



BOARD OF TRUSTEES
Regular Meeting
February 9, 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 (1.12.2023)	Action Item
2.2 Review January Warrant Report	Action Item
2.3 Approve MOU with HCOE for Substitute Consortium	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.*

4. 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.

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
4.4 School Climate Report	Information Item

5. ADMINISTRATION, POLICY and GOVERNANCE

- | | |
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| 5.1 Provisional Appointment of Trustee | Action Item |
| 5.2 Consider adding Land Acknowledgement to Meetings | Discussion |
| Item | |

6. BUSINESS and LOCAL CONTROL

- | | |
|---|-------------|
| 6.1 Approve Final 2022 School Accountability Report Card (SARC) | Action Item |
| 6.2 Approve Annual Update of Comprehensive School Safety Plan | Action Item |
| 6.3 Approve Classified Staff Vacation Payout | Action Item |
| 6.4 Approve increase in Substitute Teacher Pay | Action Item |
| 6.5 Approve MOU with Wiyot Tribe | Action Item |

7. INSTRUCTION and STUDENT SERVICES

8. FACILITIES and TRANSPORTATION

9. COMMUNITY and CORRESPONDENCE

- | | |
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| 9.1 Williams Settlement Quarterly Report | Information Item |
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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, March 9th, 2023 at 5:30 pm.

13. ADJOURNMENT



Agenda Item: 2.1

Subject: Approve Board Minutes from the 1.12.2023 meeting

Background: Approval of these draft Minutes make them the formal Minutes from the January 12, 2023 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 January 12, 2023.



BOARD OF TRUSTEES
Regular Meeting
January 12, 2023 5:30 pm
BOARD 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 CB

1.2 Roll Call CB, CP, GS, JR (1 Vacant Seat)

1.3 Approval of the Agenda, including the Consent Agenda

The meeting commenced at 5:30pm. Trustee Shewry moved to approve the agenda, including the consent agenda. Trustee Perez seconded the motion and the motion passed 4-0.

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 December Warrant Report	Action Item
2.3 Williams 4th Quarter Report	Action Item

Trustee Shewry moved to pass 2.1, 2.2, 2.3 the motion was seconded by Perez. The motion passed 4-0.

3. PUBLIC COMMENT

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One community member came to the meeting to make an appointment with the Superintendent Linda Row.

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 |
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6. BUSINESS and LOCAL CONTROL

- 6.1 Approve 2022 School Accountability **Provisional** Report Card (SARC)
Action Item GS motion to approve, JR seconded and the motion passed unanimously 4-0

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|-----------------------------------|-------------|
| 6.2 Approve Minimum Wage Increase | Action Item |
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Motion to approve CP and GS seconded the motion to approve. Motion passed unanimously.

Trustee Shewry motioned to approve and trustee

7. INSTRUCTION and STUDENT SERVICES

8. FACILITIES and TRANSPORTATION

9. COMMUNITY and CORRESPONDENCE

10. CLOSED SESSION 6:06PM

- 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



Agenda Item: 2.2

Subject: January 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.

Item Number	Vendor	Description
6	1st Source Lighting	New cafeteria lighting paid out of Kitchen Infrastructure and Training Grant funds
20	Verizon Wireless	Hotspots and access for student use
21	Employment Development Department	Back charges for State Disability Insurance and State Unemployment Insurance

Checks Dated 01/01/2023 through 01/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1	3000192321	01/19/2023	ACE HARDWARE-FORTUNA			
2	3000192322	01/19/2023	CRYSTAL SPRINGS CO	Maintenance Supplies	245.40	
3	3000192323	01/19/2023	FERNDAL TECH	Water for ASES	23.00	
4	3000192324	01/19/2023	Mendes Supply Company	Computer Repairs	1,070.62	
5	3000192325	01/19/2023	SPURR	Custodial Supplies	1,345.02	
6	3000192326	01/19/2023	1st Source Lighting	Natural Gas Services	501.54	
7	3000192327	01/19/2023	LEARNING WITHOUT TEARS	Lighting for cafeteria (KIT Funds)	4,406.78	
8	3000192328	01/19/2023	PRESENCE LEARNING INC.	Typing program for 3/4 grades	46.00	
9	3000192329	01/19/2023	ROTO ROOTER, INC.	SPED Services	6,016.55	
10	3000192330	01/19/2023	SFS OF SACRAMENTO INC	Cafeteria Dishwasher Repairs	257.48	
11	3000193225	01/26/2023	BOOST Collaborative	Cafeteria Food	4,160.52	
				BOOST School Conference (ASES paying for this)	2,080.00	
12	3000193597	01/30/2023	Armstrong, Lisa K	ASES Supplies	115.10	
13	3000193598	01/30/2023	DAVID L. MOONIE & CO. LLP	3rd progress billing	3,200.00	
14	3000193599	01/30/2023	ECOLAB	Dishwasher Rental	207.30	
15	3000193600	01/30/2023	PG&E	Electricity	1,800.04	
16	3000193601	01/30/2023	Price, Robert L	New Keys	12.97	
17	3000193602	01/30/2023	RECOLOGY	Garbage & Recycling	1,197.90	
18	3000193603	01/30/2023	SPURR	Natural Gas	1,435.03	
19	3000193604	01/30/2023	STATE OF CALIFORNIA	Fingerprints	32.00	
20	3000193605	01/30/2023	VERIZON WIRELESS	Hotspot		
21	3000193606	01/30/2023	EMPLOYMENT DEVELOPMENT DEPT	SDI Charges	1,989.98	
				SUI Charges	1,699.29	
				SUI Payment	7,724.77	
				SDI Payment	4,003.02	
Total Number of Checks					21	15,417.06
						47,106.21

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	18	42,480.91
13	CAFETERIA FUND	3	4,625.30
Total Number of Checks		21	47,106.21
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			47,106.21

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: MOU with HCOE for Substitute Consortium

Background:

HCOE will debut a new Countywide Substitute Consortium in late March. The intent of the consortium is to reduce the amount of time and resources currently resulting in duplicative paperwork for both the substitute and the district. It will streamline the onboarding process of substitutes because most of it will occur at the HCOE orientation. This is an exciting new endeavor where there will be a centralized substitute database of educators who are cleared to substitute at any district which is part of the consortium.

Previous Board Action: N/A

Fiscal Implications: No Cost to the District

Recommendation: Approve the MOU with HCOE for Substitute Consortium

**CONSORTIUM AGREEMENT FOR FINGERPRINTING
AND CERTIFICATION OF SUBSTITUTE, TEMPORARY EMPLOYEES**

The parties hereto have agreed that the Humboldt County Office of Education (HCOE) will provide the services described below and as allowed under Education Code Sections 44830.2 and 45125.01. This Consortium Agreement ("Agreement") is made this 9th day of February, 2023, between the Humboldt County Office of Education (the "County Office") and Loleta, (the "Member District").

RECITALS

1. Under California Education Code Sections 44830.2 and 45125.01, districts may agree among themselves to designate a single district, or a county superintendent may agree to act on behalf of participating districts within the county or contiguous counties, for purposes of performing functions such as:

- (a) Sending fingerprints to the Department of Justice;
- (b) Receiving reports of convictions of serious and violent felonies;
- (c) Reviewing criminal history records and reports of subsequent arrests from the Department of Justice;
- (d) Maintaining common lists of persons eligible for employment.

2. The County Office currently provides certain administrative services to districts within and contiguous to Humboldt County relating to the maintenance of lists for substitute, temporary classified and certificated employees for fingerprinting and certain types of training.

3. The Member District is an educational agency required to comply with the laws of the State of California regarding mandatory fingerprinting and certification of substitute, temporary classified and certificated employees.

The Parties agree as follows:

I. Fingerprinting Program

- A. **Term:** This Agreement shall commence on 2/10/2023 and shall continue until _____, or at such time as determined by the parties. The agreement may be terminated on 60 days' written notification.

B. Scope

The County Office agrees to oversee and coordinate fingerprinting services for classified and certificated temporary employees. Fingerprinting services are intended to be offered to school districts for temporary, substitute employees. Employees who attain permanent status with member districts are not intended to be covered by the scope of this agreement, but rather will be the responsibility of the Member District. A Member District may elect to contract for other related services with the County Office for its permanent employees, which would be the subject of a separate agreement.

C. Member District Delegation

The Member District hereby designates HCOE as its agent for the purpose of fulfilling the following functions and responsibilities as set forth in Education Code sections 44830.1, 44830.2, and 45125.01.

- a. Sending fingerprints to the Department of Justice and the Federal Bureau of Investigation.
- b. Receiving and reviewing reports of convictions of serious and violent felonies, criminal history records, and reports of subsequent arrests from the Department of Justice.
- c. Subscribing to the subsequent arrest notification service from the California Department of Justice as provided under Penal Code section 11105.2.
- d. Maintaining common list(s) of substitutes eligible for employment.

D. Duties of County Office

The County Office agrees to abide by the requirements of Education Code Sections 44830.2 and 45125.01. The County Office agrees to submit a copy of this "interagency agreement" to the Department of Justice to establish authorization to submit and receive information pursuant to Education Code Sections 44830.2 and 45125.01. County Office agrees to comply with confidentiality, training, and disposition or destruction of records in the proper manner. The County Office shall comply with Education Code Sections 44830.2 and 45125.01, which states in pertinent part:

Upon receipt from the Department of Justice of a report of conviction of a serious or violent felony, the designated school district or county authorized designee shall communicate that fact to the participating districts and remove the affected employee from the common list of persons eligible for employment." (Educ. Code, § 44830.2, subd. (c); Educ. Code § 45125.01, subd. (c).)

The County Office shall also, upon receipt from the Department of Justice of a criminal history record or report of subsequent arrest for any person on a common list of

persons eligible for employment, give notice to the member districts that the report is available for inspection on a confidential basis by the superintendent or authorized designee, at the office of the county superintendent, for a period of 30 days following receipt of notice, to enable the employing school district to determine whether the employee meets that district's criteria for continued employment. The County Office shall not release a copy of that information to any participating district or any other person, and shall retain or dispose of the information in the manner required by law after all participating districts have had an opportunity to inspect it in accordance with Education Code Section 44830.2, subdivision (d), and Education Code Section 45125.01, subdivision (d), and further shall maintain a record of all persons to whom the information has been shown that shall be available to the Department of Justice to monitor compliance with the requirements of confidentiality. A current copy of the Education Code Sections 44830.2 and 45125.01 is attached to this agreement.

The County Office does not warrant the accuracy of the information contained in any record received from the Department of Justice. The parties acknowledge that the County Office is providing a ministerial service to its member districts under this agreement.

II. Level of Service

A. Service for Substitute Teachers

1. Services Provided

Humboldt County Office of Education will provide the following services to school districts upon acceptance and execution of this agreement. Examples of services for Substitute Teachers and Substitute Classified Employees are as follows.

- Fingerprinting and Department of Justice ("DOJ") clearance applications, including those substitute teachers on CBEST and Bachelor's Degree waivers.
- A monthly list will be provided showing all DOJ cleared substitute teachers.
- A weekly update listing additions and deletions via e-mail to the designated district contact person.
- NOTE: Substitutes pay their own fees for DOJ and FBI clearance checks.

Recruitment and Hiring Procedures for Substitute Certificated and Classified Employees

- Advertising
- Application and Screening Service
- Employment Forms (Personnel Information Form, W-4, EDD DE4 withholding certificate, Loyalty Oath, Drug/Tobacco Free Workplace, Mandated Child Abuse Reporting)

- Tuberculin Test or x-ray verification
- Receive complaints of unprofessional behavior, removal from list if necessary, and CTC notifications as required by law.

Training - Legal Requirements

- Cal-OSHA Covid-19 Protection Plan
- Email and Messaging Safety
- Sexual Harassment Training for Non-Managers
- Mandated Reporter: Child Abuse and Neglect
- Injury and Illness Prevention Program
- Blood-borne Pathogen Exposure Prevention
- Integrated Pest Management Training

C. General Services

In placing eligible persons on a list, the County Office will verify the basic license or credentials necessary for the particular position by using reasonable diligence in checking certifications and licensures. The County Office is not authorized to, nor shall it supplant or supplement any personnel decision of any member district in determining minimum qualifications.

D. Maintenance of List of Eligible Temporary or Substitute Employees; Removal from the List

County Office shall maintain a list of eligible classified and certificated employees for use by its member districts. Pursuant to Education Code Section 44953, substitute certificated employees serve at the pleasure of the board and may be dismissed at any time. Pursuant to Education Code Section 44954, temporary certificated employees serve at the pleasure of the board and may be dismissed at any time prior to serving during one school year, provided they have not served more than 75 percent of the number of days that the regular schools of the district are maintained.

In maintaining the list of eligible employees, the County Office may remove any certificated or classified temporary or substitute employee from any list if three lawful complaints are received from any member district, including the County Office of Education, regardless of the nature of the complaint. Employees will be advised of the nature of the complaints by the County Office upon request.

County Office reserves the right to remove a temporary or substitute employee's name from a list immediately upon receipt of a complaint which it deems serious or unprofessional. The discretion for removal lies solely within the County Office's administration and through the exercise of professional judgment.

The County Office reserves the right to independently report allegations of substitute misconduct to the CCTC pursuant to Title 5 of the California Code of

Regulations section 80303 and Education Code sections 44030.5, 44420, and 44940. Any such report made by the County Office does not relieve the Member District of its obligation to separately report allegations of substitute misconduct to the CCTC.

Certificated substitutes and temporary employees will be required to acknowledge in writing that they have read and understand Education Code Sections 44953 and 44954.

III. General Duties

A. Cooperation

Member District will provide such personnel information and materials as necessary to carry out the requirements of the services provided herein concerning fingerprinting, certification and training. Member District will meet and confer with the County Office as necessary to ensure the most efficient method for fingerprinting and other services. Member District will instruct its employees covered under this Agreement to proceed to the County Office or other designated location for fingerprinting or other service.

B. Release of Liability and Indemnification

The Member District understands and agrees that this Agreement constitutes a knowing waiver and release of liability of HCOE and its officers, agents, and employees from all liability associated with their performance of the following acts under this Agreement, except such liability caused by the willful negligence or willful misconduct of HCOE and their officers, agents, and/or employees:

- a. Obtaining fingerprint results, criminal record summary information, and subsequent arrest records from the Department of Justice and the Federal Bureau of Investigation related to a substitute or applicant;
- b. Providing notice to the Member District of criminal record summary and subsequent arrest records related to a substitute or applicant; Any and all acts or omissions committed by substitutes on HCOE's list; and
- c. v. Substitutes employed by the Member District after removal from the HCOE list.

Member District shall indemnify and hold harmless the County Office, its employees, agents, Board members, successors and assigns, against any claim, loss, or expense including attorney's fees and costs, incurred by reason of any claim or liability imposed upon the County Office for alleged or actual damages claimed by any person served or trained under this agreement, including wages, contract damages, compensatory or special damages, or claims of bodily injury, which are allegedly sustained by any person arising out of or as a consequence of, the performance of the terms of this agreement.

The obligation of a member district to indemnify and hold County Office harmless as set forth above shall survive the termination of this agreement.

C. Termination of Agreement

This agreement may be terminated by either party, with or without cause, upon 60 days' prior written notice to the other party.

D. Insurance

Member District agrees to maintain Worker's Compensation, disability and other employee benefits policies as may be applicable to the nature of the work performed by the personnel processed under this agreement, and a comprehensive general liability insurance policy in excess of \$1,000,000 per occurrence, covering bodily injury and property damage. Member District agrees to hold County Office harmless and defend against any action brought by any person for damages allegedly sustained as a result of the training or processing performed under this agreement.

E. Confidentiality

The parties agree to maintain confidentiality of records, including personnel, fingerprinting and/or criminal history, received by the County Office during the performance of this agreement, and as set forth in Education Code Sections 44830.2 and 45125.01. Use of any record received under this agreement shall be limited to the purpose necessary, and any transmission or narration of same for purposes other than to verify employment eligibility is prohibited.

F. HCOE Information Network Services District Portal Agreement

By signing this document, the Member District agrees to abide by the ethical and legal responsibility to protect the confidentiality of payroll, personnel and financial records accessed through the SharePoint portal for the Member District. The Member District agrees to use the district portal only to access appropriate district records for district required purposes. If the Member District becomes aware of a breach, for whatever reason, of this confidentiality, the Member District will report it to the HCOE Information Network Services office expeditiously.

Should the Member District, for whatever reason, gain access to another district's records, the Member District agrees to report the problem immediately to the HCOE Information Technology office.

The Member District understand that it has a responsibility to protect its own login and password information, and that HCOE will not be held liable for breaches of confidentiality arising from unauthorized use of such information.

The Member District agrees to immediately notify the HCOE Information Network Services office of any change in access status for a Member District staff member, i.e. termination, change of job duties.

G. Amendment

This agreement may be amended in writing by mutual agreement of the parties, and signed by an authorized representative for each.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed by their duly authorized officers on the day and year first above written.

_____, 20____
Humboldt County Superintendent of Schools

_____, 20____
District Superintendent

Education Code Section 44830.2.

(a) For situations in which a person is an applicant for employment, or is employed on a part-time or substitute basis, in a position requiring certification qualifications in multiple school districts within a county or within contiguous counties, the districts may agree among themselves to designate a single district, or a county superintendent may agree to act on behalf of participating districts within the county or contiguous counties, for the purposes of performing the following functions:

(1) Sending fingerprints to the Department of Justice.

(2) Receiving reports of convictions of serious and violent felonies.

(3) Reviewing criminal history records and reports of subsequent arrests from the Department of Justice.

(4) Maintaining common lists of persons eligible for employment.

(b) The school district or county superintendent serving in the capacity authorized in subdivision (a) shall be considered the employer for purposes of subdivisions (a), (d), and (g) of Section 44830.1.

(c) Upon receipt from the Department of Justice of a report of conviction of a serious or violent felony, the designated school district or county superintendent shall communicate that fact to the participating districts and remove the affected employee from the common list of persons eligible for employment.

(d) Upon receipt from the Department of Justice of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the designated school district or county superintendent shall give notice to the superintendent of any participating district or a person designated in writing by that superintendent, that the report is available for inspection on a confidential basis by the superintendent or authorized designee, at the office of the designated school district or county superintendent, for a period of 30 days following receipt of notice, to enable the employing school district to determine whether the employee meets that district's criteria for continued employment. The designated school district or county superintendent shall not release a copy of that information to any participating district or any other person, shall retain or dispose of the information in the manner required by law after all participating districts have had an opportunity to inspect it in accordance with this section, and shall maintain a record of all persons to whom the information has been shown that shall be available to the Department of Justice to monitor compliance with the requirements of confidentiality contained in this section.

(e) Any agency processing Department of Justice responses pursuant to this section shall submit an interagency agreement to the Department of Justice to establish authorization to submit and receive information pursuant to this section.

(f) All information obtained from the Department of Justice is confidential. Every agency handling Department of Justice information shall ensure the following:

- (1) No recipient may disclose its contents or provide copies of information.
- (2) Information received shall be stored in a locked file separate from other files, and shall only be accessible to the custodian of records.
- (3) Information received shall be destroyed upon the hiring determination in accordance with subdivision (a) of Section 708 of Title 11 of the California Code of Regulations.
- (4) Compliance with destruction, storage, dissemination, auditing, backgrounding, and training requirements as set forth in Sections 700 through 708, inclusive, of Title 11 of the California Code of Regulations and Section 11077 of the Penal Code governing the use and security of criminal offender record information is the responsibility of the entity receiving the information from the Department of Justice.

Education Code Section 45125.01.

(a) If a person is an applicant for employment, or is employed on a part-time or substitute basis, in a position not requiring certification qualifications, or is a noncertificated candidate assuming a paid or volunteer position in accordance with Section 49024, in multiple school districts within a county or within contiguous counties, the school districts may agree among themselves to designate a single district, or a county superintendent may agree to act on behalf of participating districts within the county or contiguous counties, for the purposes of performing the following duties:

(1) Sending fingerprints to the Department of Justice.

(2) Receiving reports of convictions of serious and violent felonies, criminal history records, and reports of subsequent arrests from the Department of Justice.

(3) Maintaining common lists of persons eligible for employment.

(b) The school district or county superintendent serving in the capacity authorized in subdivision (a) shall be considered the employer for purposes of subdivisions (a) and (f) of Section 45125.

(c) Upon receipt from the Department of Justice of a report of conviction of a serious or violent felony, the designated school district or county superintendent shall communicate that fact to the participating districts and remove the affected employee from the common list of persons eligible for employment.

(d) Upon receipt from the Department of Justice of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the designated school district or county superintendent shall give notice to the superintendent of any participating district or a person designated in writing by that superintendent, that the report is available for inspection on a confidential basis by the superintendent or authorized designee, at the office of the designated school district or county superintendent, for a period of 30 days following receipt of notice to enable the employing school district to determine whether the employee meets that district's criteria for continued employment. The designated school district or county superintendent shall not release a copy of that information to any participating district or any other person, shall retain or dispose of the information in the manner required by law after all participating districts have had an opportunity to inspect it in accordance with this section, and shall maintain a record of all persons to whom the information has been shown that shall be available to the Department of Justice to monitor compliance with the requirements of confidentiality contained in this section.

(e) Any agency processing Department of Justice responses pursuant to this section shall submit an interagency agreement to the Department of Justice to establish authorization to submit and receive information pursuant to this section.

(f) All information obtained from the Department of Justice is confidential. Every agency handling Department of Justice information shall ensure the following:

- (1) A recipient shall not disclose its contents or provide copies of information.
- (2) Information received shall be stored in a locked file separate from other files, and shall only be accessible to the custodian of records.
- (3) Information received shall be destroyed upon the hiring determination in accordance with subdivision (a) of Section 708 of Title 11 of the California Code of Regulations.
- (4) Compliance with destruction, storage, dissemination, auditing, backgrounding, and training requirements as set forth in Sections 701 to 708, inclusive, of Title 11 of the California Code of Regulations and Section 11077 of the Penal Code governing the use and security of criminal offender record information is the responsibility of the entity receiving the information from the Department of Justice.



Agenda Item: 4.1

Subject: Superintendent/Principal's Report

Two Feathers Native American Family Services

In December, teams of two staff members from Two Feathers began coming to campus twice a week to provide support to staff and students, with a focus on forming positive relationships with students who need additional support. Recently they have increased their support to offer a counselor once a week to meet with students and to assist with referrals to more intensive services as needed. Two Feathers is a valued partner in our Community School implementation and we look forward to continuing to work with them to develop integrated student supports and community engagement.

2021-2022 Audit Delayed

The previous year's audit would normally be complete and presented to the board by this time. However, the audit cannot be completed due to the County of Humboldt not having final cash balances for the 2020/21 and 2021/22 fiscal years. Therefore, an accurate cash reconciliation is not possible at this time. The district, along with the other school districts in the county, have worked HCOE to petition the state for a delay until March 15, 2023.

NextGen Youth Summit

On March 2nd and 3rd we will hold a two day workshop for grades 4-8 focused on substance abuse prevention led by J. Carlos Rivera, CEO and Director of Generation Red Road. The summit will help students identify the stressors, behaviors, conditions, and trauma responses that can lead to substance abuse and then to develop a self-care and support system to respond to those stressors in a healthy way.



Community Dinner

As part of our ongoing efforts towards community engagement, we will host a Community Dinner from 4:00 - 6:00 pm on Tuesday, February 28th. This event will include dinner, games, cultural presentations and storytelling. Community members, parents, students, and staff are invited and we would love to see a few Board members there as well!

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 will meet again on Friday February 10th to continue negotiations. 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

Nurturing Nature, a multidisciplinary environmental education program is underway! This TK-8 program incorporates art, poetry and writing into an exploration of our local ecosystems and includes age-appropriate, hands-on activities as well as field trips. The first field trip will be held on Friday, February 10th as the 5th and 6th grade class go to explore the Humboldt Bay National Wildlife Refuge.



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P.O. Box 547
Loleta, CA 95551
Ph: 707-733-5705
Fax: 707-733-5367
Superintendent/Principal
Linda Row
lrow@loleta.org
Community School
Coordinator, Althea Jones
ajones@loleta.org
larmstrong@loleta.org
Website: loletaschool.org

Loleta Elementary School

School Climate Report

2022/2023

Kindness Month: February is kindness month. The week of Valentines will include friendship activities, games and school spirit activities. At the end of the month there will be a community dinner held at LES hosted by Two Feathers.

Supporting Tier 2 and Tier 3 Student Behaviors: Strategic efforts have been made to reduce the numbers of suspensions/expulsions this year. Preventative measures include: Restorative circles, calls home, positive reinforcement systems, Zen den and break time, detention, counseling referrals, SST's and community service. Students are also able to access alternative educational environments, including working in zen den, sensory room and buddy classrooms. Communication is the focus of all interventions. Students and parents/caregivers are informed that these interventions were used to support students.

Universal Complaint Form: Universal Complaint Forms are available in English and Spanish at the front office.

Special Services: Students receive speech and language services through resource. Speech services are provided online weekly for students who need speech/language services. Ot services are provided on campus weekly for students who qualify or have it in their IEP's.

Counseling services: Crisis counseling/intervention services are available for students through the community school coordinator. Students can access counseling services as needed. If students need ongoing counseling/support they can get referrals through the community school coordinator or the Community Resource Center.

Positive Behavior Interventions and Supports (PBIS)- This school year, LES is implementing components of the *Character Strong* curriculum and *Second Step*.

In addition to the curriculum being used in the classrooms, True North Organizing network has been working with LES to bring restorative circles/conversations into each classroom. True North in partnership with LES led belonging circles in September and October of 2022. True North will be putting on belonging circles in March and April of 2023 as well.

Community engagement: Multiple organizations have been partnering with LES during the 2022-23 school year to bring community events and cultural activities to campus. In September LES hosted Indigenous peoples day on campus with the support of Bear River Cultural Department, Wiyot Tribe, and NCIDC. Multiple organizations are helping host a community dinner at LES at the end of February. The community dinner will include food, games, cultural activities, storytelling and more.

Socio-Emotional Tiered Supports:

Morning Greeting: Each teacher received a poster that is displayed at the front door of their classroom to engage students in a morning greeting.

Two Feathers is on campus two days a week to assist in community school building activities.

Two Feathers offers peer coaching, social emotional skill building, mentorship, tutoring, cultural activities, relationship building and assists with students who come to access the zen den.

Zen Den: The Zen Den is a socio-emotional classroom for students when they continue to experience challenges with emotional regulation after other interventions have been attempted. This intervention continues to be refined as the school year progresses. When students enter the Zen Den they are asked to complete a worksheet. We are moving towards having students answer Restorative Questions when they have been involved in an incident that may have caused harm to another person.

Student Success Team (SST) meetings: SST meetings are scheduled weekly. The purpose of the SST is to support students who are having difficulty in the general education setting. The SST meeting is to further examine the student's academic, behavioral and/or social-emotional progress throughout the school year. The team can propose interventions for the student, to help assist the student to better access their education.

Relationships: The focus of the school year is relationship building, connection with students, and belonging. All staff have participated in trainings and discussion about this topic with an emphasis on building relationships with greetings and morning meetings. Two Feathers, NCIDC and True North have worked with LES to help build positive relationships within the school.

Trainings: Sharrone Blanck from HCOE will be putting together four separate trainings focusing on implicit bias and how it impacts marginalized community members. These training sessions will begin in March and end early May. Sonny Tripp from NCIDC will be putting on training regarding IEPs and compliance.



Agenda Item: 5.1

Subject: Provisional Appointment of a Trustee

Background: In December 2022, Trustee Crystal Sands tendered her resignation from the Board effective December 5, 2022. Within 60 days of a vacancy on the Board, the remaining Board members must provisionally appoint a new Trustee to serve out the term of the departed Board member.

Board Candidate Nate Sitterud has submitted a letter of interest in the open seat. The Board will interview Mr. Sitterud and vote whether to appoint him to the Board. If selected, Mr. Sitterud will finish out Trustee Crystal Sands' term of office through December 2027.

Previous Board Action: The Board has provisionally appointed Trustees in the past.

Fiscal Implications: N/A

Recommendation: Vote to appoint or not appoint Nate Sitterud to the open seat on the Board.



Agenda Item: 5.2

Subject: Consider adding a Land Acknowledgement to Board Meetings

Background: A land acknowledgment is a formal written statement that recognizes and respects the Indigenous Peoples on whose land you live and conduct business. A Land Acknowledgment recognizes the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories.

Loleta has used the following land acknowledgement in the past:

Loleta Union School District is located on the present and ancestral Homeland and unceded territory of the Wiyot Tribe. Tribes and Nations in Humboldt County include Hupa, Karuk, Mattole, Tolowa, Wailaki, Wiyot, and Yurok. We make this land acknowledgement in recognition that our words must be matched by action and approach.

Often a phrase such as "LUSD would like to thank the Wiyot Tribe for allowing us to build, educate and work on Wiyot Land" is included.

Previous Board Action: N/A

Fiscal Implications: None

Recommendation: Discussion with a vote to follow at the March 2023 meeting



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 Board reviewed and approved a draft version of the SARC in January. The report is now complete as the state has released the remaining data, which has been entered into the report.

Previous Board Action: The Board annually approves the SARC.

Fiscal Implications: N/A

Recommendation: 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

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

2022-23 District Contact Information

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	11
Grade 2	15
Grade 3	14
Grade 4	14
Grade 5	11
Grade 6	5
Grade 7	14
Grade 8	10
Total Enrollment	108

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	47.2
Asian	0.9
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.8
White	11.1
English Learners	17.6
Foster Youth	2.8
Homeless	4.6
Migrant	0.0
Socioeconomically Disadvantaged	93.5
Students with Disabilities	30.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	83.33	5.00	83.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	16.67	1.00	16.67	18854.30	6.86
Total Teaching Positions	6.00	100.00	6.00	100.00	274759.10	100.00

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						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	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%
Science	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%
History-Social Science	McMillan McGraw California Vistas, Holt, EEI; studies weekly; IXL	Yes	0.0%
Foreign Language	Spanish Classroom Teaching Materials; Spanish Playground; Teachers Discovery	No	0
Health	Well-Being Studies Weekly 5-8	No	0
Visual and Performing Arts	VPA standards are integrated into general education learning activities. No separate instructional materials	No	0
Science Laboratory Equipment (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
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: 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.
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	2	N/A	2	N/A	47
Mathematics (grades 3-8 and 11)	N/A	3	N/A	3	N/A	33

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	70	67	95.71	4.29	1.52
Female	41	40	97.56	2.44	0.00
Male	29	27	93.10	6.90	3.70
American Indian or Alaska Native	31	31	100.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	27	27	100.00	0.00	3.85
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	14	93.33	6.67	7.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	66	63	95.45	4.55	1.61
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	30	29	96.67	3.33	3.45

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	70	70	100.00	0.00	2.86
Female	41	41	100.00	0.00	0.00
Male	29	29	100.00	0.00	6.90
American Indian or Alaska Native	31	31	100.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	27	27	100.00	0.00	3.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	66	66	100.00	0.00	3.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	30	30	100.00	0.00	3.33

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
Science (grades 5, 8 and high school)	0	0	0	0	28.5	29.47

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
All Students	20	20	100	0	0
Female	12	12	100	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	60%	0%	80%	0%	70%
Grade 7	50%	100%	100%	100%	100%
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	122	113	2	1.8
Female	65	59	0	0.0
Male	57	54	2	3.7
American Indian or Alaska Native	57	54	1	1.9
Asian	1	1	0	0.0
Black or African American	3	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	41	38	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	13	13	1	7.7
English Learners	20	19	0	0.0
Foster Youth	4	3	0	0.0
Homeless	7	5	0	0.0
Socioeconomically Disadvantaged	115	106	2	1.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	46	2	4.3

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	20.33	20.33	2.45
Expulsions	0.00	0.00	0.05

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	5.26	4.92	5.22	4.92	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.92	0.00
Female	1.54	0.00
Male	8.77	0.00
American Indian or Alaska Native	7.02	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.16	0.00

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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	0

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	
Percent Difference - School Site and District	N/A	N/A	-57.9	0.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	-3.7	-50.5

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		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	18%	30%
Percent of Budget for Administrative Salaries	5%	6%

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.

Comprehensive School Safety Plan

**2022-23
School Year**

School: Loleta Union Elementary
CDS Code: CALIFORNIA
District: Loleta Union Elementary School District
Address: 700 Loleta Drive
Loleta
Date of Adoption: 2/09/2023
Date of Update: 1/25/2023
Date of Review:
- with Staff 1/27/2022
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Linda Row	Superintendent/Principal		
Charmin Bailey	Board President		
Lisa Armstrong	Parent		
Marcelina Castillo	Loleta Community Resource Center		
Luz Espinoza	Classified Aide		


Name	Title	Signature	Date
Dan Ruggles	Maintenance/Bus Driver		
Robert Price	Physical Maintenance		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Loleta Union Elementary District Office 700 Loleta Dr. Loleta CA.

Safety Plan Vision

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The administration and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Loleta Union Elementary Safety Committee

Linda Row Superintendent/Principal
Charmin Bailey Board President
Robert Price, Director of Maintenance
Lisa Armstrong Parent/School Secretary
Dan Ruggles Bus Driver
Lindsey Frank Fortuna Police Dept
Jennifer Renner/Charmin Bailey Loleta Volunteer Fire Department

Assessment of School Safety

Certificated teachers and classified staff discussed safety issues at staff meetings. In addition, parent input was received at the LES Advisory Committee and ELAC meetings as well through as surveys. Other input came from school maintenance personnel.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The district uses the Keenan Safe Schools online training system to ensure staff compliance with a valid, insurer-approved set of trainings on topics such as child abuse reporting. The district has developed procedures to drill for earthquake preparedness, including "duck, cover and hold on" procedures as well as orderly evacuation from the school building. Suspension and expulsion policies are in place and are aligned with the California Education Code and teachers are informed of dangerous pupils. Discrimination and harassment policies and dress code policies have been adopted by the Board and are being implemented. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school are established and enforced to support a safe and orderly environment conducive to learning at the school. The rules and procedures on school discipline have been adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6. The district has developed response protocols to active threats on campus.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed. (cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 5141.6 - School Health Services) (cf. 6164.2 - Guidance/Counseling Services) Child Abuse Prevention The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse. (cf. 6142.8 - Comprehensive Health Education) (cf. 6143 - Courses of Study) The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

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

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

(cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 5145.7 - Sexual Harassment) Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282) (cf. 0450 - Comprehensive Safety Plan) District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee provides training through Keenan Law services on-line classes.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The district recognizes that in order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events, which threaten to result in disaster. The Superintendent/Principal shall develop and maintain a disaster preparedness plan that details provisions for handling all foreseeable emergencies and disasters. The Superintendent/Principal will utilize School Site Council to regularly review the disaster preparedness plan and recommend changes.

Plans shall address at least the following situations:

1. Fire on or off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threat or actual detonations
4. Attack or disturbance by individuals or groups

The Superintendent/Principal shall ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communication system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis

The Superintendent/Principal shall use state-approved Standard Emergency Management System guidelines when updating emergency and disaster preparedness plans. The Superintendent/Principal shall consult with county agencies so that district plans provide the best possible way of handling each situation and also provide for emergency communications systems between the agencies. The Superintendent/Principal may provide a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety. Disaster preparedness exercises shall be held regularly at the school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans. The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The Superintendent/Principal shall ascertain that at least one staff member holds a valid certificate in these areas. The Superintendent/Principal shall provide for CPR in-service training to be offered at least once a year for staff

Public Agency Use of School Buildings for Emergency Shelters

Loreta Union School District coordinates with the Humboldt County American Red Cross through the local interagency Incident Command Center, Bear River Rancheria and Wiyot Table Bluff. School facilities may be used as mass care and welfare shelters during an emergency. Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of the Multipurpose Room and bathroom facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension And Expulsion/Due Process

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

(cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)

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

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

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

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

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline) (cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6164.2 - Guidance/Counseling Services) (cf. 6164.5 - Student Success Teams)

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

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

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

(cf. 5113 - Absences and Excuses) (cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

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

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

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
(cf. 5131.7 - Weapons and Dangerous Instruments)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

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

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

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

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

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

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

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

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

(cf. 5119 - Students Expelled from Other Districts) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

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

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

(cf. 0460 - Local Control and Accountability Plan)

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(EC 49079) Notification to Teachers of Dangerous Pupils Pursuant to Ed. Code 49079

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, "Conditions for Suspension, Expulsion," except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years. Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person. An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor. No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false. 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity. (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both. (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years. (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

(EC 212.6 [b]) Board Policy BP 5145.7 Students

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 1312.1 - Complaints Concerning District Employees) (cf. 5131 - Conduct) (cf. 5131.2 - Bullying) (cf. 5137 - Positive School Climate) (cf. 5141.4 - Child Abuse Prevention and Reporting) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures. (cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report) (cf. 4118 - Dismissal/Suspension/Disciplinary Action) (cf. 4218 - Dismissal/Suspension/Disciplinary Action) (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The district requests that clothing be neat, clean and fitting properly. Clothing should not be distracting or impair freedom of movement. Primary students should wear clothing that is warm and suitable for physical activity. In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. For safety reasons, slippers, shoes with higher heels and flip flops are not allowed (except during school approved special events).

Clothing, jewelry and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol, weapons or tobacco company advertising, promotions and/or likeness, or which advocate racial, ethnic or religious prejudice or gang affiliation.

Clothes must be sufficient to conceal undergarments at all times; this includes using a belt to hold up “saggy” pants. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh and pajamas are prohibited (except during school approved special events).

Blankets should not be brought to school from home.

Students should wear clothes that are clean and appropriate for a learning environment. Unacceptable clothing includes items that advocate violence; are sexually suggestive; put down any race, ethnic group, or sexual orientation; or promote drugs, alcohol, or cigarettes. If students are not properly dressed, staff will contact their parents.

Students may also change clothes at school to remove inappropriate clothing. Appropriate clothing is available for your child if the items mentioned above are worn to school.

Hats and hoods are allowed on campus. Students may be asked to remove their hats and hoods when they enter the classroom.

Coaches and teachers, in consultation with the Superintendent/Principal, may impose more stringent dress requirements to accommodate the special needs of a certain sport and/or class activity.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Loleta School is located on the main access road into and out of Loleta, therefore safety guidelines have been established for walking on the sidewalk and crossing the street in front of the school. There is an approved walking route from the main street of the town, and guidelines have been established for the use of bicycles. A crossing guard is posted at the crosswalk in front of the school from 7:30 am to 8:40 am and school staff supervise the campus in the morning before school. Yellow safety cones are used to give a visual cue to drivers as to the location the crosswalk. Students arriving or departing from school must use the designated loading and unloading zone(s). The maintenance staff ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**Component:**

Social and emotional supports for students.

Element:

On campus counseling services.

Opportunity for Improvement:

Availability five days a week.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Student support team will continue to be implemented and revised throughout the school year.	<ol style="list-style-type: none"> 1. The systems of referring students and families to our support team for immediate support related to needed family resources are constantly being reviewed. 2. Utilization of the Zen Den and Sensory rooms as part of the immediate response to help students implemented consistently. 3. Certificated LES staff will provide training with all staff regarding self-esteem and bullying issues. 4. Assemblies will be scheduled related to appropriate real-time issues. 5. Groups will be created around issues of grief, self-esteem and how to get ones needs met respectfully. 	Scheduling of the student support team and counselor's time.	Counselor and Student support team.	<ol style="list-style-type: none"> 1. Climate survey for students, families and staff. 2. Log of counselor's time. 3. Assemblies held.

Component:

Positive behavior and supports and a safe school environment

Element:

Staff participation.

Opportunity for Improvement:

Working on positive feedback verbally and using Cougar cash for good behavior.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff will gain a greater understanding of the Positive Behavior Intervention and Supports (PBIS) philosophy and implement PBIS/MTSS procedures	<p>1) Classroom teachers will review school/class rules at the beginning of the school year with students and after every break.</p> <p>2) PBIS Team will attend PBIS meetings once a month to review SWIS data.</p> <p>3) Behavior Tracking Forms will be reviewed weekly.</p> <p>4) Educate students and parents through the Parent/Student Handbook and monthly parent bulletins regarding school rules and PBIS implementation procedures.</p> <p>5) Certificated staff will implement "Wednesday Wellness."</p> <p>6) Website will be updated with kindness activities.</p> <p>7) Teachers will focus on distributing cougar cash.</p>	<p>1) Annual printing of Parent/Student handbook.</p> <p>2) Class time allocated for reviewing school/class rules and PBIS.</p> <p>3) Scheduling of counselor's time.</p>	Principal/Superintendent Certificated Staff LES Staff	<p>1) Number of discipline incidents monitored throughout the school year.</p> <p>2) Log of counselor classroom visits.</p> <p>3) Attend PBIS training</p> <p>4) Monthly PBIS meetings held</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Procedures to have all students checked in and out of school through the office	1) Yard duty personnel will use 2-way radios to communicate with the office. Weekly meeting held to assess situations. 2) Students checked out at lunch or recess will be sent to the office to be checked out in the presence of school personnel. 3) School staff will check identification of any person checking out a student if they do not recognize that person and confirm the person is on the emergency card. 4) Signs posted on the front of office reminding parents to sign-in before entering campus. 5) School Marquee to remind parents to sign in at the front office. 6) Staff to ask volunteers when they enter room if they signed in at the front office. 7) During Covid health safety checks upon entry.	1) Parents and students will be regularly reminded of the procedures. 2) Emergency cards will be updated at least annually.	Principal Office Staff Yard Duty Supervisors/Student Support Team	Monitoring of check in/out procedures.
Emergency Procedures will continue to be reviewed, refined, and practiced	1) Safety folders in all classrooms will be updated by teachers. 2) Regular emergency drills will be conducted. 3) Incident Command Team will be updated annually	1) Safety bucket in every classroom with training on how to use them 2) Black emergency folders in all rooms. 3) Walkie Talkies in every room	Superintendent Principal Physical Plant Director	1) Check list of equipment. 2) Log of emergency drills held.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All parent volunteers will be fingerprinted.	1) All new parent volunteers to be fingerprinted each year. 2) Fingerprinting Information given at Kindergarten Round-up and Back to School Night. 3) All fingerprinted volunteers will have permanent identification badges when photography services are available. 4) School secretaries to make picture identification badges for fingerprinted parent volunteers. 5) Volunteer sign-in process to be monitored for accountability. 6) School secretary to review all volunteers to make sure they are fingerprinted.	1) Financial resources to assist with cost of fingerprinting. 2) Office staff to assist with making volunteer identification badges.	Principal Office staff	Monitor the number of fingerprinted volunteers.

Component:

Understanding the impact of cultural background to school engagement.

Element:

Working on implementation of culturally relative curriculum and products required of children.

Opportunity for Improvement:

Working with the teachers for implementation.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implementation of culturally relevant curriculum.	1) Staff will receive training on how to implement curriculum by reviewing webcasts sponsored by the NCIDC. 2) Teachers will meet regularly (at least once a quarter) to discuss implementation and products. 3) Teachers will meet with climate director/counselor about effects culturally appropriate curriculum has on student population.	KT Cultural curriculum		1. Staff and student surveys 2. Multicultural Celebration during the year showing products.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Loleta Union Elementary Student Conduct Code

Under California Law, students will be held strictly accountable for disorderly conduct on school property and on the way to and from school. Students are expected to follow the directions of school personnel while on school property, on the way to and from school, and at any school function. Students are expected to conduct themselves in a manner that will bring credit to themselves, their parents, and the school at all times.

Conduct Code Procedures

Please see student/parent handbook. <https://loletaschool.org>

Since discipline is essential to academic progress, the teachers and staff of the Loleta Union Elementary School District work together to encourage productive behavior in a firm, fair, and consistent manner. Our school discipline plan is based on the premise that teachers are here to teach and the students desire to learn. As a staff we follow the Positive Behavior Interventions and Supports (PBIS) model. PBIS is a systems approach to preventing and responding to classroom and school discipline problems. PBIS develops school-wide systems that support staff to teach and promote appropriate behavior in all students. By reducing behavioral problems, PBIS promotes and maintains safe learning environments where teachers at Silva Valley can teach and students can learn.

Purpose of PBIS:

- 1) Increase consistent use of positive teaching and reinforcement strategies among all school staff at school-wide, classroom, and individual student levels.
- 2) Reduce use of reactive discipline measures (office discipline, referrals, etc.) in schools for all students.
- 3) Increase data-based decision-making about behavior and academic instruction and reinforcement across all school settings.
- 4) Implement effective comprehensive supports/services/interventions for students with the most intensive behavioral/emotional needs.

School	Wide	Rules
BE		SAFE
BE		RESPONSIBLE
BE		RESPECTFUL
BE		KIND

(K) Hate Crime Reporting Procedures and Policies

Policies Board Policy BP 5145.9 Students

Hate-Motivated Behavior

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131- Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

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

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.94 - History-Social Science Instruction)

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

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians. The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(J) Procedures to Prepare for Active Shooters

Lockdown down announced over the school PA system. This announcement will be repeated several times.

Immediately direct all students, staff, and visitors into the nearest classroom or secured space.

Classes that are outside of the building SHOULD NOT move toward danger.

Students unable to shelter in a secure location can be evacuated to an off-campus location: Volunteer Fire Department.

Lock classroom door and cover door window.

Cover windows and move people away from the outside view. Keep all students lying on the floor and turn off the lights. Keep out of sight.

DO NOT respond to anyone at the door.

Ignore any fire alarm activation, as the school will not be evacuated using this method.

Take attendance of students in each classroom when able.

When the threat is over, authorities will notify staff and students.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. The district may provide students instruction that promotes communication, social skills, and assertiveness skills and may involve parents/guardians, staff, and community members in the development of strategies to prevent and respond to bullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Parents/guardians and students also may be provided with similar information. Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures.

Harassment

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance. Students shall be encouraged to save and print any messages sent to them that they feel constitutes cyberbullying and to notify a teacher, principal, or other employee so that the matter may be investigated.

Cyberbullying conducted using district-owned equipment or on school premises, as well as off-campus cyberbullying that impacts school activity or school attendance, may be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Bullying

The Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. As appropriate, the Superintendent or designee shall notify the parents/guardians. Procedures for Preventing Acts of Bullying and Cyber-bullying The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyber-bully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation

of effective strategies to promote safety in schools and the community. Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyber-bullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyber-bullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyber-bullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyber-bullying, which includes the identification of bullying and cyber-bullying and the implementation of strategies to bullying, available annually to all certificated staff and to other employees who have regular interaction with students.(Education Code 32283.5) The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice. Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills. To discourage cyber-bullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, Principal, Vice Principal, or any other available school employee. When a report of bullying is submitted, the Principal or designee shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying. Within one business day of receiving such a report, a staff member shall notify the Principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the Principal or designee, whether or not the alleged victim files a complaint. Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3. When the circumstances involve cyber-bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyber-bullying and to notify a teacher, the Principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations. When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement. The Superintendent, Principal, or Principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9) If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Safety Plan Review, Evaluation and Amendment Procedures

The Loleta Elementary School staff meets yearly to review the site emergency plan and sign-up for emergency roles. In addition, safety information is provided on the first day of school and given to every parent and students in English and Spanish in the student handbook. At least once each quarter, a safety drill is done to practice procedures with students and staff. The LES staff meets periodically during the year to update plans as needed and monitor progress on site goals.

Safety Plan Appendices

Emergency Contact Numbers

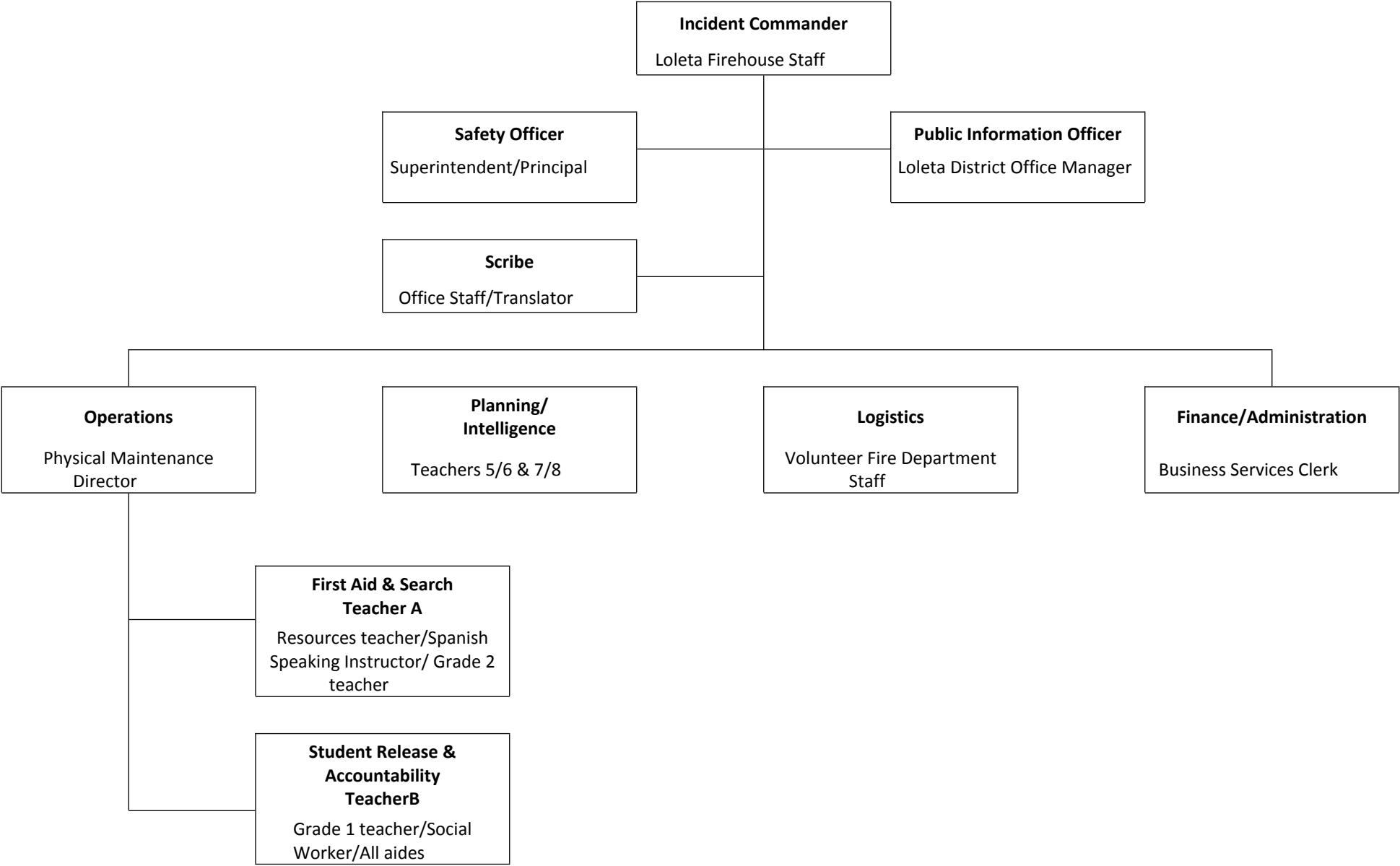
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Ken Nielsen-Fire chief	707-733-5407	7078453090
Law Enforcement/Fire/Paramedic	Jeff Robinson -Assistant Fire chief	707-499-9747	
Law Enforcement/Fire/Paramedic	Humboldts Sheriff	707-445-7251	
Other	Advanced Security	707-443-6366	
Law Enforcement/Fire/Paramedic	Cal Fire	707-725-4412	
School District	Superintendent	707-733-5705	
School District	Physical Maintenance Director	707-498-3251	
School District	Board President	707-672-3219	
Law Enforcement/Fire/Paramedic	Lindsey Frank	707-296-0582	
Law Enforcement/Fire/Paramedic	Jennifer Renner	70-749-93214	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff Review	1/27/2023	
Board Approval	2/09/2023	

Loleta Union Elementary Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for several different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of emergency. To assist schools in classifying emergency situations there is a three tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.

Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.

Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.

Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must immediately inform the site's staff which response action to take. The most important method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

Duck and Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.

Shelter in Place: Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.

Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.

Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area.

Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the sites outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and Humboldt County Sheriff (707) 445-7251 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Facilities Team will secure the crash area to prevent unauthorized access.
6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department or County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Animal Disturbance

Contact Animal Control. Keep students away from animal. Assign a staff member to keep track of the animal until animal control, owner, or law enforcement arrive.

Armed Assault on Campus

Lock down (see described above) communicated to school via walkie talkies. Students shelter in place. Police contacted. Lock down implemented immediately when receiving an active threat to the school. First responders called. Administration and physical plant director account for students and direct to areas of evacuation if needed.

Staff checks their designated areas for anything out of place or suspicious. Depending on location of threat, students evacuated to different locations on or off campus.

Biological or Chemical Release

Biological or Chemical Release A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. This procedure deals with two possible scenarios involving the release of biochemical substances:

1 - Substance released inside a room or a building and Substance released outdoors and localized; and Procedure 2 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure 1: Substance released inside a room or building or substance released outdoors and localized.

1. The School Administrator will initiate the EVACUATE BUILDING. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building. If necessary, the School Administrator will initiate the EVACUATE BUILDING action.
2. The School Administrator will call "911" and provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will instruct the Security/Facilities Team to isolate and restrict access to potentially contaminated areas.
4. The Security/Facilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
6. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
7. The School Administrator will complete the Biological and Chemical Release Response Checklist. 8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery. 9. Any affected areas will not be reopened until the Fire Department of County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Procedure 2: Substance released in surrounding community.

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Facilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call "911" and provide the exact location (e.g., building, room, area) and nature of emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Bomb Threat/ Threat Of violence

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [caller's name] from [name school]. We are receiving a bomb threat on another line. The number of that line is ...[state phone number]." See preceding page for telephone checklist.
2. The person answering the threat call should ask the questions listed in the page following this section and document the responses.
3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio frequencies or electronic devices.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DROP, COVER, and HOLD ON, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
7. If a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
8. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

9. The School Administrator will notify "911", if not previously notified, and Humboldt County Sheriff (707) 445-7251 and provide the exact location (e.g., building, room, area) of the potential bomb, if known.
10. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal.
11. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.
12. After the incident is over, the School Administrator will complete the Bomb Threat Report
13. The Psychological First Aid Team will convene onsite and begin to assess the need for counseling and recovery.

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Procedures

Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

Any student or employee seeing a suspicious package shall promptly notify the principal or designee.

The Superintendent or designee shall immediately institute standard evacuation procedures as specified in the emergency plan.

The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No other school staff shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Bomb Threat

In the event of a Bomb Threat to the school or facility:

Staff Actions:

The person receiving the call should make every attempt to:

Prolong the conversation as much as possible

Identify background noises & voice characteristics

Engage the caller to give description of bomb, where it is, and when it is due to explode

Determine the caller's knowledge of the facility

AVOID HANGING UP THE PHONE (Use another phone to call authorities)

Complete the Bomb Threat - School Report (next page)

The person receiving the call will immediately alert the principal or person in charge (without hanging up)

Principal, Team:

Call 911 and District Support Team

Using standard procedures the Incident Commander needs to make a decision on whether to evacuate the building or to stay inside.

NOTE: If a evacuation response is initiated, modify evacuation routes if necessary based on possible location of bomb.

If what appears to be a bomb is found: DO NOT TOUCH IT; the police department will take charge

Turn off cell phones and DO NOT transmit with radios

Leave the immediate environment as it is

Avoid altering any electrical items or systems (DO NOT turn on or off lights, DO NOT change thermostat, etc.)

Avoid opening and closing doors

Evacuate personnel at least 300 feet from the building; during inclement weather and a possible prolonged search, move students to an Alternate Building Location

Check absentee list for possible clues to who might have phoned in the bomb scare

Follow standard student accounting and reporting procedures after an "all clear" is given return to class.

Bus Disaster

Superintendent contacted. Local law enforcement and ambulance called 911. All call sent to community with instructions.

Disorderly Conduct

Superintendent/psychologist contacted to address individual. Law enforcement contacted.

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD ON.
2. Move away from windows and overhead hazards to avoid glass and falling objects
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action. Staff will check the evacuation path prior to leading students. If path is safe, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

5. The School Administrator will direct the Security/Facilities Team to post guard a safe distance away from building entrances to prevent access.
6. The Security/Facilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Facilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the Director of Maintenance and Operations for permission to reenter buildings.
11. Any affected areas will not be reopened until the District Superintendent or Director of Maintenance and Operations provides clearance.
12. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:

1. The School Administrator and the Director of Maintenance & Operations will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the assessment.
2. If the emergency occurs after school hours and there is not School Administrator on campus, the M&O staff will contact the Director of M&O or the immediate supervisor, who will in turn, contact the District Superintendent.

Explosion or Risk Of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion:

Scenario 1 - Explosion on school property;

Scenario 2 – Risk of explosion on or near school property. It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

Procedure Scenario 1: Explosion on school property.

1. In the event of an explosion, all persons should initiate DROP, COVER and HOLD ON.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Security/Facilities Team Chief will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The Security/Facilities Team Chief will post guard a safe distance away from the building entrance to prevent persons entering the school buildings.
11. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
12. The School Administrator will contact the Director of Maintenance and Operations to ensure buildings are safe for re-entry. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
13. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
14. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on or Near School Property

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
7. The Security/Facilities Team Chief will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions

Fire in Surrounding Area

Superintendent contact by CalFire. Students stay at school if during school hours until all clear is given for students to be picked up and return home. All Call to community with instructions.

Fire on School Grounds

Fire on School Grounds Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately call "911" initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives.
5. The Security/Facilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
6. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
7. The Security/Facilities Team will notify the appropriate utility company of damages.]
- 8.. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. For fires during non-school hours, the School Administrator will determine if the school will open the following day.
10. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. The School Administrator will notify "911" and describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station (KRED 92.3) for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. As appropriate, the School Administrator will activate phone dialer system to inform parents.

7. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the school site custodian and Maintenance & Operations Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The Maintenance & Operations Department, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Explosion/Risk of Explosion.

Procedure - In the event of loss of water:

1. Superintendent will assess school needs and feasibility of keeping school open.
2. Toilets: Maintenance and Operations may install portable toilets. During an emergency when M&O would be unable to access school site a temporary toilet may be made in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded).
3. Drinking Water: Principal will provide water stored for earthquake supplies that will be accessed and distributed to students and staff.
4. Food Service: Superintendent will contact Director of Nutrition and Food Services to assess possibility of providing food for students and staff.
5. Principals should purchase food and water for up to three days for students and staff. This food will be rotated annually by the Director of Food and Nutrition Services. Principal should contact Director of Food and Nutrition Services to arrange for purchase and rotation.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, see section Biological or Chemical Release. If a crash results in a utility interruption, see section Loss or Failure of Utilities.

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and provide the exact location (e.g., building, area) and nature of emergency.
5. The Security/Facilities Team will secure the crash area to prevent unauthorized access.
6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
9. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Pandemic

Please go to our School Safety Plan on our website. <https://loletaschool.org>

Psychological Trauma

Depending on whether the person is controllable, the school will go on lockdown to protect staff and students. Person having difficulty is assisted to the Zen Den and a staff member will stay with them. Psychologist contacted to direct personnel on how to proceed with situation. Law enforcement contacted; person is conducted to the appropriate facility or brought home.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify the District Office, Director of Food and Nutrition Services and the District's Nurse Coordinator. Administrator will determine if they need to call "911."
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
7. The District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

Depending on the urgency and immediacy of the incident, 911 will be called (urgent) or the sheriff's non-emergency line in cases that are not immediately dangerous. Shelter in place procedures may be implemented to ensure the safety of students and staff.

Unlawful Demonstration or Walkout

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ? Obtain information on when, why and how many people are expected.
- ? Identify the spokesperson for the group.
- ? Contact local police department for the school's jurisdiction and advise them of the situation.
- ? Notify staff of the planned demonstration.
- ? Develop an information letter to parents.
- ? Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- ? Designate a staff member to handle incoming calls during the demonstration.
- ? Establish areas where demonstrators can set up without affecting the operation of the school.
- ? Notify Transportation, Food Service and the District Office of demonstration and any possible impact buses and/or District vehicles may encounter arriving at or departing from the school.

Staff Action

Remain with students and provide supervision as needed.

Emergency Evacuation Map



Agenda Item: 6.2

Subject: Approve Classified Staff Vacation Payout

Background:

California Education Code section 45197 requires public school employers to grant classified employees vacation time at their regular rate of pay, based on the number of hours worked in the week. It has been the practice at Loleta to pay classified staff for their unused vacation days at the end of each school year, as allowed by the same section of Ed Code.

Previous Board Action:

The annual payout of unused vacation time has not previously been approved by the Board (or at least not recently). It is in the best interest of the district to have an updated Board approval on record.

Fiscal Implications:

Recommendation: Approve the annual payout of unused vacation hours for classified staff.



EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001] (Title 2 enacted by Stats. 1976, Ch. 1010.)

DIVISION 3. LOCAL ADMINISTRATION [35000 - 45500] (Division 3 enacted by Stats. 1976, Ch. 1010.)

PART 25. EMPLOYEES [44000 - 45500] (Part 25 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 5. Classified Employees [45100 - 45500] (Chapter 5 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 4. Resignation and Leaves of Absence [45190 - 45210] (Article 4 enacted by Stats. 1976, Ch. 1010.)

45197. (a) Every public school employer shall grant to regular classified employees an annual vacation at the regular rate of pay earned at the time the vacation is commenced. Such vacation shall be as determined by the public school employer, but not less than five-sixths of a day for each month in which the employee is in a paid status for more than one-half the working days in the month, provided the employee is regularly employed five days per week, seven to eight hours a day. An employee in a paid status for less than one-half the working days in a month shall have his vacation credit accrued on the basis provided for in subdivision (b) or (c).

(b) In lieu of accrual of vacation credit on a monthly basis and proration as prescribed in subdivision (a), a district may provide for accrual of vacation credit on any of the following bases:

(1) For all employees or classes of employees who work a full workweek of 40 hours the district shall provide 0.03846 hour of vacation credit for each hour of paid service, not including overtime.

(2) For all employees or classes of employees who work a full workweek of 37.5 hours the district shall provide 0.04087 hour of vacation credit for each hour of paid service, not including overtime.

(3) For all employees or classes of employees who work a full workweek of 35 hours the district shall provide 0.04379 hour of vacation credit for each hour of paid service, not including overtime.

(c) For all employees regularly employed for fewer than 35 hours a week, regardless of the number of hours or days worked per week, the vacation credit shall be computed at the rate of 0.03846 for each hour the employee is in paid status, not including overtime.

(d) Vacation may, with the approval of the employer, be taken at any time during the school year. If the employee is not permitted to take his full annual vacation, the amount not taken shall accumulate for use in the next year or be paid for in cash at the option of the governing board.

(e) Earned vacation shall not become a vested right until completion of the initial six months of employment.

(f) The employee may be granted vacation during the school year even though not earned at the time the vacation is taken.

(g) If an employee is terminated and had been granted vacation which was not yet earned at the time of termination of his services, the employer shall deduct from the employee's severance check the full amount of salary which was paid for such unearned days of vacation taken.

(h) Upon separation from service, the employee shall be entitled to lump-sum compensation for all earned and unused vacation, except that employees who have not completed six months of employment in regular status shall not be entitled to such compensation.

(i) This section shall not apply to substitute, short-term, or limited-term employees, as they are defined in Sections 45103 and 45286, unless such employees are specifically included by the public school employer.

- (j) The public school employer may expand the benefits provided for in this section.
- (k) This section shall apply to districts that have adopted the merit system in the same manner and effect as if it were a part of Article 6 (commencing with Section 45240) of this chapter.
(Enacted by Stats. 1976, Ch. 1010.)



Agenda Item: 6.4

Subject: Approve Increase in Substitute Teacher Pay

Background: The district currently pays our substitute teachers a flat rate of \$120 per day. This payment is subject to the same withholdings and deductions as a regular employee's pay, so the net amount that the sub receives is less than \$120 per day.

It is very challenging to find substitute teachers and our certificated staff (such as our resource teacher, community school coordinator, ELD teacher and principal) have spent many days this year covering for teachers who were absent when we could not find a substitute. While raising the rate of pay may not entirely resolve the sub shortage for the district it won't hurt.

The following districts pay between \$140 and \$165 per day:

Blue Lake
Cuddeback
Eureka City Schools
Fortuna High
Hydesville
Jacoby Creek
Northern Humboldt
Orick
Pacific Union
Redwood Prep
Rio Dell

Previous Board Action: The Board has approved the rate of pay for substitute teachers in the past.

Fiscal Implications: An increase from \$120 to \$150

Recommendation: Approve an increase in the substitute teacher's daily rate of pay from \$120 per day to \$150



RE: Sub Pay Comparison Across districts

1 message

Marika Myrick <mmyrick@hcoe.org>
To: "lrow@loleta.org" <lrow@loleta.org>

Linda,

Thanks for reaching out. Here is the latest spreadsheet I have access to regarding sub rates by district.

District

Long Term

Single Day

	Salary Schedule on 31st consecutive day	
4 Arcata		\$160
5 Big Lagoon		\$120
6 Blue Lake		\$150
7 Bridgeville	\$105 after 10 consecutive days	\$100
8 Cuddeback	\$200/day after 20 days	\$150
9 Cullen	\$175/day on 6th consecutive day	\$125
10 Eureka City Schools	\$160/day General, \$195/day ECS Retiree, \$210/day Super Sub, all effective on 21st consecutive day	\$150 General, \$185 ECS Retiree, \$200 Super Sub
11 Ferndale		\$120
12 Fieldbrook	\$200/day on 20th consecutive day	\$125
13 Fortuna Elementary	Placement on certificated salary schedule beginning 21st consecutive day	\$200
14 Fortuna High	Salary Schedule on 21st day	\$160
15 Freshwater		\$175
16 Garfield	Placed on salary schedule after 10 days	\$125
17 Green Point		\$120
18 HCOE	\$200/day starting on 21st consecutive day	\$185
19 Hydenville	\$180/day on 21st consecutive day	\$150
20 Jacoby Creek	\$180/day on 65th consecutive day for same teacher	\$165
21 Klamath-Trinity	Column I Step 1 rate with a Long Term Contract	\$180
22 Kneeland	\$120 after 5 consecutive days	\$100
23 Loleta		\$120
24 Maple Creek	\$150/day after 20 days	\$125
25 Mattole	\$125/day on 21st consecutive day	\$125
26 McKinleyville	\$125 on 21st day	\$100
27 No. Humboldt	\$160/day	\$140
28 Orick		\$140
29 Pacific Union	\$150/day after 20 consecutive days in same assignment	\$140
30 Peninsula		\$125
31 Redwood Prep	\$200/day on 21st consecutive day	\$150
32 Rio Dell	\$220/day after 20 days	\$140
33 Scotia	\$200/day after 20 days	\$120
34 So. Humboldt	\$145 after 5th consecutive day	\$125
35 South Bay	\$200/day for all subs	\$200
36 Trinidad	\$150/day after 10 days	\$135
37 Northern United -Humboldt Charter School	\$245/day or \$35/hour	\$245
38		
39		



Agenda Item: 6.5

Subject: Approve the District's MOU with the Wiyot Tribe for the Humboldt Bay Native Youth Community Project

Background:

Loleta Union Elementary School District staff, working in accordance with the Wiyot Tribe's funded US Department of Education's fiscal year 2022 Demonstration Grants for the Indian Children and Youth Programs, the Humboldt Bay Native Youth Community Project will support Native American students and their families to improve student success in and out of school and a successful transition to post high school college and careers. The grant was awarded in September 2022, began on October 1 2022 and ends on September 30, 2027.

This grant through the Wiyot Tribe will fund a 1.0 FTE Indian Education Specialist position at Loleta to provide direct service to Native students to support their successful transition to high school and eventually post-secondary options.

Previous Board Action: N/A

Fiscal Implications:

Yearly Contract Amounts to Loleta Union Elementary School District

2022-23	2023-24	2024-25	2025-26	2026-27	Total
\$49,595	\$80,115	\$84,120	\$88,326	\$92,743	\$394,900

Recommendation: Approve the District's MOU with the Wiyot Tribe for the Humboldt Bay Native Youth Community Project



Agenda Item: 8.1

Subject: Williams Settlement Quarterly Report from HCOE

Background:

California Education Code Section 1240 requires that that the County Superintendent of Schools, or HCOE staff on his behalf, monitor schools identified in the county to review instructional materials, school facilities, the School Accountability Report Card, and teacher mis-assignments/vacancies, and report to the Board the results of these visits and reviews on a quarterly basis. This report presents the results of visits and reviews for the schools in the LEA for the period of October 1 - December 31, 2022.

Previous Board Action: N/A

Fiscal Implications: N/A

Recommendation: Information only

January 26, 2023

Charmin Bailey, Board President
Loleta Union Elementary School District
700 Loleta Dr.
Loleta, CA 95551

Subject: 2022-2023 Williams Settlement Quarterly Reports

Dear Ms. Charmin and Board Members:

California *Education Code* Section 1240 requires that I, or HCOE staff on my behalf, monitor schools identified in our county to review instructional materials, school facilities, the School Accountability Report Card, and teacher misassignments/vacancies, and report to you the results of these visits and reviews on a quarterly basis. This report presents the results of visits and reviews for the schools in your LEA for the period of October 1 - December 31, 2022.

Instructional Materials: District is piloting new grade 7-8 science program with support from HCOE staff

School Facilities: Sufficiency was determined during the initial site visit

School Accountability Report Card: Sufficiency was determined prior to initial site visit

Teacher Misassignments and Teacher Vacancies: Reported in annual report (Oct 2022)

Please extend to your governing board, administration, and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation.

Sincerely,



Michael Davies-Hughes
County Superintendent of Schools

cc: Linda Row, Superintendent-Principal