



Hydesville Elementary School District

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

Board of Trustees Meeting Agenda

Monday, September 13th, 2021 • 6:00 PM Closed Session; 6:30 PM (Regular Session)

Hydesville Elementary Cafeteria/Gym

Topic: HESD Governing Board Meeting

Time: Sep 13, 2021 06:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/85830729890?pwd=Y1lxR0lzY3crWFFRYjhIL05rOFITUT09>

Meeting ID: 858 3072 9890

Passcode: Hydesville

One tap mobile

*+16699009128,,85830729890#,,,,*4683803750# US (San Jose)*

*+12532158782,,85830729890#,,,,*4683803750# US (Tacoma)*

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

Meeting ID: 858 3072 9890

Passcode: 4683803750

Find your local number: <https://us02web.zoom.us/j/85830729890>

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 Collective Bargaining/Negotiations (Gov. Code §54957)

3.2 Public Employment - Long Term Substitute, Second Grade (Gov. Code §54957)

4.0 Reconvene to Open Session

4.1 Report Action Taken During Closed Session



Hydesville Elementary School District

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

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, August 9th, 2021 Regular Board Meeting (Attachment 1)

7.2 Approval of Warrants (Attachment 1)

7.3 William Quarterly Report (Attachment 1)

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

9.0 Reports

9.1 Superintendent-Principal

9.2 Staff

9.3 Hydesville Parent Group

9.4 Hydesville Sports Booster Club

9.5 Communications

10.0 Information Items

10.1 Attendance and Enrollment Update (Attachment 2)

10.2 COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year (Attachment 3)

10.3 DSA Project Update (Attachment 4)

10.4 Public Hearing Regarding the potential Pupil Textbook and Instructional Material Adoption (Science) grades K-8 (Attachment 5)

10.5 Public Hearing regarding Sufficiency of Instructional Materials (Attachment 6)

10.6 Athletics Update (Attachment 7)

10.7 CAASPP Overview (Attachment 8)

11.0 Discussion/Possible Action Items

11.1 Consider and Discuss possible approval 2021-2024 LCAP Revisions (Attachment 9)

11.2 Consider and Discuss possible approval of 2020-2021 Bargaining Agreement with HTA (Attachment 10)



Hydesville Elementary School District

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

- 11.3 Consider and Discuss possible amendments to Governance Calendar (Attachment 11)
- 11.4 Consider and Discuss possible amendments to facility use policy (Attachment 12)
- 11.5 Consider and Discuss formal adoption of new Standards-Aligned Science Curriculum (Attachment 13)

12.0 Board Member Comments

13.0 Announcements

13.1 Upcoming Calendar of Events:

HPG Meeting	Wednesday, October 6th

13.2 Next Board Meeting: October 11, 2021. Begins at 5:30 PM

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

14.0 Adjournment

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

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.



Hydesville Elementary School District

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

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> Dave Fisch, President Mandy Marquez, Clerk Laurie Newman, Member Mollie Holmgren, Member Clint Victorine, Member Kevin Trone, Superintendent</p>	

Attachment 1

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 7.1, 7.2 7.3 **Date:** September 13th, 2021

1. Approval of Minutes, August 9, 2021 Regular Board Meeting
2. Approval of Warrants
3. Williams Quarterly Report Q2

Action requested:

Approve the minutes,warrants, and Williams Quarterly Report as part of 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, August 9th, 2021 • 5:30 PM Closed Session; 6:30 PM (Regular Session)

Hydesville Elementary Cafeteria/Gym

1.0 Call to Order

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

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

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

3.2 Public Employee Appointment/Employment/Evaluation (Gov. Code §54957)

3.2.1 Superintendent

4.0 Reconvene to Open Session-**Dave called to order 6:34pm**

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

4.2 Flag Salute

5.0 Approval of Agenda Order *The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.*- **Mollie motioned to approve the agenda order Mandy seconded with one stipulation to reconvene after 13.2 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.***None**

7.0 Consent Agenda

7.1 Approval of Minutes, June 14th, 2021 Regular Board Meeting (Attachment 1)

7.2 Approval of Minutes, June 15th, 2021 Special Board Meeting (Attachment 1)

7.3 Approval of Warrants (Attachment 1)-**Mandy motioned to approve the consent agenda**

Dave seconded passed 5/0

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



Hydesville Elementary School District

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

9.0 Reports

- 9.1 Superintendent-Principal-**Kevin reported**
- 9.2 Staff- **No staff report**
- 9.3 Hydesville Parent Group -**Ashlee reported**
- 9.4 Hydesville Sports Booster Club-**Clint reported**
- 9.5 Communications
 - 9.5.1 Correspondence from S.Valterria (Attachment 2)-**Sharon Valterria reported**

10.0 Information Items

- 10.1 Attendance and Enrollment Update (Attachment 3)-**Kevin reported**
- 10.2 COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year (Attachment 4)-**Kevin reported**
- 10.3 Discussion Regarding Policies and Procedures for the 2021-22 school year regarding the COVID-19 Virus (Attachment 5)-**Kevin reported**

11.0 Discussion/Possible Action Items--Kevin reported

- 11.1 Consider and Discuss possible approval of MOU with Humboldt State University, regarding student teaching (Attachment 6)**Mollie motioned the approval of the MOU with Humboldt State Dave seconded passed 5/0**
- 11.2 Consider and Discuss possible approval of ConApp (Attachment 7)-**Mandy motioned to approve the ConApp Clint seconded passed 5/0**
- 11.3 Consider and Discuss possible approval of Resolution 0820211 - A Resolution of the Governing Board Authorizing the Establishment of Fund 08 Student Activity Special Revenue Fund (Attachment 8)-**Mollie motioned to approve the Resolution 0220211 Laurie seconded passed 5/0**
- 11.4 Consider and Discuss Proposed Sex Education program for 2021/22 School Year (Attachment 9)**Mollie motioned to approve the sex ed program Dave seconded passed 5/0**
- 11.5 Consider and Discuss Possible approval of BP/AR 6158 (Attachment 10)-**Clint motioned to approve the BP/AR 6158 Mollie seconded passed 5/0**

12.0 Board Member Comments

13.0 Announcements

- 13.1 Upcoming Calendar of Events:

First Day of School	August 26th
---------------------	-------------



Hydesville Elementary School District

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

No School - Labor Day	September 6th
School Board Meeting	September 13th

13.2 Next Special Board Meeting: September 13, 2021. Begins at 5:30 PM- **Adjourned back to close session at 8:06 PM**

Board Reconvened to open session at 8:38pm. No action was take in closed session.

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

14.0 Adjournment

Meeting adjourned by D. Fisch at 8:39pm

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
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.	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. 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.
COMPLAINTS	CLOSED SESSION



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

Dave Fisch, President
Mandy Marquez, Clerk
Laurie Newman, Member
Mollie Holmgren, Member
Clint Victorine, Member
Kevin Trone, Superintendent

Checks Dated 08/09/2021 through 09/10/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000145015	08/11/2021	AT&T/CALNET 2	01-5909		93.72
3000145016	08/11/2021	CALIFORNIA SCHOOL BOARDS ASS.	01-5300		3,231.00
3000145017	08/11/2021	FERNDAL TECH	01-5800		7,250.92
3000145018	08/11/2021	FORTUNA ACE HARDWARE	01-4381		56.81
3000145019	08/11/2021	HOUGHTON MIFFLIN	01-4310		143.31
3000145020	08/11/2021	HYDESVILLE COUNTY WATER DIST.	01-5530		228.00
3000145021	08/11/2021	MENDES SUPPLY CO	01-4374		279.68
3000145022	08/11/2021	MURRISH'S HYDESVILLE MARKET	01-4364		32.26
3000145023	08/11/2021	SECURITY LOCK & ALARM	01-5800		1,725.00
3000145622	08/19/2021	COASTAL BUSINESS SYSTEMS INC	01-5637		1,060.22
3000145623	08/19/2021	CURRICULUM ASSOCIATES LLC	01-4310		140.89
3000145624	08/19/2021	FORTUNA ACE HARDWARE	01-4381		31.88
3000145625	08/19/2021	P G & E	01-5520		1,203.15
3000145626	08/19/2021	RECOLOGY EEL RIVER	01-5560		451.86
3000145627	08/19/2021	TERMINEX PROCESSING CENTER	01-5800		450.00
3000145628	08/19/2021	DAVID L. MOONIE & CO. LLP	01-5822		2,600.00
3000145629	08/19/2021	FERNDAL TECH	01-5800		225.00
3000145630	08/19/2021	FORTUNA ACE HARDWARE	01-4381		25.95
3000145631	08/19/2021	HOUGHTON MIFFLIN	01-4310		2,557.45
3000145632	08/19/2021	Perez Granados, Raquel	01-4310		17.76
3000145633	08/19/2021	QUILL CORPORATION	01-4310		4.36
3000145634	08/19/2021	SCHOOL SPECIALTY, INC./ CLASSR OOM DIRECT	01-4310		316.11
3000145635	08/19/2021	SPURR	01-5511		205.32
3000145636	08/19/2021	U.S. CELLULAR	01-5909		564.80
3000145637	08/19/2021	WCP SOLUTIONS	01-4310		98.82
3000146576	08/30/2021	FORTUNA ACE HARDWARE	01-4310	68.27	
			01-4381	75.70	143.97
3000146577	08/30/2021	U.S.BANK CORPORATE PAYMENT CTR	01-4310	2,410.96	
			01-5300	77.99	
			01-5950	34.65	
			Unpaid Tax	8.92	2,532.52
3000146783	09/02/2021	FORTUNA ACE HARDWARE	01-4381	42.64	
			01-4391	33.69	76.33
3000146784	09/02/2021	RENAISSANCE LEARNING INC	01-5884		3,928.00
3000146785	09/02/2021	Riggs, Rachael D	01-4310		214.69
3000146786	09/02/2021	Sturdevant, Alison D	01-4310		135.34
3000146787	09/02/2021	SUDDENLINK	01-5909		248.38
3000147266	09/09/2021	EUREKA HUMB FIRE EXT	01-5800		189.23
3000147267	09/09/2021	FERNDAL TECH	01-5800		2,435.81
3000147268	09/09/2021	FORTUNA ACE HARDWARE	01-4381		128.76
3000147269	09/09/2021	MENDES SUPPLY CO	01-4374		918.97
3000147270	09/09/2021	P G & E	01-5520		8.95
3000147271	09/09/2021	Pinkerton, Amanda C	01-4310		795.84
3000147272	09/09/2021	Rosser, Karen C	01-4310		194.18
3000147273	09/09/2021	SYSCO FOODS OF SACRAMENTO	13-4710		674.55

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.

ESCAPE ONLINE

Page 1 of 2

Checks Dated 08/09/2021 through 09/10/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000147274	09/09/2021	WCP SOLUTIONS	01-4310		2,135.57
3000147275	09/09/2021	William H. Sadlier, Inc.	01-4310		7,923.13
Total Number of Checks			42		<u><u>45,678.49</u></u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	41	44,995.02
13	CAFETERIA FUND	1	674.55
Total Number of Checks		42	45,669.57
Less Unpaid Tax Liability			8.92
Net (Check Amount)			<u><u>45,678.49</u></u>

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.

ESCAPE ONLINE

Page 2 of 2



Hydesville Elementary School District

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

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

Quarterly Reporting Period (please check one)

- ☐ 1st Quarter 2021 January 1 through March 31, 2021
☒ 2nd Quarter 2021 April 1 through June 30, 2021
☐ 3rd Quarter 2021 July 1 through September 30, 2021
☐ 4th Quarter 2021 October 1 through December 31, 2021

PLEASE CHECK THE BOX THAT APPLIES:

☒ **No complaints were filed** with any school in the district during the quarter indicated above.

☐ **Yes, complaints were filed** with schools in the district during the quarter indicated above.
The following chart summarizes the nature and resolution of these complaints.

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

Kevin Trone
(Print Name of District Superintendent)

Kevin Trone
(Signature of District Superintendent)

Please return hard copy to:
Chandler Wilson, School Support
Humboldt County Office of Education
HYPERLINK "mailto:cwilson@hcoe.org"
cwilson@hcoe.org

by: Quarter 1 due: 04/15/2021
Quarter 2 due: 07/15/2021
Quarter 3 due: 10/15/2021
Quarter 4 due: 01/15/2022

Attachment 2

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.1 **Date:** September 13th, 2021

Attendance and Enrollment Update

Action requested:

Information only, No action requested

Background Information and/or Statement of need:

Current student enrollment is 291 students, with an attendance rate of 95.42%

Fiscal Information:

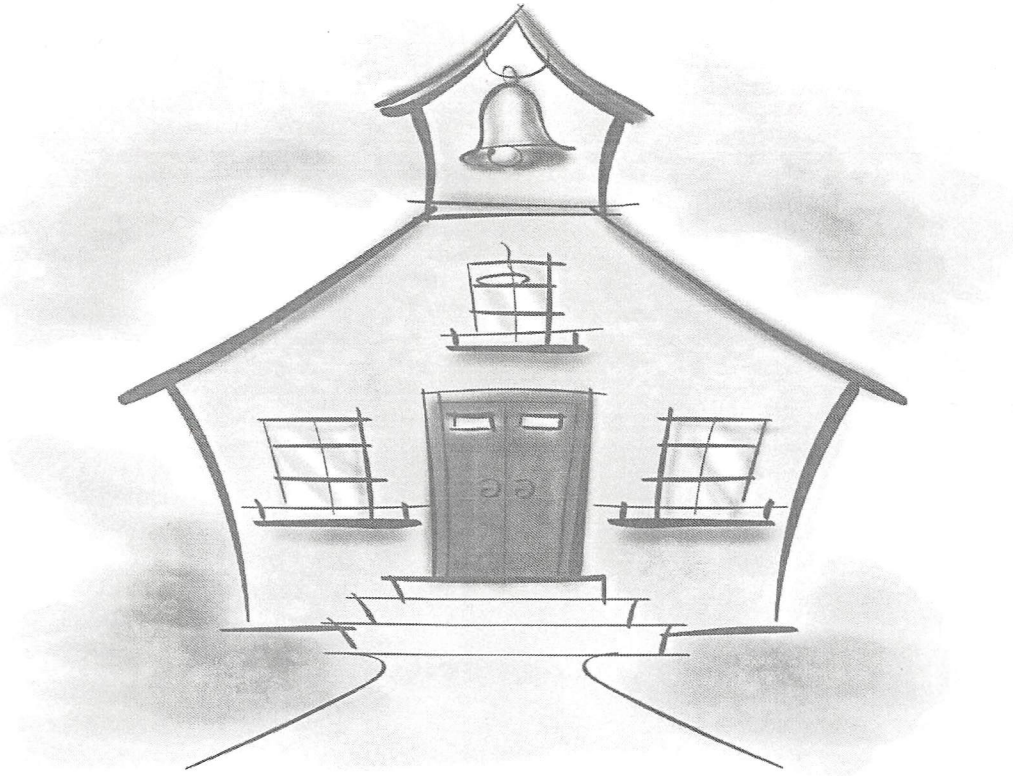
None

Contact Person:

Kevin Trone, Superintendent/Principal

Hydesville Elementary School

Class Counts 2021-2022



Ms. Rosser	TK	2
Ms. Rosser	K	25
Ms. Bartlett	1	21
Mrs. Pinkerton	2	22
Mrs. Riggs	3	20
Mrs. Sturdevant	4	24
Ms. Perez	5	20
Ms. MacMillan	6	23
Mr. Williams	7	16
Mrs. Carter	8	18
Total		191

Hydesville Elementary Monthly Attendance Report

MONTH1 - Beginning: 08/23/2021, MONTH1 - Ending: 09/17/2021

Hydesville Elementary - All Students

Days Taught: 16

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	Max. Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
Grade0K-A - Rosser		0		0	24	1	0	25	25	3	3	3	0	18	373	376	23.500	93.95	25
Grade0K-IS - Rosser		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 00K		0		0	24	1	0	25	25	3	3	3	0	18	373	376	23.500	93.95	25
Grade0TK-A - Rosser		0		0	2	0	0	2	2	0	0	0	0	0	32	32	2.000	100.00	2
Grade0TK-S - Rosser		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 00TK		0		0	2	0	0	2	2	0	0	0	0	0	32	32	2.000	100.00	2
Grade1-A - Bartlett		0		0	21	0	0	21	21	0	9	5	0	0	322	327	20.437	95.83	21
Grade1-IS - Bartlett		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 01		0		0	21	0	0	21	21	0	9	5	0	0	322	327	20.437	95.83	21
Grade2-A - Pinkerton		0		0	22	0	0	22	22	0	3	0	0	0	349	349	21.812	99.14	22
Grade2-IS - Pinkerton		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 02		0		0	22	0	0	22	22	0	3	0	0	0	349	349	21.812	99.14	22
Grade3-A - Riggs		0		0	19	1	0	20	20	1	5	0	0	0	314	314	19.625	98.43	20
Grade3-IS - Riggs		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 03		0		0	19	1	0	20	20	1	5	0	0	0	314	314	19.625	98.43	20
Sub Total GRADES 0K-3		0		0	88	2	0	90	90	4	20	8	0	18	1,390	1,398	87.375	96.79	90
Grade4-A - Sturdevant		0		0	25	0	1	24	25	12	8	0	0	23	357	357	22.312	92.01	24
Grade4-IS - Sturdevant		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 04		0		0	25	0	1	24	25	12	8	0	0	23	357	357	22.312	92.01	24

Hydesville Elementary Monthly Attendance Report

MONTH1 - Beginning: 08/23/2021, MONTH1 - Ending: 09/17/2021

Hydesville Elementary - All Students

Days Taught: 16

Section Id	Teacher	Enrolled Last Day Prev Mon	Last Day Drops	First Day Adds	Begin Count	Add	Drop	Last Day Count	Max. Enroll.	Days Not Enroll	Days of Absence	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attend	Total For School	ADA	% of actual Attend	1st Day Next Month
Grade5-A - Perez-Granados		0		0	20	0	0	20	20	0	9	0	0	4	307	307	19.187	95.93	20
Grade5-IS - Perez-...		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 05		0		0	20	0	0	20	20	0	9	0	0	4	307	307	19.187	95.93	20
Grade6-A - MacMillan		0		0	23	0	0	23	23	0	4	0	0	11	353	353	22.062	95.92	23
Grade6-IS - MacMillan		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 06		0		0	23	0	0	23	23	0	4	0	0	11	353	353	22.062	95.92	23
Sub Total GRADES 4-6		0		0	68	0	1	67	68	12	21	0	0	38	1,017	1,017	63.562	94.51	67
Grade 7 - Williams		0		0	16	0	0	16	16	0	8	0	0	0	248	248	15.500	96.87	16
Grade7-IS - Williams		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 07		0		0	16	0	0	16	16	0	8	0	0	0	248	248	15.500	96.87	16
Grade8-A - Carter		0		0	18	1	1	18	19	15	15	4	0	8	262	266	16.625	90.65	18
Grade8-IS - Carter		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0.000	0.00	0
Grade 08		0		0	18	1	1	18	19	15	15	4	0	8	262	266	16.625	90.65	18
Sub Total GRADES 7-8		0		0	34	1	1	34	35	15	23	4	0	8	510	514	32.125	93.57	34
School Totals:		0		0	190	3	2	191	193	31	64	12	0	64	2,917	2,929	183.062	95.42	191

Signature _____ Date _____

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

Attachment 3

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.2

Date: September 13th, 2021

COVID-19 Public Health Guidance for K-12 Schools in California

Action requested:

Information only, No action requested

Background Information and/or Statement of need:

Various information from Humboldt County DHHS on various topics

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal



Ian P. Hoffman, MD, MPH
Humboldt County Health Officer
529 I Street, Eureka, CA 95501
phone: (707) 445-6200 | fax: (707) 445-6097

8/19/21

Memo: Youth settings COVID FAQ for Humboldt County

Dear Humboldt County youth service providers,

As we enter the fall school season with COVID-19 still very much a part of our lives, many questions are arising around youth programs, masking, distancing, testing, quarantine, and travel. This FAQ will be assessed periodically and updated when [community transmission](#) and hospitalizations are at a sustained lower level or new guidance is issued by CDC or CDPH.

- **What is covered in this FAQ under "youth settings"?**

"Youth settings" include K-12 schools and childcare, camps for youth, youth sports, youth theater, youth musical performances and band, as well as after school activities and programming. Updated CDC and CDPH guidance are forthcoming for youth settings and this info will be updated when new guidance is received. Specific [CDPH K-12 guidance](#) that allows for modified or shortened quarantine does not apply to early childhood education (ECE) settings caring for kids below kindergarten, however masking and distancing and other recommendations set forth here will reduce risk in ECE settings as well as K-12 settings.

- **Does everyone need to continue to wear masks indoors and outdoors, regardless of vaccination status?**

In general, people do not need to wear masks when outdoors in uncrowded areas where it is easy to maintain distance of 6 feet or more from those who are not in your household. However, per [CDC recommendations](#), in areas of [substantial to high transmission](#), people are strongly encouraged to wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not part of your household. Some examples might include schoolyards at recess, playgrounds, sporting events, crowded parks, outdoor events, or concerts. Currently Humboldt County and Northern California are an area of high transmission. [The Humboldt County health order from August 6th on masking requires masks of everyone, regardless of vaccination status, indoors and in outdoor crowded spaces.](#)

- **Are youth required to mask when physically exerting themselves?**

Masks should be worn at most times with a few exceptions. A mask should not be worn if it obstructs breathing, in situations of higher intensity activity, like sports, running, or when water is present, and masks may become wet. This is consistent with previous masking guidance from CDPH and CDC. Some people may choose to wear a mask during physical activity if it does not obstruct breathing, especially if activity brings them in close contact with others outside their household. Masks should be allowed in settings of physical activity even if not required.

- **Will this guidance change once the new CDC recommendations for K-12 are released?**

CDPH and HCPH are closely monitoring anticipated updates from the CDC regarding K-12 and other youth settings and will update these recommendations periodically.

- **Do fully vaccinated staff need to wear a mask in a K-12 and other youth settings?**

[The Humboldt County health order from August 6th on masking requires masks of everyone, regardless of vaccination status, indoors and in outdoor crowded spaces.](#) This [local order](#) supersedes current [Cal OSHA guidance](#) for the workplace that allows fully vaccinated to go without a mask in settings where no youth are present, like an office space that youth do not enter. Everyone must always mask in all indoor and crowded outdoor settings, regardless of vaccination status, with few exceptions.

- **What about youth settings where everyone (staff and all youth attendees) is fully vaccinated?**

[The Humboldt County health order from August 6th on masking requires masks of everyone, regardless of vaccination status, indoors and in outdoor crowded spaces.](#) This [local order](#) supersedes current [Cal OSHA guidance](#) for the workplace that allows



DHHS Administration
phone: (707) 441-5400
fax: (707) 441-5412

Behavioral Health
phone: (707) 268-2990
fax: (707) 476-4049

Social Services
phone: (707) 476-4700
fax: (707) 441-2096

fully vaccinated to go without a mask in settings where no youth are present, like an office space that youth do not enter. Everyone must always mask in all indoor and crowded outdoor settings, regardless of vaccination status, with few exceptions.

- **Do players and spectators need to wear a mask when they are on the sidelines?**

In general, people do not need to wear masks when outdoors in uncrowded areas where it is easy to maintain distance of 6 feet or more from those who are not in your household. However, per [CDC recommendations](#), in areas of [substantial to high transmission](#), people are strongly encouraged to wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not part of your household. Some examples might include schoolyards at recess, playgrounds, sporting events, outdoor festivals, or concerts. Currently Humboldt County and Northern California are an area of high transmission. **The Humboldt County health order from August 6th on masking requires masks of everyone, regardless of vaccination status, indoors and in outdoor crowded spaces.**

- **We have a COVID positive staff/youth in our school/organization, what do we do?**

Follow protocols set by your school or organization for identification and notification of [close contacts](#). You do not need to call public health to report this positive case and the close contacts as the report will come to the local health department through the [state reporting system \(CalREDIE\)](#). If a home test was used that does not report to the state reporting system, the staff/youth will need to retest with a method that does report to the state (<https://testing.covid19.ca.gov/get-started/>), or can go to a [local testing site](#). Have the positive person isolate at home and notify close contacts to quarantine for 10 days unless they qualify for modified or reduced quarantine as a K-12 student (see below). If you are part of a school, start a SPOT intake form in the [School Portal for Outbreak Tracking](#) and enter all info on the positive and any [close contacts](#).

- **Do I need to quarantine/test if I'm fully vaccinated and have close contact?**

Quarantine is not recommended for fully vaccinated students or staff who are exposed to COVID-19 per [Humboldt County Public Health orders on quarantine](#). CDC recently updated their [guidance for fully vaccinated](#) to recommend testing at day 3-5 from close contact to someone with COVID-19. Anyone with symptoms of COVID-19 should isolate, test, and consult their medical provider.

- **If I'm an unvaccinated student do I need to quarantine when exposed to COVID in a K-12 school setting?**

Exposures to COVID-19 positive person that happen inside supervised school settings are different than exposures that happen in the community or at home based on scientific research and data. [CDPH K-12 guidance](#) allows for supervised school-based exposures to be treated differently due to this science. Only unvaccinated students exposed while being supervised by school staff and wearing a mask by both the exposed student and the positive student (mask on mask exposure) will qualify for modified quarantine. All other unvaccinated close contacts fall under full 10-14 day quarantine. Fully vaccinated students do not need to quarantine but should test at day 3-5 after close contact exposure and monitor for symptoms for 14 days.

- **What is modified quarantine for unvaccinated students?**

Modified quarantine allows unvaccinated students to continue to attend in person instruction at a school when they have a mask-on-mask exposure in a supervised K-12 school setting. To qualify for modified quarantine the unvaccinated student exposure must be masked by both persons involved (positive case and the person who had close contact), called a mask-on-mask exposure. The unvaccinated student on modified quarantine may continue to attend in person instruction at school, but otherwise should be on home quarantine all other times. They are to avoid public places and gatherings and are not to attend extra-curricular activities or sports. To continue modified quarantine the unvaccinated student must test several times during the quarantine period. Preferred testing cadence is immediately upon notification of the close contact followed by a test every 3 days until 10 days have passed. Modified quarantine can end at day 7 with a negative test after day 5 after close contact.



- **CDC and CDPH allow for reduced 7 day quarantine for everyone who is unvaccinated, not only unvaccinated K-12 students. Why can't other unvaccinated residents in Humboldt reduce quarantine?**

CDC and CDPH have both allowed for more relaxed [quarantine guidance](#) to be adopted by local health departments when the local situations and needs support shorter quarantine duration. Humboldt County Public Health will review adoption of shortened 7 day quarantine with a negative test after day 5 for all residents when local cases support those relaxed standards. For now, all other quarantines will remain 10 days minimum, with 14 days being safest for the community. Allowing for relaxed quarantine for unvaccinated students will keep students in school longer, leading to less disruption in learning.

- **What if an unvaccinated student does not qualify for modified quarantine?**

If the unvaccinated student was exposed to close contact outside of a supervised school setting or was exposed in school with no mask, then modified quarantine is not an option. Regular rules of 10 day home quarantine would apply. In order to keep students in school for as many days as possible, regular quarantine may be shorted to a 7 day duration with a negative test after day 5 for any unvaccinated K-12 student, regardless of where the exposure occurred. Without testing quarantine always lasts 10 days. Modified and shortened quarantine are only available to K-12 students currently in Humboldt County. All other unvaccinated close contacts must quarantine for 10 days. Fully vaccinated students do not need to quarantine but should test at day 3-5 after close contact exposure and monitor for symptoms for 14 days.

- **How can we avoid need to quarantine in youth settings?**

Only students and youth participants who are within 6 feet of another person for 15 minutes or more would meet the definition of [close contact](#). Wearing a mask reduces the risk and allows for use of modified quarantine but does not eliminate close contact. By structuring youth activities with adequate distancing close contact can be avoided for the most part. Using physical distancing in youth activities will keep students in school and keep youth programs running. Fully vaccinated students do not need to quarantine but should test at day 3-5 after close contact exposure and monitor for symptoms for 14 days.

- **If we have a positive in a youth activity or a school classroom do we need to quarantine everyone and shut down?**

Only those who were unvaccinated and in [close contact](#) with the positive would need to quarantine. If physical distancing and masking were maintained, the risk of spread in these settings is low. If public health determines there is an [outbreak](#), they may require a classroom, a school, a youth setting, or a business to close to prevent further spread in that setting. Some schools or businesses may close voluntarily even when not required by public health. Fully vaccinated students do not need to quarantine but should test at day 3-5 after close contact exposure and monitor for symptoms for 14 days.

- **If an unvaccinated student is exposed by a close contact while wearing a mask in a supervised school setting, do they still need to quarantine?**

Yes, if the unvaccinated student who was close contact was wearing a mask in a supervised school setting indoors or outdoors and was within 6 feet for 15 minutes or of a known COVID positive person also wearing a mask during the exposure, they can qualify for modified quarantine explained above. If either person was without a mask, the unvaccinated student would need to quarantine for 10 days. Both quarantines could end after day 7 with a negative test done after day 5. Fully vaccinated students do not need to quarantine but should test at day 3-5 after close contact exposure and monitor for symptoms for 14 days.

- **An unvaccinated student was exposed by a close contact outside of school (with or without a mask), do they still need to quarantine?**

Yes, this unvaccinated student would need to quarantine for 10 days from the date of the exposure. [Humboldt County quarantine guidance](#) can be found online. You do not need an order from the county health department as [anyone in the county who is unvaccinated and exposed to COVID-19 must quarantine](#). A student in this situation could use shortened quarantine to be released after 7 days with a negative test after day 5 of the quarantine. Modified and shortened quarantine are only available to K-12 students. Fully vaccinated students do not need to quarantine but should test at day 3-5 after close contact exposure and monitor for symptoms for 14 days.



- **Can we use a home test for modified or shortened quarantine?**

No. Home tests do not report to the state reporting system, and therefore cannot be used during modified quarantine or to release from quarantine early at day 7. Coordinate with your school for in-school testing program that is available through the state.

- **Can a student who is positive continue attending school?**

No, anyone with a positive COVID-19 diagnosis must isolate for 10 days from the date of collection of the positive test or the onset of symptoms, regardless of vaccination status. A negative test later during the 10 days isolation period does not change isolation requirements and repeat testing is not recommended.

- **I'm a staff or student who tested positive, should I test again to end my isolation?**

No. Anyone with a positive test should not test again for 90 days unless they have new symptoms or are instructed to do so by a medical professional. If you are required to test weekly for work/school/team/organization, you will not have to test for those 90 days but should resume weekly testing again after 90 days has passed from the date of your positive test.

- **My child has COVID-19 symptoms, what should I do?**

Anyone with cold and flu symptoms should stay home until the symptoms resolve. A test is recommended if the symptoms are consistent with COVID-19 or a medical professional recommends testing. Please see [CDC recommendations on when to return to school](#).

- **Should my youth program use a pre-entry screening questionnaire?**

Pre-entry screening questions are strongly encouraged to reduce the risk in all youth settings. Pre-entry screening questions should include questions about recent COVID-19 symptoms, exposure to COVID-19 in the past 14 days, travel in the past 7 days, and any pending COVID-19 test results. Anyone who does not meet all screening questions criteria should be excluded from a youth setting until enough time has passed from symptoms, exposure, travel unless they qualify for exemptions due to vaccination status or modified quarantine available only to K-12 students. Symptomatic individuals who completed a 10 day isolation period or have a verified negative COVID-19 test would not be excluded.

- **What about COVID-19 testing in youth settings?**

Youth settings can improve safety by using selected testing. The state has made it easy for schools, businesses and organizations to become testing sites for the community: <https://testing.covid19.ca.gov/get-started/>. Training, supplies, and reporting platforms are all available through this program. Local public health can only provide testing to local healthcare providers, we do not supply local schools with rapid or PCR testing that is available through the state program.

- **What is Pre-entry Testing?**

Pre-entry testing is testing performed prior to someone entering an event, competition, congregate setting like a school, or other venue or business which can reduce the risk of spreading infection for people who are entering these settings. Proof of a negative test in the past 72 hours or offering rapid testing on site are ways to accomplish pre-entry testing. Symptomatic individuals should not be allowed to enter and would be screened out using pre-entry screening. Symptomatic individuals who completed a 10 day isolation period or have a verified negative COVID-19 test would not be excluded.

- **Who should receive Pre-entry Testing?**

Unvaccinated Individuals

Individuals should have pre-entry testing performed if they have not been fully vaccinated [\[1\]](#) and will be taking part in activities that put them or others at higher risk for COVID-19 exposure. Pre-entry testing should be considered for those attending large indoor social or mass gatherings (such as large private events, live performance events, sporting events, theme parks, etc.), **competing in high contact sports**, or other events in crowded or poorly-ventilated settings.



Vaccinated Individuals

Fully vaccinated individuals do not need to undergo pre-entry COVID-19 testing per CDC recommendations at this time. Events, venues, schools, or businesses could require vaccinated individuals to also undergo testing if they choose, but that is not recommended by public health officials.

- **What is considered a high contact sport, and should we be testing?**

CDPH ranked sports based on their level of contact in the [CDPH youth sports guidance](#) applied last winter and spring. Given current COVID case rates in Humboldt County that are higher than they were during those times, we strongly recommend following testing guidelines from that guidance listed under Purple Tier. Any sport listed as low contact sport or Purple Tier sport is not recommended to test at this time. All other sports are strongly recommended to test under the guidance listed as "Play in Less Restrictive Tiers: Outdoor High-Contact Sports." Any sport or event can decide to test to add a layer of safety for their event or organization. CDPH guidance did not recommend testing those under the age of 13 for youth sports. The state has made it easy for schools, businesses, and organizations to become testing sites for the community: <https://testing.covid19.ca.gov/get-started/>. Training, supplies, and reporting platforms are all available through this program. Local public health can only provide testing to local healthcare providers, we do not supply local schools with rapid or PCR testing that is available through the state program.

- **If I'm fully vaccinated and have a positive COVID-19 test do I need to isolate?**

Everyone who has a positive COVID-19 test must isolate for 10 days from the onset of symptoms or date of collection of the positive test, regardless of vaccination status. A negative test later during the 10 days isolation period does not change isolation requirements and repeat testing is not recommended.

- **I had COVID-19 and now I'm required to test for work/school/team/organization?**

Anyone with a positive test should not test again for 90 days unless they have new symptoms or are instructed to do so by a medical professional. If you are required to test weekly for work/school/team/organization, you will not have to test for those 90 days but should resume weekly testing again after 90 days has passed from the date of your positive test. Fully vaccinated individuals should not participate in weekly screening test programs.

- **Should individuals who are traveling have pre-entry (pre-travel) testing?**

Individuals who are not fully vaccinated and must travel should follow pre-entry (pre-travel) testing recommendations in [CDC travel guidance](#) before and after travel.

- **What should we do if we are travelling before attending K-12 or other youth settings?**

The state of [California travel advisory from April 2, 2021](#) is now historical. While no local travel restrictions are in place, CDPH recommends following the [CDC travel recommendations](#) for domestic and international travel, especially around testing pre and post travel. Consider quarantining after travel. CDC has put together [tips for safer travel with unvaccinated children](#). Vaccinated persons should only test when required for travel based on destination. [Unvaccinated travelers are strongly recommended to test and quarantine after travel](#).

- **What is non-essential travel of unvaccinated persons? When can I travel safely without testing/quarantine?**

Except in connection with essential travel, Californians should avoid non-essential travel unless they are fully vaccinated. Non-essential travelers who are not fully vaccinated should get tested with a viral test 1-3 days before travel, and get tested 3-5 days upon arrival to their destination ([CDC travel guidance](#)). Unvaccinated travelers should stay home and self-quarantine for a full 7 days after travel, even if their test is negative. This includes those who are under the age of 12 who are not yet eligible for vaccination. Non-essential travelers who are not fully vaccinated and don't get tested should stay home and [self-quarantine](#) for 10 days after travel, including those under the age of 12 who are not yet eligible for vaccination.



"Non-essential travel" includes travel that is considered tourism or recreational in nature.

"Essential travel" is travel associated with the operation, maintenance, or usage of critical infrastructure or otherwise required or expressly authorized by law (including other applicable state and local public health directives), including work and study, critical infrastructure support, economic services and supply chains, health, immediate medical care, and safety and security. Persons who routinely cross state or country borders for essential travel do not need to quarantine.



Ian P. Hoffman, MD, MPH
Health Officer Humboldt County
529 I Street, Eureka, CA 95501

Resources:

Face Coverings:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Face-Coverings-QA.aspx#>
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/outdoor-activities.html>

Travel:

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html> (current)
<https://www.cdc.gov/coronavirus/2019-ncov/travelers/international-travel-during-covid19.html>
<https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-risk.html>
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Travel-Advisory.aspx> (historical)

K-12 and youth programs:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Schools-FAQ.aspx>
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html>
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/outdoor-indoor-recreational-sports.aspx>
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Testing:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Updated-COVID-19-Testing-Guidance.aspx>
<https://testing.covid19.ca.gov/get-started/>

Data:

<https://covid.cdc.gov/covid-data-tracker/#county-view>
<https://humboldtgov.org/2749/Dashboard>

Isolation and Quarantine:

<https://humboldtgov.org/2831/Isolation-and-Quarantine-Orders>

Fully Vaccinated Guidance:

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID-19-Public-Health-Recommendations-for-Fully-Vaccinated-People.aspx>





Ian P. Hoffman, MD, MPH
Humboldt County Health Officer
529 I Street, Eureka, CA 95501
phone: (707) 445-6200 | fax: (707) 445-6097

8/24/21

Memo: COVID-19 home test FAQ for Humboldt County

Dear Humboldt County,

As we enter the fall season with COVID-19 still very much a part of our lives, many questions about home testing are coming up as these tests are much more widely available now than in the past. This FAQ will be assessed periodically and updated when [community transmission](#) and hospitalizations are at a sustained lower level or new guidance is issued by CDC or CDPH.

- **What is covered in this FAQ under “COVID-19 home tests”?**

A home test for COVID-19 is one that is not supervised and not performed under a medical license. Home tests are usually bought from a pharmacy or online, and there are several brands currently approved by FDA for emergency use. Do not use a home test that is not approved by FDA for emergency use. A home test is not one that is proctored in person or via video. Home test results are accurate and should be acted upon, especially if positive. Anyone with a positive home test should isolate immediately and notify their close contacts who were exposed.

- **What are CDC recommendations on home testing?**

CDC recommends anyone with a positive home test to inform your medical provider. Some home tests will report results to the state and local health department if done via online video proctoring. These use an app or a website to observe the home test and then report electronically to the [state reporting system \(CalREDIE\)](#). Otherwise, home tests do not get reported to state or local health departments.

- **I have a COVID-19 positive home test, what do I do?**

All COVID-19 positive persons must [isolate](#), and all [close contacts](#) must [quarantine](#), based on [Humboldt County Health Orders](#), even if not contacted by public health officials. If a home test was used that does not report to the state reporting system and documentation of the test result is needed, the positive person will need to retest with a method that does report to the state by going to a [local testing site](#), preferably within 24 hours of the original positive home test. If no documentation is needed for your positive home test, isolate for 10 days as instructed by [Humboldt County Health Orders](#) and notify your [close contacts](#) that they are to [quarantine](#). Follow protocols set by your organization or business for identification and notification of [close contacts](#) as laid out by [Cal OSHA guidance](#). You do not need to call public health to report positive home test results. All confirmed COVID-19 positive lab reports will come to the local health department through the [state reporting system \(CalREDIE\)](#).

- **I’m a medical professional and my patient tested positive on a home test. What should I do?**

CDC recommends anyone with a positive home test to inform their medical provider. Anyone with a positive home test should isolate immediately and notify their close contacts who were exposed. If no documentation is needed for your patients positive home test, instruct them to isolate for 10 days as instructed by [Humboldt County Health Orders](#) and notify their [close contacts](#) that they are to [quarantine](#). If documentation of the test result is needed, the positive person will need to retest with a method that does report to the state by going to a [local testing site](#), preferably within 24 hours of the original positive home test. Provide medical care as you would to anyone with COVID-19.

- **Why would I need documentation of a positive COVID-19 test?**

Some settings may require documentation of a positive or negative COVID-19 test. Some examples would be for work, school, or pre-entry for a business, event, or gathering. You may also need documentation of a previous positive COVID-19 test to show proof that you do not need to re-test for COVID-19 for 90 days.



DHHS Administration
phone: (707) 441-5400
fax: (707) 441-5412

Behavioral Health
phone: (707) 268-2990
fax: (707) 476-4049

Social Services
phone: (707) 476-4700
fax: (707) 441-2096

- **Can using home tests help avoid the need to quarantine after exposure at a gathering or event?**

Identifying COVID-19 positive individuals and isolating them in their home is key to stopping the spread and avoiding exposure. By excluding COVID-19 positive individuals from an event or gathering, workplace, or school, you will reduce the need for others to quarantine should they be exposed. If a home test was used that does not report to the state reporting system and documentation of the test result is needed, the positive person will need to retest with a method that does report to the state by going to a [local testing site](#), preferably within 24 hours of the home test. Only those who are unvaccinated and within 6 feet of another person for 15 minutes or more would meet the definition of [close contact](#) and need to quarantine. Wearing a mask reduces the risk but does not eliminate [close contact](#). In addition to testing, by structuring gatherings and events with adequate distancing [close contact](#) can be avoided for the most part. Using masks and physical distancing will keep participants from exposing each other, and help keep businesses, schools, and events running without need to shut down due to outbreak or large number of quarantined individuals. Reduced capacity, physically marking off areas for distancing, creating specific areas for food and drink where masks can be removed while distancing, modifying layouts for entering and exiting events to prevent congregating are all ways to improve COVID-19 safety at an event and reduce the likelihood for close contact. CDC offers [guidance to help prevent the spread of COVID-19](#) should events and gatherings go forward, as well as tools that event planners can use to [assess their level of readiness and planning](#) to safely hold an event.

- **If we have a positive home test in employee/student do we need to shut down a classroom/workplace?**

Only those who were unvaccinated and in [close contact](#) with the positive would need to quarantine, regardless if the positive test were a home test or lab reported confirmed test. If physical distancing, masking, and other risk reduction steps were maintained, the risk of spread is much lower. If public health determines there is an [outbreak](#), they may require a classroom, a school, an event, or a business to close to prevent further spread in that setting, depending on the severity of the situation. Not all [outbreaks](#) result in school or business closures. Some events or businesses may close voluntarily, postpone, or cancel events, even when not required by public health based on concern in the local setting. Follow protocols set by your organization or business for identification and notification of [close contacts](#) as laid out by [Cal OSHA guidance](#). You do not need to call public health to report positive case.

- **Can someone who is COVID-19 positive on a home test attend a gathering, event, work, school?**

No, anyone with a positive COVID-19 test must isolate for 10 days from the date of collection of the positive test or the date of onset of symptoms, regardless of vaccination status or type of test used. A negative test later during the 10 days isolation period does not change isolation requirements and repeat testing should only be recommended by a medical professional.

- **I've tested positive for COVID-19 on a home test, should I test again to end my isolation?**

No. Anyone with a positive test should not test again for 90 days unless they have new symptoms or are instructed to do so by a medical professional. If you are required to test weekly for work/school/team/organization, you will not have to test for those 90 days but should resume weekly testing again after 90 days has passed from the date of your positive test. If a home test was used that does not report to the state reporting system and documentation of the test result is needed, the positive person will need to retest with a method that does report to the state by going to a [local testing site](#), preferably within 24 hours of the home test.

- **A medical professional has instructed me to test again. Should I test again?**

Yes. If a medical professional has evaluated the situation and made a recommendation for repeat testing, you should follow the advice of that medical professional. There are very limited circumstances where repeat testing is recommended. Medical professionals who are unsure if someone should retest should consult with public health officials for guidance.

- **I have COVID-19 symptoms, should I attend a gathering, event, work, school?**

Anyone with cold and flu symptoms should stay home until the symptoms resolve. A test is recommended if the symptoms are consistent with COVID-19 or a medical professional recommends testing. Please see [CDC recommendations on when to return to school](#).



- **Should we use home COVID-19 testing at gatherings, events, schools, workplaces?**

Home tests can quickly and easily identify someone with COVID-19 and are most useful for smaller gatherings or if someone is not feeling well at home or knows they were exposed. Home tests do not report to the state reporting system, and therefore state and local public health officials will not be notified of these positive results. Results and accuracy of a home test are hard for an event organizer or employer to verify and are not recommended for larger events or workplaces if verification of results is necessary. The state has made it easy for events, businesses, and organizations to become testing sites for their employees or community: <https://testing.covid19.ca.gov/get-started/>. Training, supplies, and reporting platforms are all available through this program. Local public health can only provide testing supplies to local healthcare providers, we do not supply local events or businesses with rapid or PCR testing that is available through the [state program](#) or private vendors.

- **Can home tests be used for Pre-entry Testing?**

Pre-entry testing is testing performed prior to someone entering an event, competition, congregate setting like a school, healthcare, or other venue or business which can reduce the risk of spreading infection for people who are entering these settings. Proof of a negative test in the past 72 hours or offering rapid testing on site are ways to accomplish pre-entry testing. Home tests do not report to the state reporting system, and therefore state and local public health officials will not be notified of these positive results. Results and accuracy of a home test are hard for an event organizer or employer to verify and are not recommended for larger events or workplaces if verification of results is necessary. Home tests may be most appropriate for small gatherings or family get-togethers. Symptomatic individuals should not be allowed to enter and would be screened out using pre-entry screening. Symptomatic individuals who completed a 10-day isolation period or have a verified negative COVID-19 test with resolving symptoms would not be excluded. Re-testing is not recommended for anyone with a documented positive COVID-19 test in the past 90 days who is not having COVID-19 symptoms.

- **Who should receive Pre-entry Testing?**

Unvaccinated Individuals

Individuals should have pre-entry testing performed if they have not been fully vaccinated [\[1\]](#) and will be taking part in activities that put them or others at higher risk for COVID-19 exposure. Pre-entry testing should be considered for those attending large indoor social or mass gatherings (such as large private events, live performance events, sporting events, theme parks, etc.), competing in high contact sports, or other events in crowded or poorly-ventilated settings.

Vaccinated Individuals

Fully vaccinated individuals do not need to undergo pre-entry COVID-19 testing per CDC recommendations at this time. Events, venues, schools, or businesses could require vaccinated individuals to also undergo testing if they choose, but it is not recommended by public health officials.

- **What is recommended for a high contact sport, and could home tests be used in sports?**

Home tests can quickly and easily identify someone with COVID-19 and are most useful for smaller gatherings or if someone is not feeling well at home or knows they were exposed. Home tests do not report to the state reporting system, and therefore state and local public health officials will not be notified of these positive results. CDPH ranked sports based on their level of contact in the [CDPH recreational sports guidance](#) applied last winter and spring. Given current COVID-19 case rates in Humboldt County that are higher than they were during those times, we strongly recommend following testing guidelines from that guidance listed under Purple Tier. Any sport listed as low contact sport or Purple Tier sport is not recommended to test at this time. All other sports are strongly recommended to test under the guidance listed as "Play in Less Restrictive Tiers: Outdoor High-Contact Sports." Any sport or event can decide to test to add a layer of safety for their event or organization. CDPH guidance did not recommend testing those under the age of 13 for youth sports. The state has made it easy for schools, businesses, and organizations to become testing sites for the community: <https://testing.covid19.ca.gov/get-started/>. Training, supplies, and reporting platforms are all available through this program. Local public health can only provide testing supplies to local healthcare providers, we do not supply local events or businesses with rapid or PCR testing that is available through the state program or private vendors.



- **If I'm fully vaccinated and have a positive COVID-19 home test, do I need to isolate?**

Everyone who has a positive COVID-19 test must isolate for 10 days from the onset of symptoms or if no symptoms 10 days from date of collection of the positive test, regardless of vaccination status or type of test. A negative test later during the 10 days isolation period does not change isolation requirements and repeat testing is not recommended.

- **I had a positive COVID-19 result on a home test, should I test again for work/school/team/organization/event?**

Anyone with a positive test should not test again for 90 days unless they have new symptoms or are instructed to do so by a medical professional. If you are required to test weekly for work/school/team/organization, you will not have to test for those 90 days but should resume weekly testing again after 90 days has passed from the date of your positive test. Fully vaccinated individuals should not participate in weekly screening test programs. Home test results are not reported to the state or local public health and therefore are not sufficient proof of a positive test to exempt testing for 90 days in settings where documentation is needed.

- **Can individuals who are traveling to our gathering or event have pre-entry (pre-travel) testing using home tests?**

Individuals who are not fully vaccinated and must travel should follow pre-entry (pre-travel) testing recommendations in [CDC travel guidance](#) before and after travel. Home tests can quickly and easily identify someone with COVID-19 and are most useful for smaller gatherings or if someone is not feeling well at home or knows they were exposed. Home tests do not report to the state reporting system, and therefore state and local public health officials will not be notified of these positive results. **Home tests are appropriate for use when documentation of results**

- **Can home tests be used for non-essential travel of unvaccinated persons?**

Except in connection with essential travel, Californians should avoid non-essential travel unless they are fully vaccinated. Non-essential travelers who are not fully vaccinated should get tested with a viral test 1-3 days before travel, and get tested 3-5 days upon arrival to their destination ([CDC travel guidance](#)). Home test results are not reported to the state or local public health and therefore are not sufficient proof of a positive test or to exempt testing for 90 days, but could be used in situations where verification is not needed. Unvaccinated travelers should stay home and self-quarantine for a full 7 days after travel, even if their test is negative. This includes those who are under the age of 12 who are not yet eligible for vaccination. Non-essential travelers who are not fully vaccinated and don't get tested should stay home and [self-quarantine](#) for 10 days after travel, including those under the age of 12 who are not yet eligible for vaccination.

"Non-essential travel" includes travel that is considered [tourism or recreational in nature](#).

"Essential travel" is travel associated with the operation, maintenance, or usage of critical infrastructure or otherwise required or expressly authorized by law (including other applicable state and local public health directives), including work and study, critical infrastructure support, economic services and supply chains, health, immediate medical care, and safety and security. Persons who routinely cross state or country borders for essential travel do not need to quarantine.



Ian P. Hoffman, MD, MPH
Health Officer Humboldt County
529 I Street, Eureka, CA 95501



Resources:

Face Coverings:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Face-Coverings-QA.aspx#>
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/guidance-for-face-coverings.aspx>
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/outdoor-activities.html>

Gatherings:

<https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/considerations-for-events-gatherings.html>
<https://www.cdc.gov/coronavirus/2019-ncov/your-health/gatherings.html>
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/outdoor-activities.html>
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/COVID19-events-gatherings-readiness-and-planning-tool.pdf>

Travel:

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html> (current)
<https://www.cdc.gov/coronavirus/2019-ncov/travelers/international-travel-during-covid19.html>
<https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-risk.html>
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Travel-Advisory.aspx> (historical)

Testing:

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Updated-COVID-19-Testing-Guidance.aspx>
<https://testing.covid19.ca.gov/get-started/>

Data:

<https://covid.cdc.gov/covid-data-tracker/#county-view>
<https://humboldt.gov/2749/Dashboard>

Isolation and Quarantine:

<https://humboldt.gov/2831/Isolation-and-Quarantine-Orders>

Fully Vaccinated Guidance:

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID-19-Public-Health-Recommendations-for-Fully-Vaccinated-People.aspx>



Attachment 4

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.3

Date: September 13th, 2021

DSA Project Update

Action requested:

Information only, No action requested

Background Information and/or Statement of need:

State Allocation Board recently approved a project that HESD applied for.

Fiscal Information:

While the project was approved on an unfunded basis, we will likely be able to receive the funding in the spring.

Contact Person:

Kevin Trone, Superintendent/Principal



Kevin Trone <ktrone@hydesvilleschool.org>

Hydesville Elem: Mod Grant (Unfunded) Approval

1 message

Jessica Love <Jessica@hpdschools.com>

Mon, Aug 30, 2021 at 4:47 PM

To: Kevin Trone <ktrone@hydesvilleschool.org>

Cc: Christopher DeLong <chris@hpdschools.com>, Kelly Long <Kelly@hpdschools.com>, Wesley Hofmann <wesley@hpdschools.com>

Good afternoon Kevin,

The State Allocation Board (SAB) approved the Hydesville ES modernization (classroom addition/replacement) project on an *unfunded* basis this past Wednesday, August 25th. Attached is the project agenda item reflecting an approval of \$273,710 (State share). No action is required at this time, but please let me know if you have any questions. The next steps are as follows:

1. **Request an apportionment** – The district can request to participate in the Priority Funding round filing period that starts November 10, 2021 and runs through December 9, 2021. The required letter requesting the state to apportion your modernization funds will be sent to you by HPD in a few months.
2. **State sells bonds, SAB apportions project** – The state must sell its Prop 51 bonds to fund your project, but can only do so after you request the apportionment. The state is continuing to hold bond sales in the spring and fall of every year. This project should be apportioned likely in March or April 2022.
3. **Disbursement of cash** – Presuming the state sells more Prop 51 bonds in the Spring, the project funding should be apportioned by the SAB. After the SAB apportions your project the district may submit the Fund Release Request and the cash could be in the District's coffers by May or June 2022. HPD will assist with that paperwork, as well.

Thank you,

JESSICA

Jessica Love, Associate

Hancock Park & DeLong, Inc.

1722 J St, Suite 224

Sacramento, CA 95811

916.400.3899 Main

916.400.3962 Direct

480.559.3287 Mobile

www.hpdschools.com

APPLICANT DATA

Applicant:	Hydesville Elementary	PTN:	
Application No:		County:	Humboldt
School Name:	Hydesville Elementary		

HISTORY OF PROJECT FUNDING

	Fund Code	Proposition	Previously Authorized	Authorized This Action	Unfunded Approval This Action
<u>State Share</u>					
Mod/Add. Grant		51	\$	\$ 273,710.00	\$ 273,710.00
<u>Applicant Share</u>					
District Contribution				182,473.33	
Total			\$ <u>0.00</u>	\$ <u>456,183.33</u>	\$ <u>273,710.00</u>
Funding Source:		Proposition 51 Bonds/2016-Nov.			

APPLICATION DATA

Type of Project:	Elementary School	
Pupils Assigned Under 50 Yrs:	K-6:	0
	7-8:	0
Pupils Assigned Over 50 Yrs:	K-6:	27
	7-8:	7
Recommended Acres:	6.4	
Existing Acres:	10.48	

PROGRAM GRANT DATA

Accessibility Fire Grant	\$	6,894.00
Base Grant - Over 50Yr	\$	229,815.00
Fire Detection	\$	5,304.00
Project Assistance	\$	4,119.00
Small Size Project	\$	27,578.00
Total State Share (60%)		273,710.00
Applicant Share (40%)		182,473.33
Total Project Cost	\$	456,183.33

STIPULATED TERMS & NEXT STEPS

The Applicant is required to submit a signed Grant Agreement pursuant to School Facility Program Regulation Section 1859.90.4 for the project prior to or concurrent with a request for the release of funds.

The Applicant shall ensure that it is in compliance with all applicable laws, regulations and certifications it made on the program forms.

The Applicant is responsible for ensuring that the project is compliant with Prevailing Wage Monitoring and/or Labor Compliance Program requirements at the time construction contracts are executed and/or construction commenced.

This application is placed on the Unfunded List (Lack of AB 55 Loans) pursuant to the Board's action on March 11, 2009. This approval does not constitute a guarantee or commitment of future state funding.

Attachment

5

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.4

Date: September 13th, 2021

Public Hearing Regarding the potential Pupil Textbook and Instructional Material
Adoption (Science) grades K-8

Action requested:

Information only, No action requested

Background Information and/or Statement of need:

Public Hearing

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal



Hydesville Elementary School District

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

PUBLIC NOTICE

Notice is hereby given that the Hydesville Elementary School District Board of Trustees will hold a public hearing at it's regularly scheduled meeting on

September 13th, 2021 at 6:30pm

For the following purpose:

Pupil Textbook and Instructional Materials Adoption Grades K-8

Science instructional materials aligned with California State Standards and published by Amplify

- Amplify Science GK California
- Amplify Science G1 California
- Amplify Science G2 California
- Amplify Science G3 California
- Amplify Science G4 California
- Amplify Science G5 California
- Amplify Science G6 California
- Amplify Science G7 California
- Amplify Science G8 California

Sample textbook materials are available for public review via the following link:

<http://amplify.com/science-california-review/>

Attachment 6

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.5

Date: September 13th, 2021

Public Hearing Regarding the Sufficiency of Instructional Materials

Action requested:

Information only, No action requested

Background Information and/or Statement of need:

Public Hearing must be completed during the first 8 weeks of school.

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal



Hydesville Elementary School District

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

PUBLIC NOTICE

Notice is hereby given that the Hydesville Elementary School District Board of Trustees will hold a public hearing at it's regularly scheduled meeting on

September 13th, 2021 at 6:30pm

For the following purpose:

Determination of the sufficiency of instructional materials

RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS:

Whereas, the governing board of Hydesville Elementary School district, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on Monday September 13th, at 6:30pm, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS:

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics – K-5: Houghton Mifflin Harcourt, *Go Math!*, 2014
 6-8: Big Ideas Learning, *Big Ideas Math*, 2014
- Science - K-8: Amplify Education, *Amplify Science: California Integrated Course Model*

- History-social science - K-5 Harcourt School Publishers, *Reflections: California Series*
6-8: Pearson Prentice Hall, *Prentice Hall Social Studies*
- English/language arts, including the English language development component of an adopted program - Alternative Current Materials, *Fountas and Pinnel; Sadlier*

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2021-2022 school year, the Hydesville Elementary School district has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Attachment 7

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.6

Date: September 13th, 2021

Athletics Update

Action requested:

Information only, No action requested

Background Information and/or Statement of need:

Update on the sports program at HESD, and news regarding Eel river valley sports

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal

Attachment 8

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 10.7

Date: September 13th, 2021

CAASPP Overview

Action requested:

Information only, No action requested

Background Information and/or Statement of need:

HESD students performed well on the annual CAASPP tests. Students in all grades performed above the state average on all tests.

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal

Custom Aggregate Report

< Create New Query

Row count: 28 Show

Summative Math Export

Column Order

Organization Assessment Grade Academic Year Subgroup

empty rows Display value as Achievement levels
Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
State	CALIFORNIA	3	2020-21 Overall	79723		2409 ± 0	37%	23%	23%	16%
		4	2020-21 Overall	82169		2448 ± 0	35%	29%	21%	14%
		5	2020-21 Overall	83626		2473 ± 0	44%	25%	14%	15%
		6	2020-21 Overall	85934		2492 ± 0	42%	27%	15%	14%
		7	2020-21 Overall	95378		2516 ± 0	39%	26%	17%	16%
		8	2020-21 Overall	96421		2521 ± 0	46%	22%	13%	16%
District	Hydesville Elem...	3	2020-21 Overall	16		2414 ± 11	18%	43%	37%	0%
		4	2020-21 Overall	17		2494 ± 20	11%	47%	11%	29%
		5	2020-21 Overall	21		2505 ± 12	14%	57%	19%	9%
		6	2020-21 Overall	15		2552 ± 16	13%	40%	26%	20%
		7	2020-21 Overall	16		2540 ± 20	31%	31%	25%	12%
		8	2020-21 Overall	17		2651 ± 18	5%	11%	35%	47%

Summative ELA Export

Column Order

Organization Assessment Grade Academic Year Subgroup

empty rows Display value as Achievement levels
Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
State	CALIFORNIA	3	2020-21 Overall	79879		2403 ± 0	36%	23%	19%	20%
		4	2020-21 Overall	82296		2447 ± 0	37%	20%	20%	21%
		5	2020-21 Overall	83787		2490 ± 0	33%	20%	25%	21%
		6	2020-21 Overall	86139		2511 ± 0	30%	26%	27%	16%
		7	2020-21 Overall	95201		2543 ± 0	26%	23%	33%	16%
		8	2020-21 Overall	96908		2553 ± 0	27%	24%	31%	16%
District	Hydesville Elem...	3	2020-21 Overall	16		2430 ± 21	12%	31%	31%	25%
		4	2020-21 Overall	17		2467 ± 24	17%	29%	35%	17%
		5	2020-21 Overall	21		2524 ± 12	4%	23%	52%	19%
		6	2020-21 Overall	15		2558 ± 14	6%	20%	60%	13%
		7	2020-21 Overall	16		2582 ± 16	6%	25%	56%	12%
		8	2020-21 Overall	17		2615 ± 16	0%	29%	52%	17%

Summative CAST Export

Column Order

Organization Assessment Grade Academic Year Subgroup

empty rows Display value as Achievement levels
Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Subgroup	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
State	CALIFORNIA	5	2020-21 Overall	62548		199 ± 0	22%	48%	19%	9%
		8	2020-21 Overall	76435		398 ± 0	22%	51%	17%	8%
District	Hydesville Elem...	5	2020-21 Overall	21		207 ± 4	4%	57%	28%	9%
		8	2020-21 Overall	17		413 ± 4	0%	58%	29%	11%

Attachment 9

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 11.1 **Date:** September 13th, 2021

Consider and Discuss possible approval of 2021-2024 LCAP Revisions

Action requested:

Approve the revisions to the LCAP

Background Information and/or Statement of need:

After the County review of the LCAP, there were a number of revisions made.

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal

LCFF Budget Overview for Parents

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

CDS Code: 12628850000000

School Year: 2021-22

LEA contact information:

Kevin Trone

Superintendent/Principal

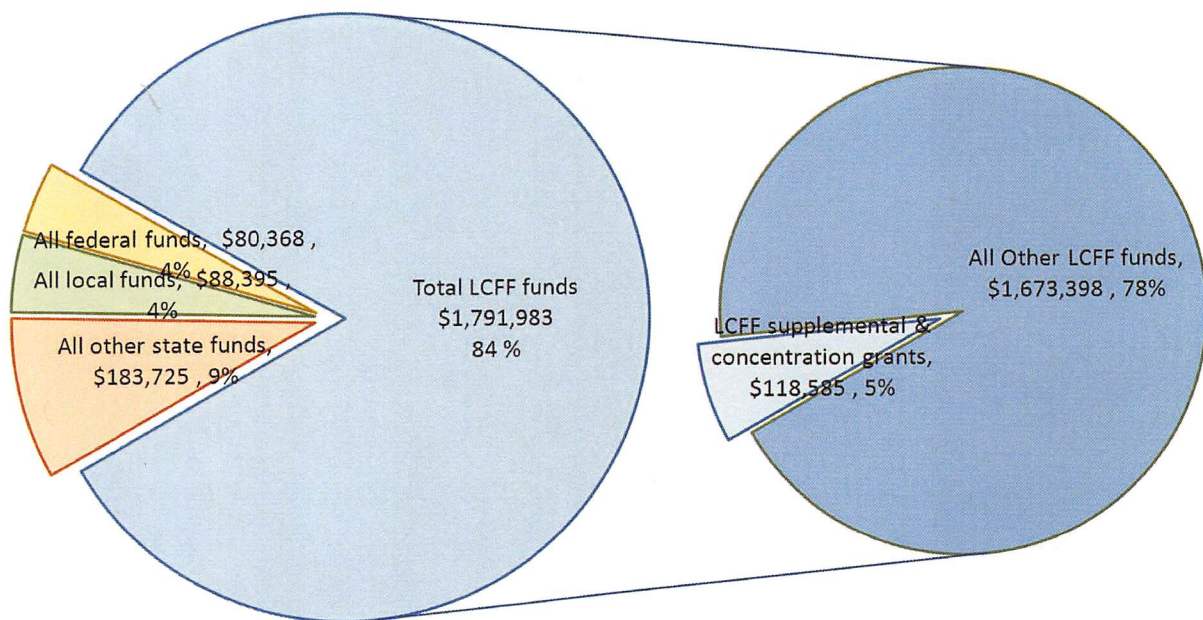
superintendent@hydesvilleschool.org

(707)768-3610

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



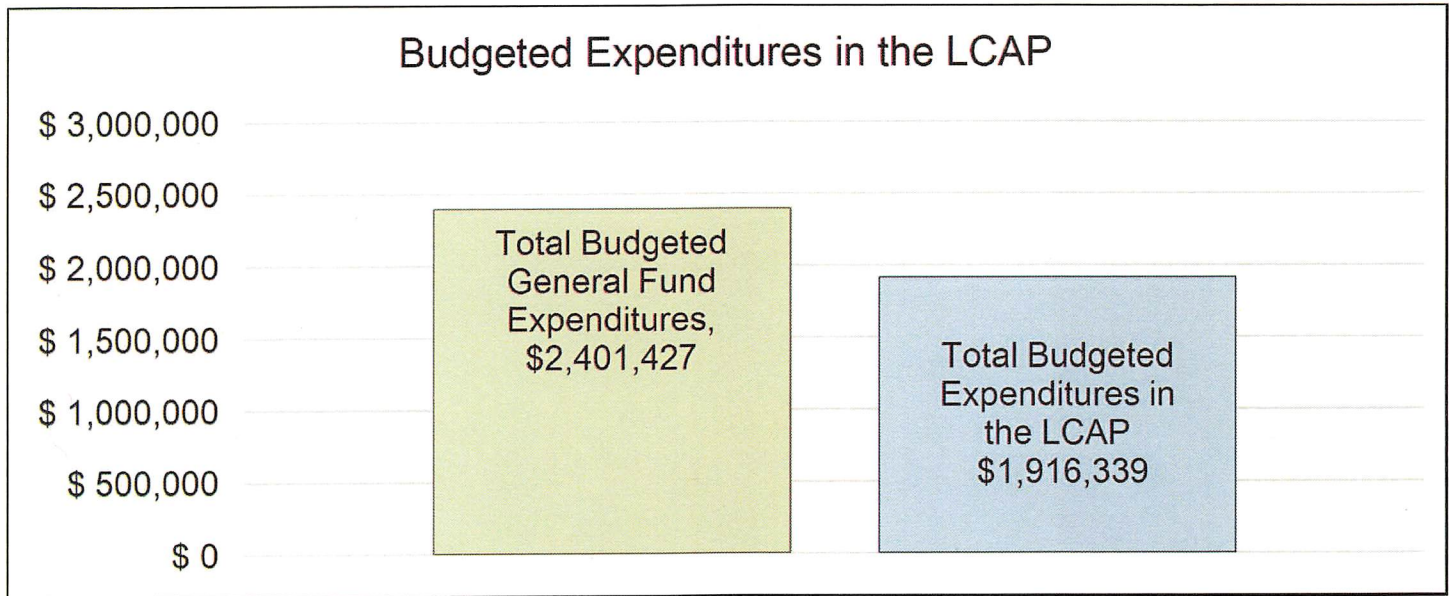
This chart shows the total general purpose revenue Hydesville Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Hydesville Elementary School District is \$2,144,471, of which \$1,791,983 is Local Control Funding Formula (LCFF), \$183,725 is other state funds, \$88,395 is local funds, and

\$80,368 is federal funds. Of the \$1,791,983 in LCFF Funds, \$118,585 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hydesville Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Hydesville Elementary School District plans to spend \$2,401,427 for the 2021-22 school year. Of that amount, \$1,916,339 is tied to actions/services in the LCAP and \$485,088 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

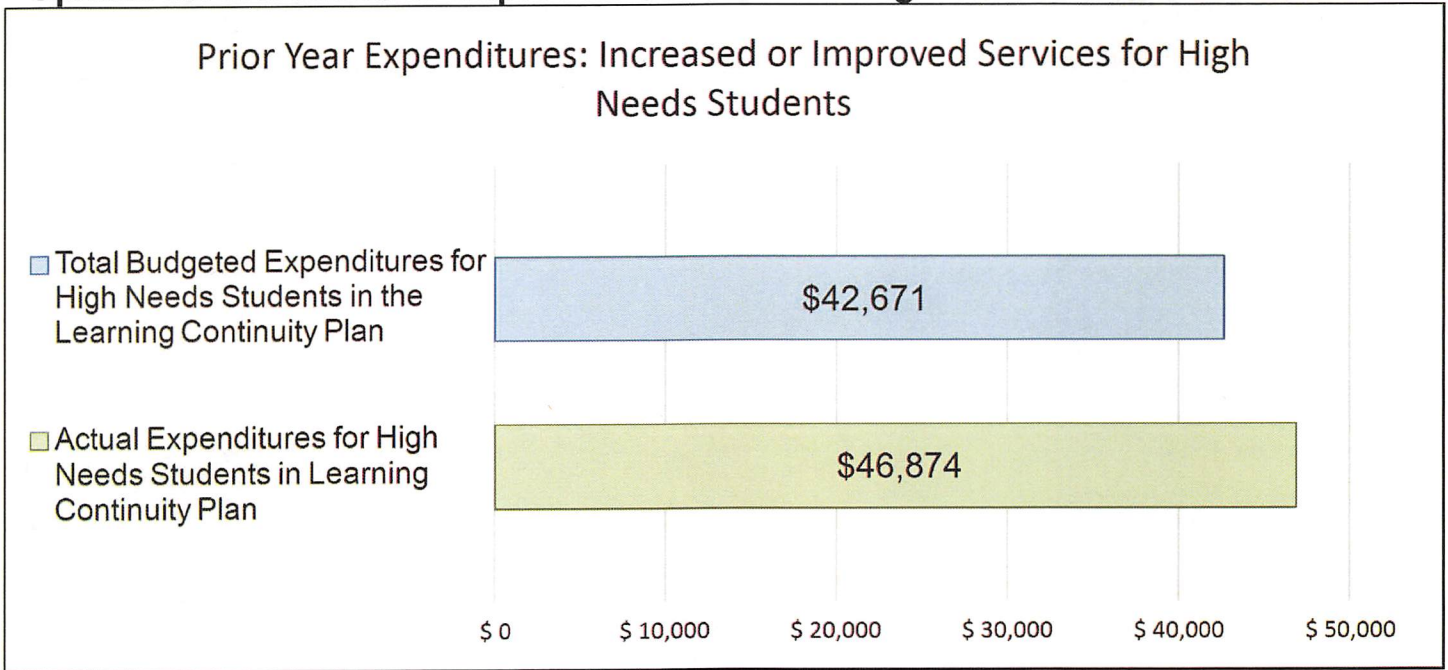
General Fund expenditures that are not included in the LCAP are all Central Office Expenditures

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Hydesville Elementary School District is projecting it will receive \$118,585 based on the enrollment of foster youth, English learner, and low-income students. Hydesville Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hydesville Elementary School District plans to spend \$193,993 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Hydesville Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Hydesville Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Hydesville Elementary School District's Learning Continuity Plan budgeted \$42,671 for planned actions to increase or improve services for high needs students. Hydesville Elementary School District actually spent \$46,874 for actions to increase or improve services for high needs students in 2020-21.

LCFF Budget Overview for Parents

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

CDS Code: 12628850000000

School Year: 2021-22

LEA contact information:

Kevin Trone

Superintendent/Principal

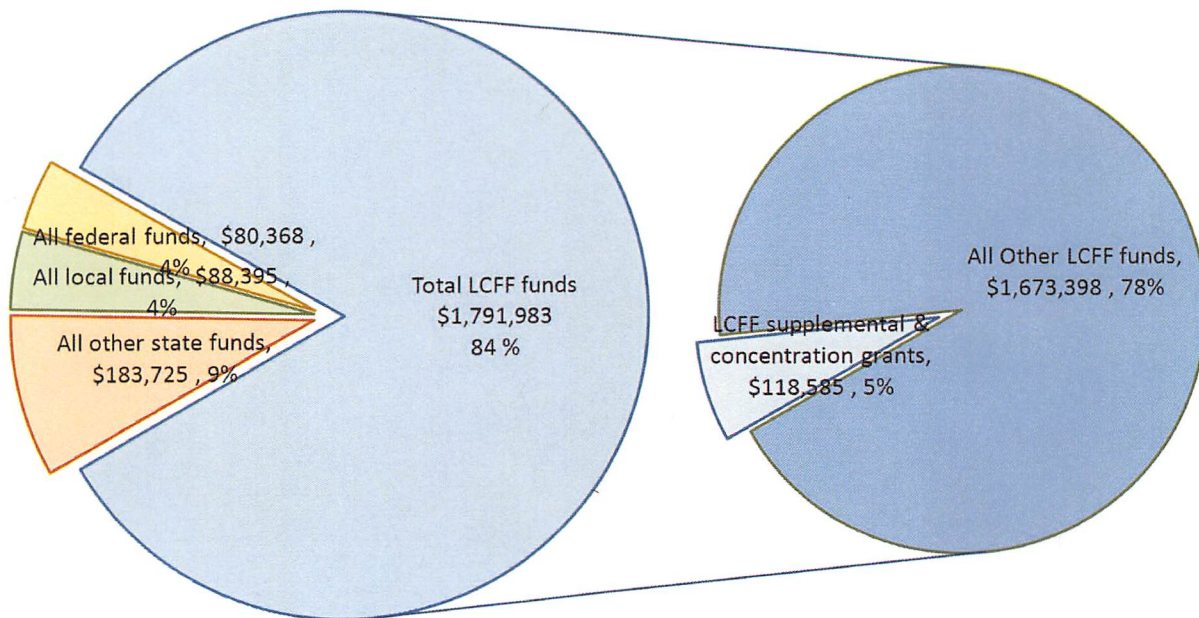
superintendent@hydesvilleschool.org

(707)768-3610

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



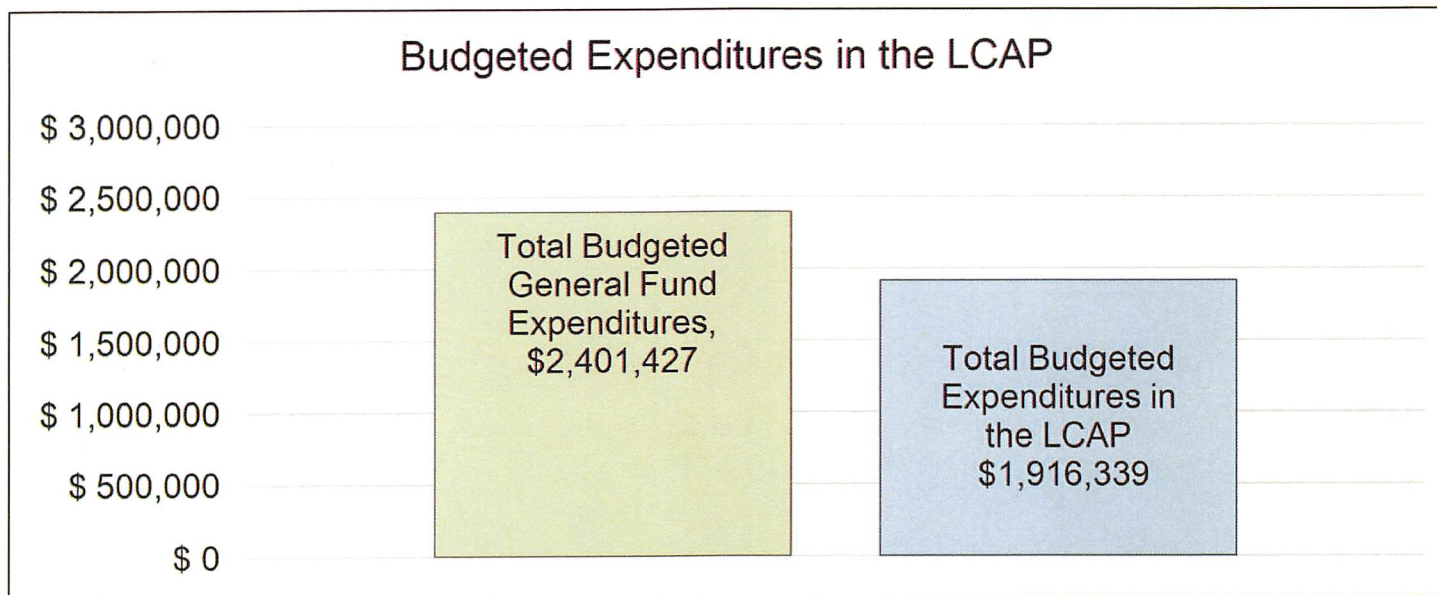
This chart shows the total general purpose revenue Hydesville Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Hydesville Elementary School District is \$2,144,471, of which \$1,791,983 is Local Control Funding Formula (LCFF), \$183,725 is other state funds, \$88,395 is local funds, and

\$80,368 is federal funds. Of the \$1,791,983 in LCFF Funds, \$118,585 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hydesville Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Hydesville Elementary School District plans to spend \$2,401,427 for the 2021-22 school year. Of that amount, \$1,916,339 is tied to actions/services in the LCAP and \$485,088 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

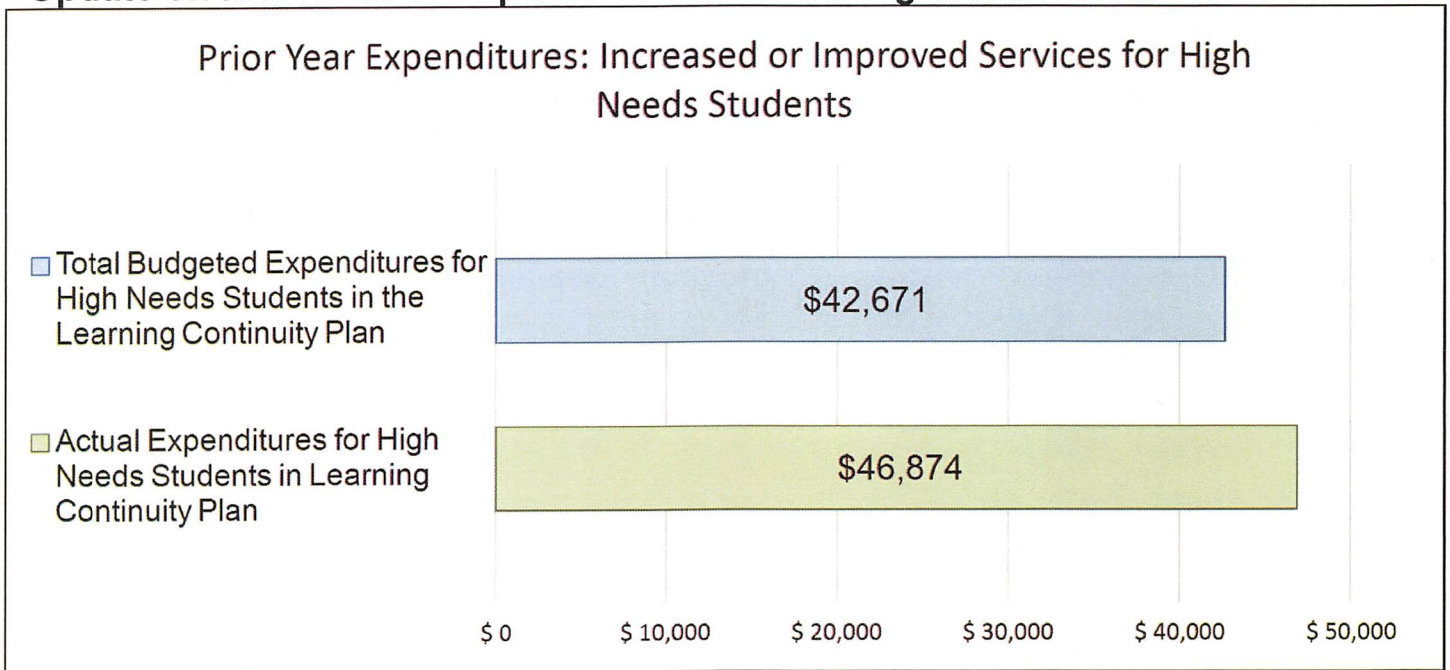
General Fund expenditures that are not included in the LCAP are all Central Office Expenditures

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Hydesville Elementary School District is projecting it will receive \$118,585 based on the enrollment of foster youth, English learner, and low-income students. Hydesville Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hydesville Elementary School District plans to spend \$193,993 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Hydesville Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Hydesville Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Hydesville Elementary School District's Learning Continuity Plan budgeted \$42,671 for planned actions to increase or improve services for high needs students. Hydesville Elementary School District actually spent \$46,874 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1 Increase academic success for all students and subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Highly qualified teaching staff and staffing levels as indicated in CALPADS and CBEDS</p> <p>19-20 100% of the teaching staff will be highly qualified. The average teacher to student ratio in all grade levels will remain equal to or less than 1:24</p> <p>Baseline 100% of the teaching staff is highly qualified. The average ratio of teachers to students for K--8th grades is 1:21.</p>	<p>Not Met - 91% of the teaching staff was highly qualified during the 2019-2020, the district had one teacher on a Short-Term Staffing Permit. The district has since replaced that teacher with a highly qualified teacher.</p> <p>Met - Class sizes in grades K-8 averaged a teacher to student ratio of 1:22.</p>
<p>Metric/Indicator Facilities will be rated in at least "good" condition as measured by the FIT.</p> <p>19-20 Facilities will remain in "good" condition according to FIT assessment tool.</p> <p>Baseline</p>	<p>Met - FIT Overall rating of GOOD</p>

Expected	Actual
<p>Facilities are rated in “good” condition according to FIT assessment.</p> <p>Metric/Indicator 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.</p> <p>19-20 Standards--based curriculum will be implemented in all grade-levels and accessible to all students in ELA, Math, and Science.</p> <p>Baseline Math curriculum is being piloted and reviewed ELA curriculum has not been fully reviewed</p>	<p>Met - Standards-based curriculum was evident in all grade levels and accessible to all students in ELA, Math, and Science as shown in teacher lesson plans, schedules, and instructional materials which were used.</p>
<p>Metric/Indicator Access to State and ELD standards for ELA for English Learners will be demonstrated by</p> <ol style="list-style-type: none"> purchase records, instructional materials lists, and outcomes of ELA CASSP scores and teacher lesson plans. <p>19-20</p> <ol style="list-style-type: none"> All grades serving EL students have ELD materials aligned to ELA standards (newly purchased or in inventory) CASSP results in ELA for ELs show progress from prior year 100% of ELs are provided with ELD instruction <p>Baseline Classroom teachers incorporate EL standards in the grades that include EL students as indicated by teacher lesson plans.</p>	<p>Met - Purchase records, lesson plans and instructional materials lists all demonstrate access to ELD standards for ELA for English Learners.</p> <p>NA - EL population was too small for public reporting on CAASPP in Dashboard. 2018-19</p> <p>Met - 100%</p>
<p>Metric/Indicator Student achievement and performance on CAASP as reported on California Dashboard.</p>	<p>ELA - Not Met, 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.</p>

Expected	Actual
<p>19-20 Increase of at least 5 points Green/High performance level in both ELA and math.</p> <p>Baseline The Accountability Dashboard indicates overall school results for ELA at 2.7 pts below level 3 (Yellow/Average) with an increased change status of + 6.7. Math results indicate HESD to be 16.9 pts below level 3 (Green/High) with a significant increase of 16.7 in the change status.</p>	<p>Math - Not Met, 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.</p>
<p>Metric/Indicator CELDT and Reclassification Rates will indicate student achievement and English proficiency for EL students.</p> <p>19-20 Significant details may not be available due to the small population of EL students.</p> <p>Baseline No significant details available due to the small population of EL students.</p>	<p>No significant details available due to the small population of EL students.</p>
<p>Metric/Indicator 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.</p> <p>19-20 100% of students, including SWD and unduplicated students, are engaged in a broad course of study.</p> <p>Baseline 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.</p>	<p>Met - 100% including SWD engaged in a broad course of study. This includes Visual and Performing Arts, PE, Social Studies/History, and Science.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
To provide a healthy, rigorous, safe and engaging learning environment, the school will	1.1a GL--FN 1110--1000 Certificated Salaries & Benefits LCFF, EPA, Title II, RS 0000,1400,4035,7690 \$796,342	1.1a GL--FN 1110--1000 Certificated Salaries & Benefits LCFF, EPA, Title II, RS 0000,1400,4035,7690 \$845,765.46
1.1a. Maintain levels of instructional personnel to provide 100% highly qualified certificated staff		
1.1b Maintain classified staff to provide student support and to ensure a safe, healthy, and clean school environment.	1.1b GL--FN 1110--1000 Classified Salaries & Benefits LCFF, Title I, RS 0000,3010 \$85,805	1.1b GL--FN 1110--1000 Classified Salaries & Benefits LCFF, Title I, RS 0000,3010 \$86,610.24
1.1c. Maintain principal position as instructional coordinator	1.1c GL--FN 1110--2700 Certificated Salaries & Benefits LCFF, RS 0000,7690 \$96,142.00	1.1c GL--FN 1110--2700 Certificated Salaries & Benefits LCFF, RS 0000,7690 \$97,653.48
1.2. Provide instructional aides to support the needs of unduplicated students by increasing the ratio of adults to students in the classroom.	1.2 Classified Salaries & Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,900.00	1.2 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,858.75
1.3. Sustain certificated staffing levels to maintain small class sizes in 4th – 8th grades to provide more support for unduplicated student groups.	1.3 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$65,173.00	1.3 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$64,433.20
1.4. Purchase textbooks, technology, and materials for implementation of Next Gen Science Standards (NGSS)	1.4 RS 0000, OBJ 4110 LCFF \$15,000	1.4 RS 0000, OBJ 4110 LCFF \$7,549.90
1.4b/c Provide technology- devices and programs to implement instructional program	1.4b GL--FN 1133--1000 Services LCFF \$1,000	1.4b GL--FN 1133--1000 Supplies LCFF \$75.06
1.4d Provide materials for implementation of K-8th standards -aligned curricular programs.	1.4c GL--FN 1133--1000 Services Title I \$14,688	1.4c GL--FN 1133--1000 Services Title I \$17,885.13
1.4e Provide funding for instructional services, such as copy machine lease and maintenance, enrichment programs, etc.	1.4d GL--FN 1110--1000 Supplies LCFF, LPSBG, Lottery, Foundations \$38,171	1.4d GL--FN 1110--1000 Supplies LCFF, LPSBG, Lottery, Foundations \$28,132.21

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1.4e GL--FN 1110--1000 Services LCFF \$23,471	1.4e GL--FN 1110--1000 Services LCFF \$18,085.02
1.5a. Provide staff development time and resources to ensure academic alignment with CCSS and Next Gen standards.	1.5a OBJ 5210 LCFF, LPSBG 18,500	1.5a OBJ 5210 LCFF, LPSBG \$6,798.00
1.5b. Complete alignment, purchases, and implementation of instructional materials for ELA program	1.5b See Goal/Services 1.4	1.5b See Goal/Services 1.4
1.5c. Review implementation process for Next Gen Science and Social Studies curriculum and identify curriculum needs.		
1.6a. Maintain staff training and collaboration time in use of CAASPP and CELDT tools, data analysis, and updates	1.6a See Goal/Action 1.5	1.6a See Goal/Action 1.5
	1.6b See Goal/Action 1.4	1.6b See Goal/Action 1.4
1.6b Identify and implement standards- aligned assessments for ongoing progress monitoring toward mastery of content standards for all grade levels	1.6c See Goal/Action 1.4	1.6c See Goal/Action 1.4
	1.6d See Goal/Action 1.4	1.6d See Goal/Action 1.4
1.6c Research and implement digital resources that provide differentiated or blended learning opportunities for students of varying academic skills and ability levels.		
1.6d Provide instructional aides to help meet the needs of struggling students by increasing opportunities for academic support from adults in the classroom (previously addressed in Priority 1.1b)		
1.7 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	1.7 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$13,560.00	1.7 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$13,657.08
1.8a. Maintain EL Coordinator position to monitor English Learner students' progress toward proficiency, implement CELDT testing, and reclassification rates	1.8a 1000-1999: Certificated Personnel Salaries LCFF	1.8a 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8b. Maintain Foster Youth Liaison position to address the needs of foster youth.	Supplemental and Concentration \$2,487.00 1.8b Services LCFF Supplemental and Concentration \$500.00	Supplemental and Concentration \$2,501.98 1.8b Services LCFF Supplemental and Concentration \$500.00
1.9a. Maintain library staffing	1.9a GL--FN 1110--2420 Classified Salary & Benefits LCFF, RS 0022 \$10,344.00	1.9a GL--FN 1110--2420 Classified Salary & Benefits LCFF, RS 0022 \$9,746.36
1.9b Library materials, supplies	1.9b GL--FN 1110-2420 Supplies LCFF, RS 0022 \$1,600	1.9b GL--FN 1110-2420 Supplies LCFF, RS 0022 \$1,992.97
1.9c. Maintain HERC Contract	1.9c Contract LCFF, RS0000 \$3,400	1.9c Contract LCFF, RS 0000 \$3,400
1.9d. Maintain Music Program staffing	1.9d GL--FN 1228--1000 Certificated Salaries & Benefits LCFF, RS0000 \$10,665.00	1.9d GL--FN 1228--1000 Certificated Salaries & Benefits LCFF, RS 0000 \$41.52
1.9e. Maintain adequate levels of art supplies and materials	1.9d Supplies LCFF, RS 0000 \$500 1.9d Services LCFF, RS0000 \$700 1.9d 2000-2999: Classified Personnel Salaries LCFF, RS 0000 \$0.00 1.9e See Goal/Action 1.4	1.9d Supplies LCFF, RS 0000 \$0.00 1.9d Services LCFF, RS 0000 \$0.00 1.9d 2000-2999: Classified Personnel Salaries LCFF, RS 0000 \$2,163.03 1.9e See Goal/Action 1.4
1.10a. Maintain Special Education certificated staff	1.10a Goal 5XXX, Certificated Salaries & Benefits RS 0000, 3310, 6500, 7690 Special Education \$68,719.00	1.10a Goal 5XXX, Certificated Salaries & Benefits RS 0000, 3310, 6500, 7690 Special Education \$65,099.55
1.10b Maintain SPED classified staff	1.10b Goal 5XXX, Classified Salaries & Benefits RS 3310, 6500, Special Education \$11,951.00	1.10b Goal 5XXX, Classified Salaries & Benefits RS 3310, 6500, Special Education \$34,413.07
1.10c Maintain SPED supplies and materials	1.10c Goal 5XXX, Supplies RS 3310, 6500, Special Education \$620.00	1.10c Goal 5XXX, Supplies RS 3310, 6500, Special Education \$83.05
1.10d Maintain SPED services		
1.10e Maintain SPED indirect services (e.g. SDC costs)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1.10d Goal 5XXX, Services RS 3310, 6500, Special Education \$53,199.00	1.10d Goal 5XXX, Services RS 3310, 6500, Special Education \$79,325.60
	1.10e Goal 5XXX, Chargeback & Indirect RS 3310, 6500, Special Education \$20,801.00	1.10e Goal 5XXX, Chargeback & Indirect RS 3310, 6500, Special Education \$41,480.69
1.11 Maintain CoOp contract with HCOE for Student and School Support programs, such as Title I	1.11 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,038.00	1.11 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,077.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For this goal the only budgeted funds not implemented were part of Goal 1.9. Specifically, for 1.9d the district budgeted funds for the hiring of a music teacher and supplies. In December the district, in recognition that the likelihood of hiring a part time music teacher for part of the year was decreasing, opted instead to create a music-aide position in an effort to increase the music instruction our students received. Goal 1.4 and Goal 1.5 also saw significant differences in the expected expenses versus actuals. While the district began exploring and working on these goals one of the significant expenses in these goals was related to actually adopting a curriculum, which did not occur in the 19/20 year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of the main challenges faced in implementing the actions and services was in locating a highly-qualified music teacher to provide music instruction to our students. In the end we pivoted to provide music instruction in the classroom via a music aide. The District successfully achieved all other actions.

Goal 2

Goal 2 Provide a safe, contemporary, and healthy learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent participation in school decision making will be evidenced by the number of parents participating in Site Council/LCAP Committee Mtgs., Board Member Membership, parent organizations, and parent surveys.</p> <p>19-20 Parent participation in school committees will increase by 5%</p> <p>Baseline Parent membership on school committees remains low.</p>	<p>Not met - Parent participation on school committees was maintained at prior level.</p>
<p>Metric/Indicator Parent participation for unduplicated will be demonstrated by the rates of parent participation at parent teacher conferences, classroom volunteers, and school activities</p> <p>19-20 At least 90% of unduplicated parents will participate in one or more of the following: parent- teacher conferences, classroom volunteers, or school committees.</p> <p>Baseline This baseline was not established this year.</p>	<p>Met - The district exceeded a 90% participation rate for all parent groups, as evidenced by informal participation records.</p>

Expected	Actual
<p>Metric/Indicator 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.</p> <p>19-20 At least 95% of unduplicated parents participated in IEP, 504, parent-teacher conferences and/or Student Study Team meetings</p> <p>Baseline At least 95% of unduplicated parents will participate in IEP, 504, parent-teacher conferences and/or Student Study Team meetings.</p>	<p>Met - Participation rate exceeded 95% in IEP, 504, SST, and conferences, for parents of SWD and unduplicated students.</p>
<p>Metric/Indicator Pupil Engagement will be accounted for through daily attendance percentages and monthly and annual reports.</p> <p>19-20 ADA average will remain at 95% or above.</p> <p>Baseline Attendance records indicate a 95% ADA average</p>	<p>Not met - 94.93% ADA average.</p>
<p>Metric/Indicator Pupil Engagement will also be monitored through student chronic absenteeism rates as reported by the student information system for the school</p> <p>19-20 Chronic Absence Rate averages will remain below 5%.</p> <p>Baseline The Chronic Absence Rate averages 3% of the student population</p>	<p>Not met - Chronic absenteeism rates were 7% in 2018-19 and 10% in 2019-20.</p>
<p>Metric/Indicator School dropout rates will be reported and monitored through the student information system.</p>	<p>Met - 0% drop-out rate.</p>

Expected	Actual
<p>19-20 The dropout rate will be 0%.</p> <p>Baseline No students dropped out of Hydesville School this year.</p>	
<p>Metric/Indicator Measurement of the school climate will be partially assessed through student suspension rates as reported in disciplinary records and the student information system.</p> <p>19-20 The suspension rate will be 0%</p> <p>Baseline The suspension rate for the 2014/15 school year was 0%. For the 2015/16 school year, the suspension rate was also 0%. The current year suspension rate is 1.5%</p>	<p>Not met - 2% suspension rate for 2018-19 and 1.99% for the 2019-20 school year.</p>
<p>Metric/Indicator Measurement of the school climate will be partially assessed through student expulsion rates as reported in disciplinary records and the student information system.</p> <p>19-20 The expulsion rate will remain at 0%</p> <p>Baseline The current expulsion rate is 0%.</p>	<p>Met - 2019-2020 expulsion rate remained 0%.</p>
<p>Metric/Indicator An additional and very important measure of school climate will be assessed through stakeholder surveys including students, parents, and staff.</p> <p>19-20 90% of stakeholders agree the school provides a safe learning environment, where students and families feel a positive sense of connectedness to the school community.</p> <p>Baseline</p>	<p>Progress report not available.</p> <p>Due to the COVID-19 pandemic and resulting school facility closure, surveys were not sent out as they had been in prior years. This practice will return in the upcoming years.</p>

Expected	Actual
94% of parent, 100% of staff and 93% of student respondents indicate the school provides a safe learning environment according to stakeholder surveys.	
Metric/Indicator Other Pupil Outcomes- Participation rates in school, regional or county performances or competitions (i.e. History Day, Science Fair, Spelling Bee, etc.) HCOE Decade of Difference programs, sports, the Watershed Project, Math Counts, and other events demonstrating student success in activities across subject areas. 19-20 Baseline participation rates in selected events will be set in 2019--20 for each grade span (TK-3, 4-6, 7-8) Baseline Every 4--8th grade student completed a student driven (Genius Hour) project. K-3 students engaged genius hour preparation activities to learn about the research process. 100% of students participated in a week of Hour of Code activities.	Baselines set. No students participated in the County Science Fair or the County History Day as those events were cancelled due to COVID. 25 students participated in both the school level Spelling bee and Geography Bee. 4 students participated in the County level spelling bee and 1 student took the qualifying exam for the state level Geography bee.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1a. Maintain Counselor FTE to promote positive school culture	2.1a GL--FN 1191--3110, Certificated Salaries & Benefits LCFF, REAP, RS 0000, 5820, 7690 \$50,693.00	2.1a GL--FN 1191--3110, Certificated Salaries & Benefits LCFF, REAP, RS 0000, 5820, 7690 \$51,906.61
2.1b. Purchase counseling materials and supplies	2.1b GL--FN 1191--3110, Supplies LCFF \$2,205.00	2.1b GL--FN 1191--3110, Supplies LCFF \$7.41
2.1c. Renew license for digital citizenship and Internet safety curriculum		2.1b Services \$434.30
2.1d. Support ongoing MTSS and positive behavior training for certificated and classified staff	2.1d See Goal/Action 2.1a	2.1d See Goal/Action 2.1a
	2.1c See Goal/Action 2.1a	2.1c See Goal/Action 2.1a

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.2a. Maintain or increase frequency of school-based family events to promote connectedness between families and the school community</p> <p>2.2b Implement Parenting Education Courses (Love & Logic)</p> <p>2.2c. Provide homework help and content standards information through multiple sources, including the school website, parent-teacher conferences, school newsletters, etc.</p> <p>2.2d. Research school-based communication tools for implementation across grade levels to create a comprehensive and cohesive communication system for families</p>	<p>2.2a See Goal/Action 1.1 & 1.4</p> <p>2.2b See Goal/Action 2.1</p> <p>2.2c See Goal/Action 1.1 & 1.5</p> <p>2.2d Fund 25</p>	<p>2.2a See Goal/Action 1.1 & 1.4</p> <p>2.2b See Goal/Action 2.1</p> <p>2.2c See Goal/Action 1.1 & 1.5</p> <p>2.2d Fund 25</p>
<p>2.3 Supplement cafeteria salaries, benefits, supplies and services with general fund contribution to support low income students</p>	<p>OBJ 7616 LCFF Supplemental and Concentration \$7,741</p>	<p>OBJ 7616 LCFF Supplemental and Concentration \$21,916.45</p>
<p>2.4a Maintain transportation services: Bus Maintenance, DOT Services</p> <p>2.4b Purchase bus fuel and supplies</p> <p>2.4c Maintain bus driver position</p>	<p>2000-2999: Classified Personnel Salaries Transportation, RS 0210 \$24,693.00</p> <p>Supplies Transportation, RS 0210 \$3,700.00</p> <p>Services Transportation, RS 0210 \$7,749.00</p> <p>Contribution Transportation, RS 0210 -\$18,240</p>	<p>2000-2999: Classified Personnel Salaries Transportation, RS 0210 \$23,378.56</p> <p>Supplies Transportation, RS 0210 \$3,738.29</p> <p>Services Transportation, RS 0210 \$6,564.53</p> <p>Contribution Transportation, RS 0210 -\$15,779.38</p>
<p>2.5 Supplement transportation salaries, benefits and services; Bus Maintenance, DOT Services, Fuel to provide service to low income students</p>	<p>RS 0210, OBJ 8980 LCFF Supplemental and Concentration \$18,240.00</p>	<p>RS 0210, OBJ 8980 LCFF Supplemental and Concentration \$15,779.38</p>
<p>2.6a. 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</p>	<p>GL--FN 0000--7200, 1110-2700 Classified Salaries & Benefits LCFF, RS 0000 \$61,850.00</p>	<p>GL--FN 0000--7200, 1110-2700 Classified Salaries & Benefits LCFF, RS 0000 \$63,786.33</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.7a 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	2.7a.1 GL--FN 1300--4200 Salaries & Benefits LCFF RS 0035, 7690 \$12,168.00	2.7a.1 GL--FN 1300--4200 Salaries & Benefits LCFF RS 0035, 7690 \$3,463.25
2.7b Identify and integrate GATE -type activities into everyday classroom instruction	2.7a.2 GL--FN 1300--4200 Supplies Lottery RS 0035 \$945	2.7a.2 GL--FN 1300--4200 Supplies Lottery RS 0035 \$1,771.88
2.7c Continue partnerships with programs such as Kids in the Woods, Salmon Studies, high school reading buddies, parent volunteer Spanish instructors	2.7a.3 GL--FN 1110--1000 Services Lottery RS 0035 \$5,850	2.7a.3 GL--FN 1110--1000 Services Lottery RS 0035 \$10,828.34
2.7d Provide student incentives for participation in academic competitions and events such as MathCounts, STAR reading, Pi Day, graduation, etc.	2.7a.4 Supplies LCFF RS 0030 \$608	2.7a.4 Supplies LCFF RS 0030 \$548.65
2.7e Provide afterschool enrichment and homework help program.	2.7a.5 Services LCFF RS 0030 \$50	2.7a.5 Services LCFF RS 0030 \$11.95
2.7f Continue to provide outside the classroom learning experiences/field trips to enhance academic program	2.7a.6 Services LCFF RS 0030 \$1,042	2.7a.6 Services LCFF RS 0030 \$0.00
	2.7b See Goal/Action 1.4	2.7b See Goal/Action 1.4
	2.7c See Goal/Action 1.4	2.7c See Goal/Action 1.4
	2.7d See Goal/Action 1.4	2.7d See Goal/Action 1.4
	2.7e1 2000-2999: Classified Personnel Salaries LCFF, RS 0010 \$20,118.00	2.7e1 2000-2999: Classified Personnel Salaries LCFF, RS 0010 \$21,847.70
	2.7e2 (after-school) Supplies Afterschool program \$600.00	2.7e2 (after-school) Supplies Afterschool program \$422.42
	2.7f OBJ 5715 & 5801 LCFF, RS 1100 \$7,983.00	2.7f OBJ 5715 & 5801 LCFF, RS 1100 \$5,135.50
2.8a. Maintain and upgrade school facilities according to FIT School Facilities Report, JPA Risk Management Report, and ongoing facilities inspections as student needs dictate.	2.8a GL--FN 1193-8-XXX Classified Salaries & Benefits LCFF, Maintenance, RS 0000, 8150 \$77,587.00	2.8a GL--FN 1193-8-XXX Classified Salaries & Benefits LCFF, Maintenance, RS 0000, 8150 \$100,846.66
2.8b Maintain maintenance and custodial supplies to ensure a safe, clean, healthy school environment.	2.8b GL--FN 1193--8XXX, Supplies LCFF, Maintenance, RS 0000, 8150 \$11,400.00	2.8b GL--FN 1193--8XXX, Supplies LCFF, Maintenance, RS 0000, 8150 \$11,736.35

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.8c Maintain maintenance and custodial services to ensure a safe, clean, healthy school environment.	2.8c GL--FN 1193-8-XXX, Services LCFF, Maintenance, RS 0000, 8150 \$4,945.00	2.8c GL--FN 1193-8-XXX, Services LCFF, Maintenance, RS 0000, 8150 -\$1,987.42

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The district utilized funds as budgeted. The district budgeted \$1,042 to support county and regional extra curriculars. The district used excess lottery funds to support these efforts in place of LCFF dollars.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, the district was successful in implementing all actions and services as planned. The District opened in a distance learning model, however, after a short few weeks we transitioned into in-person teaching. Students and staff did an outstanding job following all of our COVID-19 protocols. Teachers taught synchronously to both in-person students and students who chose to remain on distance learning. This was perhaps the greatest challenge for educators.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
District purchasing additional chromebooks and devices to allow students 1:1 for in-person or distance learning.	\$0.00		Yes
District will offer increased intervention instruction opportunities to address learning loss in identified students.	\$0.00		Yes
District is purchasing appropriate PPE supplies for students and staff.	\$9,838	\$12,433	No
District will provide additional custodial services to support in-person instruction.	\$3,197	\$9,837	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were only minor substantive differences between planned expenditure and implemented expenditures. This difference was primarily in the area of additional custodial services. The district employed an extra part-time custodian doing hourly sanitizing of highly touched surfaces throughout the school day.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

While the district opened in a distance only-model, we quickly moved to offer in-person instruction. Students attended a shortened school day and also attended in-person 5 days per week. This was for all grades. Families were still offered the ability to addend via distance. The plans put in place were very successful, with only one instance that required a brief return to distance learning for 2 classes. One of the biggest struggles came when student/family desire to return to campus exceeded our physical capacity due to Social distancing requirements.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
District purchasing additional chromebooks and storage/charging carts to allow students 1:1 for in-person or distance learning.	\$41,043	\$42,256	Yes
District Purchasing internet connectivity hotspots for students without adequate affordable connectivity.	\$1,628	\$4,618	Yes
District purchasing technology equipment for DL instruction (Doc cams, monitors, smartboards, etc.).	\$31,570	\$21,946	No
District will offer increased intervention instruction opportunities to address learning loss.	\$0	\$0	Yes
District will provide additional training to staff to support distance learning.	\$13,333	\$13,333	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The district spent less than was budgeted in purchasing technology equipment for DL instruction. This was primarily the result of moving from distance learning to in-person learning in late September, resulting in far fewer students on distance learning, and decreased need for technology equipment.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: The district was able to offer both long-term independent study, as well as Synchronous Distance Learning. This allowed students to receive the same instruction whether on DL or in-person.

Access to Devices and Connectivity: There were some families that needed assistance with internet service to successfully navigate distance learning, and those families were provided mobile hotspots by the district. A greater number of students and families received chromebooks from the District to support distance learning.

Pupil Participation and Progress: Pupil participation and progress was monitored via attendance tracking, gradebooks, and in class participation. Because students were able to interact with the class whether they were in person or a DL student, everyone was able to be an active classroom participant.

Distance Learning Professional Development: Staff received training on utilization/creation of google classrooms, as well as trainings on new technology to support the combination of Distance and in-person learning.

Staff Roles and Responsibilities: Staff were responsible for tracking attendance and participation, providing synchronous instruction to Distance learning students, providing instruction to in-class learners, supporting DL and IS students through office hours, and ensuring that students followed all required safety protocols.

Support for Pupils with Unique Needs: Students with unique needs were supported through our resource program, and interventionist.

Synchronous instruction was provided everyday by classroom teachers, and students were able to interact with their in-person classmates and teacher. One struggle was with students always being able to accurately and clearly hear and see what was happening in the classroom. The district supported these efforts by providing new technology, which has improved the service.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students, families, and staff will have access to supplemental curriculum to personalize learning. The district will also work to provide supports and intervention to all identified students.	\$0.00	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was no difference between budgeted and actual expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In an effort to address learning loss the district continued to employ a part-time interventionist. This interventionist worked with students primarily on reading intervention. This was an effective program, and students cycled through the program after making appropriate progress. Students were identified eligible for these services and supports by teacher recommendations based on assessment data and observation, and parent requests. In addition to this support, the District also had a teacher return from a long term leave. Instead of returning to the classroom they moved into an intervention position for approximately 6 weeks and served to increase the number of students able to receive intervention services.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The district continued to employ a part time counselor for the 2020-21 school year. The counselor served students in 1-on-1 and small group settings, as well as pushing into all classrooms to teach social-emotional lessons. Distance learners had the ability to meet virtually as well as zooming into the classes. Challenges involved connecting these services with our Independent Study students on a regular and consistent basis.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

HESD staff was able to stay in contact with all families in order to support student in both distance learning and in-person learning. Staff used email and phone to regularly contact and communicate with families. We held a Zoom back-to-school night at the beginning of the year. The district held conferences via Zoom at the conclusion of the first and second trimester. Teachers created Google Classroom at the start of the year to help students and families navigate distance learning and continued it's use through the year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

All students were offered school lunches regardless of the instructional model. While on distance learning, very few students/families chose to access school meals. When students returned to on-campus instruction meal service resumed at a normal level.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

After gathering stakeholder input, the district learned the following lessons from implementing in-person and distance learning programs which have informed the development of Hydesville Elementary's 2021-24 LCAP:
During distance learning, there was a sense that communication between the district and families decreased. The District is focusing on improving communication and also working to return families and the community to the school. The District has a history of family and community involvement and it is important for us to return to our pre-covid practices. The District is also going to provide Independent Study services to students and families that do not yet feel comfortable returning to campus. Parents noted concerns regarding student mental health in the post-pandemic environment and the district will provide a counselor to help in this area.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Diagnostic assessments will now be administered at least 5 times annually to measure student progress. The district will utilize this data, in addition to teacher recommendations, parent requests, and other in class measures to determine learning loss. Students with identified learning loss will be supported through an intervention teacher, as well as through tutoring in the afterschool program. Our EL coordinator and Foster Youth Liaison will continue to communicate with classroom teachers and parents to provide additional supports as needed. Teachers and Counselor will continue to utilize the Second-Step socio-emotional curriculum in all grade levels.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Increased and improved services were provided as proposed. There were not substantive differences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Hydesville Elementary school district will be offering students the ability to access a credentialed intervention teacher, for support in addressing learning loss.

In addition to this, throughout the course of this year our staff has learned a great deal about online and digital supplemental curriculums that can be utilized to support student learning. The staff will continue to utilize Google Suite software to support and progress student learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,675,203.00	1,773,686.11
	0.00	434.30
Afterschool program	600.00	422.42
LCFF	43,714.00	27,794.39
LCFF RS 0030	1,700.00	560.60
LCFF RS 0035, 7690	12,168.00	3,463.25
LCFF Supplemental and Concentration	125,601.00	136,646.84
LCFF, EPA, Title II, RS 0000,1400,4035,7690	796,342.00	845,765.46
LCFF, LPSBG	18,500.00	6,798.00
LCFF, LPSBG, Lottery, Foundations	38,171.00	28,132.21
LCFF, Maintenance, RS 0000, 8150	93,932.00	110,595.59
LCFF, REAP, RS 0000, 5820, 7690	50,693.00	51,906.61
LCFF, RS 0000	62,350.00	69,390.88
LCFF, RS 0000,7690	96,142.00	97,653.48
LCFF, RS 0010	20,118.00	21,847.70
LCFF, RS 0022	11,944.00	11,739.33
LCFF, RS 1100	7,983.00	5,135.50
LCFF, RS0000	14,765.00	0.00
LCFF, Title I, RS 0000,3010	85,805.00	86,610.24
Lottery RS 0035	6,795.00	12,600.22
RS 0000, 3310, 6500, 7690 Special Education	68,719.00	65,099.55
RS 3310, 6500, Special Education	86,571.00	155,302.41
Title I	14,688.00	17,885.13
Transportation, RS 0210	17,902.00	17,902.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,675,203.00	1,773,686.11
1000-1999: Certificated Personnel Salaries	67,660.00	66,935.18
2000-2999: Classified Personnel Salaries	76,271.00	78,905.12
5800: Professional/Consulting Services And Operating Expenditures	2,038.00	2,077.00
Contract	3,400.00	3,400.00
Contribution	-18,240.00	-15,779.38
GL--FN 1110--1000 Services	29,321.00	28,913.36
GL--FN 1110--2420 Classified Salary & Benefits	10,344.00	9,746.36
GL--FN 1110--1000 Certificated Salaries & Benefits	796,342.00	845,765.46
GL--FN 1110-2420 Supplies	1,600.00	1,992.97
GL--FN 1133--1000 Supplies	0.00	75.06
GL--FN 1191--3110, Supplies	2,205.00	7.41
GL--FN 1193-8-XXX Classified Salaries & Benefits	77,587.00	100,846.66
GL--FN 1193-8-XXX, Services	4,945.00	-1,987.42
GL--FN 0000--7200, 1110-2700 Classified Salaries & Benefits	61,850.00	63,786.33
GL--FN 1110--1000 Supplies	38,171.00	28,132.21
GL--FN 1110--2700 Certificated Salaries & Benefits	96,142.00	97,653.48
GL--FN 1110--1000 Classified Salaries & Benefits	85,805.00	86,610.24
GL--FN 1133--1000 Services	15,688.00	17,885.13
GL--FN 1191--3110, Certificated Salaries & Benefits	50,693.00	51,906.61
GL--FN 1193--8XXX, Supplies	11,400.00	11,736.35
GL--FN 1228--1000 Certificated Salaries & Benefits	10,665.00	41.52
GL--FN 1300--4200 Salaries & Benefits	12,168.00	3,463.25
GL--FN 1300--4200 Supplies	945.00	1,771.88
Goal 5XXX, Certificated Salaries & Benefits	68,719.00	65,099.55
Goal 5XXX, Chargeback & Indirect	20,801.00	41,480.69
Goal 5XXX, Classified Salaries & Benefits	11,951.00	34,413.07
Goal 5XXX, Services	53,199.00	79,325.60
Goal 5XXX, Supplies	620.00	83.05
OBJ 5210	18,500.00	6,798.00
OBJ 5715 & 5801	7,983.00	5,135.50
OBJ 7616	7,741.00	21,916.45

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
RS 0000, OBJ 4110	15,000.00	7,549.90
RS 0210, OBJ 8980	18,240.00	15,779.38
Services	10,041.00	7,510.78
Supplies	5,408.00	4,709.36

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,675,203.00	1,773,686.11
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	67,660.00	66,935.18
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	31,460.00	31,515.83
2000-2999: Classified Personnel Salaries	LCFF, RS 0000	0.00	2,163.03
2000-2999: Classified Personnel Salaries	LCFF, RS 0010	20,118.00	21,847.70
2000-2999: Classified Personnel Salaries	Transportation, RS 0210	24,693.00	23,378.56
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,038.00	2,077.00
Contract	LCFF, RS 0000	0.00	3,400.00
Contract	LCFF, RS0000	3,400.00	0.00
Contribution	Transportation, RS 0210	-18,240.00	-15,779.38
GL--FN 1110--1000 Services	LCFF	23,471.00	18,085.02
GL--FN 1110--1000 Services	Lottery RS 0035	5,850.00	10,828.34
GL--FN 1110--2420 Classified Salary & Benefits	LCFF, RS 0022	10,344.00	9,746.36
GL--FN 1110--1000 Certificated Salaries & Benefits	LCFF, EPA, Title II, RS 0000,1400,4035,7690	796,342.00	845,765.46
GL--FN 1110-2420 Supplies	LCFF, RS 0022	1,600.00	1,992.97
GL--FN 1133--1000 Supplies	LCFF	0.00	75.06
GL--FN 1191--3110, Supplies	LCFF	2,205.00	7.41
GL--FN 1193-8-XXX Classified Salaries & Benefits	LCFF, Maintenance, RS 0000, 8150	77,587.00	100,846.66
GL--FN 1193-8-XXX, Services	LCFF, Maintenance, RS 0000, 8150	4,945.00	-1,987.42
GL--FN 0000--7200, 1110-2700 Classified Salaries & Benefits	LCFF, RS 0000	61,850.00	63,786.33
GL--FN 1110--1000 Supplies	LCFF, LPSBG, Lottery, Foundations	38,171.00	28,132.21
GL--FN 1110--2700 Certificated Salaries & Benefits	LCFF, RS 0000,7690	96,142.00	97,653.48
GL--FN 1110--1000 Classified Salaries & Benefits	LCFF, Title I, RS 0000,3010	85,805.00	86,610.24
GL--FN 1133--1000 Services	LCFF	1,000.00	0.00
GL--FN 1133--1000 Services	Title I	14,688.00	17,885.13
GL--FN 1191--3110, Certificated Salaries & Benefits	LCFF, REAP, RS 0000, 5820, 7690	50,693.00	51,906.61
GL--FN 1193--8XXX, Supplies	LCFF, Maintenance, RS 0000, 8150	11,400.00	11,736.35
GL--FN 1228--1000 Certificated Salaries & Benefits	LCFF, RS 0000	0.00	41.52
GL--FN 1228--1000 Certificated Salaries & Benefits	LCFF, RS0000	10,665.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
GL--FN 1300--4200 Salaries & Benefits	LCFF RS 0035, 7690	12,168.00	3,463.25
GL--FN 1300--4200 Supplies	Lottery RS 0035	945.00	1,771.88
Goal 5XXX, Certificated Salaries & Benefits	RS 0000, 3310, 6500, 7690 Special Education	68,719.00	65,099.55
Goal 5XXX, Chargeback & Indirect	RS 3310, 6500, Special Education	20,801.00	41,480.69
Goal 5XXX, Classified Salaries & Benefits	RS 3310, 6500, Special Education	11,951.00	34,413.07
Goal 5XXX, Services	RS 3310, 6500, Special Education	53,199.00	79,325.60
Goal 5XXX, Supplies	RS 3310, 6500, Special Education	620.00	83.05
OBJ 5210	LCFF, LPSBG	18,500.00	6,798.00
OBJ 5715 & 5801	LCFF, RS 1100	7,983.00	5,135.50
OBJ 7616	LCFF Supplemental and Concentration	7,741.00	21,916.45
RS 0000, OBJ 4110	LCFF	15,000.00	7,549.90
RS 0210, OBJ 8980	LCFF Supplemental and Concentration	18,240.00	15,779.38
Services		0.00	434.30
Services	LCFF RS 0030	1,092.00	11.95
Services	LCFF Supplemental and Concentration	500.00	500.00
Services	LCFF, RS 0000	0.00	0.00
Services	LCFF, RS0000	700.00	0.00
Services	Transportation, RS 0210	7,749.00	6,564.53
Supplies	Afterschool program	600.00	422.42
Supplies	LCFF RS 0030	608.00	548.65
Supplies	LCFF, RS 0000	500.00	0.00
Supplies	Transportation, RS 0210	3,700.00	3,738.29

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,373,276.00	1,447,328.35
Goal 2	301,927.00	326,357.76

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$13,035.00	\$22,270.00
Distance Learning Program	\$87,574.00	\$82,153.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$100,609.00	\$104,423.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$13,035.00	\$22,270.00
Distance Learning Program	\$44,903.00	\$35,279.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$57,938.00	\$57,549.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$42,671.00	\$46,874.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$42,671.00	\$46,874.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Hydesville community is very proud of our school! We have a long tradition of excellence that is reflected in the strong academic performance and respectful behavior of our students and the dedication of the teachers, classroom aides, and support staff. Parents are active, involved partners in the educational process for our children.

The Hydesville staff continually strives to improve our instructional skills through attendance at workshops, conferences, and other trainings to provide the best educational environment for our students. We are committed to providing a learning environment that promotes rigorous academics, high levels of student achievement, and instruction that is aligned with State Standards. All students at Hydesville Elementary participate in a challenging, multi-modal instructional program which integrates problem- solving and inquiry based learning experiences throughout the grade levels. Students are supported through a variety of academic, social, and emotional approaches empowering them to become lifelong learners and productive members of our community.

Hydesville School values and provides a safe, consistent, and pleasant school climate. Relationships between school staff, students, and parents are based on mutual respect, trust, and positive communication. As a team, we work to develop responsible, confident, productive citizens who graduate with a desire to learn and the will to contribute positively to society.

The Hydesville TK--8 student population is less than 200 students. Some accountability data may not be reported in the State Dashboard due to the lack of reliable data for such a small population. As a K--8 school, the following aspects relating to high school accountability measures and goals do not apply to Hydesville School: Priority4 - Pupils Completing A-G courses or CTE sequences; % of students passing AP exam; % of students demonstrating college preparedness; Priority 5 - High dropout or graduation rates.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to a very low school population, the 2018-2019 dashboard data reflects very few subgroups. Only 2 subgroups are large enough to be reflected on the dashboard. For mathematics subgroups are in the yellow and green tiers. The district maintains a low suspension rate of 2% in 2018-2019 and 2% in 2019-2020. The district will continue to employ PBIS restorative practices to maintain this low rate. Both reflected subgroups are in the Green tier for chronic absenteeism.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The only performance indicator in which a subgroup was in the "Red" or "Orange" category was for Socioeconomically Disadvantaged student in mathematics. This will be an area of focus moving forward and will be addressed through the use of an intervention teacher in the 2021-22 school year. Other areas of focus include improving our chronic absenteeism rates. During the 2021-2022 school year, this may be challenging to improve because students will be encouraged to stay at home if they exhibit signs of COVID-19, but moving forward the administrator and teachers will call for attendance conferences with families when students miss two or more of school days in a month. The district is also working to further develop our PBIS systems to decrease suspension rates.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Increase academic success for all students and subgroups.

All staff members will work to maintain and further student learning and achievement.

HESD will continue to support student achievement with the addition of current standards-aligned instructional materials.

Goal 2: Provide a safe, contemporary, and healthy learning environment for all students.

HESD will work with stakeholder groups and MTSS leadership to continue to support and develop PBIS and strategies to support student academic, social-emotional, and behavioral success.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No Schools in the Hydesville Elementary School District qualified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholders were given the opportunity to provide meaningful impact on the LCAP in a variety of ways at Hydesville Elementary.

- May 18th-June 1st, 2021, Comprehensive surveys were sent out to the community/families to collect feedback on progress and plans
- May 18th-June 1st, 2021, Comprehensive surveys were sent out to the staff to collect feedback on progress and plans.
- June 1-9th, 2021, Comprehensive surveys were sent out to the students to collect feedback on progress and plans.
- May 19th, 2021, The Certificated Staff (CTA) met to have an LCAP discussion. Annual Updates reviewed and discussed and the upcoming years were discussed. The district only has a Certificated bargaining Unit and not a Classified Bargaining Unit.
- Board Meeting agendas included a specific section titled "Public Comment on the LCAP." (July 13, 2020; August 10th, 2020; September 14th, 2020; October 12th, 2020; November 9th, 2020; December 14th, 2020; January 11th, 2021; February 8th, 2021; March 8th, 2021; April 5th, 2021; May 10th, 2021)
- Parent advisory group responses were collected through the survey process. The district did not hold official parent advisory group meetings due to the COVID pandemic and instead collected the data via surveys. A parent advisory council will meet on a regular basis in the upcoming year.

A summary of the feedback provided by specific stakeholder groups.

The overwhelming feedback provided by HESD community was that they wanted to see more communication from the district office and that they wanted a return of the afterschool program. Families also expressed a desire to return to a more typical school year.

SURVEY RESULTS:

I am encouraged to share my concerns with school staff.

38.5% Strongly Agree

53.8% Agree

5.8% Disagree

1.9% Strongly Disagree

School staff responds quickly to parent phone calls and/or emails.

52.9% Strongly Agree

41.2% Agree

5.9% Disagree

0% Strongly Disagree

The school is providing my student with a strong foundation for the future.

60.8% Strongly Agree

35.3% Agree

3.9% Disagree

0% Strongly Disagree

My student is able to get extra help when needed.

38.5% Strongly Agree

53.8% Agree

3.9% Disagree

0% Strongly Disagree

The school staff treats students with respect.

57.7% Strongly Agree

34.6% Agree

7.7% Disagree

0% Strongly Disagree

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

HESD will be reinstating the afterschool program as a result of parent and community feedback. This was a frequently commented on need for our families. In addition, based on comments from the surveys, we will be continuing to develop and train our teachers in the Positive Behavior Intervention and Supports systems and programs that our school is implementing.

Goals and Actions

Goal

Goal #	Description
1	Increase academic success for all students and subgroups.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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 the teaching staff properly credentialed and assigned.
Annual FIT (Facilities Inspection Tool)	Overall “Good” rating				Maintain “Good” Overall rating
Proof of Standards Aligned Instruction will be evidenced by records including purchases, staff meeting time allotment to aligning instruction, annual	Standards-based curriculum evident in all grade levels and accessible to all students in ELA, Math, History/SS, and Science				Maintain 100% standards aligned instruction as evidenced by the local indicator priority 2 staff survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
board actions and resolutions, professional development participation.					
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.				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.				Maintain 100% access to sufficient standards aligned curriculum
Student performance in Science on CAST as reported on California Dashboard.	40.54% of students Met or Exceeded standard. 21.62% Standard Exceeded; 18.92% Standard Met; 43.24% Standard Nearly Met; 16.22% Standard Not Met				60% of Students Met or Exceed Standard.
Class schedules, school event calendars and	Every classroom will show evidence of student engagement				Every classroom will show evidence of student engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	in a broad course of study as indicated in lesson plans, class schedules and community communications, activity calendars, etc.				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				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.				Achieve and maintain Green status in ELA for all groups
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.				Achieve and maintain Green status in Math for all groups
ELPAC progress and ELA proficiency for EL	No significant details reported publicly due to the small population				All ELs with show ELD progress from prior year's ELPAC levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students reported to parents.	of EL students. Progres				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.				2021 Baseline + 15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staff	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.	\$874,522.00	No
2	Instructional Aides	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	\$136,073.00	Yes
3	Small 4-8th class size	Sustain certificated staffing levels to maintain small class sizes in 4th – 8th grades to provide more support for unduplicated student groups.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Funding for this Goal included in Goal 1 Action 1		
4	CSS IM	Provide materials for implementation of K--8th California State Standards -aligned curricular programs in all subjects, including Next Gen Science and Social Studies curriculum	\$5,000.00	No
5	Professional Development	<p>Provide staff development time and resources to ensure academic alignment with CSS and Next Gen standards.</p> <p>Maintain staff training and collaboration time in use of CAASPP and ELPAC tools, data analysis, and updates.</p> <p>Identify and implement standards- aligned assessments for ongoing progress monitoring toward mastery of content standards for all grade levels.</p> <p>Research and implement digital resources that provide differentiated or blended learning opportunities for students of varying academic skills and ability levels.</p>	\$7,750.00	No
7	Early Literacy Intervention	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	\$111,904.00	No
8	EL Program	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.	\$2,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Library services	Maintain library staffing Library materials, supplies HERC Contract	\$16,885.00	No
10	Special Education Program	Special Education certificated staff SPED classified staff SPED supplies and materials SPED services SPED indirect services (e.g. SDC costs)	\$179,566.00	No
11	Administrative Leadership	Maintain principal position as instructional coordinator	\$102,700.00	No
12	Technology	Provide technology- devices and programs to implement instructional program	\$19,398.00	No
13	Foster Youth and Homeless	Maintain Foster Youth and Homeless Liaison position to address the needs of Foster Youth and Homeless students.	\$500.00	Yes
14	Music Program	Music Program staffing	\$19,291.00	No

Action #	Title	Description	Total Funds	Contributing
15	Visual/Performing Arts	Maintain adequate levels of art supplies and materials Supplies expense part of central office expenditures	\$0.00	No
16	Office support	Provide operational support for instructional services, such as copy machine lease and maintenance, enrichment programs, etc.	\$48,121.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide a safe, contemporary, and healthy learning environment for all students.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Evidence of Parent participation in school decision making including the number of parents participating in Site Council/LCAP Committee Mtgs., Board Member Membership, parent organizations, and parent survey return rates.	Parent membership on school committees remains low. Set new baselines in 2021-22 for: 1. SSC membership 2. #s at LCAP input mtgs 3. #s in PTO 4. Survey return rate				Achieve 100% of required parent membership on SSC Increase each of other 3 measures by 15%
Parent participation in their students' education evidenced by % attending parent teacher conferences, classroom volunteers, and school activities	This baseline was not established this year. Set new baselines in 2021-22 for all parents and also for parents of SED, SWD and ELs in:				Increase each of 3 measures by 15% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1. % attending parent teacher conferences 2. classroom volunteers 3. % attending school activities				
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.				Maintain 95% or better
Daily attendance percentages and monthly and annual reports.	ADA average 94.93%				Maintain 95% or better
Chronic absenteeism rates as reported by the student information system for the school	Chronic Absence Rate 10%.				Decrease to 5% or lower
School dropout rates reported through the student information system, CALPADS, CA Dashboard	0%.				Maintain 0%
Student suspension rates as reported in	The suspension rate 1.99%				Maintain 2% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
disciplinary records and the student information system, CALPADS, and the CA Dashboard.					
Expulsion rates as reported in disciplinary records and the student information system, CALPADS	The expulsion rate 0%				Maintain 0%
School climate assessed through stakeholder surveys including students, parents, and staff.	<p>The most current results (2018-19) were: 94% of parents 100% of staff 93% of students responding indicated the school provides a safe learning environment</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>				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	In 2018-19 (most current data): Every 4--8th grade student completed a student driven (Genius Hour) project.				Maintain 100% in all 3 measures

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performances or competitions (i.e. History Day, Science Fair, Spelling Bee, etc.), sports, the Watershed Project, Math Counts, Genius Hour and Hour of Code activities.	All K-3 students engaged in genius hour preparation activities. 100% of students participated in a week of Hour of Code activities.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Services	Maintain Counselor FTE to promote positive school culture Purchase counseling materials and supplies	\$60,167.00	No
2	Parent Involvement	Maintain or increase frequency of school--based family events to promote connectedness between families and the school community Implement Parenting Education Courses (Love & Logic) Expenditures part of Goal 2 Action 1	\$0.00	No
3	Meal Program	Supplement cafeteria salaries, benefits, supplies and services with general fund contribution to support low income students	\$16,445.00	Yes
4	Transportation	Basic home to school transportation services: Maintain bus driver position;	\$44,062.00	No

Action #	Title	Description	Total Funds	Contributing
		Purchase bus fuel and supplies; Bus Maintenance, DOT Services		
5	Increased Transportation	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	\$0.00	No
6	Administrative Assistant	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	\$73,026.00	No
7	After-school program	Provide after-school enrichment and homework help program.	\$38,043.00	Yes
8	Facilities	Maintain and upgrade school facilities according to FIT School Facilities Report, JPA Risk Management Report, and ongoing facilities inspections as student needs dictate. Maintain maintenance and custodial supplies to ensure a safe, clean, healthy school environment. Maintain maintenance and custodial services to ensure a safe, clean, healthy school environment.	\$125,556.00	No
9	Digital Citizenship and Internet Safety	Renew license for digital citizenship and Internet safety curriculum		No

Action #	Title	Description	Total Funds	Contributing
		Expenditures part of Goal 1 Action 5		
10	MTSS Professional Development	Support ongoing MTSS and positive behavior training for certificated and classified staff Expenditures part of Goal 1 Action 5		No
11	Home/School Communication	Research school--based communication tools for implementation across grade levels to create a comprehensive and cohesive communication system for families. Provide homework help and content standards information through multiple sources, including the school website, parent/-teacher conferences, school newsletters, etc. Expenditures part of central office expense		No
12	Extra-curricular events and activities	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	\$19,371.00	No
13	Field trip learning experiences	Continue to provide outside the classroom learning experiences/field trips to enhance academic program	\$5,662.00	No
14	GATE	Identify and integrate GATE -type activities into everyday classroom instruction	\$2,600.00	No

Action #	Title	Description	Total Funds	Contributing
15	Student incentives	Provide student incentives for participation in academic competitions and events such as MathCounts, STAR reading, Pi Day, graduation, etc.	\$6,765.00	No
16	Community partnerships	Continue partnerships with programs such as Kids in the Woods, Salmon Studies, high school reading buddies, parent volunteer Spanish instructors		No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.17%	\$118,585

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The district has a need to improve academic achievement for low income students in both ELA and Math as measured by the state CAASPP assessments. In 2019, low income students scored 20.7 pts below standard in ELA (as compared to 2 pts below standard for All Students). Low income students scored 28.6 pts below standard in Math (as compared to 7.6 pts below standard for All Students). In order to achieve this improvement, the district will complete the following actions which are primarily directed to low income students:

- \$80,017 : Goal 1 Action 2 Instructional aides are primarily focused on low income at risk students to enhance their learning opportunities
- \$16,445 : Goal 2 Action 3 Contribution to the Food Services Program in order to support the low income students needing essential meals for students' readiness to learn.
- \$32,003 : Goal 2 Action 7 After-school program which provides enrichment opportunities to accelerate learning for low income students

The district expects that the outcome of these actions will be a decrease in the gap reflected in ELA and Math test scores between low income and all students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Hydesville has clearly increased/improved services for low income, EL and foster students more than the required 7.17% over the base services provided to all students. In addition to the schoolwide action described in the previous narrative, the district also provided the following services:

- \$2,932 : Goal 1 Action 8 EL Program Coordinator to monitor EL students progress, implement EL testing and support ELD and academic support in classrooms
- \$500 : Goal 1 Action 13 Foster and Homeless Youth Liaison to address the various needs of foster and homeless youth

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,243,264.00	\$461,949.00	\$8,203.00	\$202,923.00	\$1,916,339.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,606,357.00	\$309,982.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Certificated Staff	\$635,059.00	\$105,616.00		\$133,847.00	\$874,522.00
1	2	English Learners Foster Youth Low Income	Instructional Aides	\$80,017.00	\$16,610.00		\$39,446.00	\$136,073.00
1	3	All	Small 4-8th class size					\$0.00
1	4	All	CSS IM	\$5,000.00				\$5,000.00
1	5	All	Professional Development		\$7,750.00			\$7,750.00
1	7	All	Early Literacy Intervention		\$111,904.00			\$111,904.00
1	8	English Learners	EL Program	\$2,932.00				\$2,932.00
1	9	All	Library services	\$16,885.00				\$16,885.00
1	10	Students with Disabilities	Special Education Program		\$154,152.00		\$25,414.00	\$179,566.00
1	11	All	Administrative Leadership	\$95,326.00	\$7,374.00			\$102,700.00
1	12	All	Technology	\$16,890.00			\$2,508.00	\$19,398.00
1	13	Foster Youth	Foster Youth and Homeless	\$500.00				\$500.00
1	14	All	Music Program	\$19,291.00				\$19,291.00
1	15	All	Visual/Performing Arts					\$0.00
1	16	All	Office support	\$16,213.00	\$30,200.00		\$1,708.00	\$48,121.00
2	1	All	Counseling Services	\$55,797.00	\$4,370.00			\$60,167.00
2	2	All	Parent Involvement					\$0.00
2	3	Foster Youth Low Income	Meal Program	\$16,445.00				\$16,445.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Transportation	\$44,062.00				\$44,062.00
2	5	All	Increased Transportation					\$0.00
2	6	All	Administrative Assistant	\$73,026.00				\$73,026.00
2	7	English Learners Foster Youth Low Income	After-school program	\$32,003.00	\$6,040.00			\$38,043.00
2	8	All	Facilities	\$125,556.00				\$125,556.00
2	9	All	Digital Citizenship and Internet Safety					
2	10	All	MTSS Professional Development					
2	11	All	Home/School Communication					
2	12	All	Extra-curricular events and activities		\$17,933.00	\$1,438.00		\$19,371.00
2	13	All	Field trip learning experiences	\$5,662.00				\$5,662.00
2	14	GATE students, all grades	GATE	\$2,600.00				\$2,600.00
2	15	All	Student incentives			\$6,765.00		\$6,765.00
2	16	All	Community partnerships					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$131,897.00	\$193,993.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$3,432.00	\$3,432.00
Schoolwide Total:	\$128,465.00	\$190,561.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Instructional Aides	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$80,017.00	\$136,073.00
1	8	EL Program	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,932.00	\$2,932.00
1	13	Foster Youth and Homeless	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$500.00	\$500.00
2	3	Meal Program	Schoolwide	Foster Youth Low Income	All Schools	\$16,445.00	\$16,445.00
2	7	After-school program	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$32,003.00	\$38,043.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:				Planned Expenditure Total	Estimated Actual Total
Totals:					

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Attachment 10

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 11.2

Date: September 13th, 2021

Consider and Discuss possible approval of 2020-21 Bargaining agreement with HTA

Action requested:

Approve the tentatively agreed to Bargaining Agreement

Background Information and/or Statement of need:

The final step in the bargaining process is Board approval.

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal



Hydesville Elementary School District

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

September 10, 2021

TENTATIVE AGREEMENT

Between the Hydesville School District Board of Trustees and the Hydesville Teachers Association
(HTA)

The effective date of these changes shall be July 1, 2020.

I. Salary Schedule/Health and Welfare Benefits

- A. The District proposes to provide unit members with a one time stipend of \$2,000 per unit member working during the 2020/2021 school year. This stipend would be prorated for unit members who worked a partial year.

II. Contract Articles

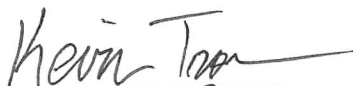
A. Article 9: Work Day/Work Year/Calendar

1. The Unit proposes the following changes to this section: The teacher workday shall begin at 8:05 a.m. and shall end at 3:30 p.m. Staff meetings will be scheduled on early release days. The early release time will be 1:10 p.m. for the purpose of staff meetings, staff collaboration and planning/preparation time. The day of the week that early release days are to be held will be decided at the time of calendar adoption and shall not change mid year without mutual agreement between HTA and The Board.

III. Article 7.13.2

- A. HTA proposes eliminating 7.13.2 and changing the language in 14.6 to be as follows:
1. "Unit members returning from leave, shall, whenever possible, be reinstated in the position they held at the time they went on leave, unless the unit member agrees otherwise."


For the District


Kevin Trone

9-10-2021

Date

For the Association


Nikolos Croinex

9-10-2021

Date

Attachment 11

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 11.3

Date: September 13th, 2021

Consider and Discuss possible amendments to the Governance Calendar

Action requested:

Make no changes and table the discussion until October.

Background Information and/or Statement of need:

The Board annually reviews the governance calendar.

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal



HYDESVILLE ELEMENTARY SCHOOL DISTRICT

2020-21 Governance Calendar

July	August	September	October	November	December
Adopt Budget and Submit LCAP to HCOE (by July 1st)		Gann Limit Resolution	Williams Quarterly Report	LCAP Local Indicators (by Nov 15th)	Seat new board members, elect officers, and review Governance Handbook and Calendar with new Trustee(s)
		Review/Revise, Adopt Governance Handbook and Calendar	Report Assessment Results from Previous School Year (if available)		Review/Revise Superintendent-Principal Performance Tool
		Sufficiency of Instructional Materials	Report Regarding Disciplinary Strategies		Review District Mission/Vision Statement
		Brown Act Review			First Interim Report
		Unaudited Actuals			

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

Attachment 12

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 11.4 **Date:** September 13th, 2021

Consider and Discuss possible amendments to the facility use policy

Action requested:

Approve modifications to the facility use policy to allow indoor facility use for groups directly related to the school, provided they follow the district policies on sanitizing and masking, etc...

Background Information and/or Statement of need:

During the 2020-21 school year, the district made the decision to limit public access and use of campus due to the ongoing COVID pandemic. In the spring the Board decided to allow the use of outdoor spaces. The district could choose to review their policy to allow indoor use.

Fiscal Information:

None

Contact Person:

Kevin Trone, Superintendent/Principal

Attachment 13

Hydesville Elementary School District
SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

Agenda Item # 11.5

Date: September 13th, 2021

Consider and Discuss formal adoption of new Standards Aligned Science curriculum.

Action requested:

Approve the adoption of Amplify Science for K-8th grade.

Background Information and/or Statement of need:

The final step in the curriculum adoption process is Board approval. The amplify curriculum is well reviewed, and was reviewed and recommended by staff and administration.

Fiscal Information:

Approximate cost of adoption is \$56,000

Contact Person:

Kevin Trone, Superintendent/Principal