



**BOARD OF TRUSTEES**  
**Regular Meeting**  
**January 12, 2023 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 a 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 (12.08.2022) | Action Item |
| 2.2 Review December Warrant Report     |             |
| Action Item                            |             |
| 2.3 Williams 4th Quarter Report        | 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's Report                           | Information Item |
| 4.2 Employee Group/Staff Report(s) (CSEA, CTA) if any | Information Item |
| 4.3 Board Report, if any                              | Information Item |

## **5. ADMINISTRATION, POLICY and GOVERNANCE**

5.1 Status of Open Board Seat

Information Item

## **6. BUSINESS and LOCAL CONTROL**

6.1 Approve 2022 School Accountability Report Card (SARC)

Action Item

6.2 Approve Minimum Wage Increase

Action Item

## **7. INSTRUCTION and STUDENT SERVICES**

## **8. FACILITIES and TRANSPORTATION**

## **9. COMMUNITY and CORRESPONDENCE**

## **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)

Agency Designated Representative: Linda Row, Superintendent

Employee Organization: CTA/NEA

## **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, February 9th, 2023 at 5:30 pm.

## **13.ADJOURNMENT**



**BOARD OF TRUSTEES**  
**Regular Meeting**  
**December 8, 2022 5:30 pm**  
**MINUTES**

*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.*

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**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

The meeting commenced at 5:30 pm. Board President Charmin Bailey was NOT present. Trustees Perez, Rivera and Shewry. Trustee Shewry moved to approve the agenda, including the consent agenda. Trustee Rivera seconded the motion and the motion passed 3-0.

## **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 (12.08.2022) | Action Item |
| 2.2 Review November Warrant Reports    | Action Item |

Trustees Perez, Rivera and Shewry. Trustee Shewry moved to approve the minutes, including the Warrant Report. Trustee Rivera seconded the motion and the motion passed 3-0.

## **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 Employee Group/Staff Report(s) (CSEA, CTA) if any | Information Item |
| 4.2 Board Report, if any                              | Information Item |
| 4.3. LCRC Report                                      | Information Item |

#### **5. ADMINISTRATION, POLICY and GOVERNANCE**

- |                           |             |
|---------------------------|-------------|
| 5.1 Elect Board President | Action Item |
|---------------------------|-------------|

Trustees Perez, Rivera and Shewry. Trustee Shewry moved to approve Charmin Bailey as Board President. Trustee Rivera seconded the motion and the motion passed 3-0.

- |                       |             |
|-----------------------|-------------|
| 5.2 Elect Board Clerk | Action Item |
|-----------------------|-------------|

Trustees Perez, Rivera and Shewry. Trustee Shewry moved to approve Christina Perez as Board Clerk. Trustee Rivera seconded the motion and the motion passed 3-0.

- |  |             |
|--|-------------|
| 5.3 Adopt BP/AR 5145.3 Nondiscrimination | Action Item |
|--|-------------|

Trustees Perez, Rivera and Shewry. Trustee Shewry moved to adopt and approve BP/AR 5145.3 Trustee Rivera seconded the motion and the motion passed 3-0.

#### **6. BUSINESS and LOCAL CONTROL**

- |  |             |
|--|-------------|
| 6.1 Approval and Certification of First Interim Budget | Action Item |
|--|-------------|

Trustees Perez, Rivera and Shewry. Trustee Shewry moved to approve the First Interim Budget. Trustee Rivera seconded the motion and the motion passed 3-0.

## **7. INSTRUCTION and STUDENT SERVICES**

7.1 Approve Job Description New Classified Position                      Action Item  
Trustees Perez, Rivera and Shewry. Trustee Shewry moved to approve a new Job Description and invoice the Wiyot Tribe in advance for monies. Trustee Rivera seconded the motion and the motion passed 3-0.

7.2 Consider Proposal to Increase .75 FTE position to 1.0 FTE      Action Item

Trustees Perez, Rivera and Shewry. Trustee Rivera moved to adopt and approve Increase in FTE. Trustee Perez seconded the motion and the motion passed 3-0.

## **8. FACILITIES and TRANSPORTATION**

## **9. COMMUNITY and CORRESPONDENCE**

### **10.CLOSED SESSION 6:25pm**

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)

Agency Designated Representative: Linda Row, Superintendent

Employee Organization: CTA/NEA

### **11. RECONVENE TO OPEN SESSION 7:31pm**

Report out any action taken in closed session

### **12. FUTURE AGENDA ITEMS/TOPICS**

The next regularly scheduled meeting will be held on Thursday, January 12, 2023 at 5:30 pm.

### **13.ADJOURNMENT : 7:32pm**







**Agenda Item: 2.1**

**Subject:** Approve Board Minutes from 12.08.2022 meeting

**Background:** Approval of these draft Minutes make them the formal Minutes from the December 8, 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 December 8, 2022.



## **Agenda Item: 2.2**

**Subject:** December 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.

**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.

<b>Item Number</b>	<b>Vendor</b>	<b>Description</b>
1 and 10	Lisa Armstrong	Purchases on behalf of the after school program to meet spending deadlines
12	Compliance Associates Inc	Service that manages the mandatory drug testing compliance process for the transportation program
18	OnSolve LLC	Mass notification system for parent contact
19	Presence Learning	Speech therapy for IEP services

## Checks Dated 12/01/2022 through 12/15/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1 3000188013	12/01/2022	Armstrong, Lisa K	01-4310	ASES SUPPLIES		837.36
2 3000188014	12/01/2022	BCC FUNDING X LLC	01-5623	Copier Lease		297.69
3 3000188015	12/01/2022	COPIERS PLUS	01-4310	TONER		75.10
4 3000188016	12/01/2022	ECOLAB	13-5623	DISHWASHER RENTAL		207.30
5 3000188017	12/01/2022	HUMBOLDT COUNTY DEPARTMENT OF HEALTH AND HUMAN SERVICES	13-5884	ANNUAL CAFETERIA INSPECTION		466.00
6 3000188018	12/01/2022	HUMBOLDT TERMITE & PEST(C)	01-5637	MONTHLY PEST SERVICE		38.00
7 3000188019	12/01/2022	Nyberg-austus, Heather R	01-4310	STAFF REIMB FOR BDAY		29.31
8 3000188020	12/01/2022	PG&E	01-5520	ENERGY BILL		3,605.24
9 3000188434	12/05/2022	STUDIES WEEKLY	01-4310	Science Weekly		821.55
10 3000188882	12/08/2022	Armstrong, Lisa K	01-4310	ASES Materials/Supplies		581.15
11 3000189172	12/12/2022	ACE HARDWARE-FORTUNA	01-4381	Supplies/Maintenance		245.40
12 3000189173	12/12/2022	COMPLIANCE ASSOCIATES, INC	01-5866	Drug Testing Compliance Contract		175.00
13 3000189174	12/12/2022	Crystal Creamery	13-4710	Milk for cafeteria		1,413.82
14 3000189175	12/12/2022	CRYSTAL SPRINGS CO	01-4391	Water for ASES Program	73.00	
			01-5530	Water for Students/Staff	144.00	217.00
15 3000189176	12/12/2022	FERNDALE TECH	01-5800	Computer Maintenance		810.00
16 3000189177	12/12/2022	INFINITY COMMUNICATIONS INC	01-5800	Erate Consulting		500.00
17 3000189178	12/12/2022	MISSION LINEN SERVICE INC	13-5550	Cafeteria Supplies		88.43
18 3000189179	12/12/2022	OnSolve, LLC	01-5800	One Call Now: Parent Broadcast Plan		477.75
19 3000189180	12/12/2022	PRESENCE LEARNING INC.	01-5800	Annual Curric Services		7,229.25
20 3000189181	12/12/2022	SFS OF SACRAMENTO INC	13-4396	Cafeteria Food		6,606.42
21 3000189182	12/12/2022	TOTAL COMPENSATION SYSTEMS,INC. ATTN: ACCOUNTS RECEIVABLE	01-5822	GASB 75 Full Valuation - 2nd Installment		1,530.00
22 3000189677	12/15/2022	SFS OF SACRAMENTO INC	13-4710	Cafeteria Food	3,562.46	
			FFVP		564.28	4,126.74
Total Number of Checks					22	30,378.51

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	16	17,469.80
13	CAFETERIA FUND	6	12,908.71
	Total Number of Checks	22	30,378.51
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		30,378.51

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.



**Agenda Item: 2.3**

**Subject:** Williams Fourth Quarter Report

**Background:** Districts are required to report on quarterly basis whether or not they have received any complaints about textbooks and instructional materials, teacher vacancies or mis-assignments, or facility conditions.

**Previous Board Action:** The Board reviews the status of the Williams complaints quarterly.

**Fiscal Implications:** None

**Recommendation:** Approve the Williams Fourth Quarter Report as part of the consent agenda.

**2022 Williams 4th Quarter Report from 10/01/22 to 12/31/22. Report Due by 1/15/23**

1 message

Google Forms <forms-receipts-noreply@google.com>  
To: lrow@loleta.org

Tue, Jan 3, 2023 at 1:13 PM

Thanks for filling out 2022 Williams 4th Quarter Report from  
10/01/22 to 12/31/22. Report Due by 1/15/23

Here's what was received.

**2022 Williams 4th Quarter Report from  
10/01/22 to 12/31/22. Report Due by  
1/15/23**

Email \*

lrow@loleta.org

District Superintendent's Name: \*

Linda Row

School District \*

Loleta SD

Please Check the Box that Applies to Your School's Status during the Reporting Period: \*

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Yes, complaints were filed with schools in the district during the quarter indicated above.

Confirmation (No Williams Complaints in Any Category during the Quarter)

Do you confirm that there were no Williams Complaints in any category during this Quarter to the best of your knowledge? \*

- ☒ Yes
- ☐ No

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## **Agenda Item: 4.1**

**Subject:** Superintendent/Principal's Report

### **Earthquakes and Storms**

Our school campus has come through the recent earthquakes and storms with minimal damage. We were closed for two days following the December 20th earthquake because we had no electricity, but we were able to open for the last two days of the week before the break. Special thanks to Rob Price for cleaning up the items that were knocked down and/or broken in the earthquakes. There also were no damages to the facilities due to the early January storms aside from flooding in the garage.

### **Holiday Program and Santa**

Despite being closed for two days due to the earthquake, our staff, students and community volunteers still managed to put on a holiday program and gifts from Santa on December 22nd. Families watched as each class presented a holiday song and Santa arrived on a truck and distributed a gift to each child. Special thanks to all of the staff members who worked at the school – with no electricity and no heat – the day before the program to wrap donated gifts and make sure there was enough for each student!

### **Humboldt Area Foundation Donation**

The Humboldt Area Foundation made a surprise donation in the amount of \$5,000 to help with earthquake recovery. During the power outage we learned that the cafeteria freezer cannot be connected to a generator, so we will use these funds to hire an electrician to figure out what needs to be done so that we don't lose thousands of dollars worth of frozen food the next time the power goes out.

### **Basketball**

Our boys basketball season is underway! Blake Estes, is our Head Coach and we are looking forward to competing with other schools soon.



### **Certificated Contract Negotiations**

The district and the Loleta Teachers' Association have begun contract negotiations for a successor agreement to the certificated collective bargaining agreement. The teams met in person on Friday December 2nd and were able to come to a tentative agreement on some of the open articles. The teams will meet again on Friday, December 13th. By mutual agreement negotiations have been scheduled on the early release day to avoid having to find substitutes for the teachers on the negotiation team.

### **Nurturing Nature Environmental Education Program**

Sal Steinberg, director of the Friends of the Van Duzen River and former Loleta administrator, will be bringing Nurturing Nature, a multidisciplinary environmental education program, to Loleta beginning in January. This TK-8 program will incorporate art, poetry and writing into an exploration of our local ecosystems and will include age-appropriate hands-on activities as well as field trips.

### **Bus Schedule Change**

Starting this month we will reverse the usual order of our two bus runs. Doing this will mean that students waiting for the second bus after school will only have to wait about 30 minutes instead of an hour and will give those students (who used to take the first bus) a chance to experience the enrichment activities in our afterschool program.

### **P-1 Attendance**

Our average daily attendance rate for the first reporting period of this year is about 80%. This is far below where we want to be, but we have had many students out ill due to COVID, the flu and RSV already this year. We are hopeful that we can get everyone healthy and attending regularly in the new year and recoup some of that attendance funding.





## **Agenda Item: 5.1**

**Subject:** Status of Open Board Seat

**Background:** The resignation of Trustee Crystal Sand on December 5, 2022 left the Governing Board with one open seat. The law requires the Board to order an election or make a provisional appointment within 60 days from the effective date of the resignation (Education Code 5091). Announcements of the vacancy have been posted at the school, at the Loleta post office, on the school website and on the school's Facebook page. An announcement was also made in the staff weekly memo and in the January parent newsletter. The provisional appointment must be made at a public meeting.

**Previous Board Action:** The Board has previously appointed trustees when a vacancy has occurred due to a resignation.

**Fiscal Implications:** N/A

**Recommendation:** Information only



**Agenda Item: 6.1**

**Subject:** Approve 2022 School Accountability Report Card (SARC)

**Background:** Each year LEAs are required to update their School Accountability Report Card and submit it to the CDE by the first of February. The SARC must be approved by the governing board prior to submission to CDE.

The attached document is in draft form. The SARC includes some information that is provided by the district and some that is completed by the state. For the last couple of years the information coming from the state has been provided too late to meet the January board approval deadline. Therefore some of the information in the document is not yet complete. When the state provides that information the report will be presented to the Board again.

**Previous Board Action:** The Board annually approves the SARC.

**Fiscal Implications:** N/A

**Recommendation:** Provisionally approve the 2022 SARC.

# Loleta Union Elementary

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Loleta Union Elementary
<b>Street</b>	700 Loleta Drive
<b>City, State, Zip</b>	Loleta
<b>Phone Number</b>	7077335705
<b>Principal</b>	Linda Row
<b>Email Address</b>	lrow@loleta.org
<b>School Website</b>	<a href="https://loletaschool.org">https://loletaschool.org</a>
<b>County-District-School (CDS) Code</b>	CALIFORNIA

## 2022-23 District Contact Information

<b>District Name</b>	Loleta Union Elementary School District
<b>Phone Number</b>	707.733.5705 X100
<b>Superintendent</b>	Linda Row
<b>Email Address</b>	lrow@loleta.org
<b>District Website Address</b>	loletaschool.org

## 2022-23 School Overview

Loleta Union Elementary School is a small, single-school district serving the rural community of Loleta, CA. The school enrolls approximately 100 students in grades TK-8. In the 2022-2023 school year there were 5 combination classes, each with two grade levels. All teachers are fully credentialed and appropriately assigned. Approximately 40% of Loleta's students qualify for special education services, and approximately 25% are identified as English Language Learners. Students with disabilities and English Learners are fully mainstreamed into the general education classrooms and are served by two fully credentialed teachers who provide small group instruction, individualized support, and consultation with the general education teachers. Each classroom is staffed with an instructional aide to provide additional adult support.

Although small, the school provides full-service transportation, student nutrition, and after school programs. More than 90% of the Loleta student population qualifies for free or reduced lunch. The school campus houses a Community Resource Center (LCRC) operated in partnership with the Providence Medical Group. The LCRC supports families in the community with free backpacks and school supplies; food assistance; a holiday toy drive; parent and child playgroups; clothing, shoes and hygiene items; and referrals to services such as low- or no-cost medical, dental, and mental health services. The district's Community School implementation grant has funded a Community School Coordinator and Assistant to work with the LCRC and community-based organizations to further establish the school as a hub for services for our families and the broader community.

Native American students make up almost half of the school's student population. Loleta Union Elementary School serves the children of two Native American Indian Tribes: The Bear River Band of the Rohnerville Rancheria and the Wiyot Tribe at the Table Bluff Reservation. The school partners with the tribes and with local Native American agencies and organizations to provide culturally-relevant curriculum, learning activities, and support services.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment

A. Conditions of Learning	<div><div>State Priority: Basic</div><div>The SARC provides the following information relevant to the State priority: Basic (Priority 1):<ul style="list-style-type: none"><li>Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;</li><li>Pupils have access to standards-aligned instructional materials; and</li><li>School facilities are maintained in good repair</li></ul></div></div>
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## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district is working with the County Office of Education to pilot and purchase new, standards-based core curriculum in Science, History-Social Science, and ELA for 7th and 8th grade.

Year and month in which the data were collected	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA curriculum by McGraw-Hill (grades TK-4) adopted 2022. Fountas and Pinnell; IXL; Moby Max; Scholastic	Yes	0.0%
Mathematics	Grades T K-5 “Go Math” by Houghton Mifflin Harcourt, purchased in 2015 Grades 6-8 California Big Ideas by Houghton Mifflin Harcourt, purchased in 2015. Programs are supplemented with a web based program called Accelerated Math	Yes	0.0%

<b>Science</b>	Harcourt Brace Science 2000, Prentice Hall General Science, Houghton Mifflin CA Science, CPO Science (6-8), EEI; science weekly; IXL; Science Spin	No	0.0%
<b>History-Social Science</b>	McMillan McGraw California Vistas, Holt, EEI; studies weekly; IXL	Yes	0.0%
<b>Foreign Language</b>	Spanish Classroom Teaching Materials; Spanish Playground; Teachers Discovery	No	0
<b>Health</b>	Well-Being Studies Weekly 5-8	No	0
<b>Visual and Performing Arts</b>	VPA standards are integrated into general education learning activities. No separate instructional materials	No	0
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

## School Facility Conditions and Planned Improvements

The overall condition of the school is good according the facilities inspection conducted by the Director of Maintenance in September 2022. The primary areas of deficiency are rotten exterior wooden siding, flat roofs on parts of campus that need to be replaced ,and flooring in some areas of the campus that need to be repaired or replaced.

**Year and month of the most recent FIT report**

9/1/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Flat roofs over hallways and office need to be replaced. Gutters on portables and back of kitchen need to be replaced. Rotten external siding throughout campus needs to be replaced and all exterior surfaces should be painted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Front entry doors need to be replaced.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A		N/A		N/A	
<b>Mathematics</b> (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

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

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)						

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	N/A	N/A	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Loleta Union Elementary School offers a variety of ways for parents to be involved in the decision-making processes of the school. Parents of English Learners are encouraged to participate in the English Learner Advisory Committee (ELAC) that meets monthly. The purpose of the ELAC is to provide parents of English Learners with the means to offer input on the school's EL program, help inform parents about the importance of school attendance, and assist in the development of the schoolwide needs assessment for the EL program. Because Loleta is a single-school district, the ELAC group also takes on some of the tasks of a District English Learner Advisory Committee (DELAC), such as providing input on the development and annual update of the district's Local Control and Accountability Plan (LCAP).

The Native American Parent Advisory Committee (NAPAC) provide a way local tribal officials and parents of Native American students to participate in the planning and development of the general education programs and activities including recommendations on the needs of children and how the district may help those children realize the benefits of the educational programs and activities. The NAPAC meets monthly.

The Loleta Elementary School Advisory Committee meets monthly and is comprised of parents, community members including tribal representatives and district employees. The purpose of this advisory committee is to keep the school community apprised of school policies, programs, and progress towards its goals. Participants are encouraged to ask questions, share comments, and request follow-up information as appropriate.

All parents are welcome to attend the School Board meetings which take place monthly on the second Thursday of the month at 5:30 pm. Public comments is encouraged both is general and on specific agenda items.

## 2021-22 Chronic Absenteeism by Student Group

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

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

## 2021-22 Suspensions and Expulsions by Student Group

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



## 2022-23 School Safety Plan

Loleta's Comprehensive School Safety Plan was last updated and approved by the Board on February 10, 2022 . The plan will next be updated in and reviewed in February 2023. As required by law the plan contains the following elements:

Child abuse reporting procedures (EC 35294.2 (a) (2); PC 11166)  
Disaster procedures (EC 35295-35297; GC 8607 and 3100)  
School suspension, expulsion and mandatory expulsion guidelines  
Procedures to notify teachers of dangerous pupils (EC 49079)  
Sexual harassment policies (EC 212.6(b))  
School-wide dress code relating to gang-related apparel (EC 35183)  
Procedure for safe ingress and egress of pupils, parents, and staff from school (EC 35294.2)  
A safe and orderly school environment conducive to learning (EC 35294.2)  
School discipline rules and consequences (EC 35291 and EC 35294.2)  
Hate crime reporting procedures and policies  
Procedures to prepare for Active Shooters  
Procedures for preventing acts of bullying and cyber-bullying

## D. Other SARC Information Information Required in the SARC

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

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

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

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

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

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

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

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

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

### 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15797.0	\$4268.0	6,355.09	44,176
District	N/A	N/A	\$11529.0	44,176
Percent Difference - School Site and District	N/A	N/A	-57.9	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-19.8	-47.2

## 2021-22 Types of Services Funded

Loleta Elementary School offers a broad course of study in elementary and middle school academic areas. In the multi-grade classroom, instruction is targeted for students' individual needs. Students with disabilities receive special education services such as speech therapy, specialized academic instruction, occupational therapy, and educationally-related mental health services in order to allow them to progress towards mastery of the state standards and their individual education plan goals. English Learners are supported with integrated and designated instruction in English language development, provided by fully-credentialed teachers. Bilingual classified staff, as well as paraprofessional instructional aides provide additional support.

Expenditures include certificated and classified salaries and benefits; textbooks and instructional materials including technology; contracted services; and indirect costs.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	3



## **Agenda Item: 6.2**

**Subject:** Approve Minimum Wage Increase

**Background:** Effective January 1, 2023, California's minimum wage increased to \$15.50 per hour for all employers, regardless of size. This change will affect the first four steps of the district's classified salary schedule. The district does not currently have any employees who are paid less than \$15.50 per hour so this change will not have an impact on this year's budget for classified salaries.

**Previous Board Action:** The Board has previously approved state-mandated minimum wage increases.

**Fiscal Implications:** N/A

**Recommendation:** Approve the district's compliance with the new state minimum wage.



## California Minimum Wage for 2023 Announced

BY: Mavanee Anderson, Esq. | 10/07/22



Effective January 1, 2023, the California minimum wage will increase to \$15.50 an hour for all employers. The rate reflects an adjustment to the large employer minimum wage (currently \$15 an hour) based on inflation, as **determined** by the state Director of Finance. The small employer rate (currently \$14 an hour) will also be \$15.50 an hour in 2023 because inflation has exceeded 7%. The State Labor Commissioner's minimum wage website **confirms** this information.

The California Labor Code established the schedule for minimum wage increases, including an annual adjustment based on inflation that begins with the 2023 large employer minimum wage. Adjustments to the state minimum wage based on inflation will continue to be announced annually by August 1 for the subsequent year.

The Labor Code also requires that the small employer minimum wage rate in 2023 be the same as the large employer minimum wage rate if inflation has exceeded 7%, rather than the previously scheduled small employer minimum wage of \$15 an hour.

Although state law allows the governor of California to temporarily suspend a scheduled increase, the \$15.50 minimum wage rate for all employers was part of the governor's **inflation relief proposal**. Had the governor intended to temporarily suspend the increase, he would have needed to propose the suspension by August 1 and finalize it by September 1, 2022.

## State Information Impacting Year-End

Did you know that state information is covered in APA's ***Preparing for Year-End and 2023*** course? **Register** today to make sure you know the latest changes in legislation and regulations that impact year-end. View the **course brochure**.

Interested in more state and local payroll coverage? APA's ***PayState Update*** eNewsletter is perfect for you.

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*Mavanee Anderson, Esq., is Editor of PayState Update and Payroll Information Resources for the APA.*