)*

1.0 Call to Order

1.1 Flag Salute

2.0 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.*

3.0 Information Items

3.1 8th grade trip Itinerary and budget

3.2 Budget Information

4.0 Discussion/Possible Action Items

4.1 Consider and discuss approval of the Expanded Learning Opportunities Grant Plan.

7.0 Board Member Comments

8.0 Announcements

8.1 Next Regular Board Meeting: Monday, June 14th, 2021. Closed session begins at 5:30 PM, reconvening to open session at 6:30 PM.

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



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9.0 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.

ADDRESSING THE BOARD	REGULAR SESSION
<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>
COMPLAINTS	CLOSED SESSION
<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><u>BOARD OF TRUSTEES</u> Thomas Valterria, President Mandy Marquez, Clerk Mollie Holmgren, Member Dave Fisch, Member Clint Victorine, Member Kevin Trone, Superintendent</p>	

Eighth Grade Trip Budget 2021

BALANCE	14,758.53		
HOTEL	971.8		
	<u>13,786.73</u>		
HOTEL PARKING	108		
	<u>13678.73</u>		
APPROX. VANS, GAS, TOLLS	1938		
	<u>11740.73</u>		
ROCKIN JUMP	352		
	<u>11388.73</u>		
FOOD AT JUMP	330		
	<u>11058.73</u>		
BENIHANA \$40 PR. PERS +TIP	1056		
	<u>10002.73</u>		
ACADEMY OF SCIENCE	626		
	<u>9376.73</u>		
FOOD AT ACADEMY	550		
	<u>8826.73</u>		
PARKING AT ACADEMY	87		
	<u>8739.73</u>		
K 1 SPEED	1817.2		
	<u>6922.53</u>		
FOOD AT K 1	550		
	<u>6372.53</u>		
BEAR RIVER ENTERT. CENTER	3000		
	<u>3372.53</u>		
BREAKFAST ON THE WAY DOWN	330		
	<u>3042.53</u>		
SLIDE SHOW	150		
	<u>2892.53</u>		
PICTURES AT GRADUATION	500		
	<u>2392.53</u>		
FLOWERS FOR MOMS	140		
	<u>2252.53</u>		
DINNER ON THE WAY BACK	550		
	<u>1702.53</u>		

HYDESVILLE SCHOOL DISTRICT

2021-2022 BUDGET ADOPTION

Report to the Board

GENERAL FUND

(Preliminary Pending Humboldt County Office of Education Review)

	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
	ADOPTION	ADOPTION	ADOPTION	ADOPTION
A. REVENUES				
LCFF Sources	1,704,524	1,791,983	1,770,155	1,821,525
Federal Sources	311,958	80,368	80,368	80,368
Other State Sources	318,206	183,725	127,698	127,698
Other Local Sources	72,915	88,395	91,012	91,163
Total Revenue	2,407,603	2,144,471	2,069,233	2,120,754
B. EXPENDITURES				
Certificated Salaries	831,871	924,302	890,750	893,261
Classified Salaries	257,819	301,130	283,873	287,243
Employee Benefits	457,516	547,827	535,774	540,349
Books & Supplies	181,508	82,028	79,650	79,650
Services & Other Operating	378,054	327,298	324,734	327,293
Other Outgo	43,230	43,230	43,230	43,230
Total Expenditures	2,149,998	2,225,815	2,158,011	2,171,026
C. EXCESS REVENUES (EXPENDITURES)	257,605	(81,344)	(88,778)	(50,272)
D. OTHER FINANCING SOURCES/USES				
Interfund Transfers In- Special Reserve		(158,991)	109,580	57,960
Interfund Transfers Out- Special Reserve	(7,631)			
Interfund Transfers Out- Cafeteria	(34,630)	(16,445)	(19,098)	(19,385)
Total Other Sources (Uses)	(42,261)	(175,436)	90,482	38,575
E. FUND BALANCE INCREASE(DECREASE)	215,344	(256,780)	1,704	(11,697)
F. BEGINNING BALANCE	219,783	435,128	178,348	180,052
G. ENDING BALANCE	435,127	178,348	180,052	168,355

SPECIAL RESERVE	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
TOTAL GENERAL FUND EXPENDITURES, TRANSFERS OUT:	2,192,259	2,242,260	2,177,109	2,190,411
RECOMMENDED MINIMUM RES CALC AT5%:	109,613	112,113	108,855	109,521
ACTUAL RESERVE BALANCE:	159,348	320,539	213,159	157,399
ACTUAL RESERVE PERCENTAGE:	7.27%	14.30%	9.79%	7.19%

* In Person Learning Grant (\$56,027) is included in state revenue in both 20-21 & 21-22 fiscal years because of a funding technical issue.

Expanded Learning Opportunities Grant 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

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The 2021 Expanded Learning Opportunities Grant Plan was developed as part of our LCAP development process. In addition to informal input from students, staff, parents, and other community members, input was solicited at all Governing Board Meetings, surveys were sent out to all stakeholder groups, and an LCAP/ELOG staff meeting was held to review and discuss plans and opportunities.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified by their teachers based on academic engagement and progress. Students are being assessed using the CAASPP assessment and a variety of local assessments and benchmarks. These assessments include STAR Reading, STAR Math, Core Growth, CAASPP Interim assessments, and a variety of other subject specific and grade level assessments.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

All parents/guardians district-wide will be informed about opportunities for supplemental instruction via emails, and the Wildcat News.

A description of the LEA's plan to provide supplemental instruction and support.

The Hydesville Elementary School District plans to utilize its Expanded Learning Opportunities Grant to support intervention services, counseling, and Afterschool program services.

- Support Intervention aide position

- Support Intervention Teacher position
- Support afterschool program through staffing and materials/supplies
- Support interventions position through materials and supplies

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$11,944	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$106,068	
Integrated student supports to address other barriers to learning		
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility		
Additional academic services for students		
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Total Funds to implement the Strategies	\$118,012	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The District is pooling all of its COVID relief funding in order to develop a cohesive plan to support student learning, social-emotional development, and to lessen learning loss through the summer of 2024 and beyond. The district expects to receive over \$500,000 in one-time funding over the next three years due to the In-Person instruction grant, the Expanded Learning Opportunities Grant, ESSER 2 and ESSER 3. By coordinating the use of these funds, the District will better be able to ensure reliable and stable support/interventions for students. For example, some positions supported with Expanded Learning Opportunity Grant Funds will be able to continue into following years thanks to other/additional COVID relief funds. Planning and coordination of the COVID relief funds has taken place as part of the District's LCAP development process and will help to ensure that the District is able to maximize resources across the District.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact

ELOGrants@cde.ca.gov or <mailto:lcff@cde.ca.gov>

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]). The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA’s plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents’ and guardians’ primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA’s plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA’s plan for assessing the needs of those students on a regular basis. The LEA’s plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, “other integrated student supports” are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA’s plan to provide supplemental instruction and support

Describe the LEA’s plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The ‘Supplemental Instruction and Support Strategies’ column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the ‘Planned Expenditures’ column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the ‘Actual Expenditures’ column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021