



## **BOARD MEETING OF TRUSTEES AGENDA**

**Location: Loleta Elementary 700 Loleta Drive, Room 2**

**Join Zoom Meeting:**

**<https://us04web.zoom.us/j/72186433647?pwd=bXNWSlcxelArYjd6NW5mdkk5M25jUT09>**

**Meeting ID: 721 8643 3647**

**Passcode: v6LZB3**

Please be advised that public comment is to be kept to three minutes with a conversation about a topic not to exceed 20 minutes. During Zoom meetings, the chat room will not be reviewed. If you wish to ask questions and have them answered please send your questions to Lisa Armstrong [larmsstrong@loleta.org](mailto:larmsstrong@loleta.org) As secretary she will gather and send the questions to the board for their review and reply at a later time.

Thank you.

**Date: November 12, 2020**

**Time: 5:30 PM**

**1.0 OPEN SESSION:**

1.1 Roll Call

**2.0 CONSENT CALENDAR:**

2.1 Approval of the Board Minutes from October 8, 2020.

**3.0 PUBLIC COMMENT:**

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

**4.0 INFORMATIONAL ITEMS:**

4.1 Superintendent's Report.

4.2 Stakeholders' Meeting Report

4.3 SDSA Board training (Autumn) and CASBO Meeting information. (John Simmons)

4.4 School Climate Report.

4.5 Update on results of tribal board visits. (verbal update - Autumn)

4.6 Information from Cafeteria regarding questions from last meeting: What are we ordering from ProPacific?

4.7 Update regarding questions for the organizing Board meeting in December and appointments.

4.8 Feedback from HCOE regarding our Learning Continuity Plan- Revisions to the plan.

4.9 First read " School Plan for Student Achievement" required because of change to LCAP when receiving Federal Money.

4.10 Failing Grade Report and responses.

4.11 Native American Policies and Procedures- Public hearing

4.12 PTO report - ASB not active yet.

#### **5.0 ACTION ITEMS:**

5.1 Swearing in of Charmin Sioux Bailey to the LES Board.

5.2 Warrants approval.

5.3 Motion to change signature page at Redwood Capital Bank (yearly update).

5.4 Acceptance of Board Member Kirsten Boyce's resignation letter.

5.5 Appointment of Brenda Juarez to replace Kirsten Boyce on the Board.

5.6 Quote for new standards based English Language Arts Curriculum: Fountas and Pinnell from Heinemann/Houghton Mifflin Harcourt. Paid for by 2 grants.

5.7 Possible approval of Updated MOU between LES and the Humboldt County Office of Education- Advanced Learning Landscapes Project (Sal Steinberg's science education)

5.8 The need for two meetings in Dec. Calendared Dec 10-First Interim and Budget for parents Public Hearing. Proposed additional meeting Dec. 17- Approval of the First Interim and Budget for Parents.

5.9 Possible Approval of Student/Parent Handbook - 2nd and final reading.

#### **6.0 CLOSED SESSION:**

6.1 Personnel

6.2 Negotiations update

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

#### **8.0 ANNOUNCEMENTS:**

**9.0 FUTURE AGENDA ITEMS: Next Meeting will be December 10, 2020 at 5:30 - this is the LES organizational meeting.**

#### **10.0 ADJOURNMENT:**



**LOLETA UNION SCHOOL DISTRICT  
BOARD MEETING OF TRUSTEES AGENDA**

Location: Loleta Elementary 700 Loleta Drive, Room 2

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Thank you.

Date: October 08,, 2020

Time: 5:30 PM

**1.0 OPEN SESSION:**

1.1 Roll Call - GS, CP, JS,

**2.0 CONSENT CALENDAR:**

2.1 Approval of the Board Minutes from September 29,2020. Motion to approve CP  
2nd GS

**3.0 PUBLIC COMMENT:**

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

Parent would like to have more than 15-20 minutes of instruction per day, she is concerned, wants to have an education for her child and is concerned she is not being heard. Pleading to the board that her child needs more than what is being offered at this time. Teacher is concerned about the food plan, filters inside classrooms and children playing with balls. Autumn Chapman explaining the plan for the food program and the depth that the school cook Cindy Long has put into the plan. Board members explained that there is room for adjustments, the school will need to continue to make adjustments as the school goes forward for the food program.

**4.0 INFORMATIONAL ITEMS:**

- 4.1 Superintendent's Report. (Kiwanis will be buying pumpkins from the school)
- 4.2 Stakeholders' Meeting Report (Kiwanis will be sending children's masks)
- 4.3 Stipend assignments for the year- verbal update
- 4.4 School Climate Report.

**5.0 ACTION ITEMS:**

5.1 Appointment of Charmin Bailey to the Board to replace Amanda Benson. Motion to approve CP 2nd JS All approved 3

5.2 Warrants approval MOTION TO APPROVE = GS 2ND CP ALL IN FAVOR MOTION CARRIED

PROPACIFIC INVOICE PLEASE ASK CINDY

5.3 Quarterly report on Williams Uniform Complaints (3rd quarter July 1 - Sept 30,2020).  
MOTION TO APPROVE - JS 2ND - GS ALL APPROVE

**6.0 CLOSED SESSION: 6:15PM**

6.1 Personnel

6.2 Negotiations update



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

**8.0 ANNOUNCEMENTS:**

**9.0 FUTURE AGENDA ITEMS:**

**10.0 ADJOURNMENT:**

Autumn Chapman is inviting you to a scheduled Zoom meeting.

Topic: 10-08-2020 LES Board Meeting

Time: Oct 4, 2020 11:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/71274003390?pwd=R0hIN3EzRS9PcVdqE85TzZGM0dNZz09>

Meeting ID: 712 7400 3390

Passcode: wD9N90



## **Superintendent's Report 11.12.2020**

### **LES During Hybrid**

- We are now several weeks into our hybrid model and from all accounts, it is going really well academically and behaviorally! Teachers are reporting good academic progress with the students in class and the students are calm and appear happy to be back!

### **Technology**

- We ordered 50 chromebooks from a respected company and they (like 60,000 others) are still back ordered with an estimated arrival time of January. However, there were a couple of other opportunities presented in the county of which I took advantage. One was a grant through PGand E and another was HCOE brokering available chromebooks. From these two programs we got our 50 into the school! Last week the final 25 were delivered to students at home and Loleta Union Elementary is now 1:1 student to chromebook. Every student has their own!!! There are still one or two issues with connectivity to the chromebook, but because we are in hybrid, those students can come into school to get their work done!
- Every teacher now has an Elmo (document camera), a computer and a LCD projector in their classrooms. Screens are up in all but one classroom. The screen has been purchased but it just hasn't been put up yet.
- We are still waiting for headphones to come in although they did come in for LEAP!
- At this point we have enough chromebooks that we are 1:1 and we have a class set of chromebooks in a chrome cart located in the middle-school library available for check out.
- When the last 50 chromebooks finally arrive, we will distribute them equally among the classes for use in the classrooms.

### **General School Items**

- We have our outside classroom set up; there are balls for every student which are disinfected daily. We have worked out a bathroom system that is working! Our new heaters are installed and are working! Our daily symptoms checker has been a great addition to our day allowing clear boundaries to be made to determine if someone can come to campus, should stay home, go to the doctor or get a Covid test.
- The teachers have been able to focus on academics and are reporting great compliance with students and mask wearing. Students have been willing to participate in our health protocols and extremely happy to be back in school!
- Cindy has created systems to fit the needs of hybrid. She and Patti (with Kayleen on Fridays) work tirelessly keeping the various groups straight and with food!
- ELAC met twice during the last month to re-establish its voice with the school and is meeting this Wednesday to move forward with bylaws. We are also working to introduce activities that can help the whole school. One item in particular that will impact us all is a free tutoring program!

### **Activities**

- Our school is moving towards a theme of Environmental Stewardship and STEAM. Monday



marked our first activity this year with the arrival of the Alethea Institute. They brought a half hour presentation to all our students teaching them about respect for all the animals in their lives: pets to food animals. Students were given coloring books and crayons to further the lessons! Coming along secondly,

- Sal Steinberg is coming to begin coaching how to teach environmentalism through the outdoor program as part of an ongoing grant with the HCOE. We are so excited to have Sal back working with us again! With another grant we wrote, we are purchasing water testing kits to continue our work with Salmon Science!
- Michael Kauffman has invited several of our teachers to participate with the Historic Redwood Society to begin Redwood education and eventually field-trips to the Redwoods next Spring.
- The entire staff has attended CPI training and have had a very full professional development program through Keenan this year. There were 6 mandatory trainings and a number of our teachers chose to take more! The PD's ranged from Mandatory reporting, sexual harassment to COVID interventions. We are looking to get Red Cross CPR and AED training done soon!
- Dell Arte is coming to Loleta via a Zoom presentation in a couple of weeks! Abbie is continuing beautification of the school with amazing bulletin board art. Sara and Ana have begun our native language exposure through one of the hall bulletin boards translating local names into Wiyot and showing their origins! Abbie is also working with classes to create holiday decorations. Pumpkins for November and trees for December to bring holiday cheer!

#### **Academics and Grants**

- Our CSI money is being spent on curriculum along with a grant I wrote for Title VI! We will be introducing a new ELA standards based curriculum to the school emphasizing Response to Intervention (RTI) to help catch students up who lost time and studying due to the pandemic!
- CSI is also able to pay for new basketball backboards and a new kindergarten structure!!
- Loleta is being recognized for its ability to give individual attention to all its students and is welcoming input from the community to improve on a daily basis.

**Stakeholders Equity Committee Meeting**  
**October 28, 2020**  
**Notes**

**Participants:** Ana Diaz (LES Student Support Services), Wendell Freeman (Bear River Rancheria Council Member), Josefina Cortez (Bear River Rancheria Chairperson), Sandy Radic-Oshiro (School Psychologist), Julia Lerma (True North Organizing), Autumn Chapman (Superintendent/Principal), Xochilt Reyes (HSU Social Work Graduate Student), Linnea Nelson (ACLU of Northern California), Sara McClellan (LES Student Support Services), Meredith Oram (HCOE TK Equity Partnership)

**Question of the Day:**

- Briefly your favorite family gathering/holiday and what makes it special.
  - We are having to redefine holidays given Covid and current political situation.
  - Family and food time is the most important.

**Announcements:**

- Returning to onsite instruction:
  - Students returned to onsite instruction on a cohort model on October 22. Approximately 70% of students returned to in person instruction and 30% of students have continued with Distance Learning. Students appear happy to return to school and there has been no significant safety or behavior concerns. The ACES After School program funding has been a good support and has been more flexible this year due to Covid with LES utilizing ACES staff to provide tutoring and staff support concurrently in the school day on the days students in a cohort are not in the classroom with their teacher. The Intensive Support Class is in session for the students needing the most intensive academic, socio-emotional, and behavioral support 4 days of the school week. Teachers are utilizing Friday for curriculum development and planning in addition to Student Success team meetings and Individual Education Plan meetings. The school bus provides transportation to and from school for students. The Student Support Services Team provides outreach in the community for the Distance Learners, food distribution, problem solving student online connectivity issues, and socio-emotional support with home visits and home-school communication. Students with IEPs are provided services either on site or at home in person depending on whether they have returned for onsite instruction or Distance Learning.

**Discussion:**

- **Multi-Tier System of Supports:** Sandy shared a visual of LES efforts to provide a Multi-Tier System of Supports (MTSS) for academic, behavior, and socio-emotional learning including current supports during Covid. The foundation of Tier 1 support is built on a positive school climate. Due to additional Covid funding and school staff availability, LES has worked hard on beautification projects with murals and bulletin boards to provide students and families with a welcoming environment. The office has been

reconfigured to welcome students and families and has a Spanish speaking receptionist. Tier 2 and Tier 3 academic, behavior, and socio-emotional supports are provided by the Student Support Services Team including two Student Services staff, one who is bilingual, a social work intern from HSU, two school psychology graduate students, and a school psychologist/behavior specialist. A critical component of MTSS and school wide efforts in school climate in representation of culture in the school community with current efforts in incorporating the Spanish and Wiyot language into everyday school activities. Autumn shared that the Wiyot Tribe has applied for a grant to incorporate the Wiyot language at LES. Sandy shared that LES has worked hard to address the socio-emotional and behavioral needs of students over the last three years with training for staff, school based mental health services, school climate activities, and special education and related services. She added that the focus of LES is now on academic supports, evidenced based teaching strategies, and curriculum implementation.

- Given the research that a positive school climate involves representation and acknowledgement of culture at school, how can LES Incorporate Land Acknowledgement in Loleta Elementary School activities.
  - Josepfina shared that she appreciates the healing and partnership between LES and Bear River Rancheria.
  - Meredith shared a resource/video from Dr. Cutcha Risling Baldy on “What good is a land acknowledgement?”  
<https://www.youtube.com/watch?v=gJPfPHliHHQ>
  - Sara and Meredith shared that Klamath Trinity Unified School District has an Indigenous Curriculum that is now also being utilized by Blue Lake Elementary School.  
<http://www.ktjUSD.k12.ca.us/Departments/Indian-Education-Program/Curriculum/index.html>
  - Sandy and Autumn discussed next steps in providing the land acknowledgement video to teachers in a staff meeting, further discussion with staff in incorporating land acknowledgement into school activities, virtual assemblies with land acknowledgement, and looking into purchasing the Indigenous curriculum for LES.

Next Stakeholders meeting is scheduled for Wednesday November 11 at 4:30pm. Sandy acknowledged that this day is the Veteran's Day holiday, however the meeting will be held with agenda items to include review of the MTSS Manual.





Autumn Chapman &lt;achapman@loleta.org&gt;

**Register Now for SSDA's Virtual Board Trainings!**

1 message

Corrie Pelc <corrie@ssda.org>  
To: Corrie Pelc <corrie@ssda.org>

Wed, Nov 4, 2020 at 11:45 AM

**Four Dates to Choose From:**

Saturday, Dec. 12th — 9am-12pm • Wednesday, Dec. 16th — 5-8pm

Saturday, Jan. 9th — 9am-12pm • Wednesday, Jan. 13th — 5-8pm

[Click here to register](#)**\$50 per person -- Register Your Entire Board, and Receive 1 Registration Free!****Listen to what attendees of past Board Trainings had to say!**

- "Good information and good pace. Much needed training for all board members!"
- "Love the small district focus – this has been my first opportunity to attend something so specific."
- "This training was perfect for the new board members....a lot of information but created a strong foundation for future conversations between board of trustees and superintendent."
- "Though my board president has been a trustee for many years, he very much appreciated the refresher. This training gave us many fresh ideas to incorporate in our district."
- "Great day -- well worth it for the Board to get the same effective message."

 A picture containing diagram Description automatically generated

Any questions? Contact:



 Email Signature Logo**Corrie Pelc**

Director of Member Services

w. 916.662.7213 | f. 916.443.7468

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Autumn Chapman &lt;achapman@loleta.org&gt;

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**Fwd: CSBA Regional Meeting for Region 1**

1 message

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**John Simmons** <jesx1955@gmail.com>  
To: Autumn Chapman <achapman@loleta.org>

Thu, Nov 5, 2020 at 5:40 AM

Here is the link to the CSBA meeting. Please share this with the board members.  
Thanks.

----- Forwarded message -----

From: **Laurel Green** <lgreen@csba.org>  
Date: Wed, Nov 4, 2020, 1:53 PM  
Subject: CSBA Regional Meeting for Region 1  
To: John Simmons <jesx1955@gmail.com>

Here is the link for our upcoming Region-wide Meeting. I'll update this invitation with an agenda during the week of the meeting. Hope to see you there, and please don't hesitate to get in touch if anything comes up in the meantime.

Join Zoom Meeting

<https://csba.zoom.us/j/94701283700?pwd=QjlqcnA5ZjBrU3FiMEtBWwFITzVZdz09>

Meeting ID: 947 0128 3700

Passcode: 142833

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Meeting ID: 947 0128 3700

Passcode: 142833

Find your local number: <https://csba.zoom.us/j/94701283700?pwd=QjlqcnA5ZjBrU3FiMEtBWwFITzVZdz09>

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 **invite.ics**  
3K





700 Loleta Drive  
P.O. Box 547  
Loleta, CA 95551 Ph:707-733-5705  
Fax:707-733-5367 Superintendent/Principal  
Autumn Chapman  
achapman@loleta.org  
arojo@loleta.org  
larmstrong@loleta.org  
Website: loletaschool.org

## Loleta Elementary School School Climate Report November 9, 2020

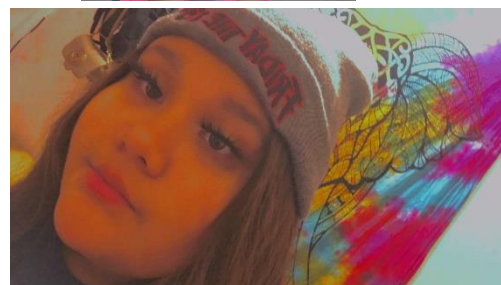
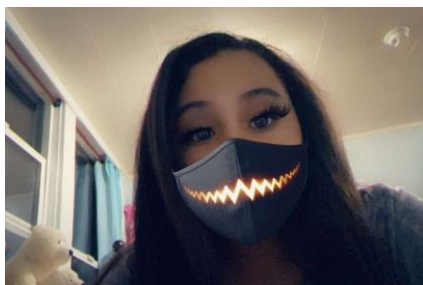
**Teaching Covid Precautions for On Site Learning:** According to teachers and support staff, students are following Covid safety rules including wearing a mask and social distancing. Students appear very happy to be on campus and teachers report that students are benefiting from small and individual instruction as part of the Cohort model. For students who may experience some challenges with following safety rules consistently, meetings have been held with the student's teacher and parents to determine a plan to teach and reinforce this skill.

**Socio-Emotional Curriculum and Supports:** Each Wednesday, the Wellness Wednesday video is available on the Loleta Elementary School Facebook site and webpage. The Wellness Wednesday video is an opportunity to remind students, teachers, parents, and families of positive wellness tips and activities to help manage stress and utilize positive wellness strategies. Topics for the month of November will include:

- The Power of a Voice: The Right to Vote and Agreeing to Disagree
- National Kindness Day November 12, 2020
- Gratitude and the Brain

**Trainings:** Humboldt County Office of Education is offering trainings as part of the Equity Summit that is available for all staff to participate at: <https://my.hcoe.net/em-events/>

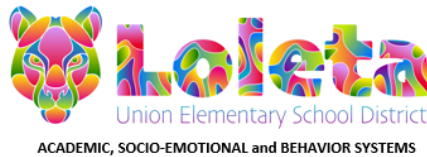
**Positive Behavior Interventions and Supports (PBIS):** Teachers are nominating a student of the week who has demonstrated Safe, Responsible, Respectful, and/or Kind behaviors during the school week. The student who has been nominated receives a home visit where they can choose a prize and get their picture taken for the Loleta Elementary School Facebook page. Here are some of our October and November nominees.



Loleta Elementary School  
School Climate Report  
11/9/2020

## Multi-Tier System of Supports (MTSS):

- Loleta Elementary School has been implementing MTSS over the last few years and the below visuals were shared during the October 28, 2020 Stakeholders Meeting. LES is implementing Multi-Tier System of Supports (MTSS) for academic, behavior, and socio-emotional learning including current supports during Covid. The foundation and Tier 1 level of supports is built on a positive school climate. Due to additional Covid funding and school staff availability, LES has worked hard on beautification projects with murals and bulletin boards to provide students and families with a welcoming environment. The office has been reconfigured to welcome students and families and has a Spanish speaking receptionist. Tier 2 and Tier 3 academic, behavior, and socio-emotional supports are provided by the Student Support Services Team including two Student Services staff, one who is bilingual, a social work intern from HSU, two school psychology graduate students, and a school psychologist/behavior specialist. A critical component of MTSS and school wide efforts in school climate in representation of culture in the school community with current efforts in incorporating the Spanish and Wiyot language into everyday school activities. LES has worked hard to address the socio-emotional and behavioral needs of students over the last three years with training for staff, school based mental health services, school climate activities, and special education and related services. With all of the great work in creating a welcoming school climate, LES is now focused on academic supports, evidenced based teaching strategies, and curriculum implementation.



## Multi-Tiered System of Supports (MTSS)

The interventions and supports found in MTSS help in relationship building, which is a key factor in student success. Additionally, a supportive school environment allows each student to work through their challenges and catch up with their peers. Defined tiers of intervention for both academic and behavioral challenges enables educators to address student needs, both as a group and individually.

### Tier 3: Intensive, Individualized Interventions & Supports

The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Home Visits  
Evaluate for Special Education and Related Services  
Parent support  
Consultation with agencies (e.g. DHHS, Two Feathers, UIHS, doctors, etc.)

### Tier 2: Targeted, Supplemental Interventions & Supports

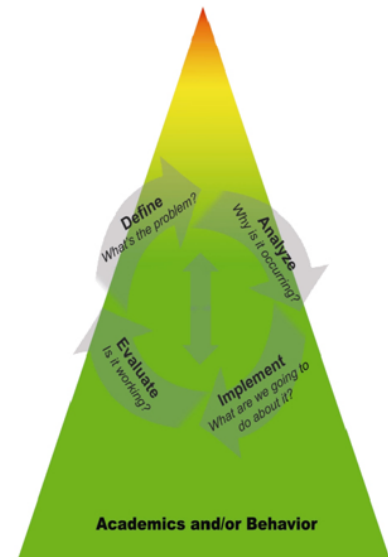
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Small group (Individual or group counseling, small group instruction and academic practice in LEAP)  
LEAP small group academic support  
Check in/Check Out (CICO) Behavior Education Program  
Student Support Services contact  
Social work services  
Behavior Contracts  
Functional Behavior Assessment  
Loleta Community Resource Center

### Tier 1: Core, Universal Instruction & Supports

General academic, socio-emotional, and behavior instruction and support provided to all students in all settings.

Positive School Climate  
PBIS School wide expectations  
PBIS Cougar Cash and Cougar Store  
Academic assessments and small group placement  
Socio-emotional school wide teaching (e.g. Mindful Mondays, Wednesday Wellness, etc.)  
Parent education (e.g. Wellness Wednesday Newsletter, Facebook)  
Zen Den/Sensory Room  
Recognition of culture in school community





## Multi-Tiered System of Supports (MTSS)

Academics	Socio-Emotional	Behavior
ELA: Houghton Mifflin Math: Go Math and iXL School wide reading assessments (e.g. DIBELS, Accelerated Reading) Fontas and Pinnell	Wellness Wednesday Video and Newsletter School selected curriculum (e.g. Second Step, Zones or Regulation, Coping Skills, Monthly Themes, Mindfulness, etc.)	School wide expectations Cougar Cash and Cougar Store Student of the Week Recognition
LEAP Small Group Academic Support Read Naturally Explode the Code Moby Max Fontas and Pinnell English Language Program	Individual and Small Group Counseling School Psychologist Consultation Zen Den Sensory Room	Behavior Intervention Specialist Consultation Zen Den Sensory Room
Referral for Special Education Assessment	Referral to Bridges and Community Based Counseling Services Interagency Collaboration	Functional Behavior Assessment

### Mental Health Outreach to our Latinx Community:

Many communities are facing increased mental health challenges during the pandemic and many of our families are isolated and alone. A project in conjunction with HSU School Social Work Program and Humboldt Del Norte SELPA is in the planning stages to create resources and a support group for our Latinx families as an extension of the English Language Advisory Committee (ELAC). A meeting was held on October 29 and it was determined that community outreach will include printing posters from Substance Abuse and Mental Health Services Administration in Spanish on mental health and community contacts and services. The posters will be posted at the school and the Loleta Park in addition to being sent out to families in a weekly school packet.

**Stakeholders Equity Committee Meetings:** The next Stakeholders meeting is scheduled for Wednesday November 11 with the following agenda:

- Update on Distance Learning and Hybrid Learning for students
  - Check-in on communication efforts with families. Any concerns?
  - Purchase of Indigenous curriculum. Any local contacts for support?
  - Discussion of the name of the Stakeholders group
  - Discussion of Loleta Elementary School Native American Policies and Procedures (IPPs)
- <https://docs.google.com/document/d/11eTNdWo3F6v9F6wf6Hf0Uz9LPMYbOtB-3bNC88dthJw/edit?usp=sharing>

Respectfully submitted by,

Sandy Radic-Oshiro, MA, NCSP  
 School Climate Director  
 Loleta Elementary School  
 (707) 834-2861  
[sradic-oshiro@hcoe.org](mailto:sradic-oshiro@hcoe.org)

Loleta Elementary School  
 School Climate Report  
 11/9/2020



Date: November 2, 2020

To: Loleta School Board & Autumn Chapman

From: Cynthia A. Long, Cafeteria

Re: Cafeteria Expenses

Good Evening,

During the last board meeting (Oct. 8, 2020), a question was raised as to the reason for the expenses seen on the ProPacific Fresh invoices in August, 2020. There are many reasons the costs are higher than in the past all stemming from the COVID-19 pandemic. Let me explain.

When reopening school for the 2020-21 school year, we were required by USDA to follow the School Breakfast Program (SBP) and National School Lunch Program (NSLP) meal patterns when serving meals. These meal patterns require certain food items and food components to be filled. That means that we had to include certain items in the meal kits that we delivered. The state and federal waivers issued helped with some of the costs, but not all.

Prior to COVID, we followed the SBP/NSLP meal patterns and served meals using "Offer vs. Serve" (OvS) buffet style table. By using this style, we were able to keep the costs lower because we needed to offer certain food items/components, but the students were able to only choose some of the items that they wanted in order to fulfill a reimbursable meal. (Ex. For lunch we needed to offer certain items from the five components and the students needed to choose three of the five components to complete a reimbursable meal.) In addition, prior to COVID-19, we were able to purchase items in bulk and cook from scratch. This helped keep costs lower.

Also, we took advantage of the "seconds' table" where the students could return whole fruit and unopened items they did not want. This helped keep costs down because we could rewash/sanitize the items for reuse, following the guidelines set forth by the Humboldt County Health Department.

With the event of COVID-19, all of this came to a halt. We could no longer use OvS or reuse items. All food items/components for each meal needed to be included in the meal kits sent out to each student. Of course, this raised costs because we needed to purchase more items. Also, the type of food we purchased increased the cost. We needed to purchase pre-cooked, individually wrapped (IW) items for the meal kits. Some examples are: a 30lb case of 1lb bags of baby carrots costs \$33.93 each. We prepare 5 day meal kits for 90 students. That brings the cost of the carrots to \$135.72. A case of 75 count IW Chicken Sliders costs \$73.40. As you can see, it adds up fast. We cut cost where we could, but individually wrapped, ready to eat food is much more expensive than buying in bulk, cooking in-house, serving buffet style using OvS, and reusing items whenever possible.

Now the Seamless Summer Option (SSO) meal pattern program nationwide waiver has been approved until the end of the school year, we have the choice to move away from SBP and NSLP. SSO has less restrictive requirements for the meal pattern. We began SSO when we moved to the hybrid model on October 22, 2020. This will reduce costs.

There are other things, like the supply chain, that increased costs as well. I hope this helps.

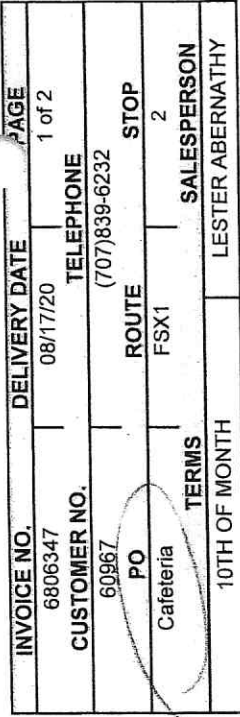
Respectfully,





**BILL TO:**  
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SUB TOTAL
LOYALTY DISCOUNT
SALES TAX
INVOICE TOTAL

perishable agricultural commodities listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Agricultural Commodities Act, 1930 (7 U.S.C. 499e(c)). The seller of these commodities retains a trust claim over the commodities, all of which are proceeds from the sale of these commodities until payment is received. CDEA Organic Registration #04-000527.



**SHIP TO:**  
 LOLETA SCHOOL  
 700 LOLETA DR  
 LOLETA, CA 95551

**BILL TO:**  
 LOLETA SCHOOL  
 700 LOLETA DR  
 LOLETA, CA 95551

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 PO Box 1069, Durham, CA 95938 \* [www.PPF-Foods.com](http://www.PPF-Foods.com)  
 \*\*\* CUSTOMER ORIGINAL INVOICE \*\*\*

INVOICE NO. 6806347	DELIVERY DATE 08/17/20	PAGE 2 of 2
CUSTOMER NO. 60967	TELEPHONE (707)839-6232	
PO Cafeteria	ROUTE FSX1	STOP 2
TERMS 10TH OF MONTH	SALESPERSON LESTER ABERNATHY	

ITEM CODE	QTY ORD	QTY SHIP	QTY	SHIP	TYP	UM	PACK SIZE	DESCRIPTION	AVG CS NET WT	BRAND	SPECIALTY ATTRIBUTES	ORG	TAX/ OTHER	UNIT COST	EXT COST
02232	4	4			REF	CS/CS	30/LB	CARROT PEELED BABY	30.00	PACKER				33.93	135.72
14547	10	10			REF	CS/CS	10/1 LB	BROCCOLI BITES	10.00	TAMS				37.10	.00
SC	1	1					FEE	FUEL SURCHARGE						4.58	4.58

FULL CASE	BROKEN	TOTAL GROSS WT	TOTAL NET WT
38.00	0.00	844.09	790.46

**TERMS & CONDITIONS:**  
 1. All shipments are deemed to be accepted upon delivery.  
 2. A FINANCE CHARGE OF 1 1/2% PER MONTH will be charged on all past due accounts, which is an ANNUAL PERCENTAGE RATE of 18%.  
 3. In the event legal action is taken to collect a past due amount the buyer agrees to pay all collection, court costs, and/or attorney fees.

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**EQUITY**  
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Customer Signature:

INVOICE NO.	DELIVERY DATE	PAGE
6807244	08/24/20	1 of 1
CUSTOMER NO.	TELEPHONE	
60967	(707)839-6232	
PO	ROUTE	STOP
CAFETERIA	FSX1	4
TERMS	SALESPERSON	
10TH OF MONTH	LESTER ABERNATHY	



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 PO Box 1069, Durham, CA 95938 \* www.PPF-Foods.com  
 \*\*\* CUSTOMER ORIGINAL INVOICE \*\*\*

SHIP TO:	BILL TO:
LOLETA SCHOOL	LOLETA SCHOOL
700 LOLETA DR	700 LOLETA DR
LOLETA, CA 95551	LOLETA, CA 95551

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ITEM CODE	QTY ORD	QTY SHIP	QTY	SHIP	TYP	UM	PACK SIZE	DESCRIPTION	AVG CS NET WT	BRAND	SPECIALTY ATTRIBUTES	ORG	TAX/ OTHER	UNIT COST	EXT COST
00275	2	0	0	REF	CS/CS	160/ OZ		***CHEESE*** CHEESE STRING	10.00	BAKER		US		37.23	.00
00009	3	3	3	REF	CS/CS	1/40 LB		***PRODUCE*** APPLE GALA FCY 138 CT	40.00	PACKER				34.50	103.50
00060	3	3	3	REF	CS/CS	1/40 LB		BANANA PETITE 150 CT 3-4 COLOR	40.00	PACKER				23.74	71.22
00316	2	2	2	REF	CS/CS	1/38 LB		ORANGE CHOICE 113 CT	38.00	PACKER				32.25	64.50
04547	10	10	10	REF	CS/CS	10/1 LB		BROCCOLI BITES	10.00	TAMS				37.10	371.00
02232	4	4	4	REF	CS/CS	30/ LB		CARROT PEELED BABY	30.00	PACKER				33.93	135.72
5C	1	1	1			FEE		FUEL SURCHARGE						4.58	4.58

ULL CASE	BROKEN	TOTAL GROSS WT	TOTAL NET WT
22.00	0.00	570.50	536.00

SUB TOTAL	\$ 750.52
EQUITY DISCOUNT	\$ 0.00
SALES TAX	\$ 0.00
INVOICE TOTAL	\$ 750.52

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- A FINANCE CHARGE OF 1 1/2% PER MONTH will be charged on all past due accounts, which is an ANNUAL PERCENTAGE RATE of 18%.
- In the event legal action is taken to collect a past due amount the buyer agrees to pay all collection, court costs, and/or attorney fees.

Customer Signature:



HIP TO:	BILL TO:
LOLETA SCHOOL 700 LOLETA DR LOLETA, CA 95551	LOLETA SCHOOL 700 LOLETA DR LOLETA, CA 95551

**BILL TO:**

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PO Box 1069, Durham, CA 95338 \* [www.PPF-Foods.com](http://www.PPF-Foods.com)  
\*\*\* CUSTOMER ORIGINAL INVOICE \*\*\*

INVOICE NO.	DELIVERY DATE	PAGE
6808582	08/28/20	1 of 1
CUSTOMER NO.	TELEPHONE	
60967	(707)839-6232	
PO	ROUTE	STOP
CAFETERIA	FS5	2
TERMS	SALESPERSON	
10TH OF MONTH	LESTER ABERNATHY	

ITEM CODE	QTY ORD	QTY SHIP	QTY	PACK SIZE	UM	DESCRIPTION	AVG CS NET WT	BRAND	SPECIALTY ATTRIBUTES	ORG	TAX/ OTHER	UNIT COST	EXT COST
1427	2	2	REF	CS/CS 48/4 OZ	CS/CS	***DAIRY*** YOGURT STRAWBERRY	12.00	UPSTATE FARMS		US		14.95	29.90
0215	1	1	REF	CS/CS 100/ OZ	CS/CS	***CHEESE*** CHEESE CREAM	6.25	RASKAS		US		24.76	24.76
0275	1	1	REF	CS/CS 160/ OZ	CS/CS	CHEESE STRING	10.00	BAKER		US		37.23	37.23
1036	1	1	DRY	CS/CS 48/2 OZ	CS/CS	***DRY GROCERY*** CEREAL FROSTED MINI-SPOONERS S/S 2	6.00	MOM'S				20.25	20.25
0695	3	3	DRY	CS/CS 1/200-CT	CS/CS	CRANBERRY DRIED STRAWBERRY 1.16 Z	14.50	CRAISINS				55.00	165.00
1753	3	3	DRY	CS/CS 200/1.16 OZ	CS/CS	CRANBERRY DRIED ORANGE 1.16 OZ	15.41	CRAISINS				55.00	165.00
1521	3	0	FRZ	CS/CS 75/5 OZ	CS/CS	***FROZEN FOODS*** SANDWICH CHICKEN SLIDER BRD WG IW	23.44	HOT OFF THE G		US		73.40	.00
1533	2	2	FRZ	CS/CS 100/4.1 OZ	CS/CS	QUESADILLA TWICE GRILLED WG IW	25.63	HOT OFF THE G		US		83.20	166.40
0736	2	0	FRZ	CS/CS 72/4.19 OZ	CS/CS	SANDWICH CHEESE GRILLED IND WRAP W	18.86	INTEGRATED		US		58.60	.00
C	1	1		FEE		FUEL SURCHARGE						4.58	4.58
										SUB TOTAL			
										EQUITY DISCOUNT			
										SALES TAX			
										INVOICE TOTAL			

**No Fees,  
No Middle-Man,  
Just Pure Savings!**

**TERMS & CONDITIONS:**  
All shipments are deemed to be accepted upon delivery.  
A FINANCE CHARGE OF 1 1/2% PER MONTH will be charged on all

ALL CASE	BROKEN	TOTAL GROSS WT	TOTAL NET WT
13.00	0.00	206.41	187.25
			613.12
		\$	\$
		0.00%	\$
		\$	\$
		\$	\$
			613.12

*Customer Signature:*

Merchandise listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Commodities Act, 1930, and the proceeds from the sale of these commodities will be held in trust for the benefit of the producers thereof.

Cultural Commodities Act, 1930 (7 U.S.C. 499e(c)). The seller of these commodities retains a trust claim over it until payment is received. CDEA Organic Registration #04-000527.

commodities, all





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# LEGAL UPDATE

August 13, 2020

To: Superintendents, Member School Districts (K-12)

From: Kaitlyn Schwendeman, Assistant General Counsel  
Erin E. Stagg, Associate General Counsel

Subject: 2020 Governing Board Elections and Organizational Meetings  
and Frequently Asked Questions  
Memo No. 48-2020

## ORGANIZATIONAL MEETINGS (Education Code Section 35143)

Each school district and county office of education is required to hold an annual organizational meeting. In an election year, a school district organizational meeting must be held on a day within the fifteen (15) day period that commences with the date upon which a governing board member elected at that election takes office (the second Friday in December). In years in which no regular election for governing board members is conducted, the organizational meeting is held during that same fifteen day period. Exceptions to this rule are discussed below. This year, the date on which elected trustees will take office is December 11, 2020.

Organizational meetings should be held as follows:

### 1. Governing Boards of School Districts

The organizational meeting must be held within 15 days of the second Friday in December. Unless otherwise provided by a rule of the Governing Board, the date of the organizational meeting must be selected by the Board at its regular meeting held immediately prior to December 1st (presumably the regular November board meeting).

The organizational meeting must, therefore, be held between December 11, 2020 and December 25, 2020.

**2. Governing Boards of School Districts Governed by a City Charter**  
These Boards have the option of holding their organizational meetings as described above, or may hold their organizational meeting between December 15th and January 14th, if so provided by the Governing Board rules.

**3. County Boards of Education**  
For those boards holding an organizational meeting following the November election, their organizational meetings will now be held on the second Friday in December instead of at the end of November. For boards whose members are elected in June, the organizational meeting remains July 1. (Education Code § 1009).

**Board Member Term of Office**  
**(Education Code Section 1007 and 5017)**

**County Boards of Education:**  
Effective in 2019, the date on which outgoing members' terms of office end, and on which newly-elected members take office, is moved from the last Friday in November to the second Friday in December. The terms of office of county board members elected at the California primary (whether in March or June) will continue to commence on the first day of July.

Likewise, the law has changed the date for county board organizational meetings from the last Friday in November to the second Friday in December. For those county boards with members elected at the primary, their organizational meeting remains the first board meeting held after July 1.

**School Districts:**

For school district board members, the 2019 amendment to Education Code section 5017 changes the last day of an incumbent trustee's term of office, and the first day of a newly-elected trustee's term, from the first Friday in December to the second Friday in December.

Because all of these changes to the terms of office—for county board and school board—lengthen the terms of office for board members slightly, any incumbent's term of office will simply be extended by that additional time beginning in December 2019 and thereafter, depending on when the term of office would otherwise have expired. For example, someone elected in 2020 will commence office on December 11, 2020. Incumbents' terms of office were similarly extended—where previously an incumbent's term would have expired on December 2, 2022, under the new law that person's term will now expire December 9, 2022. County board members, the only local body whose terms of office previously began and ended in November, will have their terms of office extended by approximately two weeks, and terms will now match those of school boards.

**Election Issues**

Districts with the governing board elections scheduled for 2020 should be aware of the following information:



1. **Number of Candidates Less Than or Equal to the Number of Board Seats**  
No election is held. The existing Board members continue to serve until the organizational meeting of the Board, at which time the candidate(s) are seated and become Board members. (Education Code §§ 5326 and 5328).

2. **No Candidates or Insufficient Candidates for Number of Seats Vacant**  
Seats for which there are sufficient candidates are discussed above. For those seat(s) for which there are no candidates, the Board must appoint. It is important to note that, except for seats which have been specifically designated two-year seats, an appointment to a governing board seat due to lack of a candidate or candidates is a four-year appointment. The appointment must be made *prior* to the election. Prior to making the appointment, "... the governing board shall cause to be published a notice once in a newspaper of general circulation published in the district or, if no such newspaper is published in the district, in a newspaper having general circulation in the district, stating that the board intends to make an appointment and informing persons of the procedure available for applying for the office." (Education Code section 5328.5.)

3. **Changing the Election Cycle from Odd-Year to Even-Year**  
Until 2018, the "default" for school districts and community college districts under the Elections Code was to hold elections in odd-numbered years. In 2015, AB 415 was signed into law, and required most local entities that formerly held their elections in odd-numbered years to move them to even-numbered years. Those districts that were required to do so but did not want to make the change-over immediately were required to adopt a plan, by January 1, 2018, to make this change by the November 2022 election. Any districts that have not made the switch and need assistance in doing so should contact our office for further information and assistance.

## FREQUENTLY ASKED QUESTIONS

1. **What are the qualifications to be elected/appointed to a school board?**  
Education Code section 35107, subdivision (a) provides as follows:

(a) Any person, regardless of sex, who is 18 years of age or older, a citizen of the state, a resident of the school district, a registered voter, and who is not disqualified by the Constitution or laws of the state from holding a civil office, is eligible to be elected or appointed a member of a governing board of a school district without further qualifications.

2. **Can employees of the school district serve on the governing board?**  
No. Education Code section 35107, subdivision (b)(1) provides as follows:

An employee of a school district may not be sworn into office as an elected or appointed member of that school district's governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office.

### 3. Are there limitations on the employment of a spouse or other relatives of a board member?

Yes. Under Government Code section 1090, a long-term school district employee whose spouse is appointed to or elected to the district's governing board may not be promoted by the board. "Long-term" means that the employee has served for one year or more. See Government Code section 1091.5, subd. (a)(6). The spouse of a new employee, i.e., someone with less than one year of employment at the district in question, may not be elected or appointed to the board unless the other spouse resigns his or her employment first.

In other words, if a spouse has been an employee of the district for at least one year, then the non-employee spouse may be elected or appointed to serve on the governing board. Even if the employee-spouse meets this requirement, the board will not be able to take action affecting the spouse's employment status. For example, the employee-spouse could not be promoted, changed from a temporary to a regular employee, or have his or her position selectively reclassified while the other spouse is a board member. Furthermore, under the Political Reform Act (Government Code section 87100 *et seq.*), the board-member spouse would have to abstain from any discussion or participation in any decision that would uniquely affect the employee-spouse.

### 4. Are there term limits for school board members?

There can be, but only if the voters choose to impose them. Education Code section 35107, subdivision (c) provides as follows (emphasis added):

Notwithstanding any other provision of law, the governing board of a school district may adopt or the residents of the school district may propose, by initiative, a proposal to limit or repeal a limit on the number of terms a member of the governing board of the school district may serve on the governing board of the school district. Any proposal to limit the number of terms a member of the governing board of the school district may serve on the governing board of the school district shall apply prospectively only and shall not become operative unless it is submitted to the electors of the school district at a regularly scheduled election and a majority of the votes cast on the question favor the adoption of the proposal.

Therefore, unless action is taken as set forth in section 35107, subdivision (c), term limits do not apply to school district governing boards.



5.

**May a school board member hold another public office?**

The answer depends on whether the other public office has "potentially overlapping public duties" with the school board position. Where there is potential for overlapping duties the common law doctrine of "incompatible" offices prevents one person from holding both offices. By way of example, a board member of a "feeder" elementary school district cannot at the same time also serve as a board member of that elementary district's high school district. (See 68 Ops.Cal.Atty.Gen. 171 (1985)).

Government Code section 1099 prohibits holding incompatible offices much like the common law rule. Prior attorney general's opinions and judicial interpretation of the common law rule continue to aid in the application of this statute.

## **Term of Office**

Note: The responses set forth below may not apply to school district elections that are subject to the provisions of a city charter. Districts governed by a city charter should always review the charter to determine whether it governs the district's elections.

6.

**When does the term of office begin?**

For K-12 board members elected in even-numbered years, Education Code section 5017 provides as follows (emphasis added):

Each person elected at a regular biennial governing board member election shall hold office for a term of four years *commencing on the second Friday in December next succeeding his or her election*. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.

For K-12 board members who are still elected in odd-numbered years,<sup>1</sup> Education Code section 5000 provides as follows (emphasis added):

After the initial election of governing board members in any school district or community college district, a governing board member election shall be held biennially on the first Tuesday after the first Monday in November of each succeeding odd-numbered year to fill the offices of members whose terms expire on the first Friday in December next *succeeding the election*. Except as provided in this chapter, or in Chapter 2 (commencing with Section 5200), the elections shall be held and conducted in accordance with Chapter 3 (commencing with Section 5300).

<sup>1</sup> See the discussion in the analysis section above. The Legislature was apparently confident that AB 415 has forced all school entities to switch from odd-year to even-year elections. This can be inferred because new legislation only requires those entities that hold elections in even-numbered years to switch the start date for terms of office to the second Friday in December. The start date for entities that hold elections in odd-numbered years has not been changed.

Finally, Elections Code section 10554 provides as follows (emphasis added):

Elective officers, elected or appointed pursuant to this part, take office at noon on the first Friday in December next following the general district election. Prior to taking office, each elective officer shall take the official oath and execute any bond required by the principal act.

Education Code section 5300 provides that provisions of the Elections Code apply to school district elections "except as otherwise provided in the code". Thus, the 2018 amendments to sections 1007 and 5017 regarding the terms of office commencing on the second Friday in December arguably take precedence over Elections Code section 10554, because those amendments are more specific statutes with respect to when each elected trustee's term commences.

**7. Is there a different rule for when the term of office begins for County Boards of Education?**

Yes. Education Code section 1007, subdivision (a) provides: "Members [of county boards of education] elected at the time of the direct primary shall take office on the first day of July, and members elected at the date on which members of school district governing boards are elected shall take office on the second Friday in December subsequent to their election." Thus, the first day of the term of incoming board members who were elected in June is July 1, 2020 and for those elected in November, their first day is December 11, 2020.

The organizational meeting for County Board trustees is either the first meeting on or after the first day in July (for those elected at the June primary) or the second Friday in December (for those elected in November).

Awaiting the organizational meeting is done purely for ceremonial reasons, however, and has no legal effect on the true first day in office of the incoming member (or the last day of office of the outgoing member). Some board members choose to be sworn in privately (e.g., by a notary public) before the organizational meeting. In addition, these statutes permit a district to adopt a local rule of procedure to hold the organizational meeting on a different date, so check your local rules to see if they prescribe a different date.

**Oath of Office**

**8. Is it necessary for a board member to take an "oath of office"?**

Yes. Government Code section 1360 provides as follows:

Unless otherwise provided, before any officer enters on the duties of his office, he shall take and subscribe the oath or affirmation set forth in Section 3 of Article XX<sup>2</sup> of the Constitution of California.

<sup>2</sup> That is, "Article 20."



Failure to take the oath of office and file a bond as required by law is one way in which a public office becomes vacant, as provided in Government Code section 1770, subdivision (1).

**9. Who can administer the oath of office to a newly elected/appointed board member?** Any person listed in Education Code section 60 or Government Code section 1362 may administer the oath to a newly elected/appointed board member.

Education Code section 60 provides as follows:

The Superintendent of Public Instruction, Deputy and Assistant Superintendents of Public Instruction, secretary of the Board of Governors of the California Community Colleges, the Chancellor of the California Community Colleges, county superintendents of schools, school trustees, members of boards of education, secretaries and assistant secretaries of boards of education, city superintendents of schools, district superintendents of schools, assistant superintendents of schools, deputy superintendents of schools, principals of schools, and every other officer charged with the performance of duties under the provisions of this code may administer and certify oaths relating to officers or official matters concerning public schools.

Government Code section 1362 provides as follows:

Unless otherwise provided, the oath may be taken before any officer authorized to administer oaths.

This is a very broad provision—"any officer authorized to administer oaths." It includes judges, virtually all elected officials, notaries public, and numerous county and state officers.

**10. What happens if the elected/appointed officer fails or refuses to take the oath of office?**

Education Code section 5017 provides, in pertinent part, as follows:

... Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.

In addition, Government Code section 1302 provides as follows:

Every officer whose term has expired shall continue to discharge the duties of his office until his successor has qualified.

Thus, if an elected or appointed official fails or refuses to take the oath of office, the outgoing board member can continue to discharge the duties of office until a new member qualifies. Conversely, if the office becomes vacant, then the position remains vacant until filled by a qualified candidate, either by appointment or election depending on the procedure to be followed.<sup>3</sup>

**11. When may the oath be taken by a newly elected/appointed school board member?**  
Elections Code section 10554 provides as follows (emphasis added):

Elected officers, elected or appointed pursuant to this part, take office at noon on the first Friday in December next following the general district election. *Prior to taking office*, each elective officer shall take the official oath and execute any bond required by the principal act. (Emphasis added.)

Thus, the oath of office may be administered at any time after the election results are certified by the county clerk. This is typically done at the district's organizational meeting, but once elected, a new board member can choose to be sworn in earlier, as discussed above.

**12. How long does the county clerk have to certify the election results?**  
Elections Code section 15372 provides as follows:

The elections official shall prepare a certified statement of the results of the election and submit it to the governing body within 30 days of the election or, in the case of school district, community college district, county board of education, or special district elections conducted on the first Tuesday after the first Monday in November of odd-numbered years, no later than the last Monday before the last Friday of that month.

Elections Code sections 15400 and 15401 provides as follows:

The governing body shall declare elected or nominated to each office voted on at each election under its jurisdiction the person having the highest number of votes for that office, or who was elected or nominated under the exceptions noted in Section 15452. The governing board shall also declare the results of each election under its jurisdiction as to each measure voted on at the election.

The elections official shall make out and deliver to each person elected or nominated, as declared by the governing body, a certificate of election or nomination, signed and authenticated by the elections official.

<sup>3</sup> As discussed below, district boards can sometimes make an appointment within 60 days of a vacancy. In other cases, if the vacancy occurs too close to a scheduled election or the end of a member's term, the vacancy must await an upcoming regular election or a special election.



13.

**What are the rules with respect to the annual organizational meeting?**  
Education Code section 35143 provides as follows:

The governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk. At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote

of all members of the city board of education.  
Note that, as discussed in section 7 above, section 35143 permits a district, by local rule, to choose a different date for its organizational meeting.

**14. At the organizational meeting which board members (e.g., outgoing or incoming) convene the meeting?**

Where the oath of office is administered at the organizational meeting, the outgoing board may convene the meeting, the oath(s) may be administered, and then the board with new members seated would complete the remainder of the agenda. If a new member or members have taken the oath of office prior to the organizational meeting, the meeting should convene with any previously-sworn members sitting with the board.

**Brown Act**

**15. Does the Brown Act apply to newly elected members before they take office?**

Yes. Government Code section 54952.1 provides as follows:

Any person elected to serve as a member of a legislative body who has not yet assumed the duties of office shall conform his or her conduct to the requirements of this chapter and shall be treated for purposes of enforcement of this chapter as if he or she has already assumed office.

The reference to "elected to serve" arguably applies once the county clerk has certified the election results (See Elections Code sections 15372, 15400 and 15401, set forth above).

**Board Member Resignation**

**16. May a school board member resign from his/her office?**

Yes. Government Code section 1770, subdivision (c) provides that "[a]n office becomes vacant . . . [upon the incumbent's] resignation."

**17. How does a school board member resign?**

Education Code section 5090 provides that "a vacancy resulting from resignation occurs when the written resignation is filed with the county superintendent of schools . . . ."

**18. Is it necessary for the school board to take action to accept a member's resignation?**

No. As noted above the resignation is effective upon the county superintendent of schools' receipt of the written resignation.

Some governing board meetings do have public agenda items to "accept" a member's resignation. This is usually done for purposes of creating an occasion to honor a departing board member and is purely ceremonial with no legal significance.

**19. May a board member rescind a written resignation once it is filed with the county superintendent of schools?**

No. Education Code section 5090 provides that a "written resignation. . . shall, upon



being filed with the county superintendent of schools be irrevocable."

20.

**What constitutes "filing" a resignation with the county superintendent?**

A resignation is filed with the county superintendent upon physical receipt by the county superintendent's office of a writing indicating a resignation.

21.

**May a board member defer the effective date of a resignation?**

Yes. Education Code section 5090 provides that a board member's written resignation may indicate a "deferred effective date." Section 5091 provides further that the resignation may not be deferred "for more than 60 days after he or she files the resignation with the county superintendent of schools."

22.

**Would an e-mail or facsimile transmission constitute a written resignation?**

Probably not. The law applicable to resignations has not been amended to provide for electronic or facsimile substitution for written resignations.

23.

**What is the effective date of a resignation?**

Unless the resignation contains a "deferral" date, the effective date of a written resignation is the date it is actually received by the county superintendent's office.

24.

**Are there any limits on the role of a board member who files with the county superintendent a written resignation with a deferred effective date?**

Yes. Education Code section 35178 provides as follows (emphasis added):

A member of the governing board of a school district who has tendered a resignation with a deferred effective date pursuant to Section 5090 shall, until the effective date of the resignation, continue to have the right to exercise all powers of a member of the governing board, except that such member shall not have the right to vote for his or her successor in an action taken by the board to make a provisional appointment pursuant to Section 5091.

25.

**What does a school board need to do after learning of a resignation from one of its members?**

**Note:** This prohibition applies only to the actual vote and does not appear to preclude the member whose resignation is pending from participating in the selection process or board discussion of who to appoint.

Education Code section 5091 provides that the governing board "shall, within 60 days of the vacancy or the filing of the deferred resignation, either order an election or make a provisional appointment to fill the vacancy."

**Note:** The 60 days starts to run when the resignation is received by the county superintendent even if the resignation contains a deferred effective date.

The governing board must also make sure that the person provisionally appointed to the position is "qualified" under Education Code section 35107 as discussed in more detail

above.

26.

**May the board meet in closed session to develop questions or interview candidates?**  
No. Under the Brown Act, all aspects of making a provisional appointment must be done in public session, except where the board appoints an advisory ad hoc committee of less than a quorum of board members and no other members. If an advisory ad hoc committee is appointed it may assist in screening or evaluating applications and preparing interview questions, but may not make any final decisions for the board. (See Government Code section 54952, subdivision (b).)

The provisional appointment must be put on the public session agenda and the full Board must take action to approve the appointment.

27.

**Once the board makes a provisional appointment to fill a vacancy, what happens next?**  
Education Code section 5092 provides as follows:

Whenever a provisional appointment is made to the governing board of a school district pursuant to Section 5091, the board shall, within 10 days of the provisional appointment of a person to fill a vacancy which occurs or will occur, post notices of both the actual vacancy or the filing of a deferred resignation and also the provisional appointment in three public places in the district and shall publish a notice pursuant to Section 6061 of the Government Code. If there is no newspaper of general circulation published in the district, notice need not be published.

The notice shall state the fact of the vacancy or resignation and the date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation. The notice shall also contain the full name of the provisional appointee to the board and the date of his appointment, and a statement that unless a petition calling for a special election, containing a sufficient number of signatures, is filed in the office of county superintendent of schools within 30 days of the date of the provisional appointment, it shall become an effective appointment.

Thus, the residents of the district whose board has appointed a provisional board member can petition to force a special election—although in practical terms, this rarely happens.

28.

**What happens if vacancies occur in a majority or more of the board seats at the same time?**  
Education Code section 5094 provides as follows:

If for any reason vacancies should occur in a majority of the offices on any school district or community college district governing board, the president of the county board of education having jurisdiction may appoint members of the county board of education to the district governing board until new members of the governing board are elected or appointed.



Note: At the discretion of the president of the county board of education, appointments may be made in one or more of the vacant positions. In other words, the county board president is not limited to making appointments only sufficient to create a quorum on the district board. Thus, on a five person board with 3 vacancies, the county board president may designate up to 3 members of the county board of education to serve as district board members. Once appointed, the county board members continue to serve as district board members until new members "are elected or appointed."

29.

**May a district board reappoint the same person who resigned from the seat that is vacant?**

No. Government Code section 1752, subdivision (a) provides, in pertinent part, as follows:

... no person elected or appointed to the governing body of any city, county, or district having an elected governing body, shall be appointed to fill any vacancy on that governing body during the term for which he or she was elected or appointed (emphasis added).

Please note: This provision also prohibits a board member with a "short" term from resigning and being appointed to a vacant "long" term.

30.

**If the district chooses to call for written applications from candidates who wish to be considered for appointment, are the submitted applications public records?**

Yes. Under the Public Records Act (Govt. Code section 6250 *et seq.*) copies of any applications for a board vacancy that are received by the district must be made available for public inspection and copies provided upon request.

Note: Because the applications become public records, we recommend that prospective candidates be so-informed before they submit an application.

31.

**If the board chooses to interview candidates one at a time before making an appointment do all candidates have a right to be present?**

Under the Brown Act all persons—including candidates for a board appointment—have a right to attend all public sessions of the board.

At the same time the board may request (but not require) the other candidates to remain outside the meeting room until after they are interviewed.

Our experience has been that most candidates honor the request, as they understand the essential fairness of the request, and that the refusal to do so may have an impact on the remaining board members' willingness to appoint a candidate who refuses to cooperate.

32.

**If everything must be done in public session, how does the board develop questions that will not be known in advance by the candidates?**

The Brown Act does not provide a ready response to this question. We recommend against using email (or other private communications) among board members to reach a board decision on what questions to ask the candidates.



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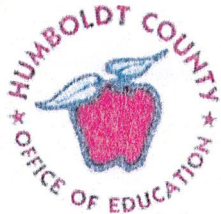
It is recommended that individual board members submit proposed questions to the board president, who will compile a composite question list. The board can also have such questions referred to an executive officer, such as the superintendent, who can undertake the task of compiling such questions, perhaps in concert with a single board member or an ad hoc committee of the board.

Please contact our office with questions regarding this Legal Update or any other legal matter.

*The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.*

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## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

**District: Loleta**

**LCAP Program Manager: Jen Fairbanks**

**Business Advisor: Jemima West**

### General Information

Provides description of the impact the COVID-19 pandemic has had on the LEA and its community.	Recommendations	
	No	Yes
<ul style="list-style-type: none"> <li>Includes how the LEA's Learning Continuity Plan has been informed by the impacts the LEA and its community have experienced from the COVID-19 pandemic.</li> </ul>	X	
<b>Recommendations:</b>  No Recommendations for this section.		
<b>Future Considerations:</b>		



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### Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.	Recommendations	
	No	Yes
A sufficient response will describe the overall stakeholder engagement process		
Including efforts to reach:		
• Pupils		X
• Families		X
• Educators	X	
• Stakeholders who do not have internet		X
• Stakeholders who speak languages other than English		X
Provides a description of how stakeholder engagement was considered before finalizing the Learning Continuity Plan		
<b>Recommendations:</b>  What were the efforts made to reach out to engage students, stakeholders that do not have internet or those that are not English Speaking? Phone calls? Home visits?		
<b>Future Considerations:</b>		



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A description of the options provided for remote participation in public meetings and public hearings.	Recommendations	
	No	Yes
A sufficient response describes:		
<ul style="list-style-type: none"> <li>• how the LEA promoted stakeholder engagement</li> </ul>	X	
<ul style="list-style-type: none"> <li>• and the option(s) provided that allowed remote participation in the public hearing and local governing board meetings</li> </ul>	X	
<b>Recommendations:</b>  No Recommendations for this section.		
<b>Future Considerations:</b>		

A summary of the feedback provided by specific stakeholder groups.	Recommendations	
	No	Yes
A sufficient response to the prompt will describe and summarize the stakeholder feedback provided by specific stakeholders:		
<ul style="list-style-type: none"> <li>• Pupils</li> </ul>		X
<ul style="list-style-type: none"> <li>• Families</li> </ul>	X	
<ul style="list-style-type: none"> <li>• Educators</li> </ul>	X	
<ul style="list-style-type: none"> <li>• Stakeholders who do not have internet</li> </ul>	X	
<ul style="list-style-type: none"> <li>• Stakeholders who speak languages other than English</li> </ul>	X	
A sufficient response to the prompt indicates ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders		
<b>Recommendations:</b> Consider mentioning the feedback you have received from older students when doing sidewalk talks, or home visits.		



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<b>Future Considerations:</b>	
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A description of the aspects of the Learning Continuity Plan that were influenced by specific stakeholder input.	Recommendations	
	No	Yes
A sufficient response to this prompt will provide stakeholders and the public with clear specific information about how the stakeholder engagement process influenced the development of the LCP.		
This response must describe aspects of the LCP that were influenced by or developed in response to stakeholder feedback. <ul style="list-style-type: none"> <li>For the purposes of the prompt, “aspects” may include sections or specific actions within a section of the LCP that may have been influenced by stakeholder input.</li> </ul>	X	
<b>Recommendations:</b>  No Recommendations for this section.		
<b>Future Considerations:</b>		

## Continuity of Learning

In-Person Instructional Offerings	Recommendations	
	No	Yes
A description of the actions the LEA will take to offer classroom-based instruction whenever possible:		
<ul style="list-style-type: none"> <li>particularly for students who have experienced significant learning loss due to school closures in the 2019-2020 school year</li> </ul>	X	
<ul style="list-style-type: none"> <li>or are at a greater risk of experiencing learning loss due to future school closures</li> </ul>	X	



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A sufficient response to the prompt will describe:		
• the LEA's classroom-based instructional schedule model	X	
• how the LEA will ensure learning and competency development		X
• while also considering a student's social-emotional well-being		X
<ul style="list-style-type: none"> <li>• The LEA's classroom-based instructional schedule model should include plans and protocols to ensure the safety of students and staff consistent with:                             <ul style="list-style-type: none"> <li>o considerations for campus access</li> <li>o hygiene practices</li> <li>o protective equipment</li> <li>o physical distancing</li> <li>o cleaning and disinfecting of school facilities and vehicles</li> </ul> </li> </ul>		X
<ul style="list-style-type: none"> <li>• To identify students who have experienced significant learning loss due to the school closures in 2019-20, LEAs should consider and solidify:                             <ul style="list-style-type: none"> <li>o a systematic cycle of assessments</li> <li>o including initial screenings</li> <li>o formative and summative assessments.</li> </ul> </li> </ul>		X
<b>Recommendations:</b> Consider editing this section for typos How will the district ensure learning and competency development? Regular assessments? Formative? Summative? How often and compared to last Springs assessments potentially?  How and who will ensure the socio-emotional status of students? How will the district address the following? <ul style="list-style-type: none"> <li>o considerations for campus access</li> <li>o hygiene practices</li> <li>o protective equipment</li> <li>o physical distancing</li> <li>o cleaning and disinfecting of school facilities and vehicles</li> </ul>		
<b>Future Considerations:</b>		



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<b>Actions Related to In-Person Instructional Offerings</b>	
<ul style="list-style-type: none"> <li>Description of what the action is.</li> <li>May include a description of how the action contributes to meeting the increased or improved services requirement for FY, EL, or LI as applicable.</li> <li>Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.</li> </ul>	
<b>Action(s)</b>	<p>Suggestion for writing actions.</p> <p>Does the action provide a description of: Who is doing what to whom and for what purpose.</p>
<p><b>Recommendations:</b></p> <p>Fiscal: Missing information on whether or not the actions are contributing to meeting the increased or improved services for high needs (unduplicated) students - low income, foster youth and English Learner.</p>	
<p><b>Future Considerations:</b></p>	

<b>Distance Learning Program Continuity of Instruction</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>
<p><b>A description of how the LEA will provide continuity of instruction during the school year to:</b></p>		
<ul style="list-style-type: none"> <li>ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery</li> </ul>	X	
<ul style="list-style-type: none"> <li>including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary</li> </ul>		X
<p>A sufficient response to this prompt will provide a succinct description of the curriculum and instructional resources that will be developed or utilized that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.</p>		



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<b>Recommendations:</b>  Consider mentioning that the district is using the same curriculum for distance learning as they would for in person learning, therefore standards based.
<b>Future Considerations:</b>

<b>Distance Learning Program Access to Devices and Connectivity</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>
<b>A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.</b>		
A sufficient response to the prompt will describe how the LEA will ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:		
<ul style="list-style-type: none"> <li>• the process used to ascertain the needs of students.</li> </ul>		X
<ul style="list-style-type: none"> <li>• the plan to provide technological support to ensure access to devices and connectivity for all pupils to support distance learning.</li> </ul>		X
<ul style="list-style-type: none"> <li>• description of the efforts of the LEA to ensure students and families with unique circumstances have access to devices and connectivity.</li> </ul>		X
<ul style="list-style-type: none"> <li>• description of methods used to reach students and families who were unable to access devices and connectivity following school closure in the 2019-20 school year.</li> </ul>		X
<b>Recommendations:</b>  How did the district determine who needed connectivity and devices? What is the plan to provide additional tech support, if and when needed for all students, including those with unique circumstances? What methods were used to assess needs during the closure in Spring 2020/		
<b>Future Considerations:</b>		

	<b>Recommendations</b>
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Distance Learning Program Pupil Participation and Progress		No	Yes
A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes.			
And a description of how the LEA will measure participation and time value of pupil work.			
A sufficient response to the prompt will provide specific information about:			
<ul style="list-style-type: none"> <li>• how the LEA will track and monitor student progress through live and synchronous instructional minutes</li> </ul>			X
<ul style="list-style-type: none"> <li>• a description of how the LEA will measure participation and time value of student work</li> </ul>			X
<b>Recommendations:</b>  Will the district utilize the CDE tracking methods for the purpose of documentation of attendance? Will time value be the same for all or will it be modified for those with IEP's or 504s?			
<b>Future Considerations:</b>			

Distance Learning Program Distance Learning Professional Development		Recommendations	
		No	Yes
A description of the professional development and resources that will be provided to staff to support the distance learning program			
Including technology support		X	
<b>Recommendations:</b> No Recommendations for this section.			
<b>Future Considerations:</b>			



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<b>Distance Learning Program Staff Roles and Responsibilities</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>
<b>A description of the new roles and responsibilities of affected staff as a result of COVID-19.</b>		
A sufficient response to this prompt will describe how the LEA has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19 such as, but not limited to:		
<ul style="list-style-type: none"> <li>• Modifications made to staff roles and responsibilities to meet:               <ul style="list-style-type: none"> <li>o academic needs</li> <li>o social emotional needs</li> <li>o ensuring health and safety of staff and students</li> </ul> </li> <li>• Changes to an employee's original role or responsibility when that original role or responsibility is not feasible in a remote environment.</li> </ul>		X
<b>Recommendations:</b> How have job roles changed to ensure academic needs are being met, socio-emotional needs are being met and safety and security of students and staff are being met? • Prioritize direct teacher instruction for students with greatest needs, including English learners.		
<b>Future Considerations:</b>		

<b>Distance Learning Program Supports for Pupils with Unique Needs</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>
<b>A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs:</b>		
<ul style="list-style-type: none"> <li>• English learners</li> </ul>	X	
<ul style="list-style-type: none"> <li>• Pupils with exceptional needs served across the full continuum of placements</li> </ul>	X	



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<ul style="list-style-type: none"> <li>● <b>Pupils in foster care</b></li> </ul>	X	
<ul style="list-style-type: none"> <li>● <b>Pupils who are experiencing homelessness</b></li> </ul>	X	
<b>Recommendations:</b>  No Recommendations for this section.		
<b>Future Considerations:</b>		

Actions Related to the Distance Learning Program		Recommendations	
		No	Yes
<ul style="list-style-type: none"> <li>● Description of what the action is.</li> <li>● May include a description of how the action contributes to meeting the increased or improved services requirement for FY, EL, or LI as applicable.</li> <li>● Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.</li> </ul>			
<b>Actions</b>	Suggestion for writing actions.  Does the action provide a description of: Who is doing what to whom and for what purpose.		
<b>Recommendations:</b> Fiscal: Missing information on whether or not the actions are contributing to meeting the increased or improved services for high needs (unduplicated) students - low income, foster youth and English Learner. Missing dollar amounts for actions.			
<b>Future Considerations:</b>			



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<b>Pupil Learning Loss</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>
A description of how the LEA will address pupil learning loss from COVID-19 during the 2019- 20 and 2020-21 school years including how the LEA will assess pupils to measure learning status, particularly in the areas of:		
• English language arts	X	
• English language development	X	
• Mathematics	X	
A sufficient response to this prompt will describe how, with what tools and frequency the LEA will assess pupils to measure the learning status		
<b>Recommendations:</b>  No Recommendations for this section.		
<b>Future Considerations:</b>		

<b>Pupil Learning Loss Pupil Learning Loss Strategies</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>
A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are:		
• English learners	X	
• low-income	X	
• foster youth or are in foster care	X	
• pupils with exceptional needs		X
• pupils experiencing homelessness	X	
A sufficient response to this prompt will include specific actions and describe the strategies used to address learning loss and accelerate learning progress.		
<b>Recommendations:</b> Consider mentioning that SWD will have regular progress reporting as a part of their IEP's to assess learning loss and gains from last year and throughout this school year		



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<b>Future Considerations:</b>
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<b>Pupil Learning Loss</b> <b>Effectiveness of Implemented Pupil Learning Loss Strategies</b>	Recommendations	
	No	Yes
<b>A description of how the effectiveness of the services or supports provided to address learning loss will be measured.</b>		
A sufficient response to the prompt will describe how and by what methods the LEA will measure effectiveness of services of supports provided to address learning loss.		X
<b>Recommendations:</b>  Consider mentioning that SWD will have regular progress reporting as a part of their IEP's to assess learning loss and gains from last year and throughout this school year		
<b>Future Considerations:</b>		

<b>Actions to Address Pupil Learning Loss</b>		Recommendations	
		No	Yes
<ul style="list-style-type: none"> <li>Description of what the action is.</li> <li>May include a description of how the action contributes to meeting the increased or improved services requirement for FY, EL, or LI as applicable.</li> <li>Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.</li> </ul>			X
<b>Action(s)</b>	Suggestion for writing actions.  Does the action provide a description of: Who is doing what to whom and for what purpose.		



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<b>Recommendations:</b> Fiscal: Missing information on whether or not the actions are contributing to meeting the increased or improved services for high needs (unduplicated) students - low income, foster youth and English Learner.	
<b>Future Considerations:</b>	

Mental Health and Social and Emotional Well-Being	Recommendations	
	No	Yes
A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year:		
<ul style="list-style-type: none"> <li>including any professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.</li> </ul>		
A sufficient response to this prompt will describe how the LEA will support mental health and social and emotional well-being of pupils during the school year which includes:		
<ul style="list-style-type: none"> <li>What professional development will be provided to staff.</li> </ul>		
<ul style="list-style-type: none"> <li>What resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.</li> </ul>		
<b>Recommendations:</b>  No Recommendations for this section.		
<b>Future Considerations:</b>		



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<b>Pupil Engagement and Outreach</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>
<b>A description of pupil engagement and outreach</b>		
<ul style="list-style-type: none"> <li>including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English when pupils are not meeting compulsory education requirement</li> </ul>		X
<ul style="list-style-type: none"> <li>or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss</li> </ul>		X
A sufficient response to this prompt will provide a description of pupil engagement and outreach including:		
<ul style="list-style-type: none"> <li>The procedures for tiered reengagement strategies for pupils who are absent from distance learning.</li> </ul>		X
<b>Recommendations:</b>  How often will the Student Support Coordinator do welfare checks? Daily or the following day? What will the district do to address lack of participation in learning? SART meetings? SARB referrals? SST meetings? IEPs for SWD?		
<b>Future Considerations:</b>		

<b>School Nutrition</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>
<b>A description of how the LEA will provide nutritionally adequate meals for all pupils, including those who are eligible for free or reduced-price meals, when pupils are participating in both:</b>		
<ul style="list-style-type: none"> <li>in-person instruction</li> </ul>	X	
<ul style="list-style-type: none"> <li>distance learning</li> </ul>		X
<b>Recommendations:</b> Per CDE guidance students must be provided at least one nutritious meal each day that that they are on campus for in person instruction for more than two hours. The meals do not need to be consumed on site but must be distributed on that particular day and not previously as part of a bulk delivery. Consider update plan accordingly.		
<b>Future Considerations:</b>		

<b>Additional Actions to Implement the Learning Continuity Plan</b>	<b>Recommendations</b>	
	<b>No</b>	<b>Yes</b>



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The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<ul style="list-style-type: none"> <li>Description of what the action is.</li> <li>May include a description of how the action contributes to meeting the increased or improved services requirement for FY, EL, or LI as applicable.</li> <li>Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.</li> </ul>		
<b>Action(s)</b>	<p>Suggestion for writing actions.</p> <p>Does the action provide a description of: Who is doing what to whom and for what purpose.</p>	
<p><b>Recommendations:</b> Fiscal: Missing information on whether or not the actions are contributing to meeting the increased or improved services for high needs (unduplicated) students - low income, foster youth and English Learner.</p>		
<p><b>Future Considerations:</b></p>		

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students		Recommendations	
		No	Yes
A description for the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of:			
(1) how the needs of foster youth, English learners, and low-income students were considered first			
• foster youth			X
• English learners			X
• low-income			X
(2) how these actions are effective in meeting the goals for these students			
• foster youth			X
• English learners			X
• low-income			X
<p><b>Recommendations:</b> How were the needs of FY, EL and low income considered first when making decisions about expenditures? How do you know these actions will be effective?</p>			



## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Future Considerations:</b>	
-------------------------------	--

Increased or Improved Services for Foster Youth, English Learners, and Low Income Student	Recommendations	
	No	Yes
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.		X
A sufficient description to this prompt must address how the actions(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students.		
<b>Recommendations:</b>  This section is blank- consider completing it		
<b>Future Considerations:</b>		

# FW: Report Released: Failing Grade: The Status of Native American Education in Humboldt County Loleta Union SD

2 messages

**Sandy Radic-Oshiro** <sradic-oshiro@hcoe.org>  
To: Lisa Armstrong <larmstrong@loleta.org>

Tue, Oct 27, 2020 at 6:31 PM

**From:** Autumn Chapman <achapman@loleta.org>  
**Sent:** Tuesday, October 27, 2020 10:59 AM  
**To:** Sandy Radic-Oshiro <sradic-oshiro@HCOE.org>  
**Subject:** Fwd: Report Released: Failing Grade: The Status of Native American Education in Humboldt County Loleta Union SD

**\*External\***

How do we want to handle this? Any suggestions? I think we need to meet and hear what they are thinking to offer.

But, really? During covid?

A

----- Forwarded message -----

**From:** Tedde Simon <tsimon@aclunc.org>  
**Date:** Tue, Oct 27, 2020 at 10:55 AM  
**Subject:** Report Released: Failing Grade: The Status of Native American Education in Humboldt County Loleta Union SD  
**To:** achapman@loleta.org <achapman@loleta.org>  
**Cc:** Linnea Nelson <lnelson@aclunc.org>, Rain Marshall <rain@ncidc.org>

Dear Superintendent Chapman,

Today, the ACLU Foundation of Northern California released *Failing Grade: The Status of Native American Education in Humboldt County*. As described in the report, across school districts throughout Humboldt County, Indigenous students face egregious disparities in educational attainment as compared to their non-Indigenous peers. For example:

- Indigenous students experience suspension rates nearly five times the state average for white students.
- Indigenous students experience chronic absenteeism at more than double the rate of all students throughout the state.
- In the 2017-18 school year, only 1% of Native American high school graduates met eligibility requirements to attend University of California and California State University schools. This is a consistent trend: in 2016-17 and 2018-19, 87-90% of Native American high school graduates did not meet these key requirements.

We also found that the vast majority of students in Humboldt County school districts do not receive the care and attention of critical school-based health professionals.

- Nearly 90% of districts in Humboldt County – 28 districts in total – did not employ a single school nurse. In fact, the number of school nurses has fallen precipitously in recent years.
- In 2018-19, no school district had a full-time social worker on staff.
- There were no psychologists in 22 school districts.

This data is especially alarming given the current COVID-19 health crisis, when students need consistent physical and mental health care more than ever.

In addition to data on these critical measures of student achievement and success at the County level and from a selection of school districts, the report offers historical context on public education of Indigenous youth and a series of critical recommendations for addressing this crisis. Intended as a tool and resource for families, tribal members, and schools, the report offers models and best practices for locally driven, culturally relevant, and trauma-informed approaches that have been shown to be effective for Indigenous students.

We are partnering with the Northern California Indian Development Council (NCIDC) on these key education equity issues, and we would like to work with you to find solutions and resources to provide a meaningful foundation for Indigenous students to achieve their true potential. To that end, we hope to schedule a meeting with you, at your convenience and as soon as possible, to discuss how Indigenous students in your school district can be better supported and served to thrive academically. Please contact either Tedde Simon at [tsimon@aclunc.org](mailto:tsimon@aclunc.org) or Rain Marshall, NCIDC Indigenous Education Advocate, at [rain@ncidc.org](mailto:rain@ncidc.org). If we do not hear from you by November 9, we will reach out to for your availability for that discussion. We will also send you a hard copy of *Failing Grade* within the next few weeks.

Sincerely,

Tedde Simon, Indigenous Justice Project Manager

Linnea Nelson, Education Equity Staff Attorney

**Tedde Simon** :: Indigenous Justice Project Manager:: Navajo :: she/her/hers  
ACLU Foundation of [Northern California](#)

39 Drumm Street | San Francisco, CA 94111  
office: 415-293-6324 | [tsimon@aclunc.org](mailto:tsimon@aclunc.org)

BLACK LIVES MATTER

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*Autumn L. Chapman*

Superintendent/Principal Loleta Elementary School District

Office: 707-733-5705

FAX: 707-733-5367

Cell; 760-419-0329

**"Be the change that you want to see in the world." Gandhi**

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**2 attachments**



**Failing Grade Status of Native American Education Humboldt County ACLU NC.pdf**  
442K



**Failing Grade Status of Native American Education Humboldt County ACLU NC One-pager.pdf**  
520K

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**Autumn Chapman** <[achapman@loleta.org](mailto:achapman@loleta.org)>

Tue, Nov 3, 2020 at 2:28 PM

To: Linnea Nelson <[lnelson@aclunc.org](mailto:lnelson@aclunc.org)>

Cc: Tedde Simon <[tsimon@aclunc.org](mailto:tsimon@aclunc.org)>, Rain Marshall <[rain@ncidc.org](mailto:rain@ncidc.org)>, Sandy Radic-Oshiro <[sradic-oshiro@hcoe.org](mailto:sradic-oshiro@hcoe.org)>, Michael Harris <[mharris@youthlaw.org](mailto:mharris@youthlaw.org)>, Lisa Armstrong <[larstrong@loleta.org](mailto:larstrong@loleta.org)>, John Simmons <[jesx1955@gmail.com](mailto:jesx1955@gmail.com)>

Dear Linnea,

I deeply appreciate your response to my inquiry and proposal. Having come from a scientific background, I understand the limitations data can put on us without a lot of extra effort; which is often insurmountable. In our work at Loleta, we have had to keep our eye on the prize and outcomes because the most important result from our efforts is the better education and support of our children. Your advocacy has to be aligned to that end as well and I understand why it was necessary to paint with the broad strokes to get the point across that is all encompassing: the injustices of Native American education has been inherent to this area for many years and it needs to change. Grappling with the daily feedback from local groups and the local newspapers it is just difficult not having our team recognized for the changes we are making for the positive. We are a different Loleta from before. Are we there yet, no, we have a long way to go but we all believe things are getting better. The problem is that there are so many who jump on the bandwagon to see us as failing because change is so slow and they do not believe we can make change. We are in a fragile state where we are unable to build up our student numbers even within the Native American ranks because of the reputation that precedes us and the challenge of change itself. The number of children we have at Loleta is our life line. Not enough students means we cannot support the school so having people continue to think we are as portrayed in the report will hurt us. This is the point we are making. Unfortunately, I do not know the answer other than to keep trying and moving forward in what we all feel is the correct direction and hopefully over time we will succeed.

Thank you again for support and continued relationship with us as we work this out together.

Respectfully,  
Autumn

On Fri, Oct 30, 2020 at 3:26 PM Linnea Nelson <[lnelson@aclunc.org](mailto:lnelson@aclunc.org)> wrote:

Dear Autumn,

Thank you for your thoughtful response to our report and our invitation to meet, and to reiterate your continuing openness (as you have stated many times) to suggestions for change. It must have been somewhat of a surprise to receive this email and report, without further context, as we have been regularly attending Stakeholder Equity Committee meetings; and working with you, Sandy, and others on the Committee to revise and implement new policies and procedures to improve the situation. We are sorry that we did not provide more background before, and we want to assure you that we value our partnership with you in Loleta.



We have observed, and are heartened, that you are much more engaged with families and leadership in the Bear River Rancheria and Wiyot Tribe, and more responsive to the needs of all of Loleta's students, including Native American students, than any district leadership in at least the last decade in Loleta (and probably much longer). Our intention with the *Failing Grade* report was to focus on systemic and structural weaknesses in the education system throughout Humboldt County as seen in the available education statistics from CDE databases, as those weaknesses have disproportionately negatively impacted Native American students. We did not reach out to any school district in Humboldt County to get additional information and data beyond the CDE databases, even though NCIDC has collaborative relationships with several districts, because we were focused on statewide reporting and because, honestly, we did not have capacity to independently gather, sift, and analyze additional data from all of the school districts or even the 10 districts that are the focus in the report. We realize this may seem unfair to Loleta because we've been discussing improvement in the Stakeholder Equity Committee meetings over the last year or so, and we recognize there is sensitivity given that other reports and media attention over the couple of years have highlighted egregious statistics in Loleta from the recent past before you were Superintendent. Excluding Loleta, while including data from other districts with similar proportions of Indigenous students, would have been inconsistent in our methodology, so we included all districts (including Loleta and others with large numbers of Indigenous students, such as Klamath-Trinity, where we've been working with the district for a while). On a broader scale, we tried to highlight the dark history of public education in Indigenous communities and the systemic nature of the problems, which aren't limited to any one school, one community, or set of leaders, but instead are issues that the entire community needs to work together to address. We think that broader message—rather than a focus on any one district—is something that the media is getting, based on the North Coast Journal coverage, which I hope you all have seen (here's the [link](#)).

We are eager to see whatever you would like to show us in terms of student improvements, so we can gather data on what seems to be working better for Indigenous students in various districts and use that in our more targeted advocacy in a handful of Humboldt County districts. We also want to hear more about your concerns that the report may harm your attempts to create change and continue efforts to mitigate the past, as we certainly do not want to harm or impede progress that is being made. We would like to work with you to address those concerns.

Meeting in person is probably not advisable for those of us living in the Bay Area, as we are concerned about the impact of the current surge in the pandemic and want to protect the relatively low rates of infection in Humboldt County. Rain is on travel right now, so we defer to her on whether she'd like to visit in person. Regardless, we value the opportunity to meet with you on zoom to discuss all of this, including, most importantly, how Indigenous students in Loleta School can be better supported, given the longstanding structural and societal discrimination of which the education is one part (and not the only part – and Loleta School is just one part of the education system). We appreciate that you recognize there are no easy or simple answers in addressing the challenges faced by Indigenous students in California, and that you remain committed to working with us in the longer term on changes that will necessarily need to have a cumulative impact to create lasting reforms.

Sincerely,

Linnea and Tedde

Linnea Nelson

Education Equity Staff Attorney

Pronouns: She / Her / Hers

[ACLU Foundation of Northern California](#)

[39 Drumm Street](#)

[San Francisco, CA 94111](#)

Tel.: 415.293.6383

[lnelson@aclunc.org](mailto:lnelson@aclunc.org)

[www.aclunc.org](http://www.aclunc.org)

**BLACK LIVES MATTER.**

**DONATE:**

- [Fund for the Family of Walter Wallace](#) – *This fund is for Walter Wallace's wife and children. Mr. Wallace was shot and killed by police officers in a West Philadelphia neighborhood on October 26.*
- [Eviction Prevention Fund for BIPOC MaGes](#)– *This fund is to protect Black or Brown women, femmes, and non-binary folks from losing their housing. This team of fundraisers works under the leadership of BLM Louisville organizers at Reparations Roundtable*
- [Anti-Police Terror Project](#) – *Anti-Police Terror Project* is a Black-led, multi-racial, intergenerational coalition based in the Bay Area that seeks to build a replicable and sustainable model to eradicate police terror in communities of color.
- [The Okra Project](#) – *The Okra Project* is a collective that seeks to address the global crisis faced by Black Trans people by bringing home cooked, healthy, and culturally specific meals and resources to Black Trans People wherever we can reach them.

**LEARN:**

- [Gold Chains: The Hidden History of Slavery in California](#)
- [A Black Psychologist's Guide to Talking With Your Children about Race and Police Violence](#)

- [The African American Policy Forum](#)
- [#SayHerName](#) Campaign

**TAKE ACTION:**

- [Sign the petition](#) for justice for Walter Wallace
- [Sign the petition](#) for justice for Jacob Blake
- [5 Ways White People Can Take Action in Response to White- and State-Sanctioned Violence](#)
- [More here](#)

---

**From:** Autumn Chapman <[achapman@loleta.org](mailto:achapman@loleta.org)>

**Sent:** Thursday, October 29, 2020 5:19 PM

**To:** Tedde Simon <[tsimon@aclunc.org](mailto:tsimon@aclunc.org)>

**Cc:** Linnea Nelson <[lnelson@aclunc.org](mailto:lnelson@aclunc.org)>; Rain Marshall <[rain@ncidc.org](mailto:rain@ncidc.org)>; Sandy Radic-Oshiro <[sradic-oshiro@hcoe.org](mailto:sradic-oshiro@hcoe.org)>; Michael Harris <[mharris@youthlaw.org](mailto:mharris@youthlaw.org)>

**Subject:** Re: Report Released: Failing Grade: The Status of Native American Education in Humboldt County Loleta Union SD

Dear Tedde,

Team Loleta is very concerned regarding the harm this report will do to our attempts to create change and continue our efforts to mitigate the past that this report is documenting. We are in the beginning of a third year of change and we are seeing improvement which is not mentioned in the report.

We wish to have a conversation about this with you to show you what we are doing and to ascertain that we are moving in the right direction you wish to have happen for our Native American children. We are open to hearing any suggestions.

Our team would like you to come visit our school with children in it during our hybrid session. It will give you a chance to see what we have in place and we can answer questions you might have about our programs. Furthermore, if there are things you want to share with us we are more than willing to listen.

Our hybrid model has students on campus M-Th 8:30 - 12:30. We would prefer you come on a Monday or a Wednesday only because those are days that we have our psychologist, Sandy, on campus. She is on campus 3 days a week along with 2 psych interns, a social worker intern and our student support team.

Please advise what works for you.

Sincerely,

Autumn Chapman

[Quoted text hidden]

[Quoted text hidden]



# Failing Grade:

The Status of Native American  
Education in Humboldt County

**ACLU**

AMERICAN CIVIL LIBERTIES UNION

Northern  
California

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## ACKNOWLEDGEMENTS

### Authors

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Research assistance was provided by Jennifer Fine, Eitan Berkowitz, and Angela Castellanos.  
Editorial assistance was provided by Tara Coughlin.

Special thanks to Jennifer Fine for providing the foundation for this report during her clerkship at the ACLU Foundation of Northern California.

The report was designed by Ison Design.

We thank our colleagues Brandon Greene, Gigi Harney, Harold Jordan, Sharen Kickingwoman (Blackfeet and Gros Ventre), Carmen King, Crystal Pardue (Chumash), Preston Sanchez (Jemez and Laguna Pueblos/Diné), and Amir Whitaker for their thoughtful and important feedback.

We also thank Madison Flynn, Michael Harris, Dr. Mneesha Gellman, Rain Marshall, and Dr. Virgil Moorehead for providing invaluable comments that improved this report in essential ways.

Published by the ACLU Foundation of Northern California, October 2020



# I. Executive Summary

Since time immemorial, tribes have passed down their cultures, languages and traditions through Indigenous ways of learning and knowing; holistic learning through direct engagement with rivers, forests, and the natural world, through oral histories, with the participation of entire tribal communities. Education has always been key to Indigenous ways of life.

But with the first contact between Indigenous and non-Indigenous peoples, public education became a tool of oppression. Today, Native American students across the country and throughout California continue to face disproportionately higher rates of exclusionary discipline, chronic absenteeism, and lower academic outcomes than their non-Indigenous peers. In Humboldt County, home to nearly twenty times more Indigenous students than the statewide average, these disparities are egregious.

Throughout this report, the term **Indigenous** is used to refer to American Indian, Alaska Native and Native American populations. The terms Native American or American Indian are used in reference to data to specify that these persons belong to the Indigenous tribes and villages of the continental United States and Alaska. Other students, such as Latinx, Native Hawaiian, and First Nations students, among others, may also identify as Indigenous but are not reflected in the data.

## Humboldt County Schools Fail to Ensure Educational Equity for Indigenous Students

This report highlights existing data on Indigenous student academic achievement, school-based mental health supports, and school push-out from school districts across Humboldt County.

## Indigenous Students Experience Vast Disparities in Academic Outcomes

Educational outcomes for Native American students in Humboldt County are far worse than educational outcomes for other students. In shockingly high numbers, Native American students graduate from Humboldt County high schools unprepared to enter the workforce or higher education. According to data from the California Department of Education, among students in Humboldt County schools:

- In the 2018–19 school year, **only about 20% of Native American students who were tested in English Language Arts standards met or exceeded those standards.**
- From 2016–19, Native American students met or exceeded grade-level math standards at less than half the rate of all California students.
- In the 2017–18 school year, **only 1% of Native American high school graduates met eligibility requirements to attend University of California and California State University schools.** This is a consistent trend: in 2016–17 and 2018–19, 87–90% of Native American high school graduates did not meet these requirements.

These data reflect a system that poorly equips Native American students with the skills and tools they need to succeed in primary or secondary education as well as in college and the workforce. This has lasting ripple effects, including overrepresentation in the criminal justice system, disparities in life-long health outcomes, and limited access to economic opportunities. Appallingly high numbers of Indigenous students are leaving the public school system unprepared for professional careers or to serve in formal leadership and decision-making roles within their communities.

## **Schools Do Not Foster School Climates Where Indigenous Students Can Thrive**

- Native American students are pushed out of Humboldt County schools at higher rates than their peers, depriving them of critical instruction time. This includes push-out through exclusionary discipline and chronic absenteeism, which can be traced to root discriminatory causes. **Indigenous students in Humboldt County experience suspension rates nearly five times the state average for white students.**<sup>1</sup> Three years of data from ten districts with relatively large total student enrollment and/or large percentages of Native American students show that, year after year, nearly every district suspended Native American students at disproportionately higher rates.
- While rates of “defiance” suspensions in California (where students are alleged to have “disrupted school activities or otherwise willfully defied” the authority of school staff) have significantly decreased due to changes in state law in recent years, **the “defiance” suspension rate for Indigenous students in Humboldt County schools has increased.** Indigenous students continue to be disproportionately excluded from school for “defiance” even while districts are eliminating these suspensions and suspension can no longer be used to discipline millions of California students for “defiance” (an extremely subjective term that invites implicit bias against Native American and Black students).
- Indigenous students in Humboldt County experience chronic absenteeism at **more than double the rate of all students** throughout the state.



## Students Do Not Have Adequate Access — if Any — to Mental Health Professionals

All students in Humboldt County, including Indigenous students, are deprived of the care and attention of critical school-based health professionals. The need for these supports is especially acute in Humboldt County, where higher than average numbers of people report significant life trauma. While there are community-based organizations and grassroots movements working, against the current, to transform systems of care and provide culturally based, locally driven services, the vast majority of students in Humboldt County attend schools where health professional staff are sorely lacking.

- **Nearly 90% of districts in Humboldt County — 28 districts in total — did not employ a single school nurse.** In fact, across Humboldt County, the number of school nurses has fallen precipitously in recent years.
- In 2018–19, there were **no full-time social workers on staff** at school districts in Humboldt County.
- **There were no psychologists in 22 Humboldt County districts.**

This data is especially alarming given the current COVID-19 health crisis when students need consistent physical and mental health care more than ever.

## Public Education of Indigenous Youth Has Been A Tool of Colonization

The public education system was never intended to benefit Native American students or tribal communities. Beginning in the 19th century and lasting for generations, hundreds of thousands of Native American children were forcibly abducted from their families, communities and tribes by government agents and sent to boarding schools, often hundreds of miles away from home. Education was used as a weapon of cultural genocide and forced assimilation. Children faced severe physical and emotional abuse if they were caught speaking their native tongue in the classroom.<sup>2</sup> They were forced to abandon their tribal customs, traditions, and languages; in short, to give up everything that made them Indigenous. As a result of the Boarding School Era and countless other oppressive governmental policies and practices intended to erase Indigenous peoples, history, identity, and culture, Indigenous children and communities share a legacy of historical and intergenerational trauma.<sup>3</sup> Today, some students are only two generations removed from the traumatic boarding school experience, with grandparents and other extended family who were abused and degraded in these schools.

In accessing an equitable education, one that prepares students for college and career, Indigenous students have unique educational needs and continue to face a number of overwhelming systemic barriers that can lead to student alienation and disengagement from school, including:

- Lack of culturally relevant and responsive curriculum that includes Indigenous history, language, governance, culture and worldviews;
- Invisibility of Native American contributions to society and inaccurate depictions of California and U.S. history;
- Overuse of disciplinary practices such as suspension, expulsion, referrals to law enforcement, and involuntary transfers to alternative schools that provide an inferior education;<sup>4</sup>
- Failure to provide school-based student supports, including culturally relevant school-based mental health professionals and programs designed to promote student well-being that keep students in school, such as culturally relevant trauma-informed practices.<sup>5</sup>
- Bullying and racially hostile school environments; and
- Poor transportation and lack of access to health care.

## Call to Action

Native American students in Humboldt County are thus more likely to experience worse life outcomes because they are not receiving the support and resources they need to thrive in school. These data are a **call to action** for parents, educators and leaders across Humboldt County **to find solutions and resources to address the crisis of under-education, de facto exclusion, and failure to provide a meaningful foundation for Indigenous students to achieve their true potential.**



## II. Native American Student Populations in Humboldt County Schools

Humboldt County alone is home to seven federally recognized Tribes and Rancherias: Bear River Band of the Rohnerville Rancheria, Big Lagoon Rancheria, Blue Lake Rancheria, Cher-Ae Heights Indian Community of the Trinidad Rancheria, Hoopa Valley Tribe, Wiyot Tribe, and Yurok Tribe. While California is home to the largest Native American population in the country (as of the 2010 census),<sup>6</sup> Humboldt County has one of the largest proportions of Indigenous residents in the state.<sup>7</sup>

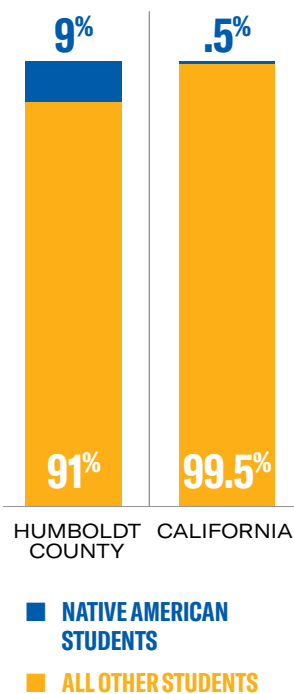
Accordingly, Humboldt County also has among the largest percentages of Native American students in the state: 9% of students identify as American Indian or Alaska Native *only*, compared to 0.5% of students who identify as American Indian or Alaska Native across California.<sup>8</sup> Between 2014 to 2019, American Indian student enrollment in Humboldt County schools held steady at 9% relative to enrollment of students of other racial or ethnic groups.

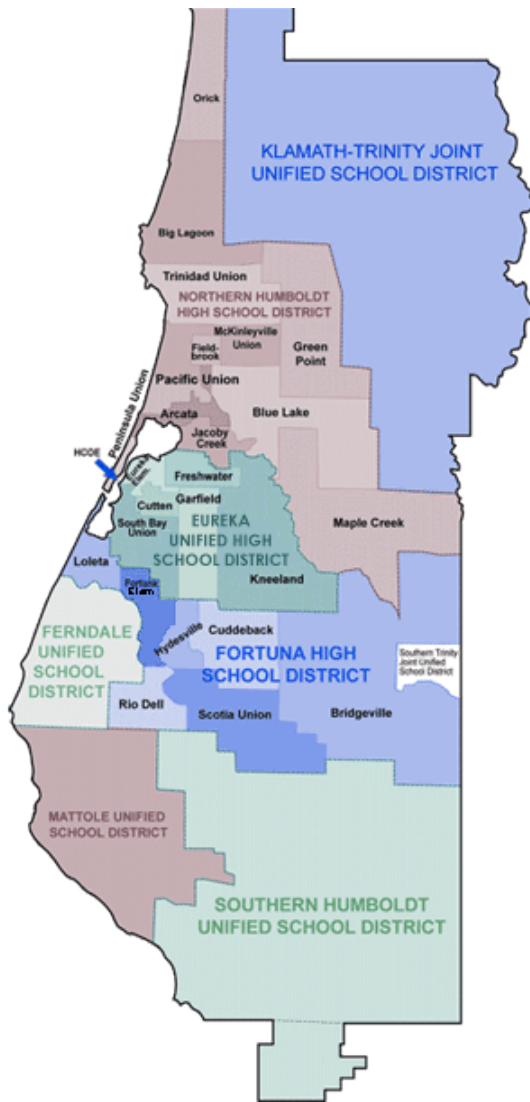
In 25 of Humboldt County's 32 school districts, Native American students are enrolled in numbers well above the state average.<sup>9</sup> These numbers almost certainly undercount Native American students because students self-identify their race or ethnicity. Those who report more than one race or ethnicity are not reported by the California Department of Education ("CDE") as "American Indian," but instead are considered as "two or more races." In 2010, the Census Bureau found that those self-identifying as American Indian/Alaska Native on the census were the most likely of any respondent to report more than one race. This suggests that at least a significant portion of the Native American student population in CDE's data is obscured and hidden in the "two or more races" category.<sup>10</sup> (*For student race/ethnicity data on all racial groups and all Humboldt County School Districts, as well as a brief discussion on data limitations, see Appendix*).

Humboldt County school districts vary in size and student demographics:

- There are 24 school districts serving kindergarten through 6th or 8th grade, 2 secondary school districts, 5 K–12 school districts, and one county district of five "court and community schools."<sup>11</sup>
  - Total enrollment in the 2018–19 school year in Humboldt County was 18,170.<sup>12</sup>
  - The largest school district is Eureka City Schools, which had 3,836 students enrolled in the 2018–19 school year. Twenty-six school districts served fewer than 1,000 students and nine had fewer than 75 students.<sup>13</sup>

Figure 1. 2018–19 Student Enrollment





- The majority of students in Humboldt County attend schools in rural settings.
- In 22 districts, over half of students were low income.<sup>14</sup>
- Across the county, 2.1% of students are foster youth and 7.7% are English Learner students.<sup>15</sup>

This report highlights existing data on Indigenous student academic achievement, school push-out, and school-based mental health supports for Humboldt County. In addition to analyzing data at the county level, we reviewed data from ten school districts:

- Arcata School District
- Cutten Elementary School District
- Eureka City Schools
- Ferndale Unified School District
- Fortuna Elementary School District
- Fortuna Union High School District
- Klamath-Trinity Joint Unified School District
- Loleta Union School District
- McKinleyville Union School District and
- Northern Humboldt Union High School District

These districts were selected because of their relatively large total student enrollment and/or large percentage of Native American students. *(Please see Appendix for more information.)*



### III. Humboldt County Schools Fail to Ensure Educational Equity for Indigenous Students

For millennia, education has been a fundamental value in the culture and identity of California's Indigenous peoples in the geographic area around Humboldt County.

“Prior to colonization, education occurred as an informal community effort where each community member played a role in teaching information discipline, morals, manners and generosity. Among California tribes ... knowledge is considered a virtue and ignorance a vice because respect requires wisdom ... California Indian youth traditionally learned their tribal history, physical science, athletic abilities, etiquette, their roles in taking care of their families, religion, and healthcare by imitating and doing... This way of learning contrasts dramatically with Western modalities.”

—*Sabine Nicole Talaugon in On Indian Ground: California.*<sup>16</sup>

During the 19th and 20th centuries in California, tribal communities faced genocidal policies and practices, including state-sanctioned and state-funded massacres, displacement and dispossession of ancestral lands, broken treaties, relocation, and laws that sought to erase Indigenous peoples altogether. Such laws included the 1850 “Act for the Governance and Protection of Indians,” which legalized slavery of Indigenous people in California.<sup>17</sup> Indigenous Californian youth were separated from their families, including at a boarding school site in Hoopa. Their community beliefs, values, language and education system were subjugated to colonial settler culture.

“We have concluded that our national policies for educating American Indians are a failure of major proportions. They have not offered Indian children — either in years past or today — an educational opportunity anywhere near equal to that offered the great bulk of American children. Past generations of lawmakers and administrators have failed the American Indian...What concerned [the Senate subcommittee] most deeply...was the low quality of virtually every aspect of the schooling available to Indian children. The school buildings themselves; the course materials and books; the attitude of teachers and administrative personnel; the accessibility of school buildings — all these are of shocking quality.”

—*U.S. Senate Special Subcommittee on Indian Education 1969 report, Indian Education: A National Tragedy.*<sup>18</sup>

This history of forcing Indigenous students into a hostile education system continues to have damaging impacts on Indigenous students in Humboldt County up to the present day. This is demonstrated in the enduring academic achievement gap between Native American students and other students and in the disproportionate school exclusion (including push-out through a variety of means) of Native American students relative to other students. After summarizing alarming educational outcomes and societal indicators for Indigenous youth across the country, Dr. Lara-Cooper writes:

“From an educational perspective, these statistics are due to the lack of culturally specific academic and student support services, the fact that education doesn’t reflect the philosophies and worldviews of indigenous communities, and the fact that the historical foundation of education is not acknowledged.”

—*Kishan Lara-Cooper in On Indian Ground: California.*<sup>19</sup>

## A. Indigenous Students Experience Vast Disparities in Academic Outcomes

Indigenous students are leaving Humboldt County public schools without the academic preparation, character development, and education to which they have a fundamental, human right.<sup>20</sup> Across the 10 districts we examined and throughout the County, Native American students score far lower on standardized tests than their peers and are far less likely to meet state standards for college or career readiness. In shockingly high numbers, Native American students graduate from high schools in Humboldt County unprepared to either join the workforce or go on to higher education. While roughly 85% of Native American students in Humboldt County graduated high school in the 2018–2019 school year,<sup>21</sup> 90% of those graduates did not meet entrance requirements for California universities.<sup>22</sup>

In Eureka City Schools, Native American students met or exceeded English standards **at only half the rate** of all students in the District over the 2016–2017 and 2017–2018 school years.

To be sure, standardized tests are inherently biased and present an incomplete picture of student learning. Education should include a focus on wellness, values, and the development of social-emotional skills. However, academic preparation is one important aspect of classroom-based learning and standardized tests offer one recognized measure of the proficiencies needed to succeed in higher education and professional careers.

The findings in this section are presented in two parts: state standardized test scores (CAASPP) which assess whether students meet grade-level requirements in English and math in elementary through high school; and metrics that indicate graduating seniors’ level of preparation for success after high school (UC/CSU College Entrance Requirements and the California College and Career Readiness Indicator). **Taken as a whole, these data suggest that Humboldt County schools are simply passing Indigenous students from one grade to the next with little concern for whether those students have received a grade-appropriate education.**



## Students are Not Learning What They Need for K–12 Success

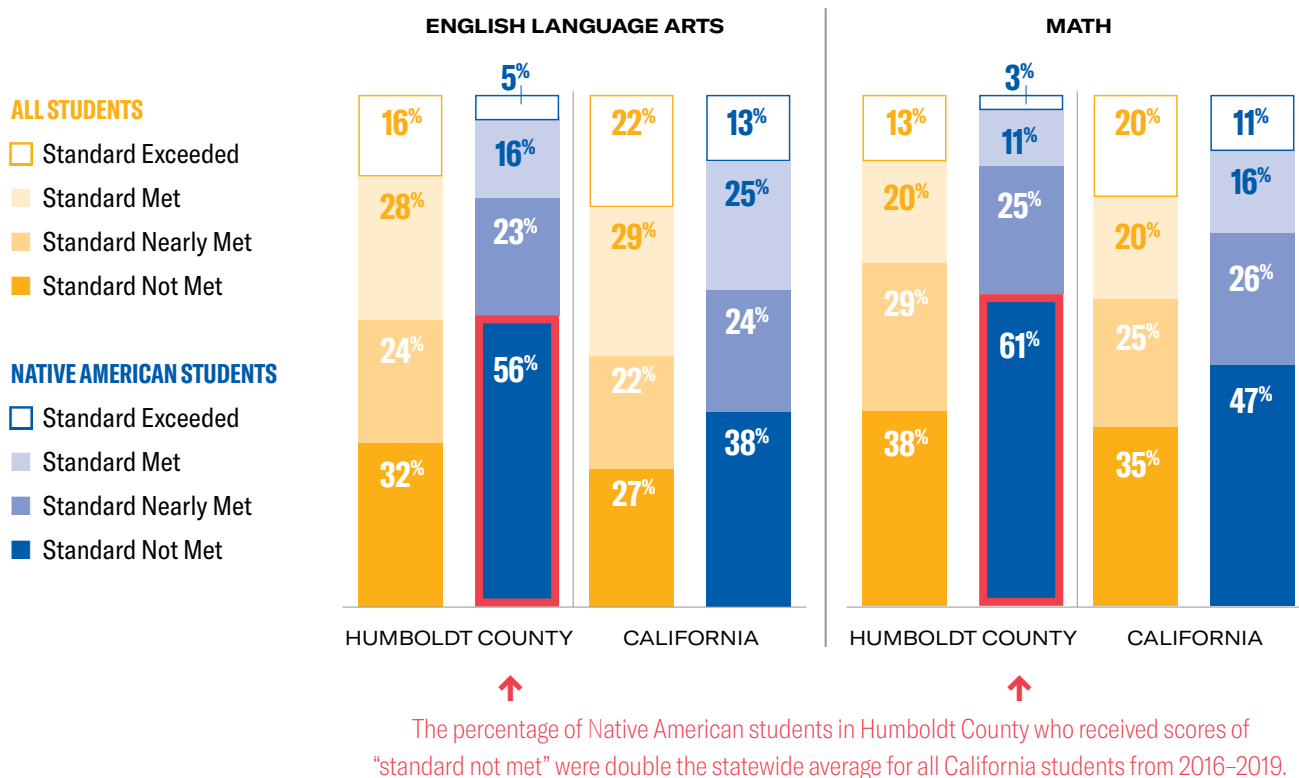
In grades 3–8 and 11, California students take standardized tests to evaluate whether they have learned basic and grade-appropriate skills in English Language Arts and math.<sup>23</sup>

**In Humboldt County, only about 20% of Indigenous students met or exceeded English Language Arts (ELA) standards in 2018–2019.**<sup>24</sup> More alarming still, at nearly twice the rate of all students in California, Indigenous students performed so far below grade level expectations that they would need “substantial improvements” to meet state standards. This disparity has persisted for the last three years: the percentage of Native American students in Humboldt County who received scores of “standard not met” were **double the statewide average for all California students from 2016–2019.**<sup>25</sup>

In 2018–2019, **only 14% of Native American students met or exceeded math grade-level standards** in Humboldt County, as compared to nearly 40% of all students statewide. This has been a consistent trend over the last three years: from 2016–2019, Native American students in Humboldt County met or exceeded grade-level math standards at less than half the rate of all California students.<sup>26</sup>

Only **14%** of Humboldt County's Native American students met math grade-level expectations in the 2018–19 school year.

Figure 2. 2018–2019 CAASP Data



In Loleta Union School District, during the 2018–19 school year, only 8% of all students met or exceeded ELA grade-level expectations; but an even *smaller* number of Native American students — a mere 5% — met or exceeded the state standards.<sup>27</sup> In Northern Humboldt Union High School District, Native American students met or exceeded ELA standards at a rate four times lower than all students in the District and the math standards at a rate five times lower than all students in the District in 2016–17. While these rates improved in 2017–18, they fell again the following year.<sup>28</sup>

Other districts show similar disturbing patterns. For example, in Arcata School District, while about 41% of all students met or exceeded math standards over the last three years, the rate for Native American students dropped from 30% to 14.3% in the same period of time.<sup>29</sup> In Cutten Elementary School District, Native American students were nearly twice as likely than all students to *not* meet ELA standards over the last three years.<sup>30</sup> In Eureka City Schools, Native American students met or exceeded ELA standards at only half the rate of all students over the 2016–17 and 2017–18 school years.<sup>31</sup> (*Please see Appendix, Tables 1 and 2 in for data on County-level CAASP ELA and Math scores*)

## Students are Not Learning What They Need for Post-Secondary Success

Students in Humboldt County school districts, including Indigenous students, graduate at higher rates than their peers throughout the state.<sup>32</sup> Importantly, however, the data strongly suggest that Indigenous students who attend school in Humboldt County are not graduating on equal footing with their non-Native peers. Disturbingly high numbers of Native American students are “completing” the K–12 system in Humboldt County unprepared for the workforce or higher education, hindering their ability to reach their full potential or thrive in their communities.

This disparity is demonstrated in the College and Career Readiness Indicator and whether a student has completed the A–G requirements to enter a California university. **In some Humboldt County districts, schools failed to equip more than 90% of Indigenous high school graduates with the skills they need for college and career readiness over the last three years.** The gap between Native American students and all students in Humboldt County on meeting A–G requirements is also glaring. Native American high school graduates in Humboldt County are meeting the requirements needed to enroll in a UC or CSU at ***less than half the rate of all high school graduates in the County.***<sup>33</sup>

School districts throughout Humboldt County are not only failing to prepare Indigenous students for success after graduation, but there is a striking disparity in the college and career readiness indicator between Indigenous students and their peers. For example, in the 2018–19 school

## A–G Requirements

California universities use their own set of entrance requirements to determine whether a student is ready for college. In California, students must pass a series of core courses (including math, english, social sciences and laboratory sciences) with a C- or better to be eligible to enter any school in the University of California (“UC”) or California State University (“CSU”) systems.<sup>34</sup>



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“In my experience working in the school system, I think we need more Native staff and faculty representation. I would like to see more local history included in the curriculum and it being taught by a Native person.”

—*Paraprofessional working with Indigenous students in Humboldt County*

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### College & Career Readiness Indicator

A metric to assess high school graduates on their preparation for success after graduation based on completion of “rigorous coursework,” “passing challenging exams” (e.g., Advance Placement or International Baccalaureate exams), or “receiving a state seal” (e.g., State Seal of Biliteracy and Military Science/Leadership).<sup>35</sup>

year, Native American students in **Klamath-Trinity Joint Unified School District** were **eight times less likely than Native American students across the state — and thirteen times less likely than all students in California** — to meet this metric. In Eureka City Schools that same year, only 21.4% of Native American students demonstrated college and career readiness, compared to 31.3% of all students in the district. And in Northern Humboldt Union High School District, Native American students were nearly three times less likely to graduate prepared for future success than all students in that District.<sup>36</sup>

In the 2017–2018 school year, only 1% of Native American students in Humboldt County schools met the A–G requirements. While this rate rose to 10.3% in 2018–19, Indigenous students were still three times less likely than all students in the County to meet entrance requirements for four-year public universities in California.<sup>37</sup>

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Figure 3. Percent of Students Demonstrating College/Career Readiness, 2018–19

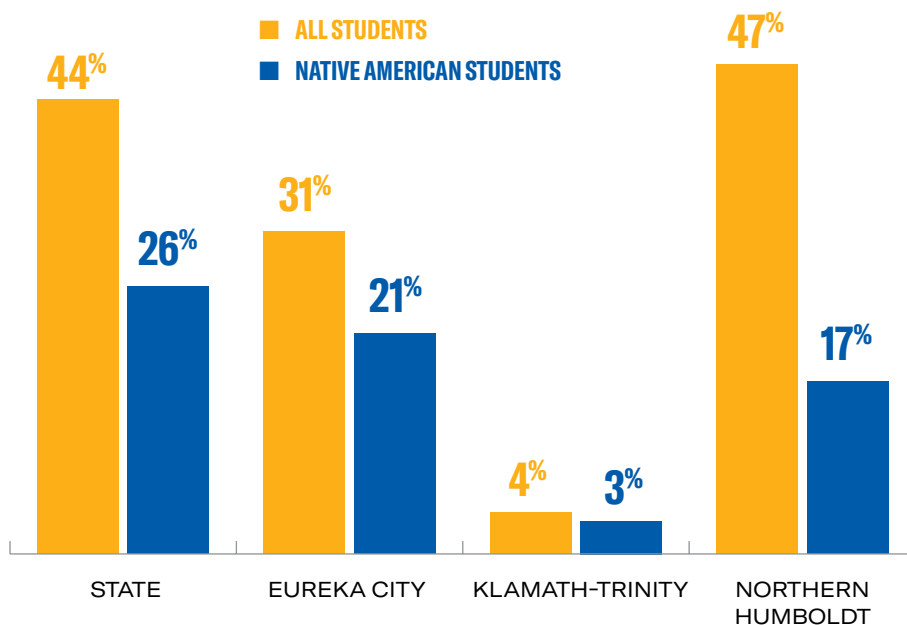
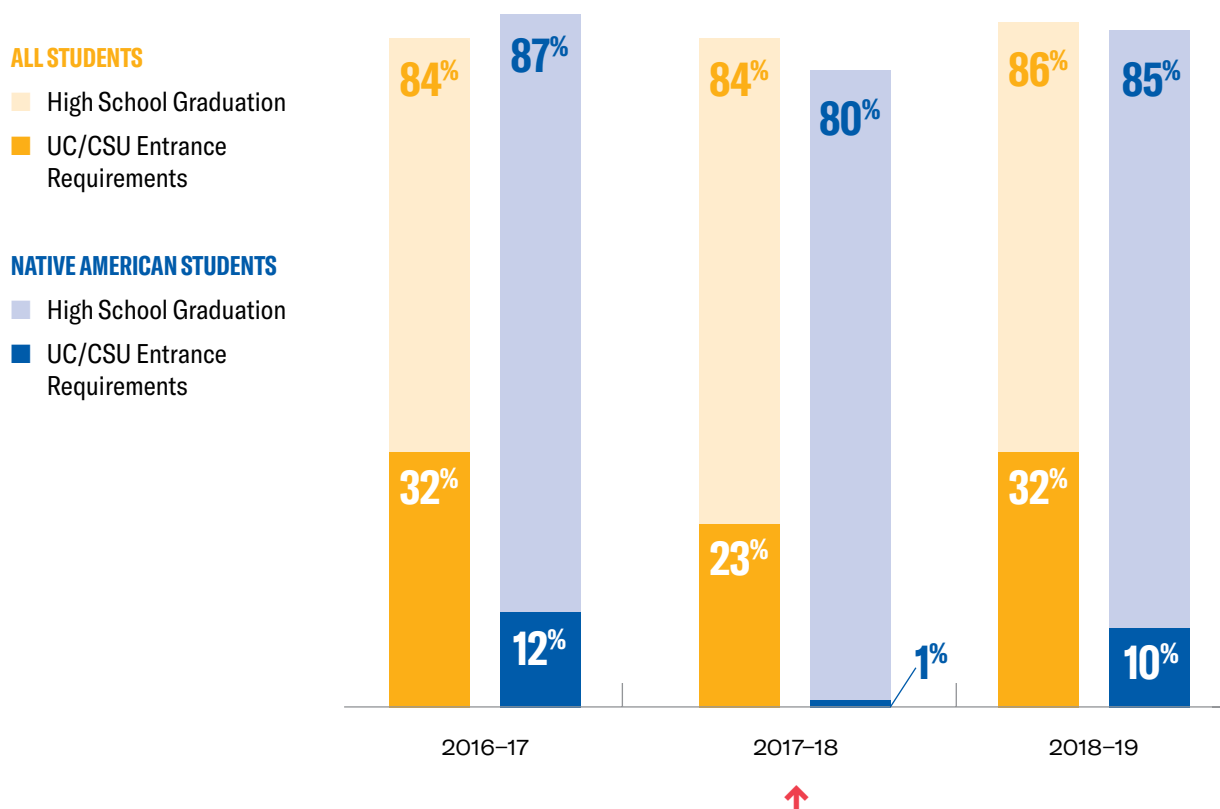


Figure 4. Humboldt County Graduation Rates Compared to Rates of Graduates Meeting UC/CSU Entrance Requirements



In the 2017-2018 school year, 99% of Native American students in Humboldt County schools did not meet A-G requirements.

These figures are even more bleak in some districts. In Eureka City Schools, Northern Humboldt Union High School District, and Klamath-Trinity Joint Unified School District, **no Native American students met the UC/CSU Course requirements in the 2017–2018 school year**.<sup>38</sup> In the 2018–19 school year, only 3.4% of Native American graduates in Klamath-Trinity Joint Unified School District met these requirements — a fraction of the roughly 50% of all graduates who met these standards statewide. That same year in Northern Humboldt Union High School District, Native American students met these requirements at almost half the rate of all high school graduates in the district.<sup>39</sup> In Eureka City Schools, Native American high school graduates met these requirements at approximately one-third the rate of all high school graduates in the district in both the 2016–17 and 2018–19 school years.<sup>40</sup> (Please see Appendix, Table 3 for data on College/Career Readiness at the state and district level and Table 4 for County-level data comparing graduation rates to UC/CSU entrance requirement rates.)



The data show that educational outcomes — which indicate how prepared students are to lead successful lives post-graduation — are far worse for Native American high school graduates than educational outcomes for students generally in Humboldt County.

Inadequate education often leads to lifelong negative impacts on an individual’s employment and health outcomes later in life.<sup>41</sup> Thus, Native American students with lower educational outcomes are more likely to have lower income,<sup>42</sup> fewer employment prospects,<sup>43</sup> increased interaction with the criminal legal system,<sup>44</sup> and poorer physical health.<sup>45</sup>

## **B. Schools Do Not Foster School Climates Where Indigenous Students Can Thrive**

Schools where students feel welcome, supported, and valued are critical to student learning and belonging. Unwelcoming school environments, where practices that contribute to students feeling excluded or unwanted are embedded into the school culture, commonly lead to student disengagement, absenteeism, and drop-out (collectively, school “push-out”). Unfortunately, in Humboldt County, Indigenous students are often not met with the school climate, curricula, and supports needed to thrive — or even stay in the classroom.<sup>46</sup> In this section, we examine two ways in which Indigenous students are pushed out of school: through exclusionary discipline and chronic absenteeism.

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“I’ve gone to a school where most of the people thought Native Americans were a myth, made racial slurs, made [a] mockery of my culture, and had plenty of different stereotypes of what they thought were accurate representations of Native people.”

—*Humboldt County Indigenous Student*

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Exclusionary discipline — which includes suspensions and expulsions that remove students from the classroom — results in lost learning time, drives students out of school, and leads to life-long harms. **Humboldt ranks among the top five counties in suspension rates for Indigenous students in the state.**<sup>47</sup> Over the last three school years, Humboldt County has consistently exceeded California’s statewide rates of suspension for all students and **Indigenous students are consistently suspended and expelled at higher rates** than students from other racial or ethnic groups at the county and state levels. Further, Indigenous students are suspended for “defiance” at higher rates,<sup>48</sup> and those rates have increased over the last three recorded school years despite falling rates in “defiance” suspensions statewide during that same period.

Both exclusionary discipline and pervasive systemic problems make Indigenous students feel unwelcome in the public school setting and contribute to chronic absenteeism.<sup>49</sup> In the 2018–19 school year, **Native American students in Humboldt County were chronically absent from school at more than double the statewide average** for all students.<sup>50</sup> Students who are chronically absent are less likely to be able to read at grade-level by the third grade, and are less likely to graduate high school or succeed in higher education.<sup>51</sup>

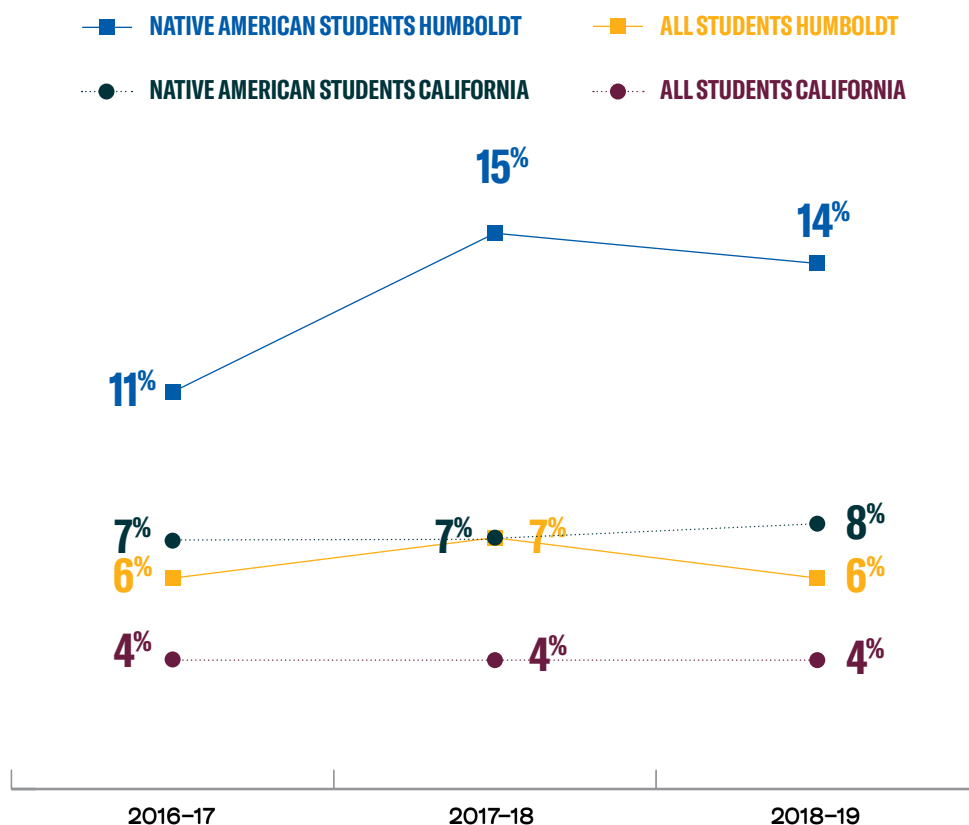
### **Indigenous Students Face Disproportionate Rates of Exclusionary Discipline**

Suspension is a form of school discipline which temporarily removes a student from a class or from school, usually for one to five days. Humboldt County students are much more likely to be suspended than students in California overall. **Indigenous students in Humboldt County face suspension rates more than four times the state average for all students, nearly five times the state average for white students, and double the state average for other Indigenous students.** In 2018–19, while 7.5% of Native American students were suspended statewide, 14.6% of Native American students were suspended across Humboldt County.<sup>52</sup> *(Please see Appendix, Table 5 for data on suspension rates.)*

Examining three years of data spanning 10 school districts, we found that nearly every school district suspended Indigenous students at a disproportionately higher rate for each of those three years<sup>53</sup> and some districts suspended Indigenous students at significantly higher rates than county or state averages. In 2018–19, Klamath-Trinity Joint Unified School District suspended 17.8% of its Native American students, while Fortuna Union High School District suspended 28.2% and Loleta Union School District suspended 30.8% of their Native American students — **all well over five times the statewide suspension rate for all students.** These data depict a grave pattern in which Native American students are suspended at a significantly higher rate than students overall.<sup>54</sup>

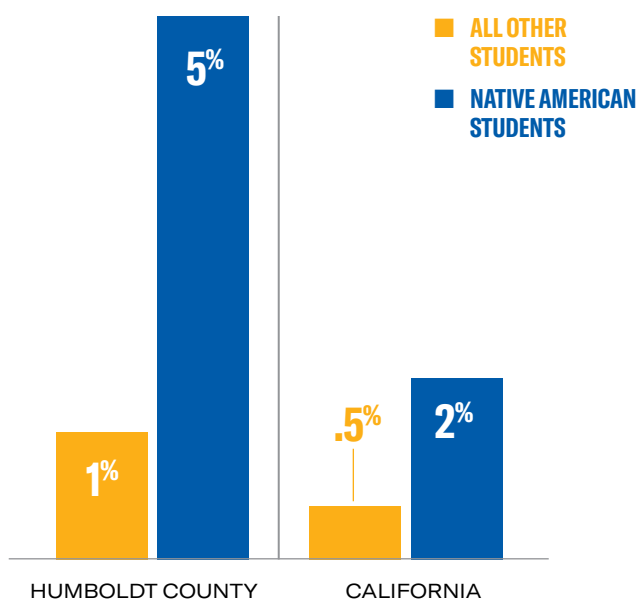


Figure 5. Humboldt County Overall Suspension Rates Compared to Overall Suspension Rates in California



The overall rates of defiance suspensions have decreased over the last three years in California, no doubt in large part because of a new state law, enacted in 2015, which prohibits defiance suspensions for K–3 students.<sup>55</sup> In Humboldt County, however, the defiance suspension rate for Native American students has paradoxically increased over the last three years, from 3.3% in 2016–2017 to 5.1% in 2018–2019. Not only has this rate increased for Native American students in Humboldt County, but the disparities between Native American students and other students is arresting: in the 2018–19 school year, 5.1% of Native American students in Humboldt County were suspended for defiance; **three times the rate of all students in Humboldt County, and ten times the rate of all students in California.**<sup>56</sup> (Please see Appendix, Table 6 for data on defiance suspension rates.)

Figure 6. 2018–19 Humboldt County Compared to California Defiance Suspension Rate



Fortuna Union High School District’s rate is consistently among the highest in Humboldt County, particularly for Native American students. **In 2018–19, Native American students at Fortuna Union High School District were suspended for “defiance” at more than four times the overall rate in the district**, and in the two years preceding that, at over twice the overall rate in the district.<sup>57</sup>

Expulsion is a longer-term exclusion of a student (usually for at least one school term) from school due to a narrow category of behavior that is deemed more “serious” under the California Education Code. The school is still responsible for ensuring the student receives an education but can require the student to attend an “alternative school” for a period of time. Statewide, the disproportionate expulsion of Native American students is a serious problem, as detailed extensively in the *From Boarding Schools to Suspension Boards* report.<sup>58</sup> In Humboldt County during the 2018–19 school year, **Native American students were expelled at more than two times the rate of California students overall**.<sup>59</sup> That same year, **the expulsion rate for Native American boys was nearly six times the expulsion rate for boys of all racial groups** in Humboldt County and almost three times the statewide expulsion rate for boys across all racial groups.<sup>60</sup> In Fortuna Union High School District, Native American students were expelled at more than three times the rate of all students in the District in the 2016–17 and 2017–18 school years.<sup>61</sup>

Recent advocacy and litigation suggest that referrals of Native American students to juvenile justice and involuntary transfers to alternative schools continue to be a pressing problem in Humboldt.<sup>62</sup> While this report does not present data on those concerns, we suggest further research into these concerning causes of school push-out.

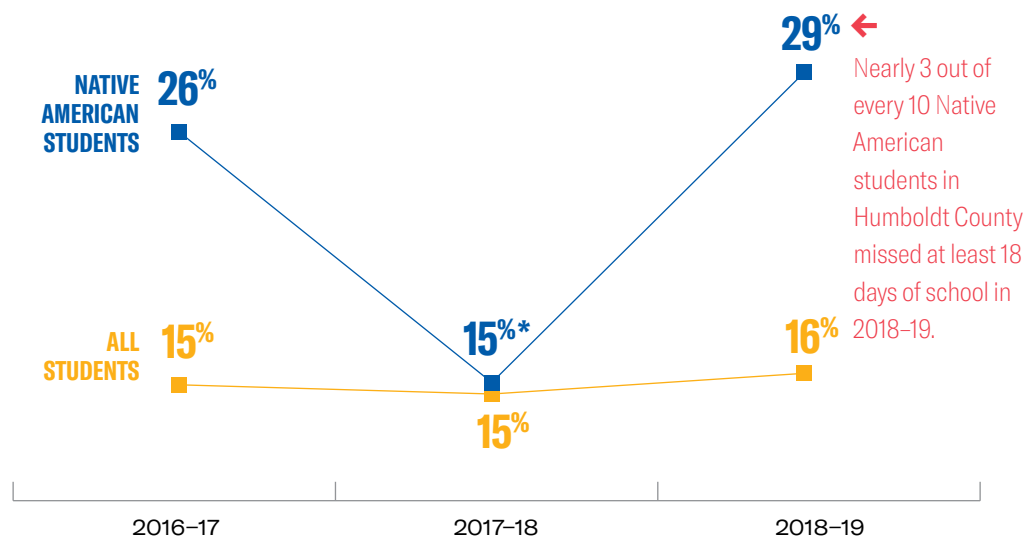


## Indigenous Students Experience Chronic Absenteeism at Disparate Rates

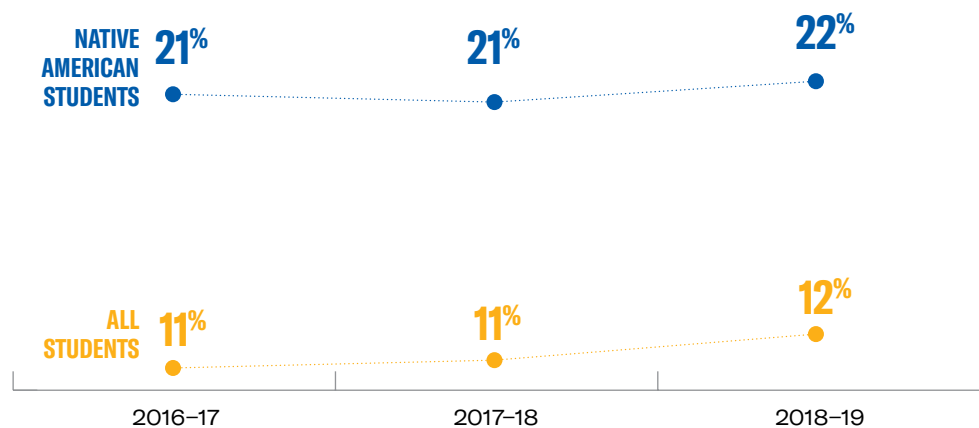
A student is considered chronically absent if they miss 10% of the school year for any reason, including excused or unexcused absences and suspension.<sup>63</sup> Across the state, Indigenous students face among the highest rates of chronic absenteeism of any ethnic/racial subgroup.<sup>64</sup> But in Humboldt County, the situation is even more dire: the rate of chronic absenteeism among Native American students in Humboldt County is 28.8% — more than double the statewide average among all students.<sup>65</sup> This means that **nearly 3 out of every 10 Native American students in Humboldt County miss at least 18 days in a school year.** (Please see Appendix, Table 7 for County-level data on chronic absenteeism.)

Figure 7. Chronic Absenteeism Rate

### HUMBOLDT COUNTY



### CALIFORNIA



\*We believe the apparent reduction in chronic absenteeism in 2017-18 is due to an error in reporting, rather than an actual decrease in chronic absenteeism. Please refer to endnote 82 for more information.

Chronic absenteeism is tied to systemic and structural issues often outside of a student or family's control, including negative school climate, bullying, barriers in transportation, lack of access to health care and illness, and involvement in the justice or foster care systems.<sup>66</sup> In Indigenous communities, students may also be absent from school to attend cultural ceremonies and traditional activities, including dances and fishing. Participation in these cultural events is a fundamental aspect of Indigenous students' learning and identity. However, school districts often fail to recognize the essential nature of these activities or acknowledge that these absences are educational in nature; further, school districts do not necessarily have structures in place to accommodate for these important absences. Showing up for school is essential to ensure students receive the academic and social/emotional tools they need to thrive. Chronic absenteeism is often linked to students not meeting grade-level expectations, not graduating high school, and facing higher odds of future unemployment.

California considers chronic absenteeism to be "high" when the rate is above 10.1% and "very high" above 20.1%.<sup>67</sup> The rates of chronic absenteeism facing Native American students throughout Humboldt County are staggering: in **Fortuna Union High School District, 57.9% of Indigenous students were chronically absent in 2018–19**; the rate in Klamath-Trinity Joint Unified School District was 35.3%, 28.8% in Loleta Union School District, and 22.5% in Eureka City Schools.<sup>68</sup>

In conclusion, Native American students in Humboldt County are being suspended and expelled at higher rates than all students in the county and experiencing chronic absenteeism at astonishing rates, depriving them of critical learning and development. Students who are suspended or expelled are significantly more likely to repeat a grade, not graduate, and/or become involved in the juvenile justice system.<sup>69</sup> Data show that Native American students in Humboldt County are more likely than their peers to be pushed out of school, and thereby suffer worse life outcomes, as a result of the public school system's failure to provide them with the supports and resources they need to thrive.

### **C. Students Do Not Have Adequate Access—if Any—to Mental Health Professionals**

Indigenous students in Humboldt County are deprived of the support of essential health professionals to care for their mental, emotional, social and physical wellbeing. Often, school-based health professionals, such as counselors, nurses, social workers, and psychologists, are the first to see children who are sick, stressed, or experiencing trauma. This is especially true in rural and remote areas with little access to mental health resources outside of the school context. Although the need for these school-based professionals is especially acute in Humboldt County, schools in the county fall far behind recommended ratios of students to school-based health professionals as reported to the California Department of Education.



## Adverse Childhood Experiences in Humboldt County

One important measure of mental and emotional health are Adverse Childhood Experiences (ACEs), “potentially traumatic events that occur in childhood,” including “aspects of the child’s environment that can undermine their sense of safety, stability, and bonding,” which can cause “toxic stress,” leading to a severe detrimental impact on brain development, well-being, and life opportunities. Children growing up in communities that have experienced historical and ongoing traumas from colonization and systemic racism, like Indigenous communities in Humboldt County, face even higher levels of toxic stress. The population of Humboldt County has the highest rates of ACEs in the state.

Higher levels of ACEs are linked to higher rates of chronic health problems, mental illness, and substance abuse and more limited education and job opportunities. But these negative outcomes from ACEs are preventable with appropriate interventions. Providing stable, nurturing relationships, teaching social-emotional learning, and connecting youth to mentors in school are essential to counteracting the long-lasting damaging effects of ACEs on youth — all key responsibilities of school-based mental health professionals.<sup>70</sup>

In this section, we compare the ratio of students to school-based health professional staff employed by school districts in Humboldt County schools with the recommendations made by professional associations. Given the high incidence of Adverse Childhood Experiences (ACEs) in Humboldt County, coupled with the rural and remote nature of many communities in the County, and high rates of poverty limiting access to private care, we would expect students to receive additional supports in Humboldt County schools. Tragically, the opposite is true: **the vast majority of students in Humboldt County attend schools that far exceed the recommended ratios of students to mental health professionals or have no mental health staff at all.**

### Lack of School-Based Mental Health Professionals in Humboldt County

The ratio of students to school-based health professionals in Humboldt County as reported to the California Department of Education is well in excess of that recommended by professional associations. The student to nurse ratio of **4,707 students for each school nurse** in Humboldt County is 6.3 times higher than the recommended 750 to 1. There are **three times as many students per**

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Indigenous children across Humboldt County have little to no access to culturally sensitive, school-based nurses or social workers. Into this void, community-based organizations have stepped up — like Two Feathers Native American Family Services, who are reimagining how mental health services can be provided for Indigenous students. Two Feathers is emphasizing long-term investment in local Indigenous leaders and knowledge, providing culturally appropriate and culturally based care, and thinking “seven generations” ahead to transform how systems and structures operate to generate long-term impact among Indigenous communities.<sup>71</sup>

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Figure 8. Student to School-Based Mental Health Professional Ratios

	RATIO OF STUDENTS TO			
	Counselors	Nurses	Psychologists	Social Workers
<b>RECOMMENDED RATIO</b>	250	750	600	250
California	<b>626</b>	<b>2,410</b>	<b>1,041</b>	<b>7,308</b>
Humboldt County	<b>763</b>	<b>4,707</b>	<b>1,228</b>	<b>No social workers</b>
<b>Humboldt County : California</b>	<b>1.2x higher</b>	<b>2.1x higher</b>	<b>1.2x higher</b>	
<b>Humboldt County : Recommended</b>	<b>3.1x higher</b>	<b>6.3x higher</b>	<b>2x higher</b>	

Figure 9. School-Based Mental Health Professionals on Staff at the District Level

School District	RATIO OF STUDENTS TO			
	Counselors	Nurses	Psychologists	Social Workers
<b>RECOMMENDED RATIO</b>	250	750	600	250
Eureka City	<b>959</b>	<b>3,836</b>	<b>959</b>	<b>No social workers</b>
Ferndale Unified	<b>396</b>	<b>No nurses</b>	<b>No psychologists</b>	<b>No social workers</b>
Fortuna Elementary	<b>1,356</b>		<b>678</b>	<b>No social workers</b>
Fortuna Union High	<b>554</b>	<b>No nurses</b>	<b>1,107</b>	<b>No social workers</b>
McKinleyville Union	<b>1,123</b>	<b>No nurses</b>	<b>1,123</b>	<b>No social workers</b>
Northern Humboldt Union High	<b>337</b>	<b>1,787</b>	<b>894</b>	<b>No social workers</b>

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“Native staff and more educational supports specifically for Indigenous students are desperately needed. As a former student from the Fortuna School District, I had access to Indian Education programming, and that made a significant difference to my education because I had a safe space to go. Having a place to go, and be around other native students, definitely helped my morale. As a former Guidance Technician for the Yurok Tribe, I have first-hand experience in the importance of having Native representation within the schools. For example, I had a student who was chronically absent, facing disciplinary issues, and failing classes. After I met with him a few times, the Guidance Counselor told me that student came to school on the days that my co-worker and I were scheduled to be on-site. It was clear to me that this student needed support, and that having Indigenous mentors and role models mattered to him.”

—Madison Flynn, Assistant Director of the Northern California Indian Development Council

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**counselor** as recommended and double the recommended number of students per psychologist. The recommended ratio of students to social workers is 250:1; in California, the average ratio is 7,308 students per social worker. It is impossible to calculate this ratio in Humboldt County, as **there were no full-time social workers employed by Humboldt County schools** in 2018–19. (Please see Appendix, Table 8 for data on student to staff ratios for school-based mental health professionals, and the recommended ratios.)

In the 2018–19 school year, **31 districts in Humboldt County did not employ a social worker** and only one district — Cutten Elementary School District — had a part-time social worker on staff. Similarly, **nearly 90% of districts in Humboldt County — 28 districts in total — did not employ a single school nurse**. The data were not much better for other mental health professionals: 17 school districts in Humboldt County did not employ a counselor and 22 did not have a psychologist on staff.<sup>72</sup>

Alarmingly, district-level data for districts with the largest enrollment of Native American students show even worse ratios. In many of these schools, students are not receiving any opportunity to access school-based health supports. Among the most egregious examples include Eureka City Schools, where there was only **one school nurse** to serve 3,836 students across the district — more than five times the recommended ratio. The 1,787 students in Northern Humboldt Union High School District likewise are served by only one school nurse. At Fortuna Elementary School District, the **student to counselor ratio was well over five times the recommended ratio**, at 1,356 students for the district’s *single* counselor. Similarly, in McKinleyville Union School District, there is only one school/staff psychologist to serve 1,123 students — nearly double the recommended ratio. (Please see Appendix, Table 9 for data on school-based mental health professionals at the district level)



There is an absence of any semblance of adequate care for the physical and mental health of Indigenous students in Humboldt County. Data at the district level regarding the ratios for students to nurse, counselor, psychologist, and social work care, which lies anywhere between double to five times the recommended levels, is disturbing. There is a well-embraced body of research that indicates correlation between school-based care to overall well-being of children and youth. School-based health and mental health services are often the lifeline to those who do not have access to any other forms of community-based support, particularly in counties that are not densely populated. Our Indigenous communities at a baseline experience oppression and devastating intergenerational impacts of institutional discrimination and oppression, further compounded by these ongoing barriers for care access. Now with distance learning it is imperative that we are proactive in engaging students in support which requires resources and adequate provider staffing.

—*Deborah Son, MSW (she/her), Executive Director National Association of Social Workers-CA Chapter*

The unfair and disproportionate educational outcomes for Indigenous students highlights the lack of adequate oversight and vested interest in these students by the state and the County. We know well that communities that are neglected — through both educational opportunities and the lack of access to high quality health services, including mental health services — are more likely to have students who are unprepared to function in the larger society. This neglect is reflected in the low numbers of high school graduates, high teen birth rates, the high rates of disrupted learning, high dropout rates, expulsion and the students' inability to progress beyond high school because of the trauma they suffer in and out of school. It is our fervent hope that this report will spur action within the communities to address the gross inequities for Indigenous children and all who suffer as a result of societal neglect.

—*Lydia Bourne, BSN, RN, MA, PHN, California School Nurses Organization Legislative Advocate*

Adverse childhood experiences among our Native American students in California have worked to inspire academic disengagement and higher dropout rates. Alarming, districts that educate the largest number of Native American students carry student to school-based mental health service professional ratios that far exceed the recommended averages to adequately provide effective student mental health services. Research shows that appropriate access to school-based mental health professionals help to increase academic achievement and reduce disciplinary issues, while improving services that address student trauma and mental wellness. The California Association of School Counselors recommends that financial resources be allocated for hiring more school-based mental health professionals by districts that are inadequately serving the needs of their most underprivileged student populations. Equity and access to school-based mental health professionals is not just a good idea, it is a fundamental right of all California students.

—*Josh Godinez, California Association of School Counselors President*

## IV. Conclusion and Recommendations

The findings of this report demonstrate that the historical inequalities perpetuated against Indigenous communities in Humboldt County continue to impact children today. Far too many Indigenous youth across Humboldt County are being set up for failure by public schools. Indigenous students in Humboldt County are more likely than their non-Native peers to be pushed out of school and less likely to receive the academic preparation and school supports they need to thrive after graduation.

The public school system in Humboldt County does not appear to expect Indigenous students to be able to go on to higher education and get the advanced education required for professional careers, or to play critical roles in formal leadership and decision-making in their communities. While the importance of elders, culture bearers, artists and activists — who do not require formal education — cannot be overstated, the failure of formal education for Native American students in Humboldt County robs entire generations of the ability to access institutions that make decisions that fundamentally impact their lives and communities. This harms future generations, as hundreds of Native American youth do not see themselves as valued or valuable, nor do they have many role models to follow and be inspired by.

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“One day it dawned on me: A culture was residing within me ... my own indigenous Karuk culture. I had come to see that Karuk people possess ... a distinct language, a long-shared history, art and music, a spiritual belief system, laws and a political structure to govern ourselves and our lands. I realized that the knowledge in my Karuk grandmother’s head was as important, if not more important (to me at least), than the knowledge I was learning at school. “

— *Julian Lange in Ka’m-t’em.*<sup>73</sup>

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**The data presented in this report serve as a call to action for parents, educators and leaders across Humboldt County to find solutions and resources to address the crisis of under-education, de facto exclusion, and failure to provide meaningful supports for Indigenous students.**

## Recommendations for Districts and Schools in Humboldt County

- Actively consult Indigenous youth, families, tribes, and other Native-led bodies (such as Indian Policies and Procedures committees) about policies and practices impacting Native American students. Indigenous youth and their support networks are the best experts in what approaches, interventions and supports they need and will respond to. This can also help improve trust and build relationships between school and district administrators and Indigenous communities.
- Develop culturally and linguistically relevant and responsive curriculum; and instructional materials that align with the curriculum. Ensure the curriculum and materials are developed in collaboration with local tribal leaders.
- Deepen professional development opportunities for teachers, educators, and administrators on cultural competency, teaching local native history and cultures, and working with Indigenous students. These trainings should be developed and offered in partnerships with local tribes and should include access to culturally- and linguistically appropriate, historically accurate and locally relevant curricula and programming for teachers and staff to incorporate in the classroom.
- Implement best practices to improve school climate and promote wellness and belonging, including multi-tiered systems of support (MTSS) and trauma-informed approaches, which have been shown to improve mental health and functioning, deepen interpersonal relationships and networks of support, and enhance self-esteem and identity. These approaches **must be culturally relevant, tailored specifically to Indigenous students and the local context**, and developed in consultation with Indigenous leaders, educators, and professionals. The “trauma-informed movement,” which is gaining traction in Klamath-Trinity Joint Unified School District, thanks in significant part to the activism of leaders in the Hoopa Valley Tribe, offers a promising start to create a more inclusive educational environment to foster success for Native American students, and much work remains.
- Use local resources to prioritize school-based mental health providers, such as counselors, school psychologists, social workers, and nurses. Provide better campus mental healthcare services and meet the recommended ratio for school-based support staff. Ensure that school-based mental health providers are able to focus on mental health duties, i.e., that counselors are in fact counseling, rather than primarily spending their time with tasks that have nothing to do with their training (e.g. achievement test proctoring, clerical tasks, etc.).
- Provide space, support and resources for “Indian Education” programming, staff and support in schools. Indigenous students



benefit from having consistent mentors who reflect their culture and tradition, understand their community and lived experiences, and can support them through the unique and specific challenges and barriers that Native American students face. Indigenous role models can also inspire Indigenous youth to stay in school and on track to succeed.

- Engage members of the school community, including students, parents, teachers, school staff, administrators, tribal authorities and other relevant bodies (such as Indian Policies and Procedures committees), in the creation of school discipline policy with the goal of limiting exclusionary discipline. Research demonstrates that the practice of exclusionary discipline in schools, without sufficient consideration of alternatives, is ineffective in creating safe and healthy learning environments for students, teachers and staff.<sup>74</sup> Given these harmful impacts, school districts should elect to ban exclusionary discipline, particularly for the youngest students in grades K–6. Convene a team representative of the school community to assess and monitor the discipline policy and report findings to the larger school community.
- Improve accountability and transparency that holds district and school leaders responsible for meeting the unique needs of American Indian children.
- Seek creative ways to bring the school and broader communities together during the COVID-19 pandemic, such as identifying speakers and developing content of interest and relevant to local families; ensuring that events are planned at a time when families are most likely to attend; providing food and childcare if in-person events are possible; hosting activities akin to drive-in movies, where families can be appropriately socially-distanced but still gather; and hosting livestreaming events on social media platforms with giveaways for attendees.
- Develop Memoranda of Understanding (MOUs) with local tribal governments, service providers, and Native-led community-based organizations to establish and formalize data-sharing and consultation practices in order to align services, improve communication and understanding, and develop ways to most effectively and appropriately serve students, families, and communities.
- Ensure accurate data is collected and submitted to the federal Department of Education for the 2019–20 school year and beyond.

## V. Resources: Approaches for Improving Education for Indigenous Students

There is a large and growing body of research demonstrating that Native American students fare better when their schools include comprehensive culturally based education programs, Native languages, and trauma-informed approaches. These approaches support Indigenous children's sense of belonging, well-being and success in the classroom, focusing on strengths, resiliency, and cultural identity. We offer a few examples and resources here:

- The National Indian Education Association highlights “culture-based education,” which is “intended to create a school climate where cultural diversity is valued, and the various dimension of cultures are embedded within the school staff and building.” NIEA outlines suggestions for creation and implementation of appropriate local curriculum and evidence-based teaching strategies. <https://www.niea.org/native-education-101-1>
- The Menominee Tribe represents one successful model of culturally relevant trauma-informed approaches. This includes efforts to preserve the Menominee language, to integrate traditional tribal practices such as harvesting wild rice and maple syrup into the curriculum, and fostering resiliency. <https://www.menominee-nsn.gov/CommunityPages/FosteringFutures/FosteringFuturesMain.aspx>
- The Kamehameha Early Education Program (KEEP) is a touted example of the success and impact of “culturally responsive schooling;” KEEP provides language arts and mathematics instruction to Native Hawaiian students using a curriculum and pedagogy developed with Native Hawaiians. Students in the program saw higher reading and mathematics achievement as compared with students not in the program.<sup>75</sup> This, and other models of culturally responsive schooling, emphasize the critical role that educators and administrators play in creating welcoming learning environments and positive school climates. [https://www.researchgate.net/publication/249004938\\_Self-determination\\_through\\_self-education\\_Culturally\\_responsive\\_schooling\\_for\\_Indigenous\\_students\\_in\\_the\\_USA](https://www.researchgate.net/publication/249004938_Self-determination_through_self-education_Culturally_responsive_schooling_for_Indigenous_students_in_the_USA)
- The Russian Mission School in Alaska is one illustration of culturally responsive educational practices for Indigenous students:<sup>76</sup> [www.nwrel.org/request/2005june/textonly.htm](http://www.nwrel.org/request/2005june/textonly.htm)
  - “Traditional knowledge is carefully integrated with academic standards. A unit on berry picking, for example, asks students to study and identify five types of berries, learn where those berries are traditionally harvested, and then use the berries to create traditional Yup'ik foods. The berry picking activity incorporates

benchmarks from science, health, and personal/social skills standards. Students then demonstrate what they have learned through writing assignments and using technology to create a PowerPoint presentation about making traditional foods. ‘We’re very aggressive about using the standards,’ notes [Principal] Hull. ‘But we see Native culture as the pathway to that.’”

- Organizations including Te Rau Ora are advocating for and creating approaches that center Māori culture, worldview, and values in Indigenous trauma informed care in New Zealand, recognizing that trauma informed approaches for Indigenous people can only be successful if those peoples’ specific lived experiences and cultural values are woven into practices, systems and services from the beginning. Culturally safe Trauma Informed Care approaches incorporate Māori healing processes and concepts (such as, wairua, tikanga, whakapapa, whakataukī, te reo Māori, whenua, whānau, tapu, mana, and mauri) alongside western values and approaches.<sup>77</sup> <https://terauora.com/wp-content/uploads/2019/05/Kia-hora-te-marino-Trauma-Informed-Care-for-Ma%CC%84ori.pdf>
- According to the Association of American Indian Physicians, “Strategies that bolster ... protective factors can promote strength and resilience, both in individuals and communities, and have a high likelihood of preventing and reducing the impact of ACEs.” <https://www.aaip.org/programs/aces-toolkit/>
- The National Museum of the American Indian’s Native Knowledge 360° initiative, aimed at “transforming teaching and learning about Native Americans” offers educational resources, teacher training, and virtual student programs to offer Native narratives and accurate teachings on history and Native Americans today. <https://americanindian.si.edu/nk360/>
- Instruction in Indigenous languages is shown to benefit not only Indigenous students, but enrich the education of and improve outcomes for all students.<sup>78</sup> There are many models for instruction in Indigenous languages, including local Yurok language instruction at some Humboldt County schools and language immersion camps.



### **Additional research, resources, and models:**

- Janine Pease-Pretty On Top, *Native American Language Immersion: Innovative Native Education for Children & Families* Am. Indian Coll. Fund (2003), <http://aihec.org/our-stories/docs/NativeLanguageImmersion.pdf>.
- Joely Proudfit & Nicole Quinderro Myers-Lim (Eds.), *On Indian Ground California: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education Information* Age Publishing (2017).
- Kishan Lara-Cooper & Walter J. Lara Sr (Eds.), *Ka'm-t'em: A Journey Toward Healing* Great Oak Press (2019).
- NCAI Pol'y Rsch. Ctr., *Native Language Education: An NCAI Policy Research Center Backgrounder* (Oct. 2013), [http://www.ncai.org/policy-research-center/research-data/prc-publications/NativeLanguage\\_Backgrounder\\_to\\_print.pdf](http://www.ncai.org/policy-research-center/research-data/prc-publications/NativeLanguage_Backgrounder_to_print.pdf)
- John Reyhner, Williard Sakiestewa Gilbert, & Louise Lockard (Eds.), *Honoring Our Heritage: Culturally Appropriate Approaches for Teaching Indigenous Students* Northern Arizona University (2011), [jan.ucc.nau.edu/~jar/HOH/Honoring.pdf](http://jan.ucc.nau.edu/~jar/HOH/Honoring.pdf)
- Amanda Lechner, et al., *Addressing Trauma in American Indian and Alaska Native Youth* Mathematica Policy Research (Aug. 2016).

## VI. Appendix

### Methodology

In addition to data at the county level, we reviewed data from the following 10 of the 32 school districts in Humboldt County. These districts were selected because of their relatively large total student enrollment and/or large percentage of Native American students.<sup>79</sup>

District	Total Student Enrollment	Native American
Arcata School District	530	4.5%
Cutten Elementary School District	610	5%
Eureka City Schools	3,643	5.6%
Ferndale Unified School District	475	5.5%
Fortuna Elementary School District	1,134	3.5%
Fortuna Union High School District	1,107	3.1%
Klamath-Trinity Joint Unified School District	1,019	81.6%
Loleta Union School District	123	36.6%
McKinleyville Union School District	1,123	10.1%
Northern Humboldt Union High School District	1,544	5%

Of the other Humboldt County Districts with over 5% Native American student population, all had total student enrollment of less than 300, including some as small as Big Lagoon Union Elementary (19 students, 57.9% Native American); Bridgeville (29 students, 6.9% Native American), and Peninsula Union (35 students, 5.7% Native American).

### A Note on Racial Categories

The race and ethnicity data used in this report come from state and federal sources, shaped by local, state and federal data collection practices and definitions. The California Department of Education (CDE) collects race data by asking students to self-identify. If a student self-identifies with more than one race (for example, white and American Indian/Alaska Native (AI/AN)), the student is recorded as “two or more races,” and *not* included in either the white or AI/AN category. If a student does not self-identify and there is no other race information in their records, CDE does not report on race.

The “two or more races” category is opaque. In 2010, the Census Bureau found that those identifying as AI/AN on the census were the most likely of any respondent to report more than one race. Of the 5.2 million AI/AN respondents, 44% (2.3 million) reported AI/AN and *at least* one other race. While the has broken down its data on “Two or more races” respondents, the CDE has not. This suggests that at least a significant population of the Native American student population in CDE’s data is obscured and hidden in the “two or more races” category.<sup>80</sup>

It is likely that many Indigenous students in Humboldt County identify as multi-racial, and consequently included in the “two or more races” category. These students are not highlighted in this report.

## Tables

The data used for these tables are data as reported to the California Department of Education. The data can be accessed online at the websites listed after the tables.

Table 1: 2018–2019 English Language Arts/Literacy CAASP Data

		Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Humboldt County</b>	All Students	31.5%	24%	28.2%	16.4%
	Native American Students	56.6%	22.7%	15.6%	5.1%
<b>California</b>	All Students	26.7%	22.4%	28.6%	22.2%
	Native American Students	37.5%	24.4%	25.1%	13.1%

Table 2: 2018–2019 Math CAASP Data

		Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Humboldt County</b>	All Students	38.3%	29.2%	20.1%	12.4%
	Native American Students	61%	24.8%	10.9%	3.6%
<b>California</b>	All Students	34.9%	25.4%	20%	19.7%
	Native American Students	47.3%	26.2%	16.2%	10.4%



Table 3: Percent of Students Demonstrating College/Career Readiness<sup>81</sup>

	Year	California	Eureka City Schools	Klamath-Trinity Joint Unified	Northern Humboldt Union
<b>All Students</b>	2016-17	44.9%	33%	8.1%	52.6%
	2017-18	42.2%	33.6%	11.4%	41.4%
	2018-19	44.1%	31.3%	4%	47.4%
<b>Native American Students</b>	2016-17	31.2%	<i>unreported</i>	10.4%	53.8%
	2017-18	25.2%	15.4%	12.1%	0%
	2018-19	25.9%	21.4%	3.2%	16.7%

Table 4: Humboldt County Graduation Rates Compared to Rates of Graduates Meeting UC/CSU Entrance Requirements

	Year	High School Graduation	UC/CSU Entrance Requirements
<b>All Students</b>	2016-17	84.3%	32.2%
	2017-18	83.8%	22.7%
	2018-19	86.2%	32%
<b>Native American Students</b>	2016-17	86.9%	12.3%
	2017-18	79.7%	1.1%
	2018-19	84.8%	10.3%

Table 5: Humboldt County Overall Suspension Rates Compared to Overall Suspension Rates in California

		2016-17	2017-18	2018-19
<b>Humboldt County</b>	Native American Students	11.2%	15.4%	14.6%
	All Students	6.4%	6.6%	5.7%
<b>California</b>	Native American Students	7.4%	7.2%	7.5%
	All Students	3.6%	3.5%	3.5%

Table 6: Humboldt County Defiance Suspension Rate Compared to California Defiance Rate

		2016-17	2017-18	2018-19
<b>Humboldt County</b>	Native American Students	3.3%	4.4%	5.1%
	All Students	1.9%	1.5%	1.2%
<b>California</b>	Native American Students	2%	1.5%	1.7%
	All Students	0.8%	0.6%	0.5%

Table 7: Chronic Absenteeism Rate

		2016-17	2017-18	2018-19
<b>Humboldt County</b>	Native American Students	26.2%	15.3% <sup>82</sup>	28.8%
	All Students	15.2%	14.8%	15.7%
<b>California</b>	Native American Students	21.3%	21%	21.8%
	All Students	10.8%	11.1%	12.1%

Table 8: Student to School-Based Mental Health Professional Ratios

	Students to Counselors	Students to Nurses	Students to Psychologists	Students to Social Workers
<b>Humboldt County</b>	763	4707	1228	<b>No Social Workers</b>
<b>California</b>	626	2410	1041	7308
<b>Recommended Ratio</b>	250	750	600	250
<b>COUNTY: STATE</b>	<b>1.2x higher</b>	<b>2.1x higher</b>	<b>1.2x higher</b>	
<b>COUNTY: RECOMMENDED</b>	<b>3.1x higher</b>	<b>6.3x higher</b>	<b>2x higher</b>	

Table 9: School-Based Mental Health Professional at the District Level

District	TOTAL NUMBER OF					RATIO OF STUDENTS TO			
	Students	Counselors	Nurses	Psychologists	Social Workers	Counselors	Nurses	Psychologists	Social Workers
Eureka City Schools	3,836	4	1	4	0	959	3836	959	—
Ferndale Unified School District	475	1	0	0	0	396	—	—	—
Fortuna Elementary School District	1,356	1	S	2	0	1356	S	678	—
Fortuna Union High School District	1,107	2	0	1	0	554	—	1107	—
McKinleyville Union School District	1,123	1	0	1	0	1123	—	1123	—
Northern Humboldt Union High School District	1,787	5	1	2	0	337	1787	894	—

Data for tables 1, 2, 4, 5, 6, and 7 and student enrollment numbers are available at EdData, *California Public Schools*, <https://www.ed-data.org/state/CA> and <https://www.ed-data.org/county/Humboldt>.

Data for table 3 are available at Cal. Dep't of Educ., *College/Career Measures Report & Data: Klamath-Trinity Joint Unified*, <https://www6.cde.ca.gov/californiamodel/ccireport?&year=2019&cdcode=1262901&scode=&reporttype=schools>; *College/Career Measures Report & Data: Eureka City Schools*, <https://www6.cde.ca.gov/californiamodel/ccireport?Year=2019&cdcode=1275515&scode=>; *College/Career Measures Report & Data: Northern Humboldt Union High*, <https://www6.cde.ca.gov/californiamodel/ccireport?&year=2019&cdcode=1262687&scode=&reporttype=schools>; *State of California: Academic Performance*, <https://www.caschooldashboard.org/reports/ca/2018/academic-performance#college-career>; *Eureka City Schools: Academic Performance*, <https://www.caschooldashboard.org/reports/1275515000000/2017/academic-performance#college-career>

Data for tables 8 and 9 are available at Kid's Data, <https://www.kidsdata.org/region/324/humboldt-county/summary#18/education-child-care>.



# ENDNOTES

- 1 Cal. Dep't of Educ. Data Rep. Office, *2018–19 Suspension Rate: Humboldt County Report*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2018-19&agglevel=County&cds=12> (last visited October 9, 2020). Cal. Dep't of Educ. Data Rep. Office, *2018–19 Suspension Rate: State Report*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cds=00&agglevel=State&year=2018-19> (last visited October 9, 2020).
- 2 For more information on the history of Indian Education and the Boarding School Era, see Nat'l Native Am. Boarding Sch. Healing Coalition, *The Need for Education*, <https://boardingschoolhealing.org/> (last visited Sept. 25, 2020). Lewis Meriam, et al., *The Problem of Indian Administration*, Inst. For Gov't Research 3 (1928). Comm. On Lab. And Pub. Welfare, *Indian Education: A National Tragedy* xii S. Rep. No. 91-501 (1969) (U.S. Senate Special Subcommittee on Indian Education).
- 3 Adams, David Wallace, *Education for Extinction: American Indians and the Boarding School Experience, 1875–1928* University Press of Kansas (1995). Michelle M. Jacob, *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* University of Arizona Press (2013). Brendan C. Lindsay, *Murder State: California's Native American Genocide, 1846–1873* Lincoln and London, 346 University of Nebraska Press (2015) (“Removing children from their parents’ care, banning Native American culture and language, and indoctrinating students in Western culture and white civilization, were the key strategies employed. These schools were engaged in a subset of genocide, often termed ethnocide or culturecide. Native American children were exposed to diseases, and many perished in these schools or were sent home to their families to die.”).
- 4 See Letter from A.C.L.U., Nat. Cent. For Youth Law, & Cal. Indian Legal Services to U.S. Dep't of Educ. Office for Civ. Rights (Dec. 18, 2013) (accessible at <https://www.aclunc.org/sites/default/files/2013.12.18%20Loleta%20OCR%20Complaint.pdf>); A.C.L.U.-N.C., *Humboldt County Schools Litigation* (Mar. 17, 2014), <https://www.aclunc.org/our-work/legal-docket/humboldt-county-schools-litigation>.
- 5 *Jessica K. v. Eureka City Schs. Dist.*, 2014 WL 1420367 (N.D. Cal.) Compl., <https://www.aclunc.org/sites/default/files/001%202013%2012%2018%20Complaint%20and%20Civil%20Cover%20Sheet.pdf>. Reduction in Student Discipline Agreement Between A.C.L.U.-N.C. and Del Norte County Unified School District 4 (May 6, 2009), [https://www.aclunc.org/sites/default/files/2020-01/Reduction\\_in\\_Student\\_Discipline\\_Agreement.pdf](https://www.aclunc.org/sites/default/files/2020-01/Reduction_in_Student_Discipline_Agreement.pdf). J. Luke Wood et al., *From Boarding Schools to Suspension Boards: Suspensions and Expulsions of Native American Students in California Public Schools*, C.C.E.A.L. & S.N.A.H.E.C. (Sept. 2019), <https://cceal.org/wp-content/uploads/2019/09/Suspension-Boards-Final.pdf>. Kristen Bokenkamp & Laurie A. Walker, *Empty Desks: Discipline & Policing in Montana's Public Schools*, A.C.L.U. of Mont. (Dec. 2019), <https://www.aclumontana.org/sites/default/files/aclu-education-report-2019-v13.pdf>.
- 6 U.S. Census Bureau, *The American Indian and Alaska Native Population: 2010* (Jan. 2012), <https://www.census.gov/history/pdf/c2010br-10.pdf>.
- 7 Data taken from the U.S. Census Bureau, American Community Survey (ACS). See Index Mundi, *California American Indian and Alaska Native Population Percentage by County*, <https://www.indexmundi.com/facts/united-states/quick-facts/california/american-indian-and-alaskan-native-population-percentage#map> (last visited Sept. 25, 2020). Humboldt County also has among the largest proportions of Indigenous children in the state. Kid's Data, *Summary: American Indian/Alaska Native Children*, Lucile Packard Found. for Child's Health, <https://www.kidsdata.org/demographic/19/american-indianalaska-native-children/summary#99/demographics> (last visited Sept. 25, 2020).
- 8 Cal. Dep't of Educ. Data Rep. Office, *2018–19 Enrollment by Ethnicity: State Report*, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=12&agglevel=county&year=2018-19> (last visited Sept. 25, 2020); Cal. Dep't of Educ. Data Rep. Office, *2018–19 Enrollment by Ethnicity: Humboldt County Report*, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=00&agglevel=state&year=2018-19&ro=y> (last visited Sept. 25, 2020) (in the drop-down menu for “County,” select “12-Humboldt”); Cal. Dep't of Educ. Data Rep. Office, *Enrollment Multi-Year Summary by Ethnicity: Humboldt County Report*, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthYears.aspx?cds=12&agglevel=county&year=2018-19> (last visited Sept. 25, 2020).
- 9 2018–19 Enrollment by Ethnicity: Humboldt County Report, *supra* n.8.
- 10 Nicholas A. Jones & Jungmiwha Bullock, *The Two or More Races Population: 2010*, U.S. Census Bureau (2012), <https://www.census.gov/prod/cen2010/briefs/c2010br-13.pdf>.
- 11 Humboldt Cnty. Office of Educ., *Humboldt County Schools and Districts*, <https://hcoe.org/schools/> (last visited Sept. 25, 2020).

- 12 Cal. Dep't of Educ. Data Rep. Office, *2018–19 Enrollment by Ethnicity and Grade: Humboldt County Report*, <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=12&agglevel=county&year=2018-19> (last visited Sept. 25, 2020). Cal. Dep't of Educ. Data Rep. Office, *2018–19 Enrollment for Charter and Non-Charter Schools*, <https://dq.cde.ca.gov/dataquest/DQCensus/EnrCharterLevels.aspx?cds=12&agglevel=County&year=2018-19> (last visited Sept. 25, 2020).
- 13 *Ibid.*
- 14 Cal. Dep't of Educ. Data Rep. Office, *Selected County Level Data — HUMBOLDT for the Year 2018–19* (last visited Sept. 25, 2020), <https://dq.cde.ca.gov/dataquest/Cbeds2.asp?FreeLunch=on&cChoice=CoProf2&cYear=2018-19&TheCounty=12%2CHUMBOLDT&cLevel=County&cTopic=FRPM&myTimeFrame=S&submit1=Submit> (low-income, defined as eligible for free and reduced meals).
- 15 Cal. Dep't of Educ. Data Rep. Office, *County of Matched Foster Students by Race/Ethnicity and Grade: Humboldt County Report*, <https://dq.cde.ca.gov/dataquest/foster/fosterGrdRace.aspx?level=County&county=12&year=2018-19> (last accessed Sept. 25, 2020). Cal. Dep't of Educ. Data Rep. Office, *2018–19 Enrollment by English Language Acquisition Status (ELAS) (with District Data): Humboldt County Report*, <https://dq.cde.ca.gov/dataquest/longtermel/ELASLevels.aspx?cds=12&agglevel=County&year=2018-19> (last accessed Sept. 25, 2020).
- 16 Sabine Nicole Talaugon, *History of Indian Education in California in On Indian Ground California: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education* 20 Information Age Publishing (Joely Proudfit & Nicole Quinderro Myers-Lim 2017).
- 17 Benjamin Madley, *An American Genocide: The United States and the California Indian Catastrophe* Yale Univ. Press (2016). Cutcha Risling Baldy & Kayla Begay, *Xo'ch Na:nahsde'it-te Survivance, Resilience and Unbroken Traditions in Northwest California in Ka'm-t'em: A Journey Toward Healing* K. Great Oak Press (Lara-Cooper and W. J. Lara Sr. 2019). Cutcha Risling Baldy, *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies* University of Washington Press (2018).
- 18 Comm. On Lab. And Pub. Welfare, *Indian Education: A National Tragedy* xii S. Rep. No. 91-501 (1969) (U.S. Senate Special Subcommittee on Indian Education).
- 19 Kishan Lara-Cooper, *Protecting the Treasure: A History of Indigenous Education in California* 15 *supra* n.16.
- 20 See, for example, Article 14 of the U.N. Declaration on the Rights of Indigenous People:
  1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
  2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
  3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

G.A. Res. 61/295, at 5–6 (Sept. 13, 2007), <https://undocs.org/A/RES/61/295>.
- 21 In the 2018–2019 school year, 84.8% of American Indian students in Humboldt County graduated. Educ. Data P'ship, *Humboldt County*, <https://www.ed-data.org/county/Humboldt> (last visited Sept. 25, 2020) (click on the blue horizontal “College and Career Readiness” tab). The term “graduate” means those who graduate among “cohort students” as defined by the California Department of Education: “Cohort Students: The number of students who enter grade 9 for the first time, plus any students who transfer in later during grade 9 or the next three years, minus any student from the cohort who transfers out, emigrates from the country, transfers to a juvenile facility or prison, or dies during that same period.” Cal. Dep't of Educ., *File Structure: ACGR and Outcome Data* (Dec. 12, 2019), <https://www.cde.ca.gov/ds/sd/sd/fsacgr.asp>.
- 22 In the 2018–2019 school year, only 10.3% of Native American graduates in Humboldt County met the entrance requirements to attend California universities. *Humboldt County*, *supra* n.21 (click on the blue horizontal “College and Career Readiness” tab).

- 23 For more information on California standard testing, see EdSource, *California's Smarter Balanced Assessments: A Primer* (Aug. 24, 2016), <https://edsources.org/2015/california-smarter-balanced-math-english-results-common-core-faq/86181>. Educ. Data P'ship, *Standardized Tests in California* (Jan. 29, 2020), <https://www.ed-data.org/article/Standardized-Tests-in-California>; Cal. Assessment of Student Performance and Progress, *California Testing Overview* (Mar. 18, 2020), <http://www.caaspp.org/administration/about/testing/index.html>.
- 24 Figures in this section concerning state test scores are based on the average of all grade levels that participate in CAASP testing (3–8 and 11).
- 25 In the 2016–2017 school year, 56.8% of American Indian students in Humboldt County received a “standard not met” ELA score, compared to 28.4% of all students in the state. In the 2017–2018 school year, 55.5% of American Indian students in Humboldt County received that score, compared to 27.5% of all students statewide. Educ. Data P'ship, *California Public Schools*, <https://www.ed-data.org/state/CA> (last visited Sept. 25, 2020) (click on the blue horizontal “Performance” bar); *Humboldt County*, *supra* n.21 (click on the blue horizontal “Performance” bar).
- 26 In 2016–2017, 37.6% of all students in California met or exceeded math grade-level expectations, as compared to 15.2% of Native American students in Humboldt County. In 2017–2018, while 38.7% of all students statewide met or exceeded expectations, only 13.7% of Native American students in the County met these expectations. *California Public Schools*, *supra* n.25 (click on the blue horizontal “Performance” bar). *Humboldt County*, *supra* n.21 (click on the blue horizontal “Performance” bar).
- 27 Educ. Data P'ship, *Loleta Union Elementary*, <https://www.ed-data.org/district/Humboldt/Loleta-Union-Elementary> (last visited Sept. 25, 2020) (click on the blue horizontal “Performance” bar).
- 28 In the 2016–2017 school year, only 12.5% of American Indian students in Northern Humboldt Union High School District met or exceeded ELA standards, as compared to 59.8% of all students in the district. For math in that year, only 6.3% of American Indian students in the district met or exceeded grade level expectations, compared to 35.4% of all students. While 52.2% of Native American students met or exceeded ELA standards in 2017–18, that dropped to 42.9% in 2018–19. Educ. Data P'ship, *Northern Humboldt Union High*, <https://www.ed-data.org/district/Humboldt/Northern-Humboldt-Union-High> (last visited Sept. 25, 2020) (click on the blue horizontal “Performance” bar).
- 29 In 2016–2017, 40.42% of all students in the Arcata School District met or exceeded math standards. In 2017–2018 the rate for all students was 41.88%, and 42.58% in 2018–2019. The rates at which Native American students in the District met or exceeded math standards were 30% in 2016–2017, 24.83% in 2017–2018 and 14.29% in 2018–2019. See Educ. Data P'ship, *Arcata Elementary*, <http://www.ed-data.org/district/Humboldt/Arcata-Elementary> (last visited Sept. 25, 2020) (click on the blue horizontal “Performance” bar).
- 30 In 2018–19, 44% of Native students in Cutten Elementary School District met or exceeded ELA standards, while 51% of all students met or exceeded standards. While 23.8% of all students did not meet ELA standards, 40.7% of Native American students did not meet standards. In 2017–18, 37% Native American students met or exceeded ELA standards while 50% of all students met or exceeded them, and 40.7% of Native American students compared with 24.4% of all students did not meet standards. In 2016–17, 26.5% of Native American students met or exceeded standards compared to 50.3% of all students met or exceeded; 47.1% of Native American students compared to 25.3% of all students did *not* meet standards. Educ. Data P'ship, *Cutten Elementary*, <http://www.ed-data.org/district/Humboldt/Cutten-Elementary> (last visited Sept. 25, 2020) (click on the blue horizontal “Performance” bar).
- 31 In 2016–17, all students in the Eureka City Schools met or exceeded ELA standards at a rate of 35.7%, compared to only 15.1% of American Indian students. In 2017–18 34.4% of all students met or exceeded standards, in contrast to 16.5% of American Indian students. Educ. Data P'ship, *Eureka City Schools*, <http://www.ed-data.org/district/Humboldt/Eureka-City-Schools> (last visited Sept. 25, 2020) (click on the blue horizontal “Performance” bar).
- 32 In the 2018–19 school year, 86.2% of all students and 84.8% of Native American students in Humboldt graduated, compared to 84.5% of all students and 74.8% of Native American students across California. These rates are representative of the County's graduation rates over the last three years. *Humboldt County*, *supra* n.21.
- 33 Cal. Dep't of Educ., *2017–18 Four-Year Adjusted Cohort Graduation Rate*, <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=12&aggllevel=County&year=2017-18> (last visited Sept. 25, 2020).



- 34 Cal. Dep't of Educ., *Graduation Requirements: Courses required for graduation and university admission*, <https://www.cde.ca.gov/ci/gs/hs/hsgtable.asp> (last visited Oct. 8, 2020).
- 35 For the definition of “College/Career Readiness Indicator,” see Justin Allen et al., *Search and compare data from the California School Dashboard*, 2019, EdSource (Dec. 12, 2019), <https://edsources.org/2019/search-and-compare-data-from-the-california-school-dashboard-2019/620992>. More detailed information on the measurements used in the College/Career Readiness Indicator are available at Cal. School Dashboard, *Understanding the College/Career Readiness Measure: Prepared* (Oct. 2019), <https://www.cde.ca.gov/ta/ac/cm/documents/understandcciprepared.pdf>.
- 36 Educ. Data P'ship, *Klamath-Trinity Joint Unified*, <https://www.ed-data.org/district/Humboldt/Klamath--Trinity-Joint-Unified> (last visited Oct. 9, 2020). *Eureka City Schools*, *supra* n.31. *Northern Humboldt Union High*, *supra* n.28.
- 37 *Supra* n.18.
- 38 Cal. Dep't of Educ. Data Rep. Office, *2017–18 Four-Year Adjusted Cohort Graduation Rate: Klamath-Trinity Joint Unified District Report*, <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2018-19&cde=1262901> (last visited Oct. 9, 2020). Cal. Dep't of Educ. Data Rep. Office, *2017–18 Four-Year Adjusted Cohort Graduation Rate: Northern Humboldt Union High District Report*, <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2017-18&cde=1262687> (last visited Sept. 25, 2020); Cal. Dep't of Educ. Data Rep. Office, *2017–18 Four-Year Adjusted Cohort Graduation Rate: Eureka City Schools District Report*, <https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2017-18&cde=1275515> (last visited Sept. 25, 2020).
- 39 In 2018–19, while 49.4% of all graduates in Northern Humboldt Union High School District met these requirements, only 25.9% of the District's Native American graduates met them. *Northern Humboldt Union High*, *supra* n.28 (click on the blue horizontal “College and Career Readiness” tab).
- 40 In the 2016–17 school year, 26.1% of all Eureka City Schools graduates met the UC/CSU course requirements, while only 7.1% of Native American graduates met them. In 2017–18, no Native American graduates met UC/CSU requirements and in the 2018–19 school year, 24.4% of all graduates met the requirements, compared to 8.3% of Native American graduates. *Eureka City Schools*, *supra* n.31 (click on the blue horizontal “College and Career Readiness” tab).
- 41 See generally Michelle M. Jacob & RunningHawk Johnson Stephany (Eds.), *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education*. Information Age Publishing (2020).
- 42 Eduardo Porter, *A Simple Equation: More Education = More Income*, N.Y. TIMES (Sept. 10, 2014), <https://tinyurl.com/yc8g3zz4> (reporting data from the Organization for Economic Cooperation and Development that American workers with a college degree are paid 74% more than those with only a high school degree).
- 43 See O.C.E.D., *Education At a Glance 2020: OCED Indicators, Indicator A3. How does educational attainment affect participation in the labour market?* 70 (2020), [https://read.oecd-ilibrary.org/education/education-at-a-glance-2020\\_1bbc2e6a-en#page1](https://read.oecd-ilibrary.org/education/education-at-a-glance-2020_1bbc2e6a-en#page1) (finding that higher educational attainment increases the likelihood of being employed for each age group studied).
- 44 See Caroline Wolf Harlow, *Bureau of Justice Statistics Special Report: Education and Correctional Populations* U.S. Dep't of Justice (Jan. 2003), <https://tinyurl.com/kpsgzx4>. All. for Excellent Educ., *Saving Futures, Saving Dollars* 3 (Sept. 2013), <https://tinyurl.com/kx5sw9k> (noting that lower educational attainment is correlated with increased arrest and incarceration rates, especially for males).
- 45 Am. Psych. Ass'n Zero Tolerance Task Force, *Are Zero Tolerance Policies Effective in the Schools?: An Evidentiary Review and Recommendations*, 63(9) The Am. Psych. 858 (2008), <https://pubmed.ncbi.nlm.nih.gov/19086747/> (finding that suspension and expulsion are associated with engagement with juvenile justice and incarceration as an adult, which are associated with stress-related illnesses, psychiatric problems, higher recidivism rates, suicide attempts, increased HIV, Hepatitis C, and tuberculosis). Ursula Running Bear, et al., *The impact of individual and parental American Indian boarding school attendance on chronic physical health of Northern Plains Tribes* 42(1) Family & Community Health 1–7 (2019).
- 46 Mneesha Gellman, *Indigenous Revitalization in Words and Land: Countering Culturecide in Northern California* (forthcoming 2021) (under review).

- 47 According to *From Boarding Schools to Suspension Boards: Suspensions and Expulsions of Native American Students in California Public Schools*, Humboldt County has the third highest suspension rate in the state for Native American girls (at 13.3%, behind only Modoc and Colusa Counties) and the fifth highest in the state for Native American boys (17.5%, following Glenn, Lassen, Mono, and Modoc Counties). Wood et al., *supra* n.5.
  - 48 Under California Education Code § 48900 (k), until July 2020, students in grades 4–12 could be suspended if they committed “defiance” in that they “[d]isrupted school activities or otherwise willfully defied” the authority of school personnel. The defiance suspension rate represents the percent of students suspended whose only offense was defiance under this section of the Education Code. Under recent revisions to the Education Code, as of July 2020, only students in grades 9–12 can be suspended for defiance. See Louis Freedberg, *California to extend ban on pushing students out of school for disruptive behavior*, EdSource (Sept. 9, 2019), <https://edsources.org/2019/california-to-ban-pushing-students-out-of-school-for-disruptive-behavior/617326>. S. 419 (Cal. 2019).
  - 49 Daniel J. Willis, *Searchable database: Chronic absenteeism in California schools*, EdSource (Jan. 31, 2019), <https://edsources.org/2019/searchable-database-chronic-absenteeism-in-california-schools/607777#:~:text=January%2031%2C%202019.-Chronic%20absenteeism%20is&text=A%20student%20is%20defined%20as, and%202017%2D18%20school%20years>. (“A student is defined as chronically absent if he or she misses 10 percent of the school year for any reason — through excused or unexcused absences, or suspension.”).
  - 50 In 2018–2019, 12.1% of all students in California were chronically absent, compared to 28.8% of American Indian Students in Humboldt County. Cal. Dep’t of Educ. Data Rep. Office, 2018–19 *Chronic Absenteeism Rate: Humboldt County Report*, <https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=County&cde=12&year=2018-19> (last visited Sept. 25, 2020). Cal. Dep’t of Educ. Data Rep. Office, 2018–19 *Chronic Absenteeism Rate*, <https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=State&cde=00&year=2018-19> (last visited Sept. 25, 2020).
  - 51 For more information on the links between chronic absenteeism and student success, and the long-term impacts of chronic absenteeism on higher education and economic opportunity, please see: David Washburn, *Chronic Absenteeism in California Schools up Slightly, New Data Show*, EdSource (Jan. 31, 2019), <https://edsources.org/2019/chronic-absenteeism-in-california-schools-up-slightly-new-data-show/607993>. Julia Lara et al., *Chronic Absenteeism. NEA Research Brief. NBI No. 57* Nat’l Educ. Ass’n (2018), <https://eric.ed.gov/?id=ED595241>. Attendance Works, *Key Research: Why Attendance Matters for Achievement and How Interventions Can Help* (2016), <https://awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf>.
  - 52 Cal. Dep’t of Educ. Data Rep. Office, 2018–19 *Suspension Rate: Humboldt County Report, Disaggregated by Ethnicity*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2018-19&agglevel=County&cde=12> (last visited Oct. 9, 2020); Cal. Dep’t of Educ. Data Rep. Office, 2018–19 *Suspension Rate: State Report, Disaggregated by Ethnicity*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cde=00&agglevel=State&year=2018-19> (last visited Oct. 9, 2020).
  - 53 From 2016–2019, the suspension rate for Native American students in the ten districts we analyzed for this report has been the same as or lower than the overall suspension rate on only five occasions: in 2016–2017, no American Indians in Ferndale Unified School District were suspended, compared to 3.8% of all students in the District; that same year 3.6% of American Indian students in Arcata School District were suspended, in contrast to 4% of all students; in 2017–2018 only 1.9% of American Indian students in Fortuna Elementary School District were suspended, compared to 5% of all students in the District; and in 2017–2018, 5.8% of American Indian students in Northern Humboldt Union High School District were suspended, compared to 5.9% of all students in the District.
- Of the 10 districts whose data we analyzed, Cutten Elementary School District (“Cutten ESD”) was the only outlier in school push-out metrics. While there were disparities in outcomes for Indigenous students, generally students fared better in Cutten ESD than in Humboldt County and the disparities in outcomes were much less severe. Native American students faced higher suspension rates in two of three years (2% for Native American students versus 1.3% overall in 16–17; 9.8% versus 1.3% overall in 17–18; and 0% versus 0.8% overall in 18–19), but suspension rates overall in Cutten ESD were lower than the County average in all three years.
- Arcata Elementary, *supra* n.29. Cutten Elementary, *supra* n.30. Northern Humboldt, *supra* n.28. Educ. Data P’ship, *Ferndale Unified*, <https://www.ed-data.org/district/Humboldt/Ferndale-Unified>. Fortuna Elementary, <https://www.ed-data.org/district/Humboldt/Fortuna-Elementary> (last visited Oct. 9, 2020) (click on the blue horizontal “Suspensions and Expulsions” tab).

- 54 In 2017–18, Loleta Union School District suspended 28.2% of all students and 34% of Native American students. Even more alarmingly, Fortuna Union High School District suspended 16.2% of all students and 40% of Native American students. In the 2016–17 school year, Loleta Union School District suspended 28.9% of all students, compared to 42.1% of Native American students, while Fortuna Union High School District suspended 17.9% of all students and 34.6% of Native American students.
- Cal. Dep’t of Educ. Data Rep. Office, *2017–18 Suspension Rate: Loleta Union Elementary Report, Disaggregated by Ethnicity*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2017-18&agglevel=District&cds=1262927> (last visited Oct 9., 2020). Cal. Dep’t of Educ. Data Rep. Office, *2016–17 Suspension Rate: Loleta Union Elementary Report, Disaggregated by Ethnicity*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2016-17&agglevel=District&cds=1262927> (last visited Oct 9., 2020). Cal. Dep’t of Educ. Data Rep. Office, *2017–18 Suspension Rate: Fortuna Union High Report, Disaggregated by Ethnicity*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2017-18&agglevel=District&cds=1262810> (last visited Oct 9., 2020). Cal. Dep’t of Educ. Data Rep. Office, *2016–17 Suspension Rate: Fortuna Union High Report, Disaggregated by Ethnicity*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2016-17&agglevel=District&cds=1262810> (last visited Oct 9., 2020).
- 55 For more information on the 2015 law to limit and prohibit defiance suspensions, see Fix School Discipline, *AB 420 — Fact Sheet* (Nov. 2014), <http://www.fixschooldiscipline.org/wp-content/uploads/2014/11/AB-420-Fact-Sheet-Implementation.pdf>.
- 56 *Supra* n.18 (Humboldt County data).
- 57 In 2018–19, 12.8% of Native American students in Fortuna Union High School District were suspended for defiance, compared to only 3% of all students. In 2017–18, these numbers were 17.1% for Native American students, compared to 8.4% of all students, and in 2016–17, 25% for Native American students, in contrast to 11.3% for all students. Educ. Data P’ship, *Fortuna Union High*, <https://www.ed-data.org/district/Humboldt/Fortuna-Union-High> (last visited Sept. 25, 2020).
- 58 Wood et al., *supra* n.5 (finding the expulsion rate for Native American boys in Humboldt County is twelfth-highest in the state at 0.24%, *three times* the statewide average of .08% for all students. Eureka City Schools has the tenth-highest expulsion rate of Native American boys among California school districts at 1.65%).
- 59 In Humboldt County school districts, 0.18% of Native American students were expelled, compared to a 0.08% of all students in California during the 2018–2019 school year. Cal. Dep’t of Educ., *2018–19 Expulsion Rate: Humboldt County Report, Disaggregated by Ethnicity*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?year=2018-19&agglevel=County&cds=12> (last visited Oct. 9, 2020).
- 60 In 2018–19, the expulsion rate for Native American boys in Humboldt County was nearly six times the rate of expulsions for boys across all racial groups in the County and almost three times the state expulsion rate for all male students across racial groups. *Ibid.*
- 61 In 2016–17, Fortuna Union High School District expelled 1.9% of Native American students, compared to 0.6% of all students. In 2017–18, it expelled 0.8% of all students, compared to 2.9% of Native American students. There were no reported expulsions in 2018–19. Cal. Dep’t of Educ. Data Rep. Office, *2018–19 Expulsion Rate: Fortuna Union High Report*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?cds=1262810&agglevel=District&year=2018-19&initrow=Eth&ro=y> (last visited Sept. 25, 2020). Cal. Dep’t of Educ. Data Rep. Office, *2016–17 Expulsion Rate: Fortuna Union High Report*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?year=2016-17&agglevel=District&cds=1262810> (last visited Oct. 9, 2020). Cal. Dep’t of Educ. Data Rep. Office, *2017–18 Expulsion Rate: Fortuna Union High Report*, <https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?year=2017-18&agglevel=District&cds=1262810> (last visited Oct. 9, 2020).
- 62 See, e.g., *Jessica K. et al. v. Eureka City Schools District et al.*, 2014 WL 1420367 (N.D. Cal.) Compl. at 8 (available at [https://www.aclunc.org/docs/20171127-resolution\\_letter-case\\_14-1111-redacted.pdf](https://www.aclunc.org/docs/20171127-resolution_letter-case_14-1111-redacted.pdf)) (alleging that Eureka City Schools unfairly denies Native American students equal educational opportunities by pushing them out of District schools and into the County-run community school system for inappropriate reasons, including “credit recovery,” at higher rates than similarly situated White students); Letter from Laura Faer, Regional Director, U.S. Dep’t of Educ., to John Sutter, Superintendent, Loleta Union School District (Nov. 22, 2017) 18 (describing evidence gathered by the Office for Civil Rights that the “Humboldt County Sheriff’s Office (Sheriff) was frequently called to the School to address minor behavior issues with Native American students, such as kicking a ball over a fence or climbing a tree. [Two School



staff members] reported seeing the Sheriff at the School on an almost weekly basis. The staff members stated that they had not observed the former Principal contact the Sheriff to intervene in behavior issues with a white student.”).

- 63 Willis, *supra* n.49.
- 64 Chronic absenteeism is an indicator on the California School Dashboard. For more information on how this data is calculated, See Cal. Sch. Dashboard, *Chronic Absenteeism Indicator* (Nov. 2019), <https://www.cde.ca.gov/ta/ac/cm/documents/chronicabsenteeism.pdf>.
- 65 Cal. Dep’t of Educ. Data Rep. Office, *Chronic Absenteeism Data* (Aug. 31, 2020), <https://www.cde.ca.gov/ds/sd/sd/filesabd.asp>.
- 66 See Attendance Works, *Key Research: Why Attendance Matters for Achievement and How Interventions Can Help* (2016), <https://awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf>. Brian A. Jacob & Kelly Lovett, *Chronic absenteeism: An old problem in search of new answers*, The Brookings Inst. (July 27, 2017), <https://www.brookings.edu/research/chronic-absenteeism-an-old-problem-in-search-of-new-answers/>. Michael A. Gottfried & Ethan L. Hutt, *Addressing Absenteeism: Lessons for Policy and Practice*, Policy Analysis for Cal. Educ. (Feb. 2019), [https://edpolicyinca.org/sites/default/files/PB\\_Gottfried\\_Feb-2019.pdf](https://edpolicyinca.org/sites/default/files/PB_Gottfried_Feb-2019.pdf).
- 67 Cal. Dep’t of Educ., *Attachment 1: Proposed Status and Change Cut Scores for the Chronic Absenteeism Indicator*, <https://mk0edsources0y23p672y.kinstacdn.com/wp-content/uploads/2018/11/CDEAbsentee.pdf> (last visited Oct. 13, 2020).
- 68 See *Loleta Union Elementary* n.27. *Fortuna Union High*, *supra* n.57. *Klamath-Trinity Joint Unified*, *supra* n.36. *Eureka City Schools*, *supra* n.31.

While the chronic absenteeism rate for in Cutten Elementary School District is significantly less than the County-wide average (5.9% overall in 2018–19, compared to 15.7% throughout the County), Indigenous students do face a higher rate of chronic absenteeism (8.6% for Indigenous students in 2018–19). However, Indigenous students in Cutten ESD are chronically absent at much lower rates than their peers throughout Humboldt County (28.8%). *Cutten Elementary*, *supra* n.30 (click on the blue horizontal “Chronic Absenteeism” bar).

- 69 Tony Fabelo, Michael D. Thompson, & Matha Plotkin, *Breaking Schools’ Rules: A Statewide Study of How School Discipline Relates to Students’ Success and Juvenile Justice Involvement*, The Council of States Gov’ts Just. Ctr. & the Pub. Pol’y Rsch Inst. (July 1, 2011), <https://edpolicy.stanford.edu/library/publications/425>. Robert Balfanz, Vaughan Byrnes, & Joanna Fox, *Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in Ninth Grade*, J. of Applied Rsch. on Child. (2014), <https://digitalcommons.library.tmc.edu/cgi/viewcontent.cgi?article=1217&context=childrenatrisk>.
- 70 Ctr. for Disease Control and Prevention, *Preventing Adverse Childhood Experiences* (Apr. 3, 2020), [https://www.cdc.gov/violenceprevention/acestudy/fastfact.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fchildabuseandneglect%2Faces%2Ffastfact.html](https://www.cdc.gov/violenceprevention/acestudy/fastfact.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fchildabuseandneglect%2Faces%2Ffastfact.html). *Supra* n.16 at 71. See also Norton, J., *Genocide in Northwestern California: When Our Worlds Cried* Indian Hist. Press (1979).
- For more information on the impacts of ACEs and prevalence of ACEs in California, see The Ctr. For Youth Wellness, *A Hidden Crisis: Findings on Adverse Childhood Experiences in California*, <https://centerforyouthwellness.org/wp-content/themes/cyw/build/img/building-a-movement/hidden-crisis.pdf> (last visited Sept.25, 2020) (finding that 75.1% of residents in Humboldt & Mendocino Counties (combined) have 1 or more ACE and that 30.8% of people in Humboldt and Mendocino counties have an ACE score of 4 or more — nearly two times the statewide 23.3%).
- 71 Jocelyn Wiener, *Mental health ‘tsunami’ looms: Can California prevent a surge in suicides?* In *CalMatters* Cal Matters (Oct. 1, 2020), <https://calmatters.org/health/breakdown-mental-health/2020/09/mental-health-tsunami-california-suicides/>.
- 72 Kid’s Data, *Number of Pupil Support Service Personnel, by Type of Personnel*, Lucile Packard Found. for Child.’s Health, <https://www.kidsdata.org/topic/452/pupil-support-number/table#fmt=606&loc=2,324,503,504,505,506,507,508,509,510,511,2136,513,514,515,516,517,518,519,520,521,522,523,524,525,526,527,528,529,530,532,533,534,535&tf=124&ch=276,278,280,277,279,807,1136&sortColumnId=0&sortType=asc> (last visited Oct. 1, 2020).
- 73 Julian Lange, *Being of the Same Mind in Ka’m-t’em: A Journey Toward Healing* 253 Great Oak Press (2019).

- 74 U.S. Comm'n on Civil Rights, *Beyond Suspensions: Examining School Discipline Policies and Connections to the School-to-Prison Pipeline for Students of Color with Disabilities* 33 (July 2019), <https://www.usccr.gov/pubs/2019/07-23-Beyond-Suspensions.pdf>.
- 75 Bryan Brayboy & Angelina E. Castagno, *Self-determination through self-education: culturally responsive schooling for Indigenous students in the USA*, 20:1 Teaching Educ. 31–53 (Mar. 2009), [https://www.researchgate.net/publication/249004938\\_Self-determination\\_through\\_self-education\\_Culturally\\_responsive\\_schooling\\_for\\_Indigenous\\_students\\_in\\_the\\_USA](https://www.researchgate.net/publication/249004938_Self-determination_through_self-education_Culturally_responsive_schooling_for_Indigenous_students_in_the_USA).
- 76 Jennifer Klump & Gwen McNeir, *Culturally responsive practices for student success: A regional sampler*, Nw. Reg'l Educ. Lab'y (June 2005), <https://educationnorthwest.org/sites/default/files/culturally-responsive-practices.pdf>.
- 77 See also Leonie Pihama, et al., *Investigating Māori approaches to trauma informed care* 2 Journal of Indigenous Wellbeing Te Mauri — Pimatisiwin (Dec 2017), <https://journalindigenouswellbeing.com/media/2018/07/84.81.Investigating-M%C4%81ori-approaches-to-trauma-informed-care.pdf>. Te Kiwai Rangahau & Kaimahi Consulting, *Ngā Kōmata o te Rangi Māori Mental Health Hui Report 2019* Te Rau Ora (2019), <https://terauora.com/wp-content/uploads/2019/09/Nga%CC%84-Komata-o-Te-Rangi-2019-Final.pdf>. Te Rau Ora, *Weaving together knowledge for wellbeing: Trauma informed approaches*. <https://www.tepou.co.nz/uploads/files/resource-assets/180219%20Trauma%20informed%20care%20WEB%20V%C6%92.pdf> (last visited Oct. 13, 2020).
- 78 Teresa L. McCarty & Alice Wiley Snell, *The Role of Native Languages and Cultures in American Indian, Alaska Native, and Native Hawaiian Student Achievement*, Promising Practices and P'ships in Indian Educ. (July 2011), <https://static1.squarespace.com/static/52cf1070e4b048ae22d972b2/t/54aac6b3e4b0c309d027948a/1420478131256/McCarty+%282011%29.+Role+and+Impact+of+Native+Languages+and+Cultural+Context.pdf>. Gellman, Mneesha, *Culture Kids: Indigenous Resistance and Language Survival in Mexico and the United States* (forthcoming 2021) (book manuscript in process).
- 79 Arcata Elementary, *supra* n.29. Cutten Elementary, *supra* n.30. Eureka City Schools, *supra* n.31. Ferndale Unified, *supra* n.53. Fortuna Elementary, *supra* n.53; Fortuna Union High, *supra* n.57. Klamath-Trinity Joint Unified, *supra* n.36. Loleta Union Elementary, *supra* n.27. Educ. Data P'ship, McKinleyville Union Elementary, <http://www.ed-data.org/district/Humboldt/McKinleyville-Union-Elementary> (last visited Oct. 13, 2020). Northern Humboldt Union High School District, *supra* n.28 (click on the blue horizontal “Demographics” bar).
- 80 Jones, *supra* n.10.
- 81 Cal. Dep't of Educ., *College / Career Measures Reports & Data: Klamath-Trinity Joint Unified*, <https://www6.cde.ca.gov/californiamodel/ccireport?&year=2019&cdcode=1262901&scode=&reporttype=schools> (last visited Oct. 9, 2020). Cal. Dep't of Educ., *College / Career Measures Reports & Data: Eureka City Schools*, <https://www6.cde.ca.gov/californiamodel/ccireport?Year=2019&cdcode=1275515&scode=> (last visited Oct. 9, 2020). Cal. Dep't of Educ., *College / Career Measures Reports & Data: Northern Humboldt Union High*, <https://www6.cde.ca.gov/californiamodel/ccireport?&year=2019&cdcode=1262687&scode=&reporttype=schools> (last visited Oct. 9, 2020). Cal. Sch. Dashboard, *State of California: Academic Performance*, <https://www.caschooldashboard.org/reports/ca/2018/academic-performance#college-career> (last visited Oct. 9, 2020). Cal. Sch. Dashboard, *State of California*, <https://www.caschooldashboard.org/reports/12755150000000/2017/academic-performance#college-career> (last visited Sept. 1, 2020).
- 82 Klamath-Trinity Joint Unified School District (“Klamath-Trinity JUSD”) did not provide data for the 2016–17 school year, and we suspect that the 2017–18 numbers for Klamath-Trinity JUSD are severely underreported. Klamath-Trinity JUSD reported chronic absenteeism rates of 3.2% for all students and 2.8% for Native American students in 2017–18, but in 2018–19 reported rates of 31.4% and 35.3% for all students and Native American students respectively — well over three times the state average of 12.1%. This vast underreporting in Klamath-Trinity JUSD in 2017–18 would have impacted the County rate, which may explain some of why Humboldt reported lower rates of chronic absenteeism than the state in 2017–18. Cal. Sch. Dashboard, *Klamath-Trinity Joint Unified*, <https://www.caschooldashboard.org/reports/12629010000000/2019> (last visited Oct. 9, 2020); *Klamath-Trinity Joint Unified*, *supra* n.36.



**ACLU**  
AMERICAN CIVIL LIBERTIES UNION  
Northern  
California



# Failing Grade: The Status of Native American Education in Humboldt County

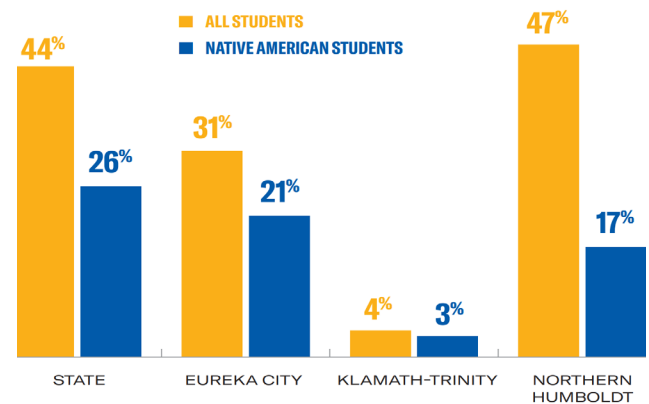
Since time immemorial, tribes have passed down their cultures, languages, and traditions through Indigenous ways of learning and knowing—but with the first contact between Indigenous and non-Indigenous peoples, public education became a tool of oppression.

Across Humboldt County today, Indigenous students face egregious disparities in educational attainment: higher rates of exclusionary discipline, chronic absenteeism, and lower academic outcomes than their non-Indigenous peers.

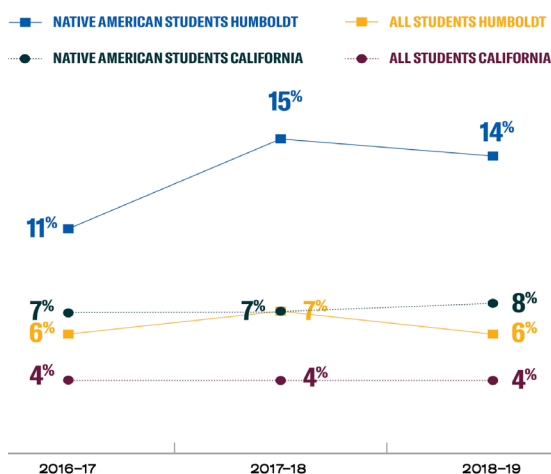
In shockingly high numbers, Native American students are leaving Humboldt County schools unprepared to enter the workforce or higher education. In the 2018-19 school year, **only 20% of Native American students met or exceeded English Language Arts standards** and met or exceeded grade-level math standards at less than half the rate of all California students.

**Indigenous students in Humboldt County experience suspension rates nearly five times the state average for white students and experience chronic absenteeism at more than double the rate of all students** throughout the state.

## PERCENTAGE OF STUDENTS DEMONSTRATING COLLEGE/CAREER READINESS



## HUMBOLDT COUNTY OVERALL SUSPENSION RATES COMPARED TO CALIFORNIA AS A WHOLE



**The vast majority of students in Humboldt County do not have access to school-based health professionals, like nurses and psychologists.** The need for these school-based professionals is especially acute in Humboldt County, where higher than average numbers of people report significant life trauma.

	RATIO OF STUDENTS TO			
	Counselors	Nurses	Psychologists	Social Workers
RECOMMENDED RATIO	250	750	600	250
California	626	2,410	1,041	7,308
Humboldt County	763	4,707	1,228	No social workers
Humboldt County : California	1.2x higher	2.1x higher	1.2x higher	
Humboldt County : Recommended	3.1x higher	6.3x higher	2x higher	

This is a call to action for parents, educators and leaders across Humboldt County to find solutions and resources to address the crisis of under-education, de facto exclusion, and failure to provide a meaningful foundation for Indigenous students to achieve their true potential.

For more information, please read *Failing Grade: The Status of Native American Education in Humboldt County*. [www.aclunc.org/humboldt](http://www.aclunc.org/humboldt)





## **Native American Tribe Community Policies and Procedures**

***2020 -2021 School Year***

**LES Board Approved:**

**Bear River Board Approved:**

**Wiyot Table Bluff Board Approved:**

It is the intent of the Loleta Union Elementary District that all Native American children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Loleta Union Elementary District will consult with local tribal officials and parents of Native American children in the planning and development of Native American Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

**ATTESTATIONS:** The Loleta Union Elementary District (LUED) attests that it has established Native American Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children who claim to reside on eligible Native American lands. The IPPs have been adequately discussed and disseminated to the tribes and parents of children residing on eligible Native American lands. A copy of the current policies and procedures will be attached to the Impact Aid application. LUED attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Native American children through the Native American policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Native American children prior to the submission of their FY 2020 Impact Aid application.

**Native American Policies  
and Procedures**

The following Native American policies and procedures become effective upon school board approval.

**POLICY (1):** The LEA will disseminate relevant applications, including Impact Aid application, evaluations, program plans, Equal Participation Analysis, Educational Plan, and information related to the LEA's education program and activities with 10 days advance notice to allow tribes and parents of Native American children the opportunity to review and make recommendations. (34CFR222.94 (a)(1))

**Procedure 1:** Loleta Union Elementary will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title 1, Title II,, Title III,, Title IV, Title V, Title VI, Title VII-Impact Aid programs and programming. The completed applications, evaluations, and program planning will be made available to parents of Native American children, Tribal officials, and the Stakeholders Committee and a summary will be prepared and disseminated 10 days in advance of public hearings by notifying parents of Native American children by the district's notification system of the posting of the summary on the district website and by sending a copy home through the schools monthly packet after being given notice through our All-Call system. Tribal officials will be sent emailed copies to be posted at Tribal halls. Public Hearings will be held in November and December at the regular Board meetings to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings and at our monthly Stakeholder meetings. These hearings will be publicly advertised by local public postings at both Reservation Tribal Offices and board agenda postings to allow all interested parties to attend. In addition, representatives from the District will schedule meetings with the Native American Education Centers and Tribal Councils to seek input. Parents of Native American children, tribal officials, the Stakeholders Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Native American students on an equal basis in the district. This process will parallel our Local Control Accountability Plan (LCAP) process and meetings will be held jointly. Minutes from the Stakeholders meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

**POLICY (2):** The Loleta Union Elementary will provide an opportunity for the Tribes and parents of Native American children to provide their views on the District's educational program and activities, including recommendations on the needs of their



children and on how the District may help those children realize the benefits of the educational programs and activities. (34CFR222.94(a) (2)]

(i) Notify tribes and the parents of Native American children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and (ii) Modify the method of and time for soliciting Native American views, if necessary, to ensure the maximum participation of tribes and parents of Native American children.

**Procedure 2:** In order to allow Native American parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, Tribal officials will be sent a written invitation to an October meeting to send Tribal & Stakeholder representatives by the school district in advance of sending out the fall survey to determine the preferred method of communication. The school district will, to the extent possible, accommodate the tribes' preference when disseminating information to the tribe and the parents of Native American children.

The Board will mail parents of Native American children and Tribal officials a paper questionnaire, as well as instructions for the online version, requesting their input and recommendations in the fall and will thereafter hold an annual Board meeting where such commentary may be reviewed by Native American parents, Tribal officials, and the Board. Native American parents and Tribal officials will be given notice of any and all meetings by including in the above-referred questionnaire to be disseminated in the fall semester information as to the location of legally posted Board notices. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting. If participation in the survey results is a low return rate or the established meeting yield low participation by the parents of Native American children and tribal officials, the Loleta Union Elementary District will re-evaluate its plan and consult with parents of Native American children and tribal officials on ways to improve and enhance participation in the consultation process. The Loleta Union Elementary District may relocate meetings or times to encourage participation.

**POLICY (3):** The Loleta Union Elementary will annually assess the extent to which Native American children participate on an equal basis with non-Native American children in the District's education program and activities. (34 CFR222.94 (a)(3)]

(1) Share relevant information related to Native American children's participation in the LEA's education program and activities with tribes and parents of Native American children; and (ii) Allow tribes and parents of Native American children the opportunity and time to review and comment on whether Native American children participate on an equal basis with non-Native American children.

**Procedure 3:** The Loleta Union Elementary will take the following measures to annually assess the extent to which Native American children participate on an equal basis with non-Native American children in the District's education program and activities.

A. The Loleta Union Elementary will monitor Native American student participation in all academic and co-curricular activities.

B. School district officials will review school data to assess the extent of Native American children's participation in the District's educational programs on an equal basis.

C. The school district will analyze the data prior to the October meeting. The results of the assessment will be disseminated, taking the tribes preferred method of communication into consideration, at least 10 days in advance of the October meeting. The Loleta Union Elementary will share with all Native American stakeholders its assessment of district funding, Native American student participation, related academic achievements and other related data including plans for the Local Control Accountability Plan and Local Indicators. All have access to this data on the California Dashboard and our district website. This will also be shared with the parents of Native American children and tribal officials by US mail, email, posting at tribal offices, and preferred method shared by tribe.

D. Parents of Native American children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or at the Stakeholder's meeting.

E. Copies of annual reports will be provided to tribal officials.

**POLICY (4):** The Loleta Union Elementary will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

(34CRF222.94 (a)(4)]

**Procedure 4:** During organization meetings of the Parent Advisory Committee (Stakeholders), which meets monthly up to 11 times a year, the Native American Policies and Procedures will be reviewed and revised if necessary. Recommended changes will be reviewed, discussed and made by district administrators. Once this has happened, the document will be forwarded to the LUED School Board as well as the tribal officials and parents of Native American children for review and consideration. If necessary, the Stakeholder's Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Native American children and tribal officials within 10 days of adoption by the LUED School Board via US mail summarizing the changes and providing direction on how to access the full document. Any changes will become effective upon approval by the school board at the November and/or December school board meetings. If proposed changes occur at other times of the year, those changes will become effective upon school board approval. The district plans on sending via US Mail and email, at least 10 calendar days prior to the meeting, to tribes and parents of Native American children a copy of the district's IPPs as well as notification of an opportunity to recommend changes during the annual January public hearing,

**POLICY (5):** The Loleta Union Elementary will respond at least annually in writing to comments and recommendations made by tribes or parents of Native American children, and disseminate the responses to the tribe and parents of Native American children prior to the submission of the IPPs by the LEA. (34CRF222.94(a)(5))

**Procedure 5:** The Loleta Union Elementary will at least annually respond in writing to comments and recommendations made by the Stakeholders Committee, tribal officials, or parents of Native American children, and disseminate the responses to all parties by US mail, email, posting at tribal offices, and preferred method shared by tribe prior to the submission of the FY 2020 Impact Aid application.

**POLICY (6):** The Loleta Union Elementary will provide a copy of the IPPs annually to the affected tribe or tribes. (34CR F222.94 (a) (6))

**Procedure 6:** The Loleta Union Elementary will annually provide a copy of the current Native American Policies and Procedures to the all local tribes within Loleta Union boundaries by US mail, email, posting at tribal offices, or their preferred method shared by tribe prior to the submission of the FY 2020 Impact Aid application.





**GOVERNING BOARD MEMBER – SCHOOL DISTRICT****NOTICE OF APPOINTMENT**

Education Code 5091

NOTICE IS HEREBY GIVEN that on October 8, 2020, **Charmin Sioux Bailey** was appointed to the office of Governing Board Member of the **LOLETA SCHOOL DISTRICT**, County of Humboldt, by the Governing Board of the above district. The term of this office is the remainder of 2 years, ending the second Friday in December, 2022.

Dated: \_\_\_\_\_  
Kelly Sanders  
County Registrar of Voters

By \_\_\_\_\_  
Deputy Clerk

**OATH OF OFFICE**

Govt Code Sections 1360-1363, inclusive,  
s3105 Section 3, Article XX, State Constitution

I, **Charmin Sioux Bailey**, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

(Signed)

(Dated)

(Address)

Charmin Bailey  
11/12/2020  
700 Loleta Drive  
Loleta, Ca, 95551

\_\_\_\_\_  
Signature of person administering oath

Return original form to the Humboldt County Office of Elections:

2426 6<sup>th</sup> Street, Eureka, CA 95501-0788

# ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

## Report Cover Sheet

### General Settings

Report Name	ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
Printed	11/9/2020 6:53:20 AM
District	28
Logon	arojo
Fiscal Year	2021

### Options

Report Title	WARRENTS FOR BOARD 11/12/20
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### Filters

Transaction Type:	ALL
Board Meeting Date:	11/12/2020
From Transmittal Number:	21000016
To Transmittal Number:	21000019
Audit Type:	ALL
Fiscal Year:	2021
Sort By:	Vendor Name
Print Description:	Board Description
Include Vendor Address:	NO
Page Break By Transmittal:	NO
Include Voided Transmittal:	NO



HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

WARRENTS FOR BOARD 11/12/20

Board of Trustees Meeting 11/12/2020

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000016-0 AUDIT

Reference	Vendor	Description	Amount
PV210141-001	BCC FUNDING X LLC	UTILITIES	199.04
		<b>Total Payment Amount</b>	199.04
PV210142-001	CARDER AND ASSOCIATES, LLC	COVID/CAFE	712.50
		<b>Total Payment Amount</b>	712.50
PV210143-001	DAVID L. MOONIE & CO. LLP	ADMIN	4,500.00
		<b>Total Payment Amount</b>	4,500.00
PV210147-001	DIVISION OF NARVA ENTERPRISES	SAFETY	263.99
		<b>Total Payment Amount</b>	263.99
PV210148-001	FORBUSCO LUMBER COMPANY	FACILITIES	160.19
		<b>Total Payment Amount</b>	160.19
PV210144-001	HILFIKER PIPE COMPANY, INC	COVID	3,124.80
		<b>Total Payment Amount</b>	3,124.80
PV210145-001	HOUGHTON MIFFLIN CO.(C)	CURRICULUM	127.33
		<b>Total Payment Amount</b>	127.33
PV210149-001	HUMBOLDT TERMITE & PEST(C)	UTILITIES	35.00
		<b>Total Payment Amount</b>	35.00
PV210150-001	INFINITY COMMUNICATIONS INC	E-RATE	500.00
		<b>Total Payment Amount</b>	500.00
PV210151-001	MENDES SUPPLY COMPANY	UTILITIES	338.44
		<b>Total Payment Amount</b>	338.44
PV210152-001	PRESENCE LEARNING INC.	CURRICULUM	2,402.28
		<b>Total Payment Amount</b>	2,402.28
PV210146-001	RECOLOGY	UTILITIES	546.50
		<b>Total Payment Amount</b>	546.50
		<b>Transmittal Total</b>	12,910.07

HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

WARRENTS FOR BOARD 11/12/20

Board of Trustees Meeting 11/12/2020

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000016-0 AUDIT

Fund Summary: Fund 01 12,910.07

Transmittal Number: 21000017-0 AUDIT

Reference	Vendor	Description	Amount
PV210154-001	AT&T LONG DISTANCE	UTILITIES	1.17
		Total Payment Amount	1.17
PV210162-001	CLENDENEN'S CIDER WORKS	CAFETERIA	190.00
		Total Payment Amount	190.00
PV210163-001	FRIENDS OF THE VAN DUZEN RIVER	FRIENDS OF THE VAN DUZEN RIVER	365.08
		Total Payment Amount	365.08
PV210161-001	HOUGHTON MIFFLIN CO.(C)	CURRICULUM	127.33
		Total Payment Amount	127.33
PV210155-001	PG&E	UTILITIES	60.63
		Total Payment Amount	60.63
PV210165-001	PROPACIFIC FRESH	CAFETERIA/COVID	1,857.28
		Total Payment Amount	1,857.28
PV210168-001	QUILL	SUPPLIES	215.73
		Total Payment Amount	215.73
PV210156-001	SCHOLASTIC MAGAZINES	CURRICULUM	812.47
		Total Payment Amount	812.47
PV210157-001	STATE OF CALIFORNIA-DOJ	FINGERPRINTING	64.00
		Total Payment Amount	64.00
PV210166-001	STUDIES WEEKLY	CURRICULUM	1,594.14
		Total Payment Amount	1,594.14
PV210159-001	VALLEY PACIFIC PETROLEUM	UTILITIES	176.54
		Total Payment Amount	176.54
PV210160-001	VERIZON WIRELESS	COVID/TECHNOLOGY	259.23
		Total Payment Amount	259.23

HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

WARRENTS FOR BOARD 11/12/20

Board of Trustees Meeting 11/12/2020

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000017-0 AUDIT

Transmittal Total 5,723.60

Fund Summary:	Fund 01	4,925.34
	Fund 13	798.26

Transmittal Number: 21000018-0 AUDIT

Reference	Vendor	Description	Amount
PV210170-001	AT&T LONG DISTANCE	UTILITIES	397.85
		<b>Total Payment Amount</b>	397.85
PV210171-001	CRYSTAL SPRINGS CO	COVID	26.00
		<b>Total Payment Amount</b>	26.00
PV210175-001	ECOLAB	CAFETERIA	193.92
		<b>Total Payment Amount</b>	193.92
PV210172-001	HOUGHTON MIFFLIN CO.(C)	CURRICULUM	127.33
		<b>Total Payment Amount</b>	127.33
PV210173-001	MCGRAW-HILL EDUCATION HOLDINGS	CURRICULUM	926.64
		<b>Total Payment Amount</b>	926.64
PV210174-001	PG&E	UTILITIES	1,532.07
		<b>Total Payment Amount</b>	1,532.07
PV210178-001	SFS OF SCRAMENTO INC	CAFETERIA/COVID SUPPLIES	1,463.60
		<b>Total Payment Amount</b>	1,463.60
PV210177-001	SPURR	UTILITIES	83.72
		<b>Total Payment Amount</b>	83.72
PV210176-001	STS EDUCATION	COVID/TECH	650.00
		<b>Total Payment Amount</b>	650.00
PV210179-001	US BANK	COVID	779.36
PV210180-001	US BANK	COVID	3,400.55
		<b>Total Payment Amount</b>	4,179.91
		<b>Transmittal Total</b>	9,581.04



HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

WARRENTS FOR BOARD 11/12/20

Board of Trustees Meeting 11/12/2020

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000018-0 AUDIT

<b>Fund Summary:</b>	<b>Fund 01</b>	9,147.73
	<b>Fund 13</b>	433.31

Transmittal Number: 21000019-0 AUDIT

Reference	Vendor	Description	Amount
PV210184-001	ACE HARDWARE-FORTUNA	FACILITIES	678.06
		<b>Total Payment Amount</b>	678.06
PV210185-001	CLENDENEN'S CIDER WORKS	CAFETERIA	190.00
		<b>Total Payment Amount</b>	190.00
PV210183-001	COPIERS PLUS	UTILITIES	90.50
		<b>Total Payment Amount</b>	90.50
PV210181-001	FERNDAL TECH	TECHNOLOGY	6,432.69
		<b>Total Payment Amount</b>	6,432.69
PV210186-001	FIREFLY COMPUTERS, LLC	TECHNOLOGY	323.25
		<b>Total Payment Amount</b>	323.25
PV210187-001	LOLETA COMMUNITY SERVICES DIST	UTILITIES	216.05
		<b>Total Payment Amount</b>	216.05
PV210188-001	MENDES SUPPLY COMPANY	UTILITIES	997.76
		<b>Total Payment Amount</b>	997.76
PV210189-001	MISSION LINEN SERVICE INC	CAFETERIA	178.22
		<b>Total Payment Amount</b>	178.22
PV210190-001	PROPACIFIC FRESH	CAFETERIA/COVID	1,805.07
		<b>Total Payment Amount</b>	1,805.07
PV210191-001	SFS OF SCRAMENTO INC	CAFETERIA/COVID SUPPLIES	2,042.52
		<b>Total Payment Amount</b>	2,042.52
PV210182-001	SPORT & CYCLE	COVID	831.84
		<b>Total Payment Amount</b>	831.84
		<b>Transmittal Total</b>	13,785.96

HUMBOLDT COUNTY OFFICE OF EDUCATION  
**ACCOUNTS PAYABLE - BOARD PAYMENT REPORT**

WARRENTS FOR BOARD 11/12/20

**Board of Trustees Meeting 11/12/2020**

**28 Loleta Union**

**Fiscal Year: 2021**

**Transmittal Number: 21000019-0 AUDIT**

		<b>Fund Summary:</b>	<b>Fund 01</b>	12,172.55
			<b>Fund 13</b>	1,613.41
<b>Payment Count:</b>	44	<b>Transmittal Count:</b>	4	<b>Grand Total:</b> 42,000.67

The above Payable transactions have been issued in accordance with the District's policies and procedures.  
It is recommended that the Board of Trustees approve them.

---

Authorized Agent

---

Board Approval



**Loleta Union School District. 700 Loleta Drive. Loleta Ca 95551. 707-733-5705**

**Board Meeting 11.12.2020**

**Action Item 5.1**

Motion to change signers on the the Redwood Capital Bank - Revolving Account **#2000039442**  
From the following; John Simmons, Autumn Chapman, Amy Rojo to the following; John  
Simmons, Autumn Chapman, Amy Rojo and Lisa Armstrong

Motion by:  
2nd by:  
Motion carried

Motion to change signers on the the Redwood Capital Bank **Safety Deposit Box** From the  
following; John Simmons, Autumn Chapman, Amy Rojo to the following; John Simmons,  
Autumn Chapman, Amy Rojo and Lisa Armstrong

Motion by:  
2nd by:  
Motion carried

Motion to change signers on the the Redwood Capital Bank Louis Bondini Sports  
**#2000039922** From the following; John Simmons, Autumn Chapman, Amy Rojo to the  
following; John Simmons, Autumn Chapman, Amy Rojo and Lisa Armstrong

Motion by:  
2nd by:  
Motion carried



Motion to change signers on the the Redwood Capital Bank **#20000034922** - 8th Grade From the following; John Simmons, Autumn Chapman, Amy Rojo to the following; John Simmons, Autumn Chapman, Amy Rojo and Lisa Armstrong

Motion by:

2nd by:

Motion carried

Motion to change signers on the the Redwood Capital Bank **#20000034914** - ASB From the following; John Simmons, Autumn Chapman, Amy Rojo to the following; John Simmons, Autumn Chapman, Amy Rojo and Lisa Armstrong

Motion by:

2nd by:

Motion carried

Motion to change signers on the the Redwood Capital Bank **#20000035002** - PTO From the following; John Simmons, Autumn Chapman, Amy Rojo to the following; John Simmons, Autumn Chapman, Amy Rojo and Lisa Armstrong

Motion by:

2nd by:

Motion carried



## Fwd: School Board

1 message

**Autumn Chapman** <achapman@loleta.org>  
To: Lisa Armstrong <larmstrong@loleta.org>

Tue, Oct 13, 2020 at 2:28 PM

Please let HCOE know. Please print and put into our Board notes for next month.

Thanks!

A

----- Forwarded message -----

From: **Kirsten Boyce** <kirstenboyce3@gmail.com>

Date: Mon, Oct 12, 2020 at 12:05 PM

Subject: RE: School Board

To: Autumn Chapman <achapman@loleta.org>, John Simmons <JESx1955@gmail.com>

Hello Autumn and John,

I have come to realize I haven't been able to make the last few meetings and I feel terrible. I do not think I can juggle this position any longer with work and my other board positions as well. Let me know if there's anything else I need to do to resign my seat. Thank you for the opportunity and experience.

--  
**Kirsten Boyce**

--  
*Autumn L. Chapman*

Superintendent/Principal Loleta Elementary School District

Office: 707-733-5705

FAX: 707-733-5367

Cell: 760-419-0329

"Be the change that you want to see in the world." Gandhi





10/19/2020

Fwd: School Board - larmstrong@loleta.org - Loleta School Mail

Hello Autumn and John,

I have come to realize I haven't been able to make the last few meetings and I feel terrible. I do not think I can juggle this position any longer with work and my other board positions as well. Let me know if there's anything else I need to do to resign my seat. Thank you for the opportunity and experience.

--  
**Kirsten Boyce**



October 6, 2020

Board of Loleta Union Elementary

700 Loleta Drive

Loleta, CA 95551

Dear Loleta Board of Education,

It is my understanding that you were in the process of filling positions on the board of education this year. Please accept this as my letter of intent. Being a member of the community, I am motivated to help and be a part of any board that helps our children as they are the generations that can help develop a stronger town in the future.

I have 5 years of experience in teaching and training as my current position involves coaching new and veteran employees in a short amount of time on new concepts as they may arise. I am also in the process of becoming a certified life coach and should have that completed by the end of this year. I have just become a first-time parent and look forward to my child attending a local school and getting an amazing education. I have been a resident of Loleta for almost 3 years, a Chamber board member for 1 year and plan to live and retire here. I would love to learn how I can help and become a part of this educational board.

Thank you for your time and consideration,

Sincerely,

Brenda Juarez

[holobookjuarez@gmail.com](mailto:holobookjuarez@gmail.com)

P.O. Box 79 Loleta, CA 95551

(707) 683-6681







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361 Hanover Street, Portsmouth, NH 03801

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 TEL:800-225-5800 FAX:603-547-9917  
 P.O.BOX 528  
 Portsmouth, NH 03801  
 www.heinemann.com  
 Pubnet SAN:210-5829 CODE:HEP  
 Federal ID#:06-1154537 GST:#125-218-917

5.6

Z

QUOTE : 5714927

BILL TO: 10366052

SHIP TO: 10366052

LOLETA UNION ELEMENTARY  
 700 LOLETA DRIVE  
 LOLETA CA 95551

LOLETA UNION ELEMENTARY  
 700 LOLETA DRIVE  
 LOLETA CA 95551

Account Number	PURCHASE ORDER NUMBER	DATE	SPECIAL INSTRUCTIONS			TERMS	PAGE NO
10366052	QUOTE	11-05-2020				Net 30 Days	1
ITEM	ISBN	UNIT LIST	DISC %	NET PRICE	DESCRIPTION	UNITS	NET COST
E06077	978-0-325-06077-4	3,625.00	40.0	2175.00	FOUNTAS /LLI ORANGE GRADE K 2ND ED ***** CONTAINS *****	1	2,175.00
E08750	978-0-325-08750-4				LLI Orange Carton #1 2ed	1	
E08751	978-0-325-08751-1				LLI Orange Carton #2 2ed	1	
E08752	978-0-325-08752-8				LLI Orange Carton #3 2ed	1	
E08753	978-0-325-08753-5				LLI Orange Carton #4 2ed	1	
E08754	978-0-325-08754-2				LLI Orange Carton #5 2ed	1	
E08755	978-0-325-08755-9				LLI Orange Carton #6 2ed	1	
E08756	978-0-325-08756-6				LLI Orange Carton #7 2ed	1	
E08757	978-0-325-08757-3				LLI Orange Carton #8 2ed	1	
E09668	978-0-325-09668-1				LLI Orange RR Carton 1	1	
E09669	978-0-325-09669-8				LLI Orange RR Carton 2 *****	1	
E06080	978-0-325-06080-4	4,155.00	40.0	2493.00	FOUNTAS /LLI BLUE GRADE 2 2ND ED ***** CONTAINS *****	1	2,493.00
E08766	978-0-325-08766-5				LLI Blue Carton #1 2ed	1	
E08767	978-0-325-08767-2				LLI Blue Carton #2 2ed	1	
E08768	978-0-325-08768-9				LLI Blue Carton #3 2ed	1	
E08769	978-0-325-08769-6				LLI Blue Carton #4 2ed	1	
E08770	978-0-325-08770-2				LLI Blue Carton #5 2ed	1	
E08771	978-0-325-08771-9				LLI Blue Carton #6 2ed	1	
E08772	978-0-325-08772-6				LLI Blue Carton #7 2ed	1	
E08773	978-0-325-08773-3				LLI Blue Carton #8 2ed	1	
E09672	978-0-325-09672-8				LLI Blue RR Carton 1	1	
E09673	978-0-325-09673-5				LLI Blue RR Carton 2 *****	1	
E07769	978-0-325-07769-7	531.25	20.0	425.00	FOUNTAS /BENCHMARK 1 GR K-2 3E	1	425.00
E07770	978-0-325-07770-3	531.25	20.0	425.00	FOUNTAS /BENCHMARK 2 GR 3-8 3E	1	425.00
E08848	978-0-325-08848-8	731.25	20.0	585.00	FOUNTAS /LLI TAKE HOME GREEN SET 2ED	1	585.00





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LOLETA UNION ELEMENTARY  
700 LOLETA DRIVE  
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LOLETA CA 95551

Account Number		PURCHASE ORDER NUMBER		DATE	SPECIAL INSTRUCTIONS		TERMS	PAGE NO
10366052		QUOTE		11-05-2020			Net 30 Days	2
ITEM	ISBN	UNIT LIST	DISC %	NET PRICE	DESCRIPTION	UNITS	NET COST	
					***** CONTAINS *****			
E08846	978-0-325-08846-4				LLI Green Tk Home Carton 1 2ed	1		
E08847	978-0-325-08847-1				LLI Green Tk Home Carton 2 2ed	1		
					***** CONTAINS *****			
E09955	978-0-325-09955-2	6,187.50	40.0	3712.50	FOUNTAS /LLI GOLD GRADE 4 UPDATE	1	3,712.50	
					***** CONTAINS *****			
E09956	978-0-325-09956-9				LLI GOLD Carton 1 Update	1		
E09957	978-0-325-09957-6				LLI GOLD Carton 2 Update	1		
E09958	978-0-325-09958-3				LLI GOLD Carton 3 Update	1		
E09959	978-0-325-09959-0				LLI GOLD Carton 4 Update	1		
E09960	978-0-325-09960-6				LLI GOLD Carton 5 Update	1		
E09961	978-0-325-09961-3				LLI GOLD Carton 6 Update	1		
E09962	978-0-325-09962-0				LLI GOLD Carton 7 Update	1		
E09963	978-0-325-09963-7				LLI GOLD Carton 8 Update	1		
E09964	978-0-325-09964-4				LLI GOLD Carton 9 Update	1		
					***** CONTAINS *****			
E12273	978-0-325-12273-1	468.75	20.0	375.00	FOUNTAS /FPC GR TEXT LEVEL SET 5U1	1	375.00	
E12277	978-0-325-12277-9	468.75	20.0	375.00	FOUNTAS /FPC GR TEXT LEVEL SET 5V1	1	375.00	
E12307	978-0-325-12307-3	468.75	20.0	375.00	FOUNTAS /FPC GR TEXT LEVEL SET 6W1	1	375.00	
E12313	978-0-325-12313-4	468.75	20.0	375.00	FOUNTAS /FPC GR TEXT LEVEL SET 6X1	1	375.00	
E12319	978-0-325-12319-6	468.75	20.0	375.00	FOUNTAS /FPC GR TEXT LEVEL SET 6Y1	1	375.00	
E12325	978-0-325-12325-7	468.75	20.0	375.00	FOUNTAS /FPC GR TEXT LEVEL SET 6Z1	1	375.00	
					***** BACKORDERS AND MISC *****			
					QUOTE VALID THROUGH 11/30/20			

MERCHANDISE : 12,065.50  
TAX : 1,014.52  
SHIPPING : 1,025.57

Reference	Total Units	Shipping Weight	Shipping Method
5714927	12	1,148.30	GROUND COMMERCIAL

QUOTATION AMOUNT 14,105.59  
PAYABLE IN U.S. FUNDS:

RETURNS PREPAID TO HEINEMANN C/O HOUGHTON MIFFLIN HARCOURT

REMIT COPY AND PAYMENT TO:HEINEMANN

PLEASE REFER TO INVOICE/CREDIT





**Memorandum of Understanding**  
Between  
**The Humboldt County Office of Education**  
and  
**Loleta Elementary School**  
for collaboration on the  
**Advancing Learning Landscapes Project**

**Description of Grant:**

Advancing Learning Landscapes (ALL) is a three-year professional development project (2018-2021) funded through the California Department of Education's Environmental Education Grant Program. The ALL proposal from the Humboldt County Office of Education will:

- ☐ Develop and enhance student and teacher understanding of environmental literacy through a deepened connection to their school campus and community open spaces in rural elementary schools across the county.
- ☐ Utilize Environmental Literacy Coaches to work closely with teachers at select schools to model strategies for successful outdoor education and making best use of outdoor resources at home, in the community, or on school campuses as appropriate.
- ☐ Use Field trip experiences and content by guest scientists to enhance the experiences of both students and teachers.
- ☐ Use innovative teaching methods to integrate and strengthen place-based science instruction across the curriculum.
- ☐ Improve student's connection to the natural world and in doing so improve their thinking and reasoning skills which will prepare them to successfully meet the performance expectations of the Next Generation Science Standards.

**Expectations of HCOE:**

- Sal Steinberg, the Environmental Literacy Coach working with [SCHOOL], will meet initially with participating teachers to conduct a pre-survey, assess goals, identify campus resources (if on-site instruction is occurring), and plan for their work together including participation in the 30 minute monthly "Deepening Sense of Place" webinar and subsequent 30 minute check-in. Following this first session, Sal will communicate in a timely manner with participating teachers to keep the project on track and with a trajectory that will best build teacher capacity to integrate environmental literacy and outdoor experiences into their teaching approach. [NAME] will elicit and remain responsive to teacher feedback as they guide the collaborative work.
- Sal will act as a hub of environmental literacy resources and strategies to support their teacher's work on this project.

- HCOE will offer participating teachers opportunities to further develop their Environmental Literacy teaching skills, connect with other teachers engaged in this work, and communicate feedback about their experience.
- HCOE will reimburse participating teachers up to \$350 each for field trip expenses (can be taken up until 12/2021).

#### **Expectations of Loleta Elementary School:**

- Participating teachers will communicate and confirm schedules with their Environmental Literacy Coach in a timely manner.
- Participating teachers will work with their Environmental Literacy Coach Sal Steinberg to integrate monthly outdoor learning experiences into their curriculum, participate in monthly "Deepening Sense of Place" webinars and subsequent 30 minute check-ins, and experience a field trip (can be taken up until 12/2021).
- Participating teachers will complete pre and post surveys as well as attend a one hour feedback session at the completion of the project.
- Participating teachers will meet initially with their Environmental Literacy Coach to assess goals, identify campus resources (if on-site instruction is occurring), and plan for their work together including participation in the 30 minute monthly "Deepening Sense of Place" webinar and subsequent 30 minute check-in. Following this first session, they will communicate in a timely manner with their Environmental Literacy coach to keep the project on track and with a trajectory that will best build their capacity to integrate environmental literacy and outdoor experiences into their teaching approach.
- Approval to film highlights of the project and webinar participation for sharing with the greater education community.

2020-2021 Participating Teacher(s):

*Nyberg, Rasmussen, Osce*  
*5-6 1-2 7-8*

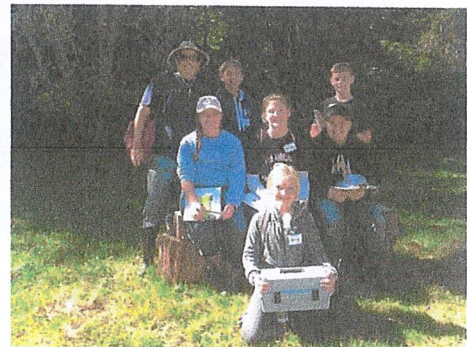


## Sal Steinberg, Background Information

For the past two decades I have served as the community coordinator for the Friends of the Van Duzen River, an environmental organization serving the Van Duzen Watershed. Special thanks to my Webmaster Tom Travis. For more detailed information about my projects go to [www.fovd.org](http://www.fovd.org)

Working with GIS analyst Paul Trichilo, we obtained a \$350,000 grant from the Water Quality Control Board conducting water quality testing at 10 sites along the Van Duzen River from 2007-2009. Friends of the Van Duzen then continued temperature testing with Pat Higgins, Eel River Recovery Project, and have been placing and retrieving temperature probes at 18 sites each year for the past decade. We have been supported by an ongoing Trees Foundation Cereus grant for continual monitoring.

Following my retirement as Superintendent/Principal at Loleta Union School District in 2010, I have served as a Watershed Educator in the Eel/Van Duzen Watersheds. As a grant writer, I began the 2011 with a Redwood League Young Scientists grant working with six students at Cuddeback Elementary school chosen for their scientific curiosity and we actively studied the mysterious salmon cycle.



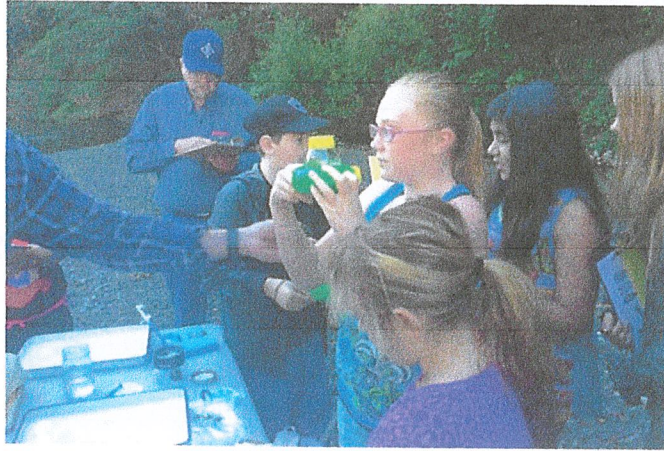
For a cool slideshow go to [https://www.fovd.org/young\\_scientist/slideshows/reduced\\_pdf\\_files/ys4.pdf](https://www.fovd.org/young_scientist/slideshows/reduced_pdf_files/ys4.pdf)

Following this grant working with Six Rivers National Forest, I was successful in getting a Kids in the Woods grant for \$100,000 in 2013 and then following that up with two \$30,000 Kids in the Woods grants in 2016 and 2017. Special thanks to Nic Simpson and Julie Donnell, hydrologists with the Humboldt Redwood Company for taking myself and my high school interns into Root Creek, a tributary of the Van Duzen and home to a healthy population of coho holding in the cold waters.





The McLean Foundation in Fortuna has been a valuable contributor to the environmental work of the Friends of the Van Duzen River. A collaboration between them and the Trees Foundation resulted in a Healthy Streams grant in 2014 giving us the capacity to work with five schools including my alma mater Scotia Elementary where I taught special education, gifted education, and technology from 1980 – 2009.



Students from Redway Elementary school studying the Eel River

To open the link sharing a PowerPoint on what makes a Healthy Stream go to this picture at

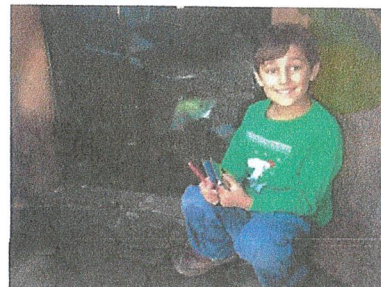
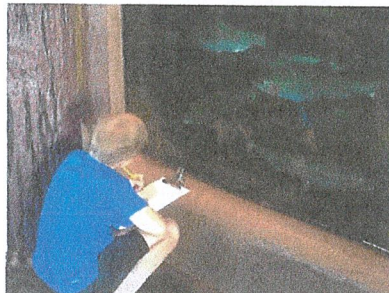
<https://www.fovdr.org/htm/healthy-streams-grant/htm/ppt.htm>

In 2018, I made my return to Loleta Elementary School as a watershed educator studying the Eel and following the salmon with a Rose Foundation Grant received by Pat Higgins, Eel River Recovery Project and Eric Stockwell, Loleta Eric's guide service. We kayaked the Eel River from the confluence of the Van Duzen all the way to Fernbridge studying the river dynamics and the potential dangers to the salmon migration. We then engaged the students in Mrs. Tammi Rose's 7<sup>th</sup> and 8<sup>th</sup> grade class.

FOVDR has learned that it is vital to take children out into nature to develop a sense of appreciation for their world and to develop the capacity to share their habitat with all creatures! To this end we took field trips to four locations: Crab Park, the Scotia Fisheries Exhibit, the Eel River at the Worswick hole, and the Eel River at the Fortuna River Lodge. A final report on the project with pictures can be found at

<https://www.fovdr.org/Grants%202018%202019/Updated%20Rose%20Foundation%20Report.pdf>

Special thanks to Mike Conniff who runs the Scotia Fisheries Exhibit, the leading aquarium on the North Coast. Developed and maintained by the Humboldt Redwood Company featuring over 200 salmon and trout of various sizes and ages kept in controlled tanks for viewing by the community.





Which now brings us to the current moment 10/24/2020. This is now the third year of our Humboldt County Office of Education Advanced Learning Landscapes in which a team of environmentalists have been actively working as coaches to teachers throughout the county. Our team formerly led by Rosie Slentz and now by Olivia Kernan have modeled environmental outdoor lessons to many schools throughout Humboldt County. Our team consisting of Michael Kaufman, Allison Poklemba, Denise Newman, Marisa Formosa, Jennifer Ortega, and myself have worked extensively in the field as Environmental Literacy coaches emphasizing outdoor education, and developing an Environmental Education Guide for Humboldt County. More information can be found at:

<https://my.hcoe.net/advancing-learning-landscapes/>

Now during the Corona Virus pandemic we are reaching out to teachers through the Internet to develop an environmental relationship, and to bring curriculum and ideas to you and your students. We have established a Webinar Network for this year. You have participated and have been referred to me for coaching.

I have two major grade level emphases. The first is for younger students grades K-2 and includes trees drawings, leaf prints, and journaling with sketch pads. HCOE will provide sketch books and other outdoor supplies to all teachers involved in the project. This project will be based at Loleta Elementary School. Due to the pandemic field trips will be scheduled for late Spring or the next school year. Friends of the Van Duzen has previously received grants called Nurturing Nature and will be organizing trips to the Sequoia Zoo if we are funded in December.

The second level would emphasize watersheds, the salmon cycle and water quality monitoring and be focused on grades 5-6. A packet of curriculum material will be distributed to all teachers involved. These handouts can be used in the classroom, at home, or in the field. Monthly dialogue will take place.

For November and December, I would like to emphasize a 3-part series Exploring Nature which includes students writing a paragraph, a picture, and a poem. These assignments will be emailed to teachers, are enclosed in my packet of information and/or can be found on the Friends of the Van Duzen Website.

I will give my older grade teachers copies of the two poetry books, Van Duzen Voice and Eel River Expressions that was compiled by California Poet in the Schools Dan Zev Levinson and myself.

Older grade teachers would then be encouraged to attend the January Webinar where I will be presenting a talk on Water Quality. Designated schools and teachers will then receive water quality equipment and instruction to conduct a Water Quality monitoring day at local streams in April/May 2021 if possible or Fall 2021.

So that covers things for now. My contact phone number is 768-9208 and my email is [steinberg.sal@gmail.com](mailto:steinberg.sal@gmail.com)

**LET'S CONNECT**

## Advancing Learning Landscapes Webinar Series

3:30-4:00 on 2nd Wednesday of the month (except 11/12)

I've included Focus ideas here for the "Deepening Sense of Place / Understanding Where You Live" theme (would love to fit Night Sky into this as well)

Date	Focus	Breakout Sessions	Visiting Scientist
10/14	1 - EE Guide Rollout and ALL Intro		
11/12 (a Thursday)	2 - Wildfire		Lenya Quinn-Davidson
12/9	3 - Climate	Weather vs climate-JO	Mike Furniss; confirmed
1/13	4 - Water	Freshwater Monitoring - Sal	Tim Feral
2/10	5 - Soil & Decomposers		
3/10	6 - Plants (Phenology)		
4/14	7 - Animals		
5/12	8 - First People		

### FORMAT

This is totally open to feedback (and I'm hoping you'll have lots of input!) but here is one vision for how these could work

3:30	<ul style="list-style-type: none"> <li>Share a nugget about why teaching Environmental Literacy is important -- especially right now (<i>balancing screen time with nature time</i>)</li> <li>Highlight a recent example of a teacher incorporating Environmental Literacy into their distance or in-person classroom experience</li> </ul>
3:35	<p>A "Visiting Scientist" shares a piece of local science (research, practices, etc.) that is happening in our own "backyards" and ties into our focus for the month</p> <p><b>Example:</b> HSU Wildlife grad student shares research on Humboldt Flying Squirrel vocalizations during our month focusing on Sound</p>
3:45	Several Breakout Rooms (each run by one of our Env. Lit. Coaches) walk

	<p>through a lesson/activity that connects with our focus topic.</p> <p>These should:</p> <ul style="list-style-type: none"> <li>• Be compatible with distance learning</li> <li>• Offer activities for a variety of grade levels</li> <li>• Will have a write up and/or links loaded on our website in advance of the webinar</li> <li>• We will end the webinar in our breakout rooms incase the conversation or questions spillover the 4:00 end time</li> </ul>
--	---

## FOCUS IDEAS

- Nature Journaling
  - Overview of what keeping one is all about
  - Activity ideas
- Measurement
  - Tree size
  - Rainfall
  - Growth rates
  - Water flows
- Local signs of a Changing Climate
- Phenology
- Understanding where you live -- deepening your sense of place (This could be the focus for the entire series, with each month looking at a different aspect)
  - Where your water comes from
  - Who's original land you live on and learning native place names (there's an excellent and short Wiyot video I just saw on this)
  - Where your electricity comes from
  - What phase of the moon we're in
  - What are the animal and plant species that you share space with (native versus non-native)
- The Night Sky
- Sounds in Nature
- Wildlife Signs



# 5.8

The need for two  
board meetings  
in December.

Date \_\_\_\_\_

Date \_\_\_\_\_

# **LOLETA ELEMENTARY SCHOOL**

## **Parent/Student Handbook**



**2020-2021**

**LOLETA ELEMENTARY SCHOOL COUGARS ARE**

**SAFE  
RESPONSIBLE  
RESPECTFUL**

**P.O. Box 547  
700 Loleta Drive  
Loleta, CA 95551-0547**

**Telephone: (707) 733-5705  
Fax: (707) 733-5367  
Website: [www.loletaschool.org](http://www.loletaschool.org)**

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Immunizations  
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Homework  
Field Trips  
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Technology Use  
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Emails  
Earbuds/Headphones/Music  
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Conflict Resolution  
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Special Education and Related Services  
English Language Proficiency Assessments  
Counseling and Support Services  
Student Body Council

## **HOME & SCHOOL COMMUNICATION**

Loleta School News & Website  
Parent Conferences & Report Card  
Parent Teacher Organization (PTO)



Parent/Guardian Concerns  
 Uniform Complaint Procedures  
 Williams Complaints  
 School Accountability  
 School Site Council/Stakeholders Committee  
 English Learner Advisory Committee

#### **HEALTH, WELLNESS & SAFETY**

Accident & Illness  
 School Nurse  
 Communicable Disease  
 Medication Policy  
 Emergencies  
 Parking  
 Pedestrian Safety  
 Approved Walking Route  
 Bicycle Routes  
 Wellness Policy  
 Alcohol, Drugs, and Tobacco Free Campus  
 Integrated Pest Management  
 Asbestos Information (A.H.E.R.A)

## **LOLETA UNION SCHOOL DISTRICT**

### **SCHOOL BOARD OF TRUSTEES**

<b>TRUSTEE</b>	<b>TERM ENDS</b>	<b>CONTACT INFO</b>
Glenn Shewry	December 2020	gshewry@hrcllc.com
John Simmons	December 2020	jesx1955@gmail.com
Christina Perez	December 2020	cperez@ferndalek12.org
Amanda Benson	December 2022	abenson0122@gmail.com
Kirsten Boyce	December 2022	kirstenboyce3@gmail.com

*Meetings are held the second Thursday of each month at 5:30 p.m.  
 in Room 2 at Loleta Elementary School.*

### **LOLETA SCHOOL STAFF**

#### **ADMINISTRATIVE:**

Autumn Chapman	Superintendent/Principal
Amy Rojo	Business Services Clerk
Lisa Armstrong	Confidential/ District Secretary

#### **CERTIFICATED:**

Dawnine Dolf	Teacher Grades TK and Kindergarten
Kurt Rasmussen	Teacher Grades 1/2
Sarah Strehlow	Teacher Grades 3/4
Heather Nyberg	Teacher Grades 5/6
Daphne Osell	Teacher Grade 7/8
Candice Russ	English Language Acquisition/Spanish Teacher
Monica Robles	Resource Specialist Teacher
Sandy Radic-Oshiro	Behavior Intervention Specialist and School Climate Director

#### **CLASSIFIED:**

Cas Austrus	Physical Maintenance/ Custodian
Dan Ruggles	Bus Driver/Assistant Gardner Community Outreach
Cindy Long	Cafeteria Manager / Cook

Patricia Collins	Kitchen Assistant
Luz Espinosa	Instructional Assistant
Adrienne Livingston	Special Circumstance Instructional Assistant
Kayleen Clifton	Special Circumstance Instructional Assistant
Cathy Nelson	Special Circumstance Instructional Assistant
Alynda Lindley	Special Circumstance Instructional Assistant
Tiffany Anglin	Special Circumstance Instructional Assistant
Sara McLennan	Student Support Coordinator
Ana MariaDiaz Santillan	Student and Family Support Specialist
Tiara Zahler	LEAP After School Program Director

**LOLETA COMMUNITY RESOURCE CENTER:**

Marcelina Mejia de Castillo	Director
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## ABOUT THIS PUBLICATION

The Student and Family Handbook was created to assist our families and students in obtaining the information they need for a positive and successful educational experience in our schools.

If you have a suggestion about information that would be helpful to families, please let us know by contacting the Superintendent/Principal.

The content is based on policies in place as of September 2021 and is subject to updates. Additionally, the handbook notifies parents and guardians of their rights and responsibilities under the California Education Code, sections 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, and 51938 and Chapter 2.3 (commencing with Section 32255) of Part 19 of Division I of Title I. Education Codes referred to in this handbook are available at [www.cde.ca.gov](http://www.cde.ca.gov) or the district office.

## VISION AND MISSION STATEMENT

**Our Vision:** The vision of the Loleta Union School District is to provide a safe environment that educates all students for future success.

**Our Mission:** The mission of the Loleta Union School District is to provide for all an engaging learning environment to:

- Produce high school ready students
- Promote critical thinking
- Develop good citizens
- Foster problem solving for students with rigorous curriculum
- Offer enriching learning experiences



## SCHOOL POLICIES & PROCEDURES

### **ADMISSION & REGISTRATION**

Visit the school office to register students. If transferring in from another school, a Release of Information will be sent to complete the exchange of school cumulative records. Please provide the school office with a copy of any recent immunizations or boosters that we may use to update our records. The county nurse reviews student records to ensure compliance.

### **CHANGE OF FAMILY INFORMATION**

It is important for the office to maintain each student's current physical address, mailing address, telephone and emergency information record at the school office. Parents are required to notify the school immediately if you have a change of address, telephone number or change of the individuals listed as emergency contacts for your child(ren). If there are any official court orders that restrict access to your child(ren), parents are required to notify the office immediately and provide copies to the office. This will ensure the safety of your - child(ren) and indicate who can legally pick them up from school.

### **IMMUNIZATIONS**

#### School Entry Requirements

Students entering school must show proof of the following immunizations:

#### Students Entering Kindergarten

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DPT)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chickenpox)	One (1) dose

#### Students Entering Grade Seven

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses

All students from out of state must show proof of varicella (chickenpox) immunization.

<https://www.cde.ca.gov/ls/he/hn/cefimmunization.asp>

### **WHY YOUR CHILD NEEDS SHOTS:**

The California School Immunization Law requires that children be up-to-date on their immunizations (shots) to attend school. Diseases like measles and whooping cough (pertussis) spread quickly, so children need to be protected before they enter. California schools are required

to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten through 12th grades and all 7th graders before entry.

### **WHAT YOU WILL NEED AT REGISTRATION:**

Bring your child's Immunization Record. You cannot register without it. The Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment.

Children are exempt from immunization requirements only if a parent or guardian submits a written statement from a licensed physician (M.D. or D.O.) which states:

- That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated
- Which vaccines are being exempted
- Whether the medical exemption is permanent or temporary
- The expiration date, if the exemption is temporary.

### **CLOSED CAMPUS INFORMATION**

Loleta School is a closed campus and visitors need to check in at the office during school hours. Parents or guardians must sign children out in the office if they are leaving during school hours. Children will only be released to individuals listed on the emergency information card or who have a note from the parent/guardian. We may ask individuals to show identification when picking up a child, if we are not familiar with your name. Parents are required to notify the school immediately if you have a change of address, telephone number or change of the individuals listed as emergency contacts for your child(ren).

### **OFFICE HOURS**

School office hours are Monday through Fridays, 7:45am to 4:30pm.

### **ARRIVAL AND DEPARTURE**

Students should not arrive prior to 7:45 a.m. Students must go directly to the cafeteria. Breakfast will be served from 7:55 – 8:25am. During rainy-day recess (before school), students are expected to go into the cafeteria and then follow the directions of teachers/staff of where they should go before school officially starts.

Following dismissal from school, students should proceed immediately for home unless participating in the Loleta Elementary After School (LEAP) program or sports.

### **CLASS & BELL SCHEDULE (Subject to change due to COVID 19 safety regulations)**

Teachers are at school from 8:00am to 3:30pm unless participating in district activities. On regular days, school begins promptly at 8:30am and ends at 3:00pm for all students, except for TK/K ending at 1:30 pm.

7:55 - 8:25	Breakfast Service in Cafeteria
8:30	School Begins
10:00 - 10:15	Kindergarten -3 <sup>rd</sup> Grade Recess
10:15 - 10:30	4 <sup>th</sup> - 8 <sup>th</sup> Grade Recess
11:40-12:10	TK/Kindergarten Lunch /Recess
11:55-12:25	1 <sup>st</sup> - 4 <sup>th</sup> Grade Lunch/Recess
12:05 - 12:35	5 <sup>th</sup> - 7 <sup>th</sup> Grade Recess
12:30-1:05	8 <sup>th</sup> Grade Lunch/Recess
3:00	Dismissal
3:10	Bus leaves school for the first run to Table Bluff and Cannibal Island

*Subject to change***CALENDAR**

The School Calendar is 182 days and is approved yearly by the school board.

<b>Loleta Union Elementary 2020-2021 Calendar</b>							184 work reporting days.
School Month	Mon	Tues	Wed	Thurs	Fri	Week/ Days Taught	
August 24	17	(18)	(19)	20	21	2	Staff Duty Day()
to	24	25	26	27	28	5	Students start August 20
September 18	31	1	2	3	4	5	
	7	8	9	10	11	4	Labor Day - September 7
						5	
<b>FIRST MONTH</b>	14	15	16	17	18	21	
September 21	21	22	23	24	25		
to	28	29	30	1	2		
October 16	5	6	7	8	9		
<b>SECOND MONTH</b>	12	13	14	15	16	20	
October 19	19	20	21	22	23		
to	26	27	28	29	30		November 2-minimum day
November 13	(2)	3	4	5	6		
<b>THIRD MONTH</b>	9	10	11	12	13*	19	Veterans' Day Observed - Nov. 11
November 16	{16}	{17}	{18}	{19}	{20}		
To	23	24	25	26	27		Conference Week: Nov 16-20 Early release. Thanksgiving Holiday Week 23-27
December 11	30	1	2	3	4		
<b>FOURTH MONTH</b>	7	8	9	10	11	15	
December 14	14	15	16	17	{18}		
To	4	5	6	7	8		Half day Dec 18 Winter Break - Dec. 21 - Jan. 1
January 22	11	12	13	14	15		
<b>FIFTH MONTH</b>	18	19	20	21	22	19	MLK Day - January 18
January 25	25	26	27	28	29		
To	1	2	3	4	5		
February 19	8	9	10	11	12		
<b>SIXTH MONTH</b>	15	16	17	18	19	15	Presidents' Week - Feb. 15-19
February 22	22	23	24	25	26		
to	1	2	3	4	5		
March 19	8	9	10	11	12*		
<b>SEVENTH MONTH</b>	{15}	{16}	{17}	{18}	{19}	20	Conference Week :March15-19 Early release
March 22	22	23	24	25	26		
To	29	30	31	1	2		
April 16	5	6	7	8	{9}		Half day April 9 Spring Break - April 12-15
<b>EIGHTH MONTH</b>	12	13	14	15	16	15	
April 19	19	20	21	22	23		
To	26	27	28	29	30		
May 14	3	4	5	6	7		
<b>NINTH MONTH</b>	10	11	12	13	14	20	
May 17	17	18	19	20	21		
to	24	24	26	27	[28]		Planned emergency day :May28 Memorial Day - May 31
June 11	31	1	2	3	4		
<b>TENTH MONTH</b>	7	8	9	10	11*	18	Last day for students June 11-minimum day
						182	

**Early Release Days:** All students are dismissed at 1:30 p.m. on Early Release Days. Early Release Days include the following: each Wednesday, specific days during Parent Conference Week and the last day of school.

**VISITORS**

To ensure the safety of students and staff and avoid potential disruptions, all visitors must register immediately in the office upon entering campus and obtain a visitor name tag. Regular volunteers must have appropriate paperwork on file. To ensure minimum disruption of the instructional program, visits during school hours should be first arranged with the teacher and

principal (or designee). If a conference is desired, an appointment should be set with the teacher during non-instructional time.

No electronic listening or recording devices may be used by students or visitors in a classroom without the teacher and principal's permission (Ed Code 51522).

### **VOLUNTEERS**

We need you! Volunteers add richness and much needed help for our school. We can always use volunteers in a classroom, the library, on field trips, special projects, etc. If interested, please contact the office and complete a volunteer packet. Long term volunteers will need to get a Live Scan through law enforcement as part of the volunteer packet.

### **ATTENDANCE PROCEDURES AND LAWS**

Daily attendance is a critical part of a student's education. According to state law, parents are responsible for punctual and regular attendance of their children. If your student is absent, parents are asked to call the school office the morning of the absence or bring a parent/guardian signed note on the day they return to school. The note should state:

- Students first and last name
- Reason for absence
- Date(s) of absence
- Parent/guardian signature

#### **A. TARDY:**

If a student is late to school, he/she should check in at the office. When possible, a note should be sent with the student listing the same information as for an absence. The tardy will be either unexcused or excused depending on the same classification as absences.

#### **B. EXCUSED ABSENCES:**

- a. Illness or injury
- b. Doctor/dentist appointments
- c. Funeral of immediate family member

Students are required to make up all work when they are absent. When a student is ill, current assignments may be obtained by calling the office in the morning. Please call the office before noon to allow the teachers to prepare work by the end of the school day for your pickup in the office.

#### **C. UNEXCUSED ABSENCES:**

Any other reason not stated above. Students are required to make up all missed work when they are absent.

### **ABSENCES**

When a student absolutely must be away from school for five (5) or more days without one of the valid excuses listed above as stated in the Educational Code, an Independent Study Form may be used. Parent/guardian is required to notify the office one week prior to the planned absence. It is required that the form be signed by the student, parent, and teacher before the days of absence. Use of the form is limited and without an Independent Study Contract, days of absences are days of truancy.

After five (5) unexcused absences, the school is required to send out a truancy letter to the parents. This begins the Student Accountability Review Board (SARB) process. If a student has three unexcused absences, law requires the school to send a Letter of Truancy. Continued truancy may result in the following:

- Home visits made by a Loleta Elementary School employee.
- Mandatory conference with student, parent, and school staff.



- Student Success Team meeting.
- Second or third Letters of Truancy.
- Referral to the School Attendance Review Board (SARB). SARB may refer a student to the District Attorney if chronic truancy continues and there is no progress on student's attendance. This step occurs in only extreme cases.
- Referral to Truancy Court.

### **LOST AND FOUND**

If your child loses anything of value, check the lost and found clothes rack or inquire at the school office. Items not claimed are donated to a local charity at the end of the school year. It is recommended to mark any outerwear or personal items with your child's name for easy identification. Students' who bring items of value to school, do so at their own risk and the school assumes no responsibility for loss or damage.

### **SCHOOL PICTURES**

Individual and classroom pictures are taken in the fall of each school year. Watch for picture packet information to be distributed during September. All students are photographed for the school record.

### **STUDENT BIRTHDAYS**

If a parent/guardian wishes to recognize their child's birthday, they should make arrangements in advance with their child's homeroom teacher. Deliveries (balloons, flowers, or presents) are not recommended, and will remain in office until the end of the school day. Students may pick-up these items after school. Parents may bring in celebratory food to celebrate their child's birthday when arranged with the teacher.

### **AFTER SCHOOL INVITES**

If your child is going to a friend's house after school they need to bring in a note indicating where they are going. This is especially important for our bus riders. In addition, no "walkers" will be allowed on the school bus without prior notice to the office.

### **FACILITIES & AFTER-HOUR USAGE**

At Loleta Elementary School, the multi-purpose room and school grounds are available for after-hour usage by community organizations or private groups with the proper insurance coverage. Application forms are available at the school office. There is a usage fee charged, based on the number of hours and frequency of use. Alcoholic beverages, tobacco, and drugs are prohibited on school grounds or in school buildings for all after-hour events. Contact the school office for more information.

### **GRADES**

Students in grades 5<sup>th</sup>-8<sup>th</sup> receive "grades" based on work in each class/subject based on criteria established by the teacher. For students in grades Transitional Kindergarten to 4<sup>th</sup> grade, students receive feedback on progress towards meeting state standards in academic areas on report cards.

### **HOMEWORK**

An important part of the educational process is the home-school link. Homework is one aspect of this link. Our goal to promote and develop thinking skills, self-discipline, study habits, skills in use of technology for blended learning, and time management skills go beyond the time students are in the classroom.

It is the parents responsibility to provide their child(ren) with a quiet place and adequate time to complete homework. Parents should check to see if the student understands what needs to be done, has the proper materials, and if the work has been completed satisfactorily. Homework should not be construed as only what the teacher sends home. Time for silent reading, reading to

parents or siblings, cultural activities, hobbies, and other activities that promote the goals above are also valuable.

The amount of time will vary according to grade-level and quantity of work assigned. Many teachers also have a homework notebook that is to be signed by the parent each night stating they have seen the assignment or even a test taken by the student.

### **FIELD TRIPS**

All planned trips away from school grounds, including athletic trips and outdoor education programs, are subject to this regulation.

Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350) The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

No student shall be prevented from attending a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds.

The principal may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk. Students with disabilities will be provided with appropriate accommodations to access student field trips. Contingency plans for health and safety will be employed should an issue arise.

### **Eligibility for Activities**

<b>Grades</b>	<b>Extra-Curricular Activities</b> These activities are usually after, or before school and are often, extras such as sports, clubs and some field trips.	<b>Curricular Activities</b> These activities are part of the regular curriculum and include some field trips, and are usually held in the regular school day.
TK-3	No minimum grade requirements but students must follow school code of conduct.	No minimum grade requirements but students must follow school code of conduct.
4-8	Students must maintain a minimum of a “C” average and have no “F’s” and maintain good citizenship and follow school code of conduct. The Superintendent can allow a child to participate for a short time with low grades, if the student is showing progress toward making up their work. Students with disabilities will receive appropriate accommodations to participate fully with their peers.	No minimum grade requirements, but students must follow school code of conduct.

### **TELEPHONE**

The school phone is for pressing issues use only. Students are allowed to use the telephone at school only if the teacher determines that it is absolutely necessary. Student use of the phone to make plans for after-school activities is not an acceptable use of the school phone.

### **CELL PHONE USE**

We ask that parents/guardians do NOT text or call their students cell phones during school hours, as it can be disruptive to the school and classroom environments. If you need to contact your

child or a student needs to contact their parent, they may do so from the school phone in the office.

Cell phones are allowed at school but must be turned off and kept out of sight in a backpack, pocket, etc.

Students may not record or video a student or staff member without the permission of that person. Students may not share on social media (e.g. TikTok, Facebook, Instagram, SnapChat, etc.) any recorded voice or video. No student shall use an electronic signaling or communicating device with camera, video or voice recording function in a way or under circumstances that infringe upon the rights of other students or district employees.

Students may have their phones on campus as long as use is Safe, Responsible, and Respectful.

- Follow posted rules about when phones may be out.
- Volume must be set to silent/vibrate, in backpack or pocket, and out of sight.
- Comply with Internet Use Agreement.
- When use is disruptive to others, or outside of guidelines, phones may be confiscated and parents will be contacted. The school may require students and families to contract specific use of a cell phone including handing in the phone at the beginning of the day and collecting it at the end of the day if student use continues to be disruptive. All students may use school phones with permission should they need to contact a parent or guardian.

Students are responsible for all personal electronic devices they bring to school i.e. (cell phones, iPods, Nooks, etc.). The district shall not be responsible for the loss, theft or destruction of any such devices brought on to school property; except for those ensured to our safekeeping. Please review the Internet Use Agreement in the Handbook on page

## **TECHNOLOGY USE**

The Internet is a global computer network providing valuable exchange of information among many different organizations and individuals world-wide. Students must follow the school guidelines for using the Internet or they will not be allowed to use it. See Internet Use Agreement. The following are not allowed on any devices used at school.

- Accessing obscene, pornographic, or sexually explicit material;
- Accessing violent, racist, or terrorist material;
- Harassing, bullying, or threatening someone over the Internet;

## **TEXTBOOKS/CHROMEBOOKS/LIBRARY BOOKS**

Textbooks, Chromebooks, and library books are checked out to students for their use during the school year. Textbook, Chromebook, and library book replacement is very costly. Students are responsible for maintaining their books in the best possible condition. Books must be kept free of writing, water damage, and major wear and tear. Charges will be issued for any lost or damaged books, Chromebooks, and library books. Normal wear and tear is understandable. We appreciate students taking responsibility for these items when under their care. Students will receive a yearly incentive for turning in school items at the end of the year in good condition.

Chromebooks will be provided to students for use. Students are responsible for using their device appropriately and will need an Internet and Chromebook Use/Agreement before use.

## **EMAIL**

Students in need of email for academic reasons will only be allowed email access through an address assigned by the district. This email access will be through a Google Gmail system



managed by LES. The interface is monitored by network administrators and is subject to filtering of inappropriate content. General expectations include:

- Always use appropriate language.
- Do not transmit language/material that is profane, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam.
- Email is subject to inspection at any time by school administration.

### **EARBUDS/HEADPHONES/MUSIC**

Once a student enters campus, earbuds/headphones should be stored in a student's backpack until 3pm. Upon teacher direction, earbuds/headphones are allowed for learning activities and rewards on the Chromebook. Again, this is with teacher permission and direction. When in use, students are responsible for listening to APPROPRIATE content or they will lose the privilege of listening to music for a day. Staff has a right to ask to listen to a student's earbuds/headphones if he/she feels that the student is not using them appropriately. Students refusing to follow these guidelines will have parent contact. Earbuds, headphones, or music may be utilized pursuant to a student's Individual Education Plan or a 504 Plan.

### **PHYSICAL EDUCATION (PE) REQUIREMENTS**

Physical education is beneficial, enjoyable, and a required part of the state curriculum for students. Daily participation and effort are essential for passing. If a child is unable to participate, the parent/guardian must send written verification or a note to the teacher. If the student is to be excused for more than two days, a doctor's verification is required.

Having the correct clothing will enhance a student's PE experience. Students do not change into special clothing for physical education since there are no locker room facilities. However, for students to participate in P.E., they must have non-marking rubber-soled shoes to use in the gym. During good weather, physical education is often taught outdoors, so students should wear (or bring) suitable shoes (no heavy boots, high heels, clogs, or sandals). When students wear dresses or skirts, they should bring suitable clothing and shoes to wear for P.E. A pair of shorts to slip on under a dress is fine.

### **EIGHTH GRADE GRADUATION, TRIP/ACTIVITY, AND CEREMONY**

Eight Grade Trip/Activity: The 8<sup>th</sup> grade Parent Committee, in partnership with the principal, staff and students, brainstorm ideas for the 8<sup>th</sup> grade Trip/Activity. The trip/activity is based on grade-level common core standards and is planned by the Loleta Elementary School 8<sup>th</sup> grade teachers and school principal (with student and parent input). All fundraisers for this trip/activity must be approved by the principal and the Board. Parents are encouraged to help with the planning and fundraising, but final approval will be given by the principal, Superintendent, and Board of Trustees. Students and parents/guardians are encouraged to do their part in fundraising for this event, as this is not something that will be paid out of district or site funds. No student will be denied the trip experience, but the student is expected to help/volunteer. Should a student be at risk of being ineligible for the trip, parents will be contacted and a remediation plan will be developed a month before the trip. For students who have IEPs or 504 Plans, a meeting is recommended by March of the school year, and efforts to support the student to participate equally will be implemented. Loleta Elementary School will make every effort to be inclusive and equitable for all students.

Academic Requirements: In addition, students shall meet district requirements for promotion based as follows:

- Students graduating from Loleta Union Elementary School District will take five core classes in each of their 6th, 7th and 8th grade years: Language Arts, Social Studies, Science, Math and Physical Education, unless otherwise determined by their IEP or Section 504 Plan.



- Diplomas shall be awarded only to students who have completed the course of study prescribed by law and the district or in accordance with their Individual Education Program (IEP) Plan or Section 504 Plan.

If a student receives an “F” in any of the four academic classes (Language Arts, Social Science, Math, and Science), they are automatically offered enrollment in whatever intervention/remediation program the Loleta School District offers at that time, including holding a Student Success Team, IEP, and/or 504 meeting.

Behavior/Suspensions: Students receiving multiple suspensions during the school year will be referred for interventions and restorative practices approaches to support the student in participation of 8<sup>th</sup> grade activities. No student with a disability or for whom the District has reason to suspect may have a disability shall be prohibited from participating in the 8<sup>th</sup> grade trip or graduation activities including the ceremony due to behavior caused by or directly and substantially related to a failure to implement their IEP or Section 504 plan.

The District will therefore hold an IEP or Section 504 meeting, for any such students to make this determination prior to the exclusion of any such student from these activities. If a parent or guardian believes their student is being prohibited from participating in graduation activities due to their disability, the parent or guardian may file a complaint under the District’s Uniform Complaint Procedure (UCP). Consistent with the Section 504 regulations, at 34 C.F.R. §104.34(b), in providing or arranging nonacademic and extracurricular services and activities including graduation activities, the District must ensure that students with disabilities participate with nondisabled students to the maximum extent appropriate to the needs of the students with disabilities.

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 prohibit nonacademic and extracurricular programs and activities, including sports afterschool programs, operated or sponsored by public schools from discriminating against students with disabilities by denying admission or ongoing participation solely on the basis of child’s disability. These programs and activities may not deny a request for reasonable accommodations to enable a student with a disability to participate, without making an individualized assessment of the student’s needs. Such a request for a reasonable accommodation may only be denied if the District determines that it would fundamentally alter the nature of the program or activity, or otherwise impose an undue burden on the District. Please see Board Policy 5123.400 and Administrative Regulation 5123.400, for further information about these obligations and the process by which students/parents/guardians may request reasonable accommodations to participate in sports and other extra-curricular or co-curricular District programs and activities.

Principal/Superintendent Eligibility Determination: The Principal/Superintendent reserves the right to deem any student ineligible up until the ceremony/celebration based on the above. We also reserve the right to deem a student re-eligible based on major improvements. Please note that students not eligible to attend because of lack of credits will be required to make up those credits during the summer before they will receive their 8<sup>th</sup> grade diploma and can be referred to Humboldt County Court and Community Schools for summer school.

### **BUS ROUTE AND OPERATING PROCEDURES**

Bus transportation is a privilege. Safety is the priority of students and staff while preparing to ride, riding, or leaving the bus. Continued unsafe behaviors, violations of the rules, or persistent refusal to follow the directions of driver and/or school staff shall be sufficient reason for a student to be denied transportation. Alternate transportation will be available to students should they require transportation to get to and from school. Should a student demonstrate unsafe behaviors on the bus and/or not follow the bus rules, they may receive a bus ticket.

**1<sup>st</sup> Bus Ticket:** Warning

**2<sup>nd</sup> Bus Ticket:** Contact parent/guardian

**3<sup>rd</sup> Bus Ticket:** One day suspension from the bus

Video cameras are used on our school bus to monitor student behavior while traveling to and from school and school activities. Students found to be in violation of the district's bus safety rules shall be subject to discipline in accordance with district policy and regulations.

Bus routes and stops are planned by the school district and approved by the California Highway Patrol.

### **BUS RULES:**

Riding the school bus is a privilege, not a requirement. This privilege may be revoked at any time, for any reason. The following safety rules should be abided:

1. Follow the instructions of the bus driver who is in charge at all times.
2. You should be at the bus stop 5 minutes before the bus arrives. The bus will not stop if students are not at the bus stop.
3. Wait for the bus in a safe place.
4. Form lines facing the direction from which the bus will approach.
5. Wait back at least 6 feet from the edge of the roadway until the bus has come to a complete stop and the door has opened before loading.
6. At stops where students must cross the street, students shall not move until the bus driver directs them to.
7. Get on the bus in an orderly manner, one at a time, without being in contact with the person in front of you. Use the handrail.
8. Go directly to your seat, face forward, fasten seat belts. Remain seated at all times on the bus.
9. Keep your head, arms and feet inside the bus at all times.
10. Never throw things in the bus (or out of the bus). Help keep the bus clean and in good condition.
11. When leaving the bus, stay out of the danger zone. The danger zone is under the bus, within 10 feet of the bus, and into the street.
12. Get on and off the bus only at your designated stop unless you have a note from home.
13. Observe safety procedures and are alert for traffic after leaving the bus.
14. Do not cross the street for any reason after leaving the bus unless you are following the driver's directions using the flashing red light procedure.
15. Go directly home after leaving the bus.
16. During long bus trips, the bus driver may modify the rules as she/he sees fit.
17. After being dropped off at school, the student **cannot** leave the school campus. He/she must report to the cafeteria immediately. Students are NOT allowed to go to the store/gas station.
18. All health and safety rules outlined by district policy should be followed.

The following bus rules are posted around campus, taught to students throughout the school year, and reinforced by giving students "Cougar Bucks".

<b>Bus</b>	<b>Be Safe</b>	<b>Be Responsible</b>	<b>Be Respectful</b>
	<u>Wear seat belt at all times until the bus stops at your stop and the door opens</u>	<u>Bus driver is in charge on the bus.</u>	<u>Appropriate language.</u>
	<u>Once you choose a seat you stay in the seat for the rest of the ride (no changing seats)</u>	<u>Have permission by phone or note from your parent to get off at a different destination.</u>	<u>Use designated sound levels:</u> 0=no voice/silence 1=whisper 2=conversation/elbow voice
	<u>Once seated, buckle up and stay seated, face forward</u>	<u>If bus driver assigns you a seat sit in that seat.</u>	<u>Use kind words (no puts downs).</u>
	<u>Sit facing forward, bottom on the bench with back against the seat.</u>	<u>Walk directly to the cafeteria morning A.M.</u>	<u>Older students in back, younger students in front.</u>
	<u>Keep body in the bus (nothing outside of the window)</u>	<u>Keep the first seat you take</u>	<u>Be kind to everyone:</u> “Treat others how you would like to be treated”. <u>Avoid conflicts.</u>
	<u>Walk down the steps (don’t jump)</u>	<u>Tell an adult right away when there is a problem.</u>	<u>Follow teacher and staff directions.</u>
	<u>Keep hands, feet, and objects to yourself.</u>	<u>Be an <u>Upstander</u>, tell others to stop hurtful behavior.</u>	<u>Use a calm polite voice tone.</u>
	<u>Keep aisle clear.</u>		

Infractions of the rules may result in the denial of transportation privileges. A secondary plan for transportation is available and can be arranged with the Superintendent/Principal.

Bus evacuation drills are held yearly for all students.

## **BEHAVIOR AND DISCIPLINE**

*BE SAFE.*

*BE RESPONSIBLE.*

*BE RESPECTFUL.*

Appropriate student behavior is always expected at Loleta Elementary School. The entire school community works together to provide each student with a consistently safe, respectful, and positive learning experience. Each student has a right to learn and each teacher/staff member has a right to teach and/or do their job. We understand that just like reading, behavior is a skill that students, staff, and community members may be still learning and we seek to provide restorative opportunities to help students, staff, and our community to repair relationships and learn from mistakes.

Loleta Elementary School has implemented PBIS (Positive Behavior Intervention and Supports). Visuals of school rules and expectations are displayed throughout the school campus (See PBIS Matrix.) Students will be provided with reinforcements and/or incentives for making the right choices and following our three rules. Reinforcements include “Cougar Cash”, Cougar Student Store, and positive incentive days throughout the school year.

Loleta Elementary School makes every effort to institute a fair yet firm progressive discipline system. We hope that the opportunities we provide to students through warnings, corrective action, breaks, and restorative practices such as apologies and community service will be enough to get them back on track. Teachers and administration utilize consequences to help students learn appropriate behaviors and seek to communicate with parents/guardians regularly to assist students in making good choices and learn appropriate behaviors. Loleta Elementary School follows the California Education Code guidelines when suspending a student or referring a student for expulsion. Loleta Elementary School is utilizing “Restorative Practices” and “Other Means of Correction” to address student behavior, to support students in utilizing skills to

manage conflicts, and behaviors and ensure that students continue to have access to the learning environment.

We at Loleta Elementary School understand that students make mistakes and are continuing to learn how to be responsible citizens of our community. Teachers want to support and work with students and problem solve any rule violations and repair any harm and “fix it”. We want all students to understand that it is important to follow established rules to support individual learning and the learning of others. The following rule violations can lead to suspension based on California law.

The following behaviors are violations of the Loleta Elementary School Code of Conduct and the California Education Code:

Injury to Others:

- To cause, attempt or threaten to cause physical injury to another student.
- To attack, or physically threaten any employee of the school.
- To commit or attempt to commit a sexual assault.
- To make terrorist threats against school officials or school property.
- To harass, threaten, bully, or intimidate anyone at school.
- To commit sexual harassment.
- To participate in, attempt or threaten to cause, an act of hate violence.
- To disrupt school activities or defy the authority of any school staff.
- To commit an obscene act or use profanity.

Weapons:

- To possess, sell, or otherwise furnish any firearm, knife, explosive, or dangerous object.
- To possess an imitation weapon.

Drugs:

- To unlawfully possess, use, sell, furnish, or be under the influence of any controlled substance.
- To offer, arrange, or negotiate to sell any controlled substance.
- To possess, offer, or negotiate to sell any drug paraphernalia.

Property of Others:

- To commit or attempt to commit robbery or extortion.
- To cause or attempt to cause damage to school property.
- To steal or attempt to steal school property or private property.
- To set a fire or attempt to set a fire.
- To knowingly receive stolen property.

**SCHOOL RULES**

The following rules are general guidelines for accepted student behavior. Individual teachers post classroom rules.

- Students are allowed in the classrooms only with a staff member present.
- Students will maintain orderly and courteous behavior.
- Students are responsible for all lost or damaged school property that is under their possession and control. Normal wear and tear is understandable. Please see the User Agreement, if applicable.
- Food items may be eaten only during recess and lunch in designated areas, unless approved by a teacher.



- PBIS rewards, including gum and/or candy, are allowed with permission from teachers and staff members. We ask that students be respectful and throw wrappers in trash and be responsible in keeping our school clean.
- Students are expected to move throughout the school in a safe and orderly manner.
- Student behavior outside the classroom, including the playground, field trips, assemblies and extra-curricular activities will be the same as within the classroom.
- Fieldtrips are an extension of the classroom activities. Students are expected to behave in a manner appropriate for classroom activities. Appropriate behaviors are encouraged and inappropriate behaviors may result in consequences.

The following general rules are posted around campus, taught to students throughout the school year, and reinforced by giving students “Cougar Bucks”.

All the time and everywhere	Be Safe	Be Responsible	Be Respectful
	<u>Keep hands, feet, and objects to yourself.</u>	<u>Help others</u> follow all school rules	<u>Be kind</u> to everyone: “Treat others how you <u>would like to be treated</u> ”. <u>Avoid conflicts.</u>
	<u>Use supplies safely</u> (scissors, pencils, etc.)	<u>Be honest:</u> Tell the truth	Follow <u>teacher and staff directions.</u>
	<u>Move safely.</u>	<u>Tell an adult right away</u> when there is a problem.	<u>Be polite and have good manners</u> to everyone: “Please” “Thank you” “Excuse me”
	<u>Walk facing forward.</u>	Be an <u>Upstander</u> , tell others to <u>stop hurtful behavior.</u>	Use a <u>calm polite voice tone.</u>
	<u>Be with your class or have a pass.</u>	<u>Leave your space clean:</u> ~put trash in trash can ~put your belongings away	<u>Use designated sound levels:</u> 0=no voice/silence 1=whisper 2=conversation/elbow voice 3=public speaker voice 4=playground voice 5=emergency voice
	<u>Benches and chairs are for sitting only.</u>	<u>Take responsibility</u> for your actions and choices.	Use <u>appropriate language.</u>
	<u>Provide personal space to all</u> (avoid roughhousing).	<u>Apologize</u> when mistakes are <u>made.</u>	Use <u>headphones for music,</u> when allowed on campus.

Additionally, the following is not allowed:

- Intrusive or improper physical contact including horseplay
- Throwing any object or projectile to cause injury or intent of harm
- Vulgar or obscene language
- Playing in non-designated areas
- Climbing on fences, backstops and buildings
- Loitering and playing in restrooms
- Games or activities that may cause physical or emotional injury, including but not limited to: wrestling, crack the whip, camel fighting, zombie tag, piggy-back riding, tackle football, hardball, and baseball.

The following rules apply to the cafeteria:

- Students will wait to be served in a quiet and orderly manner
- Students will be courteous to staff and volunteers assigned to the cafeteria
- Students will keep their hands, feet, and food to themselves.
- Students will clean their area and place their litter in the proper containers.
- Food items are not to be taken out of the cafeteria, unless given permission by cafeteria staff.
- Students will not leave the cafeteria until dismissed by the cafeteria monitor.

The following cafeteria rules are posted around campus, taught to students throughout the school year, and reinforced by giving students “Cougar Bucks”.

<b>Cafeteria</b>	<b>Be Safe</b>	<b>Be Responsible</b>	<b>Be Respectful</b>
	Enter and Exit in an orderly, neat and tidy line, <u>i.e.</u> ...walking facing forward	<u>Stay seated</u> until excused.	<u>Stay in line</u> and go through the food serving line as quickly as possible so everyone has time to eat
	<u>Keep hands, feet, and objects to yourself.</u>	<u>Clean up your area</u> and separate items: ~silverware ~milk / unopened milk ~unused fruit ~garbage ~tray	<u>Take correct portions</u> of each food item or component listed in the cafeteria and on menu
	<u>Sit on your bottom, feet on the floor.</u>	<u>Tell an adult right away</u> when there is a problem.	<u>Be polite and have good manners.</u>
	<u>Eat only your own food.</u>	Be an <u>Upstander</u> , tell others to stop hurtful behavior.	<u>Appropriate sound level:</u> 2=conversation voice
	<u>Stay seated</u> until your table is <u>dismissed</u> .		Use <u>appropriate language</u> .
	<u>Provide personal space to all</u> (avoid roughhousing).		<u>Use headphones for music</u> , when allowed on campus.

Classroom rule violations will be dealt with by the student’s teacher. All major infractions of school rules will be dealt with through the school’s discipline policy. Loleta Elementary School is committed to utilizing restorative practices and conflict resolution strategies to help students repair any harm and learn new coping skills. Every effort will be made to utilize these interventions.

### **BEHAVIOR CONSEQUENCES**

As part of Loleta Elementary School’s Positive Behavior Intervention and Supports (PBIS)/ Multi-Tier Intervention and Supports (MTSS) plan, the following consequences are a guide to manage behaviors in the classroom and school environment. Our goal is to help students be successful and re-teach behavior expectations, as needed and maintain a safe, inclusive environment for all students.

<b>Tier 1: Gentle</b>	Teacher look Use proximity Nonverbal hand signals (to listen, to focus, to watch, etc.) Say student’s name Ask student what they should be doing Ask student a question about the assignment Point to class rules Comment on other students who are on task State class rules to entire class Verbal redirection (stop inappropriate behavior or resume appropriate behavior)
<b>Tier 2: Mild</b> Not following adult directives (Minor) Inappropriate Language (Minor) Leaving the classroom without permission (Minor) Disruptive behavior (Minor)	Temporary seat change Private conversation TA/special delivery Problem solving conversation Positive pep talks with parent/guardian Call home (occasionally)
<b>Tier 3: Moderate</b>	Permanent seat change

Inappropriate Language (Major) Leaving the classroom without permission (Major) Disruptive behavior (Major)	Rehearsal of expected behavior/procedure Points or prizes withheld Small privilege temporarily revoked Positive pep talks with parent/guardian Brief buddy classroom/Alternate placement Supervised break for up to 15 minutes with a staff member (Zen Den, Sensory room, walk, etc.) Reflection sheet Detention Letter or in person apology  Call home (sometimes)  Clean slate (upon return)
<b>Tier 4: Extreme</b> Physical Contact/Aggression (Major) Threats (Major)	Referral to counselor Referral to admin/office Meeting with parents/guardian Behavior contract Privilege revoked (for preferred activity) School community service assigned Restorative conversation/circle Letter or in person apology Suspension from class  Call home (yes)  Clean slate (upon return)

Loleta Elementary School has implemented Positive Behavior Interventions and Supports (PBIS) to support students in learning appropriate school behaviors by teaching these behaviors often and providing positive reinforcement for appropriate behaviors. The district does focus on positive supports but if a child is so disruptive or dangerous that other students or staff members cannot learn and teach then other actions must be taken. These actions may include:

- Student Success Team (SST) meeting
- Referral for school based counseling
- Behavior Contract
- Check In Check Out (CICO) Behavior Education Program
- Restorative conversations, conference, and/or circle
- Community service (e.g. picking up trash, beautification efforts, working in classroom as a teacher helper, building projects, etc.). Community service is meant to help a student repair the school environment and any harm that has been done. Community service by a student should not be implemented in a manner to humiliate a student and conducted in an agreed upon time with the teacher and principal.
- Development of an individual behavior intervention plan for the child
- In school or out of school suspension

Remember, we are a team and working together to make children successful is in the best interest of everyone.

### **PROPER DRESS AND GROOMING**

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 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.

It is recommended that the student’s name be printed on all personal items including backpacks, lunchboxes, jackets and coats.

### **APPROPRIATE LANGUAGE**

- Students and adults are expected to use appropriate respectful language (e.g do not use cuss words, bad words, etc.) at all times. Students are taught how to code switch (e.g that some words are okay depending on the situation) from one situation to another and the expectation of appropriate language in the school setting. Should there be a violation or use of inappropriate language at school, students will be given the opportunity to learn and be taught that the language is inappropriate and the impact of the language on others prior to disciplinary action, including parent contact. Vulgarities and name-calling will not be tolerated. Students will have disciplinary action taken if they continue to demonstrate inappropriate language.
- Racial slurs will not be tolerated. Students using racial slurs will have intervention, parent contact, and progressive disciplinary action. Depending on the severity, students may also be suspended.

### **PLAYGROUND**

Students must stay where they are visible to teachers/staff. Students are not allowed to play in the school yard without staff supervision before school, during school or during after school program hours (until 6pm).

- Students need to stay in visual supervision of school staff and stay in supervised/designated areas, as directed by school staff, at all times.
- Students must have a pass to go to the restroom and return directly after using the restroom or any other area including classroom, office, Zen Den, etc.



- Students are not allowed in a classroom without adult permission and supervision.
- When leaving the playground (or gym when appropriate) at any time for any reason, students shall obtain permission/note/pass from a duty person or teacher.
- Use all equipment safely and appropriately.

The following playground rules are posted around campus, taught to students, and reinforced through “Cougar Bucks” throughout the school year.

<b>Playground</b>	<b>Be Safe</b>	<b>Be Responsible</b>	<b>Be Respectful</b>
	<u>Keep hands, feet, and objects to yourself.</u>	<u>Use bathroom only with adult permission</u> and water fountain before the bell rings	When sharing equipment, take turns.
	<u>Benches and chairs are for sitting only.</u>	<u>Line up promptly, quickly get into line</u>	<u>Play by the rules of the game.</u>
	<u>Provide personal space to all (avoid roughhousing).</u>	<u>Help each other to follow the rules</u>	<u>Put trash in trashcan.</u>
	<u>Slide down slide (not walk up slide).</u>	<u>Tell an adult right away</u> when there is a problem.	<u>Be kind to everyone:</u> “Treat others how you would like to be treated”. <u>Avoid conflicts.</u>
	<u>Walk in blue area</u>	Be an <u>Upstander</u> , tell others to <u>stop hurtful behavior</u> .	<u>Follow teacher and staff directions.</u>
	<u>Kick balls and keep balls in designated game areas.</u>	<u>Manage anger or conflicts by talking to someone (Stop, Walk, Talk.)</u>	<u>Be polite and have good manners to everyone:</u> “Please” “Thank you” “Excuse me”
	<u>Stay off a rails (they can be slippery).</u>	<u>Apologize when mistakes are made.</u>	<u>Use a calm polite voice tone.</u>
		<u>Take responsibility for your actions or choices.</u>	<u>Use headphones for music, when allowed on campus.</u>

## **GUM**

Students can chew gum if they are responsible, given permission by a teacher and/or staff member, and thrown away in the trash. Should a student have difficulty following these rules, the privilege of chewing gum may be removed. Some teachers may allow students to chew gum in their classroom.

## **HATS AND HOODIES**

Hats and hoods are allowed on campus as long as they do not cause a disruption to the learning environment.

## **FREEDOM OF SPEECH**

Based on California Ed Code 48907 (a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

(b) The governing board or body of each school district or charter school and each county board of education shall adopt rules and regulations in the form of a written publications code, which

shall include reasonable provisions for the time, place, and manner of conducting such activities within its respective jurisdiction.

(c) Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser or advisers of pupil publications within each school to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

(d) There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

(e) “Official school publications” refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

(f) This section does not prohibit or prevent the governing board or body of a school district or charter school from adopting otherwise valid rules and regulations relating to oral communication by pupils upon the premises of each school.

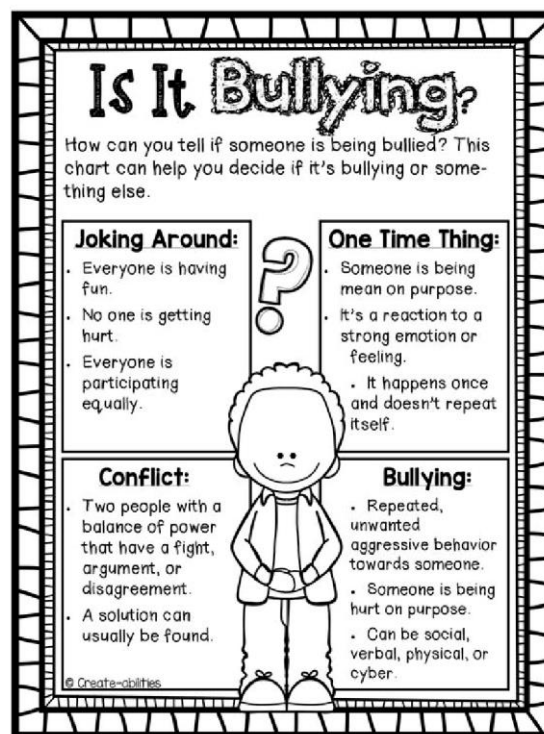
### **BULLYING CONCERNS**

Loleta Elementary School takes bullying concerns very seriously. We encourage students, parents and guardians to report any concerns about bullying. Students receive training at least yearly in the “Stop, Walk, Talk” curriculum teaching students that when they are in a situation that feels like bullying to tell the person to “Stop”, “Walk” away, and “Talk” by reporting their concerns to a teacher or staff member. Please encourage your child to use these skills at school and communicate any concerns to a teacher, staff member, and/or the Principal/Superintendent (Teachers and staff will report any instances of bullying to the Superintendent/Principal). All bullying reports will be investigated by the Principal/Superintendent. Anonymous reports of bullying can be reported on Loleta Elementary School’s website at <http://www.loletaschool.org/Report-Bullying.html>. Students, teachers, parents, and family members are asked to complete a *Bullying Report Form*, which will be investigated by the Superintendent/Principal.

We understand that students face stress and conflicts with others. While conflicts are normal, reacting physically is not allowed at Loleta Elementary School. Should you have difficulty with a student, please let a trusted adult or parent know. We are here to help you and want all students to feel safe. While we may not be able to stop all bullying, with your help we can create a place where it is not accepted. Please avoid horseplay as this often leads to conflicts. Please avoid rumors or gossip as this often leads to conflicts. Please be aware that anything you post on social media can be intercepted by law enforcement. We hope you can help by speaking up for others (Being an Upstander) and not allow bullying and conflicts to occur in the first place.

Loleta Elementary School strives to support all students with the following actions:

- Any student who engages in bullying may be subject to disciplinary action.
- Students are expected to immediately report incidents of bullying to a trusted adult including teacher, school staff, Superintendent/Principal, and/or parent or family member.
- Staff will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal.
- School policy prohibits retaliatory behavior against any complainant or any participant in the complaint process.



The procedures for intervening in bullying behavior may include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- Bullying based on a protected areas such as Age, Ancestry, Color, Ethnicity, Gender, Gender expression, Gender identity, Mental disability, National origin, Physical disability, Race, Religion, Sex, and Sexual orientation will be investigated and interventions will be implemented.
- Students will be provided with training in their classrooms each year in October during Bullying Prevention Month defining bullying behaviors, discussion of interventions utilizing the *Stop Walk Talk* curriculum, methods for reporting bullying, and procedures involved in investigation of reported bullying behaviors.
- The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way. All school staff will report the incident of bullying and complete a Bullying Report Form to be submitted and investigated by the Superintendent/Principal.

To ensure bullying does not occur on school campuses, Loleta Elementary School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build capacity to maintain a safe and healthy learning environment. Parents and guardians can obtain more information on how to support their child if they have concerns about bullying by viewing our Bullying Procedure (Appendix 1).

### **CONFLICT RESOLUTION**

Loleta Elementary School believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, Loleta Elementary School will incorporate conflict resolution education and problem solving techniques into the curriculum taught during campus programs and restorative practices approach. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

Loleta Elementary School will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. With this, students are expected to do the following:

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peaceably.
- Students can rely on Loleta Elementary School staff to intervene in any dispute.
- Students needing help in resolving a disagreement, or students observing conflict may contact a teacher, staff person, and/or school counselor.
- Students involved in a dispute will be referred to the principal, staff person, and/or school counselor.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

### **SCHOOL BOARD POLICIES**

The following School Board Policies are available at the school office and some are posted on our website:

- Student Discipline Policy
- Uniform Complaint Procedures
- Non-Discrimination Policy
- Parent Involvement Policy
- Sexual Harassment Policy
- Drug Free School Policy
- Promotion and Retention Policy

## **STUDENT SERVICES & PROGRAMS**

### **AFTER SCHOOL PROGRAM**

The Loleta Elementary Afterschool Program (LEAP) is available to all students. This is a free service program; however families are required to enroll their students. LEAP operates to 6:00 p.m. daily. Inquire in the office for registration forms and details.

### **ATHLETIC PROGRAM**

Loleta Elementary School offers an athletic program that includes volleyball, basketball, soccer, and track and field for our students. Team members are required to make commitments to both athletic and academic requirements during participation.

### **EIA, TITLE I & TITLE II**

The Title I program is a federally sponsored program to give assistance that is above and beyond the regular classroom instructions. Loleta Union School is a Title I School-wide Program. All students attending Loleta Union School benefit from the Title I Program. Economic Impact Aid (EIA) is the state version of the Title I program. Title II is a federally funded program providing instructional materials, library resources, and equipment.

### **BREAKFAST & LUNCH PROGRAM**

Loleta Union School District participates in the National School Lunch and Breakfast Program and operates under the Community Eligibility Provision Program. All Loleta Union Elementary School students are eligible to receive a healthy breakfast, snack, and lunch at no charge.



Parents are invited to have lunch with their child/ren in the cafeteria at any time. Please call the office in the morning if you plan to be visiting at lunch. The cost for adults is \$2.50 for breakfast and \$4.00 for lunch.

### **ENGLISH LEARNER PROGRAM**

Loleta Elementary School provides legally mandated Designated and Integrated English Language Development instruction for all students who are learning English. All instructional programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. Parents/guardians or students who would like more information regarding their school's ELD program may contact our school office.

### **SPECIAL EDUCATION AND RELATED SERVICES**

Loleta Elementary School provides Special Education and Related Services including Resource Specialist Program, Speech and Language Services, Occupational Therapy Services, Behavior Intervention Service, and Educationally Related Individual Counseling.

- The **Resource Specialist Program** is available to support students with services to address educational disabilities.
- A **Speech Pathologist /Therapist** is available to work with students needing help with speech-related problems.
- An **Occupational Therapist** is offered through the Humboldt County Office of Education to support student's fine and gross motor development in addition to sensory processing.
- **Behavior Intervention Services** is offered through the Humboldt County Office of Education to help students develop positive behavior management skills.
- **Educationally Related Intensive Counseling Services** is offered through the Humboldt Del Norte Special Education Local Plan Area (SELPA) to address student's mental health needs as part of their IEP.

If you feel your student might have a learning problem or disability, you may request he/she be considered for testing. It is recommended that parents/guardians speak to their child(ren)'s teacher, ask for a Student Success Team (SST) meeting, and/or put their concerns in writing.

Any concerns regarding special education and/or your child(ren)'s IEP, should be directed to the Principal/Superintendent. Additional support and resources can also be obtained from the

Humboldt-Del Norte Special Education Local Plan Area  
2822 Harris Street  
Eureka, CA 95503  
(707) 441-2051  
(707) 445-6124 Fax  
hdnselpa@hcoe.org

### **STUDENT SUCCESS TEAMS (SST)**

Loleta Elementary School holds Student Success Team (SST) meetings monthly to address the concerns of specific students. The goal of the SST meeting is to build on strengths within the general education classroom while addressing the student's difficulties. Teachers, parents, and school staff can refer a student whenever they feel that the student is having difficulty in the

general education classroom. The SST team is made up of the student's teacher, parents and/or guardian, and other appropriate school and Community Resource Center staff. The team gathers information about the child's strengths, needs, and difficulties, both academic and behavioral. The team then determines accommodations and modifications in the regular classroom to meet the student's needs. Parents and guardians are valuable members of the SST team and we appreciate your participation.

### **STANDARDIZED TESTING**

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

- **Smarter Balanced Assessment Consortium Assessments:**  
The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.
- **California Science Tests (CAST):**  
The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).
- **California Alternate Assessments (CAAs)**  
Only eligible students—students whose Individualized Education Program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors. Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019. Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019. California Spanish Assessment (CSA) for Reading/Language Arts The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics. Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

### **ENGLISH LANGUAGE PROFICIENCY TESTS**

State law requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to

determine each student's level of English proficiency in listening, speaking, reading, and writing. Students who are entering a US school must take the initial ELPAC assessment within the first 30-days of enrollment. This is determined by parents indicating that a language other than English is spoken in the home, through the home language survey. The school will administer the annual summative ELPAC to students who have previously been identified as being English Learners to determine annual English language development progress until the EL student has been reclassified. The ELPAC is administered to students who are already identified as English Learners in the fall semester. To find more information about the ELPAC, please contact your child's teacher or contact the school office. Additional information is posted on the internet at: <http://www.elpac.org>.

### **COUNSELING/SUPPORT SERVICES**

A School Psychologist/Counselor is available to work with students needing help with socio-emotional/behavioral functioning. We understand that students are facing many stressors in the world and may need additional support. Individual counseling is available through the school or a referral to an outside agency should a student experience stress, anxiety, feelings of depression, or need help with school. Please speak to your child's teacher and or contact the Superintendent/Principal for a referral.

### **STUDENT BODY COUNCIL**

Loleta Student Council consists of elected representatives from grades 5-8. The council meets on a regular basis with advisors to organize and plan for student activities.

## **HOME TO SCHOOL COMMUNICATION**

### **HOME SCHOOL COMMUNICATION**

Communication regarding school events is conducted through Loleta Elementary School's all call system via text and phone call. It is important to keep the office up to date with any change in phone numbers. Flyers for community events are often sent home with students and displayed on the Loleta Elementary School website and Facebook page.

### **PARENT CONFERENCES & REPORT CARDS**

Students in grades TK-8 will receive trimester report cards three times a year. In addition, Parent/Teacher conferences are scheduled twice a year. Conferences may be scheduled at any time during the school year at the request of either parent or teacher. If you do not receive an appointment for a conference and desire one, you may call the school office to make the necessary arrangements. You are welcome to also contact your child's teacher by email.

### **PARENT TEACHER ORGANIZATION (PTO)**

Loleta PTO is made up of parents and teachers interested in ensuring a quality school experience. The PTO supports programs in the school and organizes fund-raising for various school needs. They have been active in various projects and school committees. Everyone is encouraged to participate. More information can be obtained by contacting the office.

### **PARENT/GUARDIAN CONCERNS**

Your child's teacher is your first resource in answering individual questions or concerns. If you need further assistance or advice, you would then contact the Superintendent/Principal. Failure to resolve the concern at this level would require referral to the Loleta Elementary School Board. The process begins by making a written request to the Superintendent to have your concern placed on the board agenda. A brief outline of the nature of the concern is also required. The request must be received by the Thursday before the next scheduled board meeting.

### **UNIFORM COMPLAINT PROCEDURES**

What is a complaint?

A complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the agency shall assist the complainant in the filing of the complaint.

The responsibilities of the complainant, the local educational agency, and the California Department of Education according to *California Code of Regulations*, Title 5, sections 4600-4687.

Loleta Elementary School Board recognizes that the district is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The district shall follow Uniform Complaint Procedures when addressing complaints alleging non-compliance with the adoption of school safety plan *or* unlawful discrimination based on ethnic group identification, religion, age, sex, sexual orientation, gender, race, ancestry, national origin, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. The district shall also follow Uniform Complaint Procedures when addressing complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs. Parents/guardians can complete a *Uniform Complaint* to address concerns related to state and federal programs including:

- After School Education and Safety
- Consolidated Categorical Aid
- Foster Youth Services
- Local Control Funding Formula and Local Control Accountability Plans
- Migrant Education
- Nutrition Services
- School Facilities
- Special Education
- Tobacco-Use Prevention Education
- Unlawful Pupil Fees

Parents/guardians can also file a complaint due to concerns of unlawful discrimination based on protected classes including:

- Age
- Ancestry
- Color
- Ethnicity
- Gender
- Gender expression
- Gender identity
- Mental disability
- National origin
- Physical disability
- Race
- Religion
- Sex
- Sexual harassment
- Sexual orientation

Forms are available in Spanish and English and are located outside of the school office and on our website at [www.loletaschool.org](http://www.loletaschool.org). Should you need assistance completing the form, please contact the Superintendent/Principal. Upon receipt of complaint, the complainant will receive a



letter or email stating that the complaint was received and will also be given a date and time of when the complaint will be addressed. The district is required by state law to investigate and make a decision on the complaint within 60 days.

### **WILLIAMS COMPLAINT PROCEDURES**

A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment and may be filed anonymously. Williams Complaints are filed with the Superintendent/Principal. Complaint forms are available in the office, however we will not reject a complaint if the form is not used as long as the complaint is submitted in writing.

### **PARENT/GUARDIAN FEEDBACK FORM**

Should you have feedback for the Principal/Superintendent to consider, it is recommended that you schedule an appointment. All forms are available in the school office.

### **SCHOOL ACCOUNTABILITY**

The annual School Accountability Report Card is available at the Loleta Elementary School office and posted on the school's website. This report card provides a variety of information about the school, its resources, its successes and the areas in which improvements are needed. The California School Dashboard provides parents and educators with meaningful information on school and district progress at <https://www.caschooldashboard.org/>

### **SCHOOL SITE COUNCIL/STAKEHOLDERS COMMITTEE**

This is an advisory council of parents, staff, teachers, and administration that provides input to our school programs. Meetings are usually once a month. The public is welcome to attend. If you are interested in more information about this council, please contact the Superintendent/Principal.

### **ENGLISH LANGUAGE ADVISORY COMMITTEE**

Loleta Elementary School English Learner Advisory Committee is composed of parents, staff, and community members designated to advise district officials on English learner programs and services.

The ELAC shall be responsible for advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.

<h2><b>HEALTH, WELLNESS &amp; SAFETY</b></h2>
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### **ACCIDENTS AND ILLNESS**

All serious injuries should be reported promptly to any staff member. If a student becomes ill or injured, they should report to the office. School personnel will assist the student with first aid or contact the parent, guardian, or emergency contacts if necessary. Students with a temperature of 100 degrees or higher will be isolated and parents called to pick up their child. Teachers and staff will make every effort to contact parents/guardians should there be an injury at school with a *Student Incident Report Form*. Head injuries will be closely monitored and parents/guardians will be contacted by phone.

In case of an accident requiring professional medical services, every attempt will be made to contact the parent or guardian and emergency contacts before we call 911. Please keep information on your emergency contacts current by informing the office of any changes.

Students may be excused from PE for minor medical reasons with a note from home. A medical excuse from a doctor will be required for more serious or ongoing medical reasons.

### **SCHOOL NURSE**

A school nurse is available through a coordinated Humboldt County Office of Education schedule and visits our school approximately once a trimester to meet with students, consult with staff, and conduct health-related programs. Our nurse does regular hearing, vision, and health issue screenings at grade level intervals. If you have a concern and wish your child to have a particular screening done, contact the office.

### **COMMUNICABLE DISEASE**

Contact the school immediately if your student contracts a communicable disease, a disease that can be transmitted from person to person. Individual privacy will be strictly maintained. A generic informational flyer will be distributed to school families to advise them of the symptoms and actions needed, including guidelines for the student's return to school.

Some of the common communicable diseases are Coronavirus, Head Lice, Pink eye, Hand, Foot, and Mouth Disease, Strep Throat, Chicken Pox, Measles, Impetigo, Scabies, Ringworm, and Flu.

### **MEDICATION POLICY**

In compliance with California Education code Section 49423, when an employee of the school district gives a medication to a student, the employee must be acting in accordance with the written directions **of a physician** and with the written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes and at the beginning of each school year. **The prescription label on the container is not acceptable as a physician's statement.**

We require all medications to be stored in the school office and be administered only when the physician's and parent/guardian's signed permissions are on file. Children are not allowed to have medication in their possession at school, walking to and from school, or on the school bus. This practice provides for the safety of all students on campus. The only exception to this policy is if the student's well-being is in jeopardy unless the medication, such as an inhaler for asthma, is not carried on his/her person. No out-of-date medication will be given.

Medication must be provided to the school in the container in which it was purchased, with the prescription label attached, and must be prescribed to the student to whom it will be administered. When asked, most pharmacists will provide a duplicate bottle for school use.

**School personnel cannot give medication brought to school in a plastic bag, plastic ware, or any other repackaging.**

Over-the-counter and non-prescription medications cannot be administered without a signed release as stated above. If you anticipate a visit to your child's physician or dentist and expect that medication may be prescribed or the dose changed, stop by the school office for the **appropriate forms** to save time.

### **EMERGENCIES**

It is extremely important that all students remain quiet and follow the directions of the teachers or any school personnel during any emergency drill. The following drills are practiced at regular intervals:

**A) FIRE DRILLS:** During fire drills, students must follow teacher directions. Calmly leave the building and line up at the designated location. Students are expected to stay in line and maintain silence so that directions may be given. When the “all clear” bell rings, students are to return to class quietly and in an orderly fashion. In the event the fire drill rings before school, at lunch, or after school, students should report to the designated area for their class.

**B) LOCK DOWN DRILLS:** If a situation occurs that necessitates the lock down but not the evacuation of the school, students should calmly remain in the classroom and follow the directions of the teacher /school staff personnel. An “all clear” bell will signal the end of the drill.

**C) EARTHQUAKE PROCEDURE:** In the event of an earthquake, students should drop and hold under cover of the classroom furniture. They should remain there until further directions from their teacher are received. Students who are outside should drop to the ground away from buildings or other structures and protect their head with their arms.

**D) MAJOR EMERGENCY:** If a severe earthquake, or other civil defense emergency occurs, the students will be kept at school until picked up by the parents, transported home, or released to appropriate officials. If the school has to be evacuated, the students will be evacuated to the baseball field for release to parents/guardians or emergency contacts. In an evacuation, students will be released only by adult signature to designated individuals listed as emergency contacts for your child(ren).

Loleta Elementary School has a Comprehensive School Safety Plan that is coordinated with the fire department, Fortuna Police Department, and the Humboldt County Sheriff's Department. Please contact the office if you would like to review the Comprehensive School Safety Plan.

In the event of a major disaster, the Superintendent/Principal will contact parents/guardians with an automated calling and text program that will give parents important information over the phone. (This is one reason why a working phone number is important for the district to have on hand.) Please arrange with your neighbors as alternate homes to which your child should go if you are not at home. This should be done each new school year. Students will be released only to their parents or to an adult designated on the child's emergency card. Contact with the Wiyot Tribe and Bear River Rancheria will also be attempted to keep community members informed. Information will also be shared on the Loleta Elementary School's Facebook page.

Should there be a **Public Safety Power Shutoff (PSPS)**, the Superintendent/Principal will make a determination if students can be on campus without power and parents will be contacted prior to the start of the school day. If there is no electricity by 6:00 am, school will start by 10:00am. Students will still go home at the same time at 3:00pm.

### **PARKING**

The raised area directly in front of the gym and just below the crosswalk is a **NO PARKING ZONE** as this limits visibility and may endanger students using the crosswalk. Families delivering their children to school should pull into the parking lot at the east end of school to drop off your children. Cars can park along the fence line or pull forward into the parking lot and stay to the right side to drop your children off. Then continue forward, circle and exit in an orderly manner.

### **PEDESTRIAN SAFETY**

As you are aware, Loleta School is located on the main access road into and out of Loleta. Because of this, it is critical that our students understand and follow these safety guidelines:

- Walk on the sidewalk at all times.
- Always cross at the crosswalk.

- Never assume that cars see you. Look both ways TWICE before crossing the street. Make it a habit to look left, then right, then left again before entering the roadway or intersection.
- Never stop in the middle of the street.

### **APPROVED WALKING ROUTE**

Students who walk to school are to follow the approved Walking Route:

1. Walk north or south to Park Street.
2. Cross the intersection of Park Street and Perrott Avenue on the north side of the street.
3. Walk up the sidewalk on the north side of Loleta Drive to the intersection of Loleta Drive and Shadowbrook Lane and use the crosswalk to the east side of the intersection.
4. Use the crosswalk to cross Loleta Drive to the front steps of the school.

The lower gate to the school grounds at Loleta Drive and Prospect Avenue will remain locked.

### **BICYCLE RULES**

We strongly recommend that students younger than third grade NOT ride bikes to school. Although they may have good bike handling skills, they lack the experience and judgment to be safe in traffic. Following are guidelines for the use of bicycles by students:

- Helmets are to be worn at all times.
- Bicyclists should ride single file on the right side of the road, just like cars, and signal their intentions to other road users. We stress the need to ride defensively since many drivers do not see bicyclists.
- Obey all traffic signals and signs.
- Walk bikes across crosswalks.
- Bikes are to be walked on and off the school grounds.
- Never assume that cars see you. Always stop and look both ways before crossing the street. Make it a habit to look left, then right, then left again before entering the roadway or intersection.
- Never stop in the middle of the street.
- LOCK YOUR BIKE. Bring your own lock and do not lock bikes together.
- The bike rack area is off limits during the school day.

### **WELLNESS POLICY**

The Loleta Elementary School District is committed to providing school environments that promote and protect children's health, well-being and their ability to learn by supporting healthy eating and physical activity

The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school district offers healthy eating tips for parents. We encourage parents to pack healthy lunches and snacks and include beverages and foods that meet nutrition standards for their child/ren's age.

#### **Healthy Foods Healthy Kids**

We ask that parents/guardians provide healthy snacks for their children. We discourage the following items:

1. Soda
2. Energy drinks
3. Ice teas, sweetened or not



4. Flavored milks (unless low fat)
5. Candy
6. Fruit drinks are allowed only if they are at least 50% juice with no extra sweeteners.
7. Gummy fruit snacks must also meet the 50% fruit requirement above.
8. Snack items like chips that get more than 30% of their calories from fats. (all fried chips)

Occasionally we use positive rewards systems including candy, gummy fruit snacks, chips, etc. Should you not want your child to participate, please let your child's teacher know. Should your child bring one of these items during the school day, your child will be asked to keep the item in the office or their backpack until they leave campus at the end of the day.

### **ALCOHOL, DRUG, AND TOBACCO FREE CAMPUS**

Loleta Elementary School is an alcohol, drug, and tobacco free school zone. Use or possession of such substances is not allowed on campus. This includes, but isn't limited to, e-cigarettes or vaping.

### **INTEGRATED PEST MANAGEMENT**

Integrated pest management is a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls.

The Superintendent or designee shall annually notify staff and parents/guardians of students enrolled at a school site, in writing, regarding pesticide products expected to be applied at the school facility in the upcoming year.

The Superintendent or designee shall post a warning sign at each area of the school site where pesticides will be applied, at least 24 hours prior to the application and until 72 hours after the application. Whenever the Superintendent or designee deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons, or the school site, he/she shall make every effort to provide the required notifications prior to the application of a pesticide. In such a case, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application.

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording of the amount of the pesticide used.

### **ASBESTOS INFORMATION (A.H.E.R.A.)**

The Asbestos Hazard Emergency Response Act Plan (A.H.E.R.A.) requires notification to parents and employees of Loleta Union School regarding asbestos materials in our school. All friable asbestos material has been removed from Loleta School and no health hazard exists at this time. A copy of this plan is available for your inspection in the district office. The plan includes information regarding inspections, response actions, and post-response actions activities.

<b>APPENDICES</b>
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**Appendix 1:** Bullying Brochure

**Appendix 2:** Bullying Report Form

**Appendix 3:** Uniform Complaint Form

**Appendix 4:** Williams Complaint Form

### **NONDISCRIMINATION STATEMENT**

Loleta Elementary School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the District.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District. Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This nondiscrimination policy covers admission or access to, or treatment or employment in, all District programs and activities, including vocational education.

Parents/Guardians of students with mobility impairments have a legal right to accessible transportation for LESD or school sponsored field trips and other activities for which transportation is provided to students without disabilities. Contact your school site administrator to address requests for accessible transportation. The lack of English language skills will not be a barrier to admission to or participation in District programs or activities. This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Loleta Elementary School District. For information, assistance or to file a complaint related to discrimination, harassment, intimidation and bullying based on actual or perceived characteristics of a protected category (as enumerated above) contact the Superintendent/Principal at (707) 733-5705. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, and/or conduct that is threatening or humiliating. Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in

other District policies that are available in all schools and offices. It is the intent of the District that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. The District prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

For information, assistance or to file a complaint related to discrimination or harassment based on student's sex; sexual orientation, gender, gender expression or gender identity; race, color, or national origin; or mental or physical disability, contact the Superintendent/Principal at (707) 733-5705.