



BOARD OF TRUSTEES
Regular Meeting
August 11, 2022 5:30 pm
AGENDA

The Loleta Union Elementary School District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. Members of the public may attend at Loleta Elementary School in order to observe and provide public comment during the meeting.

The board meeting room will remain open during the meeting for those members of the public who wish to attend the meeting and/or make public comment. However, the Board may limit the number of individuals in the board meeting room at any one time pursuant to guidance from public health officials. If anyone wishes to attend and requires special accommodations due to a handicapping condition, as outlined in the Americans with Disabilities Act, please contact the Superintendent at least two working days prior to the meeting.

1. OPENING OF MEETING

Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing body 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 district office, 700 Loleta Drive, Loleta, CA 95551

1.1 Call to Order

1.2 Roll Call

1.3 Approval of the Agenda, including the Consent Agenda

2. CONSENT AGENDA

All items listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion, unless members of the Board request specific items be discussed.

2.1 Approve Board Minutes (7.14.2022)	Action Item
2.2 July Warrant Reports	Action Item
2.3 Personnel Action Report	Action Item
2.4 Contract with Infinity for E-Rate Services	Action Item

3. PUBLIC COMMENT

*This is an opportunity for members of the public to address the Board on matters **not** on the agenda and within the subject matter jurisdiction of the Board. Per the Brown Act the Board does not act upon, respond to, or comment on the merits of any item presented. In the case of numerous requests to address the same subject, the Board may select representatives to speak on each item. Proper decorum is required at all times. Speakers will be required to step down for improper language or if improper topics or closed session items are discussed. In accordance with Board policy, speakers are to keep comments concise and limited to three (3) minutes per speaker and a total of twenty (20) minutes per issue.*

INFORMATION OR ACTION ITEMS

Members of the public may address the Board regarding an agenda item before the presentation has been made. There will be a time limit of three (3) minutes per person per item. There will be a total time limit of twenty (20) minutes per agenda item. The discussion of the agenda item will take place after the public comments and will be limited to the Governance Team. The Board President may move any agenda time to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

4. REPORTS

4.1 Superintendent/Principal's Report	Information Item
4.2 Employee Group/Staff Report(s) (CSEA, CTA)	Information Item
4.3 Board Report	Information Item

5. BUSINESS and LOCAL CONTROL

5.1 Presentation of Local Indicators	Information Item
--------------------------------------	------------------

5.2 Approve Revised Job Description: Instructional Aide Action Item

6. ADMINISTRATION, POLICY and GOVERNANCE

6.1 Conflict of Interest Code Action Item

7. INSTRUCTION and STUDENT SERVICES

7.1 Adopt New ELA Curriculum Action Item

7.2 Approval to Discard Outdated Materials Action Item

8. FACILITIES and TRANSPORTATION

8.1 Approve Community Garden Use Agreement Action Item

8.2 Approve Bid to Install Bottle-Filling Stations Action Item

9. COMMUNITY and CORRESPONDENCE - No items

10.CLOSED SESSION

10.1 Interdistrict Transfer Requests

10.2 Personnel: Discipline, Dismissal, Release, Evaluation of Performance
(Government Code Section 54957)

10.3 Liability Claims (Government Code Section 54956.95) and/or Conference with
Legal Counsel - Anticipated Litigation (Government Code Section 54956.9)

10.4 Conference with Labor Negotiator (Government Code Section 54957.6)

11. RECONVENE TO OPEN SESSION

Report out any action taken in closed session

12. FUTURE AGENDA ITEMS/TOPICS

The next regularly scheduled meeting will be held on Thursday, September 8,
2002 at 5:30 pm.

13.ADJOURNMENT



Agenda Item: 2.1

Subject: Approve Board Minutes from 7.14.2022 meeting

Background: Approval of these draft Minutes make them the formal Minutes from the July 14, 2022 meeting.

Previous Board Action: The Board approves the minutes of the previous meeting at most Board meetings.

Fiscal Implications: None

Recommendation: Approve the Board meeting minutes from July 14, 2022



Loleta Union School District

BOARD MEETING OF TRUSTEES MINUTES

Topic: 07-14-2022 Board Meeting

Time: 05:30 PM Pacific Time (US and Canada)

Place: LUSD - Room 8 Computer Lab

1.0 OPEN SESSION: 6:08PM

1.1 Pledge of Allegiance

1.2 **Roll Call GS, CB, BJ**

2.0 CONSENT CALENDAR: Motion to approve CB 2nd GS Motion carried unanimous

2.1 Approval of the Board Minutes from 6.28.2022

2.2 Approval of the Board Minutes from 6.23.2022

2.3 Board Warrants

2.4 TLC MOU Fortuna ESD 2022-23

2.5 Williams Report 2nd QTR 2021.2022

3.0 PUBLIC COMMENT:

3.1 Comments are limited to three minutes per speaker and the total conversation about any topic shall be limited to 20 minutes per board regulation.

4.0 INFORMATIONAL ITEMS:

4.1 May & June LCRC Report

4.2 Mileage Reimbursement

5.0 ACTION ITEMS:

5.1 Resolution 23-001 Request a temporary transfer from the HCOE

Motion to approve GS 2nd CB Motion carried unanimously

6.0 CLOSED SESSION: 6:25pm

7.0 OPEN SESSION: (Actions made in closed session must be announced)

8.0 ANNOUNCEMENTS:

9.0 FUTURE AGENDA ITEMS : Next Meeting will be held August 11 , 2022 @ 5:30

10.0 ADJOURNMENT: 6:27pm



Agenda Item: 2.2

Subject: July Warrant Report

Background: The Warrant Report shows a list of payments made in the previous month. Any expenditures that are out of the ordinary are explained in the table below.

This month's report is in two parts:

Report #1 for the period 6/23/2022 - 7/8/2022

Report # 2 for the period 7/15/2022 - 8/02/2022

Previous Board Action: The Board reviews and approves the Warrant Report from the previous month at most Board meetings.

Fiscal Implications: Expenditures listed were paid out in the month shown on the report.

Recommendation: Approve the Warrant Report as part of the Consent Agenda.

Report #1

Item Number	Vendor	Description
7	Ana Diaz	Reimbursement for expenses for staff retirement lunch
8	ECOLAB	

Report # 2

Item Number	Vendor	Description
2	California Association of School Transportation Officials (CASTO)	Professional organization dues for bus driver



3	Central Restaurant Products	Purchase of commercial-grade freezer. Paid with grant funds
6	California School Boards Association (CSBA)	Professional organization dues and subscription to policy service
7	ECOLAB	

Report #1

ReqPay12c

Board Report

Checks Dated 06/23/2022 through 07/08/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1 3000173457	06/23/2022	ACE HARDWARE-FORTUNA	01-4381	DOOR HANDLE		39.58
2 3000173458	06/23/2022	ADVANCED SECURITY SYSTEMS (C)	01-5804	ANNUAL FIRE INSPECTION		70.04
3 3000173459	06/23/2022	Armstrong, Lisa K	01-4310	BATTERIES FOR OFFICE	23.21	
				SCRAPPERS EDGE 8TH GRADE	51.90	75.11
4 3000173460	06/23/2022	AT&T LONG DISTANCE	01-5909	INTERNET		1,741.01
5 3000173461	06/23/2022	Crystal Creamery	13-4710	MILK FOR CAFETERIA		1,066.37
6 3000173462	06/23/2022	CRYSTAL SPRINGS CO	01-5530	WATER FOR ASES PROGRAM		150.00
7 3000173463	06/23/2022	Diaz Sanillan, Ana Maria	01-4310	RETIREMENT LUNCH		50.93
8 3000173464	06/23/2022	ECOLAB	13-5623	CAFETERIA		387.84
9 3000173465	06/23/2022	Evan Morden	01-5861	FINGERPRINT REIMB		25.00
10 3000173466	06/23/2022	FAIRBANKS, JENNIFER	01-4310	FIELD DAY REIMB	384.26	
				HEADPHONE REIMB	15.18	399.44
11 3000173467	06/23/2022	LOLETA COMMUNITY SERVICES DIST	01-5530	WATER BILL		290.46
12 3000173468	06/23/2022	PRESENCE LEARNING INC.	01-5800	SERVICE FEE SPEED/CURRIC.		5,979.40
13 3000173469	06/23/2022	RECOLOGY	01-5560	GARBAGE SERVICES		602.27
14 3000173470	06/23/2022	STATE OF CALIFORNIA DEPARTMENT OF JUSTICE	01-5861	FINGERPRINTS		79.00
15 3000173471	06/23/2022	VALLEY PACIFIC PETROLEUM	01-4365	GAS/DIESEL		2,852.08
16 3000173472	06/23/2022	VERIZON WIRELESS	01-5909	WIFI/HOT SPOTS		1,029.55
17 3000173473	06/23/2022	Wigginton, James D	01-5861	FINGERPRINT REIMB		25.00
Total Number of Checks					17	14,863.08

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	15	13,408.87
13	CAFETERIA FUND	2	1,454.21
Total Number of Checks		17	14,863.08
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			14,863.08

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.

028 - Loleta Union Elementary School District

Generated for Tiara Zahler (TZAHLER), Jul 8 2022 2:18PM

Report #2

ReqPay12c

Board Report

Checks Dated 07/15/2022 through 08/03/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1 3000175955	07/27/2022	ACE HARDWARE-FORTUNA	01-4381	SUPPLIES & MAINTENANCE		78.81
2 3000175956	07/27/2022	CASTO	01-5800	CALIFORNIA ASSOC. OF SCHOOL TRANSPORTATION OFFICIALS		30.00
3 3000175957	07/27/2022	CENTRAL RESTAURANT PRODUCTS	13-8677	FARM TO SCHOOL GRANT PURCHASE		4,847.67
4 3000175958	07/27/2022	Crystal Creamery	13-4710	MILK FOR STUDENTS		1,118.54
5 3000175959	07/27/2022	CRYSTAL SPRINGS CO	01-5530	WATER FOR STAFF&STUDENTS		27.00
6 3000175960	07/27/2022	CSBA	01-5300	CSBA/ELA MEMBERSHIP	1,973.00	
7 3000175961	07/27/2022	ECOLAB	13-5623	GAMUT POLICY	940.00	2,913.00
8 3000175962	07/27/2022	EUREKA HUMB FIRE EXT (C)	01-5800	CAFETERIA		581.76
9 3000175963	07/27/2022	JOE'S AUTO GLASS	01-5635	FIRE & SAFETY MAINTENANCE		884.09
10 3000175964	07/27/2022	LOLETA COMMUNITY SERVICES DIST	01-5530	VAN WINDSHIELD REPAIR		350.00
11 3000175965	07/27/2022	MAPLE SERVICE, INC.	01-5800	WATER SERVICES		476.36
12 3000175966	07/27/2022	PRESENCE LEARNING INC.	01-5800	GAS LEAK REPAIRS		937.37
13 3000175967	07/27/2022	PRO PACIFIC AUTO REPAIR, INC	01-5635	SPED SERVICES		2,811.35
14 3000175968	07/27/2022	RECOLOGY	01-5635	BUS MAINTENANCE		266.06
15 3000175969	07/27/2022	SCHOLASTIC MAGAZINES	01-5560	GARBAGE & RECYCLING		1,169.66
16 3000175970	07/27/2022	SPURR	01-4310	RASMUSSEN CLASS FUNDS		77.57
17 3000175971	07/27/2022	STATE OF CALIFORNIA DEPARTMENT OF JUSTICE	01-5611	NATURAL GAS		1,001.77
18 3000175972	07/27/2022	SUNBELT RENTALS, INC	01-5861	FINGERPRINTING		32.00
19 3000175973	07/27/2022	VALLEY PACIFIC PETROLEUM	01-4374	CARPET CLEANER & SUPPLIES		344.54
20 3000175974	07/27/2022	VERIZON WIRELESS	01-4365	GAS & DIESEL		3,119.38
21 3000175975	07/27/2022	WILDWOOD SAW	01-5909	HOTSPOTS/WIFI		2,207.98
			01-4310	SUPPLIES		18.48
Total Number of Checks					21	23,293.39

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	18	16,745.42
13	CAFETERIA FUND	3	6,547.97
	Total Number of Checks	21	23,293.39
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		23,293.39

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.

028 - Loleta Union Elementary School District

Generated for Tiara Zahler (TZAHLER), Aug 3 2022 2:05PM

ESCAPE ONLINE

Page 1 of 1



Agenda Item: 2.3

Subject: Personnel Action Report

Background: The Personnel Action Report shows a list of actions related to staffing that were taken in the previous month. Monitoring staffing activities for the purpose of position control and budgetary oversight was a recommendation of FCMAT in their analysis of the district's fiscal practices.

Previous Board Action: Starting in August 2022, the Board will review and approve the Personnel Action Report from the previous month as needed.

Fiscal Implications: Staffing costs represent the single biggest expenditure of the district. Terms of employment, salary, and health and welfare benefits vary from employee to employee.

Recommendation: Approve the Personnel Action Report as part of the Consent Agenda.

Employee	Position	Action
J. Fairbanks	Community School Coordinator	New Position
S. McLennan	Level 3 Aide	Resignation
K. Nelson	Level 3 Aide	Re-hire
R. Price	Director of Maintenance	New Hire
L. Row	Superintendent/Principal	New Hire
S. Twaddell	Community School Assistant	New Position



Agenda Item: 2.4

Subject: Contract with Infinity for E-Rate Services, FY 2023

Background: The FCC's E-Rate program makes telecommunications and information services more affordable for schools and libraries. With funding from the Universal Service Fund (fcc.gov/general/universal-service-fund), E-Rate provides discounts for telecommunications, Internet access, and internal connections to eligible schools and libraries. The district maintains an annual contract with Infinity Communications & Consultation to manage the annual application process for E-Rate and the California Teleconnect Fund (CTF) so that the district continues to be eligible for this funding.

Previous Board Action: The Board annually approves the contract for E-Rate services

Fiscal Implications: The cost of the annual contract is \$1,500

Recommendation: Approve the contract with Infinity as part of the Consent Agenda.



PROJECT ATTACHMENT 0131-FY2023 LOLETA ELEMENTARY SCHOOL DISTRICT

Client No. 0131

SERVICES: CATEGORY ONE E-RATE CONSULTING SERVICES

INFINITY'S RESPONSIBILITIES

Infinity shall perform the following tasks for our **Category One E-Rate Consulting Services:**

E-RATE AND CALIFORNIA TELECONNECT FUND (CTF) CONSULTING SERVICE

1. **Client Access** – Infinity will be available to the Client by phone, email, or in person to address Client related E-Rate Funding issues. Client will provide Infinity with a minimum of 72 hours' notice of a request for onsite service.
2. **Program Updates** – Infinity will update the Client on changes in the E-Rate and CTF process and help staff to take advantage of newly eligible products and services.
3. **Program Compliance** – Infinity will assist the Client to verify that USAC rules are being followed and, if necessary, provide guidance on new processes or procedures to ensure program compliance, in regard to Bid Evaluations, Procurement, Technology Plans, CIPA compliance, Technology Budget, and Document Retention.

E-RATE APPLICATION MANAGEMENT

1. **Needs Assessment and Strategic Planning** – Infinity will assist the Client to determine a Filing Strategy that best meets the Client's needs to maximize the Client's E-Rate funding opportunities.
2. **Determination of Funding Request Amount** – Infinity will prepare the required "Item 21 Attachment Sheet", by; review one (1) month of the Client's bills from eligible Service Providers to determine an estimated annual funding request, review of Client's current annual contract(s) for eligible services, and/or review of new contract(s) for eligible services.
3. **File Forms** – Infinity will prepare and file the following forms required by USAC's School and Library Division to receive E-Rate Category One Telecommunications and Internet Access funding: Form 470, Form 471, and Form 486.
4. **Administration of PIA Process** – Infinity will assist the Client in responses to and delivery of the required documentation for USAC's "Program Integrity Assurance" (PIA) information requests.
5. **Service Provider Collections** – Infinity will prepare the Service Provider's required forms ("Discount Grids") to have the Client's eligible discounts added to the monthly Service Provider Bills (SPI Method) or prepare and file the Form 472 (BEAR Method) to have a reimbursement check issued for the eligible discount amount.
6. **Application Status** – Infinity will provide the Client with progress status on applications, reviews, and modifications, for the Client's open funding requests.

REQUEST FOR PROPOSAL (RFP) MANAGEMENT SERVICES

1. **Develop RFP Documents** – Infinity will develop a Request for Proposal (RFP) for Category One Services in compliance with the Client's Local/State and the E-Rate Program's procurement requirements. If newspaper publication is required, Infinity will assist the Client with compliance at least 20 days prior to receipt of responses to the Form 470.
2. **RFP Tracking** – Infinity will distribute and track, in electronic form only, the "RFP Documents" to prospective bidders thru Infinity's "Projects" website.
3. **Administration of RFP Process** – Infinity will prepare and distribute project clarification(s) and/or addenda(s) to address questions from prospective bidders.
4. **Bid Opening** – Infinity will conduct the opening of bid response(s). All bid openings will be held at Infinity's offices, unless otherwise agreed upon between the Client and Infinity.
5. **Bid Evaluation** – Infinity will evaluate the bid responses based on the E-Rate Program's requirements for the "Evaluation of Bids" and provide the Client with recommendations for the award of contract(s).
6. **Contract Administration** – Infinity will collect the documents necessary for the award of contract from the successful bidder and coordinate the delivery to the Client for execution.

AUDIT ASSISTANCE

1. **Document Retention** – Infinity will maintain a copy of the documents required for E-Rate Program's "Document Retention Policy", including "Pre-bidding Process", "Bidding Process", "Award of Contracts", "Application Process", "Purchase and Delivery of Service", "Invoicing", "Inventory", and "Forms and Rules Compliance", for up to 10 years from the last date of service.
2. **Document Assistance** – Infinity will assist the Client in the preparation and delivery of the Auditor requested documentation.



3. Support Services –Infinity will represent the Client during all E-Rate Audits.

CLIENTS' RESPONSIBILITIES

The Client's responsibilities, for the successful completion of our **Category One E-Rate Consulting Services**, shall include:

1. Appointing a representative to act on their behalf, with respect to this agreement and the subsequent projects, who has the authority to render decisions and approve requests from Infinity, in a timely manner as not to cause unreasonable delay in the progress of Infinity's service.
 2. Provide Infinity with reasonable access to the site, if applicable, to allow Infinity the ability to perform the work detailed in this agreement.
 3. Provide Infinity all information, required for the successful completion of the agreed service, within 10 days, after the receipt of a request from Infinity. This includes at a minimum, but not limited to; Copies of Monthly Service Provider Bills, Copies of Service Provider Contracts, Approved Free & Reduced Lunch numbers, Budget Information, Copy of Approved Technology Plan, Copy of CIPA Compliance, and "Authorized Contact" information.
 4. Provide a Letter of Authorization (LOA), authorizing Infinity, to act on the Client's behalf to file E-Rate forms and respond to the USAC's request for information.
 5. Sign and certify the E-Rate forms required for the Client's application for funding, in a timely manner, as not to cause a failure to comply with the E-Rate Program's time sensitive deadlines.
 6. Require the Service Provider, for the eligible services the Clients is entitled to receive California Teleconnect Fund (CTF) support, to invoice USAC by the SPI Method (Form 474).
 7. Maintain and update an "Equipment Asset Register" (EAR). The EAR shall detail the make, model, serial number, and location of all equipment purchased with the support of the Universal Services Fund (E-Rate Program). The Client will provide Infinity a copy of the EAR for compliance with the "Inventory" section of E-Rate's "Document Retention Policy".
 8. Maintain and update a "Service Provider Reimbursement Reconciliation" (SPRR) spread sheet. The SPRR shall include, by FRN(s), the total amount of funds associated with each reimbursement, and/or the total amount of discounts (in the form of discounted bills, checks, or credits) received from the Service Provider. The Client will provide Infinity a copy of the SPRR for compliance with the "Invoicing" section of E-Rate's "Document Retention Policy".
 9. Retain documents, for each funding request, related to the "Pre-bidding Process", "Bidding Process", "Award of Contracts", "Application Process", "Purchase and Delivery of Service", "Invoicing", "Inventory", and "Forms and Rules Compliance" for a period of at least 10 years from the last date of service.
- * In the event, something unforeseen happens that is not covered under PROJECT ATTACHMENT #0131-FY2023 with this contract, an additional fee will be negotiated before any additional services are provided.
- ** Should the client cease services with Infinity and request document re-construction for past years filings, there will be a charge for the time to re-create the document library. This charge will be assessed at the time of the request and will need to be paid prior to the release of the re-constructed documents.

TERM OF CONTRACT:

This Agreement is for a term of **three (3) years**, with an expiration date of **June 30, 2025**.

PAYMENT SCHEDULE

Infinity's fee will be an annual flat rate fee of **\$2,000.00**, for Category One services.

Infinity's fee is invoiced on a quarterly schedule, unless otherwise directed by the Loleta Elementary School District.

* Existing services are for services currently being requested through the E-Rate program.

** Additional or new services may require an additional fee. This fee must be agreed to prior to billing.



Standard Hourly Rates Schedule

For additional works that is required outside the scope of the original project, the hourly rates listed will be charged. Standard Hourly Rates are subject to review and adjustment. The hourly rates effective on the date of the Agreement are:

Principal	\$175.00/hour
Sr. Systems Designer	\$155.00/hour
Systems Designer	\$125.00/hour
CAD Operator	\$75.00/hour
Sr. Project Manager	\$155.00/hour
Project Manager	\$95.00/hour
Design Team Coordinator	\$75.00/hour
E-Rate Compliance Consultant	\$140.00/hour
E-Rate Specialist, III	\$90.00/hour
E-Rate Specialist, II	\$75.00/hour
E-Rate Specialist, I	\$55.00/hour
Support Staff	\$50.00/hour


Reimbursable Expenses Schedule

Reimbursable Expense rates are subject to annual review and adjustment. The rates effective on the date of the Agreement are:

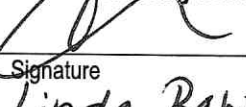
Newspaper Advertisement	at cost + 15%
8"x11" Copies/Impression	\$0.05/sheet
Blueprint Copies	at cost + 15%
Reproducible Copies (Mylar)	at cost + 15%
Reproducible Copies (Paper)	at cost + 15%
Legal Counsel	at cost + 15%
Travel Expenses:	
Mileage (auto)	\$0.58/mile
Airfare	at cost + 15%
Meals	at cost + 15%
Lodging	at cost + 15%
Standard Labor Rate	See Hourly Rate Schedule Above

IN WITNESS THEREOF, the parties hereto have executed this Agreement on the date written below:

Infinity Communications & Consulting, Inc.


 Signature _____
 Date 07/25/2022
 Name Martin Skibby
 Title Chief Executive Officer
 Address/City/State/Zip P.O. Box 999, Bakersfield, Ca. 93302
82-0573429
 Federal Tax ID# _____

Loleta Elementary School District


 Signature _____
 Date 7/25/2022
 Name Linda Row
 Title Superintendent/Principal
 Address/City/State/Zip P.O. Box 547 Loleta, CA 95551
30-0855217
 Federal Tax ID# _____



Agenda Item: 4.1

Subject: Superintendent/Principal's Report

Community School Initiative

Jennifer Fairbanks and I attended at two-day workshop at HCOE with facilitators from the Community Schools Learning Exchange. We came away with a wealth of valuable resources and guidance to help direct our Community School implementation so that it is focused, strategic and effective.

Jennifer and I have also been collaborating with a small team from True North to design and schedule a series of Belong Circles for staff and students. The activity for staff will focus on the message that we all belong, we all have value and a role to play in creating a safe and welcoming environment where all kids can thrive. Circles for students will take place three times throughout the school year and will focus on the meaning and practical application of our school values – being Safe, Respectful and Responsible.

Registration Events

This year we combined our registration events with a backpack and school supply giveaway sponsored by the LCRC. Marcelina and the LCRC team were incredibly supportive in conducting outreach to families to get them to come to campus, complete their registration paperwork and enjoy some of the resources offered by the LCRC. Families who participated received backpacks and school supplies, hygiene kits, information about water safety, CalFresh, Medi-Cal, healthy eating, wildlife and the sequoias, maps to local trails and many other educational publications provided by Cumbre Humboldt and Save the Redwoods League. Each household also received gift cards to Old Navy for school clothes. So far we've received about 40 completed registration packets, which allows us to update family contact information and build rosters for classrooms before school starts.

Harvest Festival Planning

As part of our Farm to School Grant, which helps fund our school and community garden project, we are planning a Harvest Festival for mid-October. This event will feature harvest-themed activities for students,



a community dinner, and performances to incorporate and celebrate Hispanic and indigenous cultures.

Staff Pre-Service Days

Certificated staff will return to work on Thursday, August 18th and classified staff will come back on Friday, August 19th. These days will be used for introductions, orientation to new staffing and initiatives, communicating goals and expectations as well as classroom preparation time. School starts August 22nd!

Covid Protocols for '22-'23

Despite high community transmission rates of COVID-19, the requirements for COVID prevention in schools have been substantially eased. Per the CDPH:

- Masks are recommended but optional
- Schools are not required to have a COVID testing program
- Over the counter tests can supplant previous onsite testing programs
- Individual contact tracing and exposure notifications are no longer required
- Routine cleaning practices are sufficient and drinking fountains can be opened
- Visitors who provide essential services to students should not be restricted from campus.

Common sense practices such as regular hand washing, staying home when ill, maintaining some physical distance where possible and isolation of anyone testing positive will remain in effect.

It is important to note that the requirement that school staff be fully vaccinated against COVID-19 or test weekly has not been rescinded. This requirement will be revisited with staff at the beginning of the year as an individual's vaccination status may have changed since the beginning of last year.

**Agenda Item: 5.1****Subject:** Presentation of Local Indicators**Background: .**

Each California school district must collect and report on their Local Indicators each year as part of the LCAP development process. These indicators are then uploaded to the California Dashboard and become part of the district's public data collection. As indicated by the name, these data points represent areas where the state does not collect and report the data but relies on the district to self-report. Most of the information collected in this process is also reported in the LCAP, the SARC and other district reports.

Previous Board Action: Information only**Fiscal Implications:** None**Recommendation:** Information only

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Loleta Union Elementary School District	Linda Row Superintendent/Principal	lrow@loleta.org 7077335705 X100

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	1

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Student progress towards mastery of the Common Core State Standards and other academic standards is routinely measured using a variety of local, age-appropriate assessment tools. Baseline student data is collected at the beginning of the year, and progress is measured at the end of each trimester. Assessment tools include:

IXL for Reading, Language Arts and Math
Moby Max for Reading, Language Arts and Math
Core Growth for Reading, Language Arts and Math
Dibels for Reading, Language Arts
Fountas and Pinnell for Reading

As a K-8 school, Loleta does not offer formal Career Technical Education or Health courses. Visual and Performing Arts, as well as World Language are offered on an enrichment basis.

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					

Academic Standards	1	2	3	4	5
History-Social Science					

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			3		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3		

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Loleta continues to work towards full implementation and sustainability in building relationships between school staff and families. School staff are supported in learning about each family's strengths, cultures, language and goals for their children. Our partnership with the Loleta Community Resource Center (LCRC) allows the school staff to better reach our community and to work collaboratively to create a welcoming environment. Additional collaborative work with community partners allows the school to identify and address areas for continued improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The Loleta school community works actively to identify and address areas for improvement in building relationships between school staff and families. Focus areas include maintaining consistent and reliable communication (in English and Spanish) between members of the school community, creating consistent and meaningful opportunities for parent involvement (an ongoing challenge with the pandemic) and continuing to build staff capacity to foster trusting and respectful relationships.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Loleta has a school population that is made up of more than 90% unduplicated pupils. Therefore, all of our efforts to improve relationships between school staff and families are by definition addressing the needs of underrepresented families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.			3		
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Loleta’s past and ongoing work with the ACLU, OCR and local advocates have improved the school's capacity to partner with families and to improve student outcomes. Loleta staff is especially strong in meeting with families to discuss student progress and understanding their legal rights to advocate for their own students.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

As our student performance data indicates, there is a need to continue to focus on systems and practices to foster student success in behavior, social-emotional learning, and academic performance. Two years of a global pandemic have posed many challenges to moving academic achievement forward but Loleta school staff remain committed to improving student outcomes.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Loleta has a school population that is made up of more than 90% unduplicated pupils. Therefore, all of our efforts to build partnerships for improved student outcomes are by definition addressing the needs of underrepresented families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Loleta's past and ongoing work with the ACLU, OCR and local advocates have improved the school's capacity to partner with families and to improve student outcomes. Loleta has a variety of advisory groups including ELAC and a Native American Advisory group that meet regularly.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Due to the pandemic, there have been limited opportunities for in person engagement in advisory groups and decision making activities. As the county and state move out of the pandemic we look forward to increasing opportunities to meet and engage in person.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Loleta has a school population that is made up of more than 90% unduplicated pupils. Therefore, all of our efforts to build partnerships for improved student outcomes are by definition addressing the needs of underrepresented families.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

A school climate survey was conducted with students in the spring of 2022. Students reported that there were clear rules for behavior (64%) and that they seldom feel bullied at school (93%). In general students felt that there were caring adults to talk to if needed (79%) and that adults treated students with respect (57%). Nearly all (93%) of students believed that the school wanted them to do well but only 43% felt like they actually did well. Seventy-nine percent of students reported that they always or often got along with other students, but more than 90% reported that students "almost always" or "often" got into fights.

As is well documented across the country, students feelings of safety, normalcy and control were badly affected by the pandemic. Loleta staff worked very hard to support students in their return to school and to help them regulate their emotional responses to both past and present challenges. Loleta will continue to develop the cultural competency of staff to provide a safe, warm, and welcoming school environment as we pull out of the pandemic. The ongoing MTSS and PBIS implementation will provide a framework for these efforts.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

As a K-8, single school district, Loleta ensures the enrollment of all students including English Language learners and students with disabilities, in a broad course of study. As a very small school, Loleta is always looking for ways to add enrichment to the student experience and incorporate a range of activities to broaden the horizon for our students. At present the broad course of study at Loleta includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom). In addition we have a teacher being trained through the art initiative program, which is a 4 year program, to provide arts across the curriculum. Most students with disabilities are mainstreamed and spend most of their time in the general education classroom. English Language learners have integrated and designated ELD support, designed to support them in their access to the course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the					

Coordinating Instruction	1	2	3	4	5
county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



Agenda Item: 5.2

Subject: Approve Revised Job Description for Instructional Aide

Background: The previous version of this job description had a number of grammatical and formatting errors that needed to be corrected.

Previous Board Action: The Board approves job descriptions at the time they are written.

Fiscal Implications: None

Recommendation: Approve the Revised Job Description for Instructional Aide



Loleta Union Elementary School District

Instructional Aide III, Special Education

Job Summary

Under the supervision of the Superintendent/Principal and the direction of a credentialed teacher, the Instructional Aide assists a classroom teacher in providing academic, social, and behavioral support to individuals or small groups of students with disabilities, and does other work as required, including supervision of the playground during recess and the cafeteria during lunch periods.

Examples of Duties

- Works with students to reinforce individualized instruction assigned by the classroom teacher and works with small groups of students in learning activities, assisting individuals as needed
- Leads, supervises or participates in planned physical education activities with groups of students
- Assists in the management of student behavior through the use of positive reinforcement strategies and other appropriate behavior management techniques
- Works with students on the playground, in the cafeteria and bus area to maintain an orderly and positive learning environment
- Participates with the teacher in planning and developing programs of individualized instruction for each student; assists in the preparation of instructional materials and learning aids for students
- Consults with staff on student progress and behavior, participates in parent conferences or IEP meetings upon request
- Attends required in-service training sessions or workshops
- Assists in maintaining the health and safety of students by being aware of the environment and the potential hazards of student actions

- Provides information on student progress and discusses student daily activities, progress, academic needs and needed course of instruction
- Assists students by providing proper examples, emotional support, a patient and friendly attitude and general guidance while allowing the students to function as independently as possible
- Provides direct instructional services under the supervision of certificated staff to support students in reaching the goals determined by their individualized education program
- Performs other duties as assigned by the supervisor

Employment Standards

Education and Experience

High school diploma or equivalent and one year of paid or voluntary experience working with children. Two years of college training related to psychology, child development or education may be substituted for one year of experience working with children. A passing score on the Paraprofessional Exam is required.

Qualifications

Knowledge of:

- Basic concepts of child growth and development and developmental behavior characteristics
- Behavioral management strategies and techniques related to pupils;
- Appropriate English usage, punctuation, spelling and grammar;
- Basic arithmetic concepts.
- Routine record storage, retrieval and management procedures.

Ability to:

- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups and from diverse social backgrounds
- Communicate with assigned child and motivate him/her to participate in learning activities

- Establish and maintain cooperative working relationships with children, parents, other staff members and administration
- Maintain emotional control under difficult situations
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities
- Learn and adapt to new procedures and conditions and to apply knowledge and practices with good judgment
- Learn laws, rules, practices and procedures related to public education for children and related to the program to which assigned
- Perform routine clerical work
- Speak distinctly in English or communicate in sign language;
- Supervise one or more children in the classroom and out of doors and recognize safety hazards
- Read and comprehend fine print, such as texts, catalogs, ect.
- Communicate effectively via telephone, email and in person
- Appropriately manage student behavior and guide students toward more acceptable social behaviors
- Maintain professional appearance, grooming and attitude to provide a good role model for students.

Physical Requirements

The requirements indicated below are examples of the physical abilities necessary to perform this job. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

- Walk, stand or sit for extended periods of time
- Bend at the waist or crouch to assist students
- Reach overhead, above the shoulders and horizontally
- Hear and speak to exchange information
- See to read a variety of materials and monitor student activities and behavior
- Have the manual dexterity to demonstrate activities, operate business-related equipment, and prepare materials

Loleta Union Elementary School District is an Equal Opportunity Employer

In accordance with Federal civil rights law, civil rights regulations and policies, the Loleta Union Elementary School District, its offices, and employees, are prohibited from discriminating based on age, ancestry, color, disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, nationality, parental status, pregnancy, race, religion, sex, sexual orientation, political beliefs, or association with a person or a group with one or more of these actual or perceived characteristics, or reprisal or retaliation for prior civil rights activity in any program or activity.



Agenda Item: 6.1

Subject: Conflict of Interest Code

Background:

The PRA (Government Code 87100-87500.1) requires all public agencies, including school districts and county offices of education (COEs), to adopt a conflict of interest code and to review that code biannually. The law requires that the conflict of interest code contain three components:

1. An incorporation statement, which states the terms of the code and incorporates relevant Fair Political Practices Commission (FPPC) regulations by reference.
2. Designated positions, which lists the specific positions in the district/COE that make or participate in making governmental decisions.
3. Disclosure categories, which specify the types of investments, income and interests in property that must be disclosed by each person holding a designated position.

The district's/COE's conflict of interest code is the basis for the information that is reported on the Statement of Economic Interest/Form 700. All board members and staff who hold a designated position must file a Form 700 by April 1 of each year.

Previous Board Action: Unknown

Fiscal Implications: None

Recommendation: Approve the LUESD Conflict of Interest Code

Conflict of Interest Code of the Loleta Union Elementary School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Board of Education members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

1. Category 1: A person designated Category 1 shall disclose:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
- b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.

2. Category 2: A person designated Category 2 shall disclose:

- a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
- b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

3. Full Disclosure: Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.

b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

Designated Position Disclosure Category

Board of Education Members 1

Superintendent of Schools 1

Assistant/Associate Superintendent 1

Purchasing Agent 1

Director 2

Principal 2

Assistant Principal 2

Maintenance and Operations Director 2

Program Coordinator 2

Project Specialist 2

Supervisor 2

Dean of Students 2

Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704, subsections (a) and (b), or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

Exhibit: LOLETA UNION ELEMENTARY SCHOOL DISTRICT

version: August 11, 2022 Loleta, California



July 2010

FactSheet

Conflict of Interest: Overview of key issues for governing board members

As locally elected officials, district and county office governing board members are subject to the state's laws regarding conflict of interest. These laws are based on the premise that a public official's personal or private financial considerations should not be part of the governmental decision-making process. While that premise may sound simple, the laws governing conflict of interest are incredibly complex and fact-intensive. To determine whether a conflict of interest exists, the situation must be analyzed under two separate sets of statutes: (1) the conflict of interest provisions of the Political Reform Act (PRA) (Government Code 87100-87500.1) and (2) Government Code 1090-1098. Even when a conflict does not exist pursuant to those statutes, a conflict may still exist under the common law doctrine against conflict of interest.

This fact sheet provides a summary of these laws and outlines key issues for board members to consider. In addition, CSBA's sample board bylaw BB 9270 - Conflict of Interest, updated in July 2010, clarifies the application of these laws and reflects recent Attorney General opinions and court decisions. E 9270 presents a sample board resolution comprising the terms of the district's/county office's conflict of interest code and an Appendix of sample disclosure categories and designated positions.

Conflict of Interest Code and Statement of Economic Interest/Form 700

The PRA (Government Code 87100-87500.1) requires all public agencies, including school districts and county offices of education (COEs), to adopt a conflict of interest code and to review that code biannually. The law requires that the conflict of interest code contain three components:

1. An incorporation statement, which states the terms of the code and incorporates relevant Fair Political Practices Commission (FPPC) regulations by reference.
2. Designated positions, which lists the specific positions in the district/COE that make or participate in making governmental decisions.
3. Disclosure categories, which specify the types of investments, income and interests in property that must be disclosed by each person holding a designated position.

The district's/COE's conflict of interest code is the basis for the information that is reported on the Statement of Economic Interest/Form 700. All board members and staff who hold a designated position must file a Form 700 by April 1 of each year.

Submission to the code reviewing body

The district's/COE's adopted conflict of interest code must be submitted to the appropriate code reviewing body in even-numbered years. For school districts located entirely in one county and COEs, the code reviewing body is the board of supervisors of the county in which the district/COE is located. The FPPC is the code reviewing body for school districts with jurisdiction in more than one county.

CSBA's sample E 9270 simplifies the information that must be submitted to the code reviewing body. The resolution comprises the terms of the district's/COE's conflict of interest code, in compliance with FPPC requirements, and the Appendix contains the list of designated positions and disclosure categories. A district/COE wishing to use the resolution as its conflict of interest code should adopt BB 9270 and the resolution.

In even-numbered years, the code reviewing body is required to notify a district and COE of the need to review its conflict of interest code. Upon receipt of this notification, districts/COEs should review the Appendix and make necessary changes. In some counties, the code reviewing body may require that the resolution be readopted during the district's/COE's biannual review and that the resolution and Appendix be submitted to the code reviewing body while in other counties, the district/COE may need to only submit a revised Appendix.

Districts/COEs adopting this resolution and Appendix will no longer need to review BB 9270 during the biannual review and submit it to the code reviewing body, since that bylaw contains additional materials that are not relevant to the code reviewing body's purpose.

***Note:** Some Boards of Supervisors have developed a conflict of interest code, resolution and appendix for use by all local agencies within their jurisdiction. Districts/COEs should check with their code reviewing body for specific requirements.*

Categories of Form 700 disclosures

Under the law, there are two separate categories of Form 700 disclosures – what the FPPC calls “Article 2” or “Article 3” filers. While by statute all county supervisors and city council members are Article 2 filers, most school board and county board members are Article 3 filers pursuant to Government Code 87302. For Article 3 filers, the disclosure requirements for the Form 700 are determined by the board as set forth in the district's/COE's conflict of interest code.

Article 2 filers pursuant to Government Code 87200 are districts in which the board and superintendent “manage public investments.” Those board members and designated employees must file broader disclosure statements pursuant to statute and FPPC regulation. According to the FPPC, officials who manage public investments are boards or designated employees who manage the investment of district surplus or special reserve funds in permitted securities and investments pursuant to Education Code 41015. For COEs and county superintendents, a different analysis may apply. This is a complex determination and districts or COEs with questions as to its applicability should contact the FPPC or legal counsel.

***Note:** If the county has provided a sample conflict of interest code for use by the district, this sample may reflect the broader (full) disclosure categories pursuant to Article 2 that are applicable to county boards of supervisors and city council members. Although school board members who do not manage public investments have the option of filing a Form 700 pursuant to the broader categories specified in Article 2, it is not required by law.*

When reviewing CSBA's sample BB/E 9270, districts/COEs should ensure that they select the appropriate options and modify the Appendix to specify the disclosure categories and designated positions applicable in the district/COE.

“Article 3” filers should:

1. In the bylaw, delete the section entitled “Additional Requirements for Boards that Manage Public Investments.”
2. In the Exhibit's Appendix, in the section entitled “Disclosure Categories,” delete item #3 Full Disclosure.
3. In the Exhibit's Appendix, in the section entitled “Disclosure Categories,” modify the categories to reflect any specific district/COE requirements.
4. In the Appendix, in the section entitled “Designated Positions,” modify the list to reflect specific district/COE positions that the board has designated to file the Form 700 and the applicable disclosure category for each position.

Article 2 districts/COEs should:

1. In the Exhibit's Appendix, in the section entitled “Disclosure Categories,” modify the categories to reflect any specific district/COE requirements.
2. In the Appendix, in the section entitled “Designated Positions,” change the Disclosure Category for Governing Board Members and the Superintendent from Category 1 to “Full Disclosure.”
3. In the Appendix, in the section entitled “Designated Positions,” revise the list to reflect specific district/COE positions that the board has designated to file the Form 700 and the applicable disclosure category for each position.

When a conflict exists

The Political Reform Act: Prohibition against participation in decision making

The PRA prohibits a public official from participating in a governmental decision that affects his/her financial interest. The goal is to avoid having a public official be put in a position of choosing between the public's interest and his/her own financial interest. When such a conflict of interest exists, the board member must step aside from the decision-making process. While it may sound straightforward, the analysis is incredibly complex and not necessarily logical. The FPPC's basic rule is that a public official may not make, participate in, or influence a governmental decision that will have a reasonably foreseeable material financial effect on the official, the official's immediate family, or any of the official's economic interests. The FPPC has developed an eight-step analysis defining the terminology. Several different statutes, regulations, and interpretive opinions by the FPPC underlie each of the eight steps. This analysis is separate from analysis for determining the disclosure requirements for Form 700 discussed above since not all of the economic interests that may cause a conflict of interest under the PRA are required to be disclosed on a board member's Form 700.

The FPPC has defined "economic interest" very broadly and each type of interest may be subject to different dollar limits. Examples of economic interests include income from a business, interest in real property, investments, business employment or management, business-owned property, loans and gifts. A board member's spouse, domestic partner, or dependent child's income or real property interest may also be a factor in the analysis.

Penalties for violations of the PRA may include criminal or civil sanctions or penalties imposed by the FPPC.

Government Code 1090: Prohibition against interest in district contracts

In addition to the prohibitions in the PRA, a potential conflict of interest must also be examined under Government Code 1090 which specifies that, when a board member has a financial interest in a contract, the district may not enter into the contract. This statute is different than the PRA in that (1) disqualification of the board member with the conflict will not fix the problem and (2) "financial interest" is defined more broadly to include both direct and indirect interests. Because the determination of whether a financial interest exists involves a review of statutes, court decisions, and Attorney General opinions as they apply to the particular facts at issue, the analysis can be complex and legal counsel should be consulted as early as possible in the process.

There are two limited exceptions to this general prohibition. If a board member's interest is deemed a "remote interest" pursuant Government Code 1091, then the district/COE can enter into the contract as long as certain conditions are satisfied. If a financial interest meets the definition of a "noninterest" as specified in Government Code 1091.5, then the restrictions in Government Code 1090 do not apply and the district/COE can enter into the contract.

One of the "noninterests" listed in Government Code 1091.5 is when a board member's spouse has been employed by the district for at least one year prior to the board member's election or appointment. If the spouse has not been employed by the district for at least one year prior to his/her spouse's election or appointment, the exception does not apply and Government Code 1090 prohibits the district from entering into a new contract to hire the spouse.

Another issue is what constitutes a "new contract" (which would prohibit the action) when a board member's spouse, who has been employed by the district for at least one year prior to the board member's election, is promoted or transferred to another position within the district during the board member's term of office. Generally, the Attorney General has opined that a lateral transfer or change of classification that does not require board approval (e.g., second-year probationary teacher automatically achieving permanent status, step increase) is a "noninterest" which allows the district to enter into the contract. However, when a new contract or board approval is required (e.g., a promotion of the spouse from classroom teacher to principal, substitute employee becoming a probationary employee), then the exception in Government Code 1091.5 does not apply and the action would be prohibited under Government Code 1090.

Common law doctrine: Applicability to noneconomic interests

Even when there is not a conflict pursuant to the PRA or Government Code 1090, the Attorney General has found that special situations may still exist under the common law doctrine against conflict of interest which, unlike the statutes, extends to noneconomic interests. In 92 Ops.Cal. Atty.Gen. 19 (2009), the Attorney General opined that a redevelopment agency board member should abstain from voting on a loan agreement where the recipient of the loan was a corporation owned by the board member's adult son. Although the board member was not financially interested in the contract under the PRA or Government Code 1090, the Attorney General determined that abstention was necessary in order to avoid a conflict between the member's official and personal interests and avoid the appearance of impropriety.

Cautions

To avoid improper action in the event of a conflict or interest, board members should:

1. Get advice early

This cannot be overemphasized! Attorneys regularly tell their board clients that the most important thing they can do is to get advice as early in the process as possible—if a person doesn't start looking for a conflict until the item appears on the agenda then it may be too late to stay out of trouble. If a board member thinks he/she may have a potential conflict or has a question about an economic interest, legal counsel should be consulted immediately.

CSBA often recommends that newly elected board members with potential conflicts (such as employment with a company that does business with the district) talk to district legal counsel right after the election and get advice as to possible conflicts that may come up. That way the entire governance team – board members and the superintendent – are aware of any possible limitations from the beginning, which can help prevent future misunderstandings and possible legal violations. Penalties for violations of these laws are severe. Willful violation is a felony which could result in a fine, imprisonment and disqualification from holding public office. If a contract is made in violation of Government Code 1090, the contract is null and void.

2. Remember, there's more than just voting involved

The PRA covers more than just a board member's vote on an issue at the meeting and applies to the entire process leading up to voting. The law prohibits a board member with a conflict of interest from making, participating in, or influencing a governmental decision. This means, for example, that the conflicted board member may not participate in conversations with fellow board members or staff prior to the meeting or participate in the discussion of the agenda item at the meeting prior to the vote. According to the FPPC, a good rule of thumb is to ask whether the board member is exercising discretion or judgment with regard to the decision. If the answer is yes, then the action is probably covered.

Similarly, the prohibitions in Government Code 1090 apply to more than voting on the contract during a board meeting. They include preliminary discussions, negotiations, planning and solicitation of bids.

Resources

California School Boards Association | www.csba.org

Provides policy briefs, fact sheets, sample policies and other resources on a variety of issues related to effective governance, including sample board bylaw BB 9270 - Conflict of Interest.

Fair Political Practices Commission | www.fppc.ca.gov

Provides information about conflict of interest, the PRA, and the FPPC's eight-step analysis. See the FPPC publication *Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules*. See www.fppc.ca.gov/library/CanIVote7-05.pdf

Institute for Local Government | www.ca-ilg.org

Publishes *Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws*. See www.ca-ilg.org/ethicsbasics



Agenda Item: 7.1

Subject: Adopt new ELA Curriculum

Background: The English Language Arts curriculum previously in use was published in 2002 and was not aligned with the Common Core State Standards. In the spring of 2022 the teachers reviewed a variety of curricula and agreed upon Wonders, a K-5 curriculum published by McGraw-Hill in 2020. Wonders includes integrated support for English Learners in all four domains: listening, speaking, reading, and writing.

The new instructional materials have been purchased and delivered, and the teachers have their copies for planning purposes.

Previous Board Action: When new curricula are purchased, the Board formally adopts the materials for use in the school district.

Fiscal Implications: \$12,312

Recommendation: Approve the adoption of the Wonders K-5 ELA curriculum.



Agenda Item: 7.2

Subject: Approval to discard outdated curriculum materials

Background: Once the new Wonders ELA curriculum is adopted, the district will no longer need the old, outdated curriculum and seeks approval to discard the old curriculum.

Previous Board Action: When new curricula are purchased, the Board typically votes to allow the district to discard the instructional materials that have been replaced.

Fiscal Implications: None

Recommendation: Approve the removal of outdated curriculum materials.



Agenda Item: 8.1

Subject: Approval of new Community Garden Use Agreement

Background: In partnership with the Loleta Community Resource Center (LCRC), Loleta School District is excited to offer Community Garden plots to Loleta School families and other community members for the purpose of growing food and flowers for their personal use. The Use Agreement was developed collaboratively with input from the LCRC staff, the District's Garden Manager, legal counsel and District administration among others. The final version of the Agreement was reviewed and approved for indemnification purposes by the JPA.

Previous Board Action: N/A

Fiscal Implications: Cost of water for garden plots

Recommendation: Approve the new Community Garden Use Agreement

Name _____

Address _____

Phone: _____

Email: _____

Loleta Community Garden Participant Rules and Regulations

1. Garden plots are to be used for growing fruit, vegetables and flowers for family use and not for commercial sales. If you have excess produce, please share. There will be a Harvest Party in mid-October, in which you are welcome to attend and contribute to.

2. Gardening season is from April 15th to December 31st. During the gardening season, the Community Garden is open from sunrise to sunset, excluding school hours.

3. Garden Participants are accepted on a first-come, first-served basis. The School gives priority to Loleta school families, Loleta residents and previous/current tenants. Current gardeners are allowed to retain their previous season's plot, when possible, or have priority in requesting a new plot if they have complied with the Loleta Community Garden Participant Rules and Regulations. Plots cannot be reassigned or transferred, unless given permission by the Garden Manager. The School reserves the right to reassign plots for any reason.

4. Individual participants must be Live Scan fingerprinted before registering for a plot. Contact the Community Resource Center for a form. Financial assistance will be provided upon request.

5. Before implementation, any structural improvement planned for a garden plot needs to be submitted to the Garden Manager. While structural elements can be added to garden plots (compost pile/growing tubs) these should be considered impermanent and able to be dismantled and removed quickly.

- Any structure stretching across a quarter or more of a garden plot, should have a maximum height of 4 feet with at least 2 feet of space between to ensure sight lines through the garden and minimize shading of neighboring plots.

6. All plots must be maintained organically. Use of pesticides/herbicides is strictly prohibited. Please check with the Garden Manager, your local garden store, the Master Gardeners website, or neighboring gardeners for organic means of dealing with gardening problems.

7. Gardeners are responsible for cultivating, weeding, & watering. Plots/Participants must:

- Have all diseased and pest-infested plants removed or trimmed.
- Be kept free of all weeds and invasive plants.
- Maintain path at original width. If crops extend into a pathway they will be cut back.
- Use water provided on site. Stay with the hose while it is turned on, hand held watering only. Drip systems, oscillating sprinklers, diffusers or soaker hoses are only allowed when attended. Conserve water at all times.
- Notify the School if you abandon your plot permanently. If your plot becomes unkempt, you will be given two to three week's notice to clean it up. At that time it may be reassigned or tilled in.
 - If you have an emergency, such as an illness, injury, weather, or family support needs, and cannot tend your plot for a few weeks, let the Garden Manager know.

8. Kids are strongly encouraged to respectfully participate in all the joys of gardening. Supervision of kids is required at all times.

9. Common-sense list of No's:

- No pets are allowed, even on leashes.
- No motorized vehicles except for small rototillers.
- No disrespectful behavior such as smoking, littering, alcohol consumption, loud music, etc.
- No taking what is not yours or entering another's plot without written permission.

10. Ensure that guests sign in and follow these **Garden Participant Rules and Regulations**. Participants are responsible for their guests' actions.

11. Properly use equipment and tools and return them to their proper place. Return wheelbarrows/carts empty. Place vegetation refuse in the designated area and remove all other garbage recyclables from the site each day.

The Loleta Union Elementary School District Indemnity and Hold Harmless Acknowledgment

The undersigned understands that participation in some recreation activities is inherently hazardous, and while particular rules, equipment and personal discipline may reduce the risk, the risk of injury does exist. Some activities may be strenuous and may be affected by adverse weather conditions. Activities may take place on uneven ground or slippery surfaces. Discomfort and injury may occur. Catastrophic injury, paralysis or even death can result from participation in some activities. I understand that this waiver of liability covers any activity related to the Loleta Union Elementary School District and the Loleta Community Resource Center. The undersigned certifies that he/she is in good health and able to participate in the activities of which he/she is registered. The

undersigned assumes and agrees to hold the Loleta Union Elementary School District, their employees, agents, volunteers and/or sponsors and any other person, firm or corporation charged or chargeable with responsibility or liability, free and harmless from any and all claims, demands, damages, costs, expenses, loss of services, action and causes of action by reason of an accident, illness, injury, death or other consequences arising or resulting directly or indirectly from the use of facilities, equipment, photos, videos, and or participation in any activity sponsored by the Loleta Union Elementary School District. The undersigned fully understands the scope of the activities for which he/she is registered and is voluntarily signing this form. It is recommended that all participants carry their own insurance coverage. The District does not carry insurance for program participants. I the undersigned, have read, acknowledge, understand and agree to abide by the statements and information noted above, including the waiver of liability.

My signature also acknowledges that I have read the **Garden Participant Rules and Regulations** and agree to abide by them.

Signature _____ Date _____

Plot # _____ **Bed #** _____

Optional Photography/Videography Release

By signing below I give permission to be photographed/videotaped in any activity sponsored by the Loleta School District. I further authorize any use of photo or video without limitation (including public release).

Signature _____ Date _____

See the Loleta Community Resource Center for any questions or concerns
T: (707) 733-5239 C: (707) 497-8395
marcelina.mejiadecastillo@stjoe.org



Agenda Item: 8.2

Subject: Approval of Bid to Install Bottle-Filling Stations

Background: In a previous year the District received grant funding for three new bottle-filling stations, which provide filtered and chilled fresh water for students' reusable water bottles. The services of a plumber are needed in order to properly install these stations. The Director of Maintenance obtained three bids from local plumbing companies to complete the work.

Previous Board Action: N/A

Fiscal Implications: Cost of installation as shown in the bids

Recommendation: Approve one Bid to Install Bottle-Filling Stations



MAPLESERVICE
Plumbing & Heating
Setting the standard.

317 West Cedar Street
 Eureka, CA 95501
[\(707\) 445-9671](tel:(707)445-9671)
www.maplesplumb.com
 Lic. # 767710

PRE-AUTHORIZATION

ORDER #:

131105

DATE: 08/02/2022

CLIENT LOCATION: Loleta Union Elementary
 700 Loleta Drive
 Loleta , CA 95551

BILLED TO:
 Loleta Union Elementary
 700 Loleta Drive
 Loleta , CA 95551

DESCRIPTION: 700 Loleta Dr - Hydration Station(s)
 CALL TYPE: 1 - Service Call
 WORK PERFORMED: Estimate to installed three(3) customer supplied bottle filler stations. Walls will need to be cut open in order to accommodate new waste and water piping locations. Repairs to any sheet rock or exterior siding not included and to be done by others.

PARTS			
QUANTITY	DESCRIPTION	UNIT	TOTAL
3.00	Customer Supplied Bottle Filler B0008	2,760.00	8,280.00
1.00	Exclusions - Patch, Drywall Repair, Paint, Electrical	0.00	0.00

DISC/CREDIT: \$0.00
SALES TAX: \$0.00
TAXABLE: \$0.00
NON-TAXABLE: \$8,280.00
DISCOUNT: \$0.00
BALANCE \$8,280.00
NET DUE: \$8,280.00

Customer:

Date: 08/02/2022 07:39 AM
 Email: undefined

Employee: Tucker Abrams

Date: 08/02/2022 07:39 AM

TERMS AND CONDITIONS

Dear Customer,

Thank you for calling **MAPLESERVICE**, efficient, dependable service requires far more than just a technician, a tool and a part.

- An experienced customer service representative to receive calls and get the facts.
- A qualified dispatcher to relay calls to the nearest service technician and schedule stops for efficient operation.
- A parts department with a large working inventory of back-up parts to eliminate costly delays in servicing your equipment
- Trucks with a large working inventory of parts, tools and equipment for prompt repairs
- Trained certified plumbers to diagnose the problem quickly and make the repairs promptly.

We guarantee satisfaction. If we've come short of satisfying any customer completely, we will work until that satisfaction is delivered entirely.

Yours Truly,

Dale Maples, President / CEO MAPLESERVICE

Contractors are required by law to be licensed and regulated by the Contractors State License Board. Any questions concerning a contractor may be referred to the registrar of the board whose address is: Contractors State License Board: P.O. Box 26000, 3132 Bradshaw Road Sacramento, CA 95827. On work in excess of \$500: YOU, AS OWNER OR TENANT HAVE THE RIGHT TO REQUIRE THE CONTRACTOR TO HAVE A PERFORMANCE AND PAYMENT BOND.

NOTICE TO OWNER

Under the California Mechanics Lien Law any contractor, subcontractor, laborer, supplier or other person who helps to improve your property, and is not paid for his/her work or supplies, has a right to enforce a claim against your property.

To preserve their right to file a claim or lien against your property, certain claimants such as subcontractors or material suppliers are required to provide you with a document entitled "Preliminary Notice". Original (at prime) contractors and laborers for wages do not have to provide this notice. A Preliminary Notice is not a lien against your property. Its purpose is to notify you of persons who may have a right to file a lien against your property if they are not paid. (Generally, the maximum time allowed for filing a claim or lien against your property is ninety (90) days after completion of your project.)

TERMS AND CONDITIONS

RESPONSIBILITIES OF CUSTOMER:

Customer represents that, except as described in the request for service, all plumbing and drain systems are in good repair and condition and agrees to hold **MAPLESERVICE** harmless for the discovery of defective conditions. Including, but not limited to the following:

1. Improper or faulty plumbing	5. Existing illegal conditions
2. Rusted or defective pipes	6. Defective Roofing
3. Acids in the drain system	7. Improperly charged systems
4. Lines that are settled or broken	8. Electrical Defects

RESPONSIBILITIES OF COMPANY - CONDITIONS AND LIMITATIONS

Company shall do all work in a competent, workmanlike manner. Company is not responsible for any existing illegal conditions.

LIMITED WARRANTY

Company warrants its work to be free from defects in material and workmanship for the warranty period of ninety (90) days from completion unless otherwise stated in writing on the face hereof. All drain stoppages are warranted for a period of thirty (30) days from the completion unless otherwise stated in writing on the face hereof. All warranties are void if payment is not made when due. Warranties extend only to the customer and are not transferable. If a defect in materials or workmanship covered by this warranty occurs, Company will with reasonable promptness during normal working hours, remedy the defect. To obtain warranty performance notify company of any defect or claims for breach at the address and telephone number on the face hereof or telephone corporate headquarters at [\(707\) 445-9671](tel:7074459671)

EXCLUSIONS AND LIMITATIONS:

CUSTOMER'S RIGHT TO REPAIR AND REPLACEMENT ARE THE EXCLUSIVE REMEDIES AND COMPANY SHALL NOT BE LIABLE FOR INCIDENTAL OR CONSEQUENTIAL DAMAGES RESULTING FROM THE MATERIALS PROVIDED FOR IN THIS CONTRACT.

Company is not responsible for the following which are excluded from the coverage of this limited warranty:

- 1. Defective conditions listed under the above "Responsibilities of Customer"
- 2. Work performed by or materials installed by others not in this agreement.
- 3. Defects and failures from mistreatment or neglect

This limited warranty is the only express warranty Company gives. IMPLIED WARRANTIES, Including, but not limited to, warranties of merchantability and fitness for a particular purpose, are limited to a duration of ninety (90) days from the date of completion.



2065 Main St.
Fortuna, CA 95540
(707) 725-4475
License #: 199427

August 4, 2022

**Loleta School District
700 Loleta Dr
Loleta, Ca 95551**

We propose to install 3) owner provided Hydration Stations. This installation will include stubbing out new water lined and sewer hookups for each unit, as well as finishing the installing of the units after the patching of the walls has been done.

All of the demo, patching and painting of the walls are to be done by others

All of the above work is to be completed in a workman-like manner according to standard practices for the estimated sum of**\$3,500.00 THREE THOUSAND FIVE HUNDRED DOLLARS and 00 cents/100.....**

Payable as follows: **Upon completion**

Any alteration or deviation from the above specifications involving extra cost of material or labor will become an extra charge over the sum mentioned in this contract. Estimates are only valid for 15 days after date created.

Respectfully Submitted,

Ryan Reback
Owner

ACCEPTANCE

You are hereby authorized to furnish all materials and labor required to complete the work mentioned in the above proposal, for which I agree to pay the amount stated in said proposal, and according to the terms thereof.

Accepted

Date



2065 Main St.
Fortuna, CA 95540
(707) 725-4475
License #: 199427

August 4, 2022

**Loleta School District
700 Loleta Dr
Loleta, Ca 95551**

We propose to install 3) owner provided Hydration Stations. This installation will include stubbing out new water lined and sewer hookups for each unit, as well as finishing the installing of the units after the patching of the walls has been done.

All of the demo, patching and painting of the walls are to be done by others

All of the above work is to be completed in a workman-like manner according to standard practices for the estimated sum of**\$3,500.00 THREE THOUSAND FIVE HUNDRED DOLLARS and 00 cents/100.....**

Payable as follows: **Upon completion**

Any alteration or deviation from the above specifications involving extra cost of material or labor will become an extra charge over the sum mentioned in this contract. Estimates are only valid for 15 days after date created.

Respectfully Submitted,

Ryan Reback
Owner

ACCEPTANCE

You are hereby authorized to furnish all materials and labor required to complete the work mentioned in the above proposal, for which I agree to pay the amount stated in said proposal, and according to the terms thereof.

Accepted

Date