



Loleta

Union Elementary School District

BOARD MEETING OF TRUSTEES AGENDA

Location: Loleta Elementary 700 Loleta Drive, Room 8

Date: January 13, 2021

Time: 5:30 PM

1.0 OPEN SESSION:

1.1 Roll Call

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 12-17- 2020 (special session) **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 School Climate Report

4.4 PTO report

4.5 Loleta Community Resource Center Report- Marcelina Castillo Director

4.6 Updates to In Person return School Safety Report-comments

4.7 CALSHAPE Presentation

5.0 ACTION ITEMS:

5.1 Brenda Juarez Oath of Office/Charmin Bailey Oath of Office

5.2 Williams Report, 4th Quarter (10.1.21-12.31.21) Approval

5.3 Warrants approval

5.4 Approval of SARC 2021 (with possible conditions)

5.5 Possible approval to move forward and apply for California State Community Schools Grant

5.6 HCOE Guided fiscal report and education regarding budget work

5.7 Approval of possible extension to HCOE Loan agreement through June 2022.

6.0 CLOSED SESSION:

6.1 Personnel

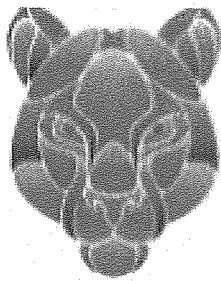
6.2 Negotiations update -none

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

8.0 ANNOUNCEMENTS:

9.0 FUTURE AGENDA ITEMS: Next Meeting will be February 10, 2022 at 5:30

10.0 ADJOURNMENT:



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BOARD MEETING OF TRUSTEES AGENDA

Location: Loleta Elementary 700 Loleta Drive, Room 8

Please be advised that public comment is to be kept to three minutes with a conversation about a topic not to exceed 20 minutes.

Date: December 16, 2021

Time: 5:30 PM

1.0 OPEN SESSION:

1.1 Roll Call JS, CB, GS, BJ ABSENT CP

SPECIAL GUESTS: COREY WEBER ASST SUPERINTENDENT TO FINANCE FROM HCOE
AND LORI BREYER SCHOOL SUPPORT SPECIALIST FROM HCOE

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from December 09, 2021;

MOTION to approve the Board Minutes from 12/09/21 GS,

2ND BJ

3 AYES

1 ABSTENTION

MOTION PASSED

3.0 PUBLIC COMMENT:

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

AC- HN WON A GRANT (one of 20 in the state for environmental education\$100.00),
BH has achieved her clear Professional credential in California, Letter from current
parents regarding the need for the school to apply for the California Community
Grant READ BY AC and entered into the packet. PARENT Questioned each Board
member as to whether or not they have had or do have children at the school. The
intent was to get more parents active in the school in PTO and on the Board. They
also would like to see the Board members more active in the school and its activities.
BJ - IS BEING ACTIVE IN DIFFERENT MEETINGS THAT PERTAIN TO THE SCHOOL. SHE
VOLUNTEERS IN THE COMMUNITY AND HANDS ON IN THE SCHOOL.

4.0 INFORMATIONAL ITEMS:

4.1 Further information regarding the Community Schools Grant: Brenda Juarez, Rosario Hernandez (LETTER WAS READ BY AUTUMN CHAPMAN FOR ROSE HERNANDEZ) BJ ATTENDED THE STATE OF CALIFORNIA LISTENING POST MEETING WHERE BOTH AC AND RH WERE ASKED TO SPEAK (2 OF 4 SPEAKERS),BJ WAS PUT INTO A SUB GROUP WITH OTHER LATINEX FAMILIES AND LEARNED MORE ABOUT THE NEEDS OF LOLETA ELEMENTARY (9 LOLETA SPANISH SPEAKING PARENTS ATTENDED THE LISTENING POST AND WERE IN THE SUBGROUP)

JS WOULD LIKE THIS MOVED TO THE JANUARY MEETING AS ACTION .

4.2 Information regarding the writing of Board Minutes and identifying public comment speakers - INFORMATION WAS READ ALLOWED BY AC ... NO QUESTIONS FROM THE BOARD-SEE PACKET

4.3 Teacher Instruction schedules as requested by the Board (SEVERAL TEACHERS WERE SHOWN AC WILL PROVIDE BOARD WITH PAPER COPIES OF SPREAD SHEETS)

5.0 ACTION ITEMS:

5.1 Approval of First Interim-NEGATIVE

MOTION TO APPROVE THE FIRST INTERIM AS NEGATIVE GS,
2ND BJ

UNANIMOUS MOTION CARRIED

5.2 Elections for Board President, and Clerk

MOTION TO APPROVE BJ AS PRESIDENT AND CB AS CLERK -GS
2ND CB

UNANIMOUS MOTION CARRIED

5.3 Educator Effectiveness Grant Plan approval

- Discussion led by GS that he feels Social/Emotional curriculum is no longer needed at the school and that since we are in state compliance with our antiquated Second Step curriculum this money should be spent elsewhere. Not everyone agreed.

MOTION TO APPROVE THE EEGP MADE BY CB (UNDERSTANDING THAT THERE CAN BE CHANGES AS THE DISCUSSION CONTINUES)

2ND BJ

3 AYES

1 NAY

5.4 Approval of FCMAT agreement (no cost)

MOTION TO APPROVE THE FCMATE CONTRACT FOR THE SCHOOL MADE BY BJ

2ND CB

UNANIMOUS MOTION CARRIED

5.5 Possible approval of opening up the Board meetings to the public via zoom

MOTION TO DENY OPENING UP THE BOARD TO THE PUBLIC VIA ZOOM MADE BY GS

2ND BJ

UNANIMOUS MOTION CARRIED

6.0 CLOSED SESSION: 6:57PM

6.1 Personnel

6.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Gov. Code §54956.9(d)(1)) - OAH CASE NUMBER 2021060361

7.0 OPEN SESSION: (Actions made in closed session must be announced)7:06pm

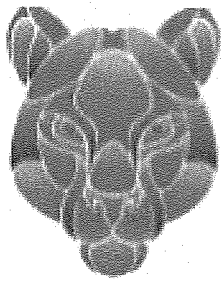
- MOTION MADE DURING CLOSED SESSION TO APPROVE MEDIATION OUTCOMES FOR EXISTING LITIGATION MADE BY BJ
- 2ND BY JS
AYES: 3
NAYS: 1

8.0 ANNOUNCEMENTS: NONE

9.0 FUTURE AGENDA ITEMS: Next Meeting will be January 13,2022 at 5:30.

- FOR ACTION ITEM: POSSIBLE APPROVAL FOR LES TO APPLY FOR THE CALIFORNIA COMMUNITY SCHOOL IMPLEMENTATION GRANT
- WORKING FINANCIAL SESSION WILL BE ADDED TO THE JANUARY 13 MEETING ON TOP OF NORMAL MEETING.

10.0 ADJOURNMENT: 7:07PM



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LES Advisory Group Meeting Notes
1/5/2022

Participants: Josefina Cortez (Bear River Band of Rohnerville Rancheria Tribal Chair), Brooke Wahlund (Two Feathers Family Support and Case Manager), Sandy Radic-Oshiro (Loleta Elementary School Behavior Specialist and School Climate Director), Rose Hernandez (True North Organizing and parent of Loleta Elementary School graduates), Autumn Chapman (Superintendent/Principal), Darrell Sherman (Bear River Band of Rohnerville Rancheria Member At Large), Crystal Sand (Parent, PTO Member, and member of Bear River Band of Rohnerville Rancheria), Gusto Bowie (Bear River Band of Rohnerville Rancheria Tribal Secretary), Brenda Juarez (LES School Board Member and parent)

Updates and Announcements.

Autumn shared gratitude to Bear River Rancheria for donated tickets to the Zoo and Skywalk that have been used by classes for a field trip. Students enjoyed the field trip and community building with students in the classroom was observed to have occurred as a result of the field trip.

Questions, comments, or concerns.

No questions, concerns or comments from committee members.

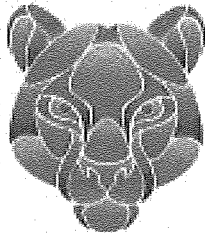
School Discipline Policy and Procedures.

Committee members reviewed page 1 of the draft document. Questions were asked about "Other Means of Correction" as defined by California Education Code. Committee members felt that a list of "Other Means of Correction" actions should be included in the draft document. All were in agreement and the language from California Education Code will be added.

Next meeting is scheduled for Wednesday January 19, 2022 at 4:30 pm via Zoom.

Agenda:

- Updates and announcements
- Questions or concerns from community members
- Continue to draft LES Discipline Policies and Procedures



Loleta

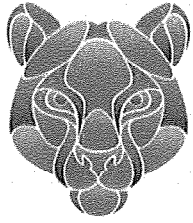
Union Elementary School District

Superintendent's Report 1-13-2022

LES and Covid

- We had an amazing holiday week before Winter Break! Lots of fun with dress up each day, door decorating and Santa! Red Coast News had a great news article on us and Santa.
<https://kiem-tv.com/2022/01/02/toys-for-tots-along-with-santa-returns-to-loleta-union-elementary/>
- We returned from Break with rapid tests from the State and distributed by HCOE and started testing the Sunday before our return. 20% of the school pre-tested and we continue to test daily.
- On Monday January 10th we began getting positive tests. We now have 5/6th grades, the ILC and the 7/8th grades on distance/independent study learning through Monday.
- Boys basketball has started! We are very excited. Covid is interrupting the flow of practice and games have to be postponed.
- Our audit is completed at the end of January.
- I will be applying for our Impact Aid Grant and CSI 21-22 by the end of this month.
- The floors in the first corridor had issues and Nelson Floors had to replace them.
- Bill Sherbert will be placing a CO2 sensor into the Superintendent's office because of the lack of airflow and build up of CO2. She has been instructed to keep her windows open whenever possible.
- Martin Luther King's Birthday is Monday 17th.
- Redcoast News made another report on the return to school and testing!

<https://kiem-tv.com/2022/01/03/students-head-back-to-school-after-winter-break-amid-another-covid-surge/>



Loleta

Union Elementary School District

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
Website: loletaschool.org

Loleta Elementary School

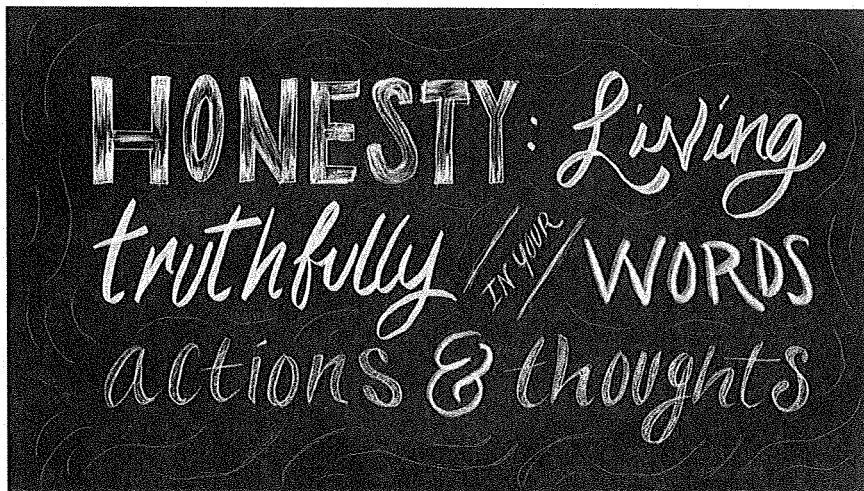
School Climate Report

January 11, 2022

Socio-Emotional Learning:

This school year, LES is implementing components of the *CharacterStrong* curriculum. Each month, LES teachers will be implementing lessons in the classroom based on the character trait of the month. On Mondays, a school assembly is held by Zoom from K-4th graders and 5th-8th graders where the character trait is taught through videos and a powerpoint discussion. The theme for January is Honesty. The Powerpoints can be accessed at:

- 📎 January 2022 SEL Honesty.pptx
- 📎 January 2022 Week 2 SEL Honesty.pptx



Below are the character traits for the 2021-2022 school year.

September: Courage
October: Perseverance
November: Gratitude
December: Respect
January: Honesty
February: Kindness
March: Responsibility
April: Cooperation
May: Creativity
June: Empathy

School-wide Climate and Socio-Emotional Screening:

Starting January 19, 2022, students will be screened for any socio-emotional concerns and to determine how

students feel about school. The survey questions can be accessed at <https://docs.google.com/forms/d/1VbV9s3gYCHWGGxfCa30DpjMIMOosxuFhGGx4a-yDBZ4/edit>

Positive Behavior Interventions and Supports (PBIS):

School wide PBIS expectations are taught every Monday during the school assembly. Expectations have focused on the bus, cafeteria, bathrooms, cell phones, conflict resolution, and when someone feels like they are being bullied. Teaching expectations is a key component of PBIS with positive reinforcement offered in the form of "Cougar Cash". Students are excited to purchase items in the Cougar Store every week and a monthly raffle. The students enjoyed December's raffle of 4 bikes that were donated by Kiwanis.

Discipline Policies:

The last component of the Voluntary Resolution to be completed is a discipline policy that incorporates equitable practices, alternatives to suspension, other means of correction, and restorative practices. A draft policy and practices document has been drafted for review by faculty, parents/guardians, the school board, the LES Advisory Committee, and other community members. The draft policy can be accessed at

[School Discipline Policies.docx](#)

Vaping:

Teaching about the effects of physical and mental health effects of vaping have been conducted in classes and small group and individual conversations in addition to the weekly assembly.

Respectfully submitted by,

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

The Scary Truth About Teen Vaping

Teens often believe that vaping or using electronic cigarettes is healthier than smoking tobacco.

Get the truth.

Who's Using What?

30% of teens begin smoking tobacco within 6 months of vaping e-cigarettes.
600% sales increase of JUUL® products in 2017

Category	High school students	Middle school students
Tobacco Cigarettes	2.1%	7.5%
E-Cigarettes	2.8%	11.7%
Mini Pods (like JUUL)	20%	29%

How E-Liquids Affect the Body

- Lead to nicotine addiction
- Gateway to other addictive substances
- Depress immune system
- Prevent lungs from detoxing
- Increase risk of frequent infections

Mini Pod & Vape 101 for Parents

- Looks like a USB or flash drive
- Recharges on USB port
- Has high concentration of nicotine
- Easy to hide & consume
- Many flavors appeal to teens
- Not harmless water vapor
- Highly & quickly addictive
- Often called JUULing

1 mini pod = 20 cigarettes

Nicotine level

What Are Teens Inhaling?

- Nicotine
- Propylene glycol, glycerin & other harmful chemicals
- Heavy metals (nickel, tin, lead, etc.)

Nicotine Affects the Brain

- Affects brain development
- Creates addiction & causes cravings
- Impacts memory
- Slows concentration
- Diminishes attention span
- Decreases impulse control

Parents, call 1.800.QUITNOW for smoking cessation support for yourself and your teen.

Sources: National Youth Tobacco Survey, Campaigns for Tobacco-Free Kids 2018, Centers for Disease Control and Prevention, National Institute on Drug Abuse

njhealth.org
1.877.CALL.NJ.H (1.877.225.5654)

© 2018 National Jewish Health

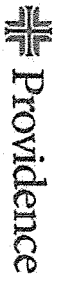
National Jewish Health
Breathing So Deep is Life.

PTO January 2022 Report

PTO cancelled the December 16th meeting because no one was able to attend. We still need to meet to talk more about curriculum for drug/alcohol use. The meeting is scheduled for Thursday January 13th.

Lisa agreed to let PTO be in charge of spirit wear. She will get us more information at a later time.

Kiwanis has graciously agreed to purchase reader pens for our school! Thank you, members of Kiwanis! :)



DECEMBER 2021 LCRC REPORT

Our stats in collaboration:

Distribution/Event

Amount:

First 5 Playgroup & Loleta CRC	Provided services and referrals	37 enrolled families
Loleta LCRC and community donations:	Diapers, hygiene products, PPE, and children's clothing closet	174 items distributed
Food for People, LCRC, Loleta Community Church	Loleta monthly food pantry distribution and LCRC on campus pantry	262 individuals served 58 lunches distributed
Food for People, LCRC, LES:	Food backpack program	3 children served
Loleta LCRC and Community donations:	School backpacks and supplies	
Loleta LCRC, Centro del Pueblo, LES	Gardening group meets every Tuesday and have distributed vegetable starts	38 individuals have received vegetable starts
Visits to our on campus gardens	Community members and students visited our on campus gardens	15 visits
LCRC	Assistance or referrals to health insurance programs and/or patient financial assistance	8 individuals
LCRC	CalFresh assistance, school snacks, and other food referrals	217 individuals
LCRC	Housing/Utilities assistance or referrals	16 encounters
LCRC	Medical, dental, and Mental Health assistance or referrals	15 individuals
LCRC	Covid-19 Vaccine outreach and support to Covid-19 affected families	149 individuals
LCRC	Covid-19 Vaccine clinic on 12/16th	60 adults and children vaccinated
LCRC	Covid-19 test kits distributed	70
LCRC	Gas Vouchers and bus passes	55
LCRC	Spanish Speaking parent committee: met on 12/14/21	9 attendees
LCRC	Holiday support	269 individuals



ELAC/Spanish speaking committee
11 meetings



First 5 Loleta Playgroup - 215
diaper kits distributed



Loleta Food Pantry: 632
households served



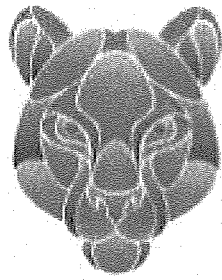
Holiday distributions 269
individuals served (Brenda &
husband on picture ♥)



School & Community Garden
Supplies \$5,207 Staff time \$22,291.
Aprox 1100 hours of gardening



December Covid-19 Vaccination
Clinic 60 individuals vaccinated



Loleta

Union Elementary School District

Purpose of this Document

The purpose of this document is to provide the community of Loleta Union Elementary School with clear guidance for reopening in a manner that provides a safer and cleaner environment for students, school staff and any essential visitors. This COVID-19 School Site-Specific Protection Plan (SSPP) is based on the template Site-Specific Protection Plan provided by Humboldt County Office of Education and Humboldt County Public Health. They are also informed by the American Academy of Pediatrics "COVID-19 Planning Considerations: Guidance for School Re-entry." It incorporates past and current Humboldt County Public Health Orders and requirements, in addition to updated guidance from the Centers for Disease Control & Prevention, the California Department of Public Health and the California Department of Education. It has been modified to meet specific guidance and requirements for schools and school offices and is intended to ensure schools and school/district offices have well developed and thorough plans in place and remain in compliance.

Description of a COVID-19 School Site-Specific Protection Plan (SSPP)

The (SSPP) template below combines state-level guidance published in the California State Resilience Road map and local Humboldt County public health policies. The State of California requires all schools to:

- 1.X Perform a detailed risk assessment (school site walkthrough) and implement a school site-specific protection plan (SSPP)
- 2.X Train employees on how to limit the spread of COVID-19, including how to screen themselves for symptoms and stay home if they have them
- 3.X Implement individual control measures and screenings
- 4.X Implement disinfecting protocols
- 5.X Implement physical distancing guidelines

Additionally, this SSPP is incorporated into the Comprehensive School Safety Plan.

As the COVID-19 public health crisis continues to evolve and new Public Health Orders are issued both at the State and local levels, amendments to individual schools' SSPPs may be needed in order to incorporate new requirements. The HCOE website will post and disseminate [updated information and tools for you to use in developing any needed amendments.](#)

Loleta Union Elementary COVID-19 School Site-Specific Protection Plan (SSPP)

1. We have performed a risk assessment and school site walk-through of our campus and office spaces and use the protocols, guidance and best practices detailed in the [Public Health Guided Return to Site-Based Classroom Instruction](#) as a guide for conducting our assessment.
2. We used the template below to create our own SSPP by filling in the required details, based on our individual school site/school or district office, to mitigate the transmission of COVID-19, along with the accompanying guidance from Humboldt County Public Health.
3. To assist us in our process, Humboldt County Public Health has provided a nurse liaison to area schools for technical assistance should questions emerge as school plans are developed. You should post the plan

on your web site and/or at your school or office at a visible location, near the entrance where students, staff and visitors can easily review it without touching the document.

4. Signage is posted at each public entrance of each site to inform all students, staff and visitors that they should:

- Avoid entering or using the facility if you have COVID-19 symptoms;
- Maintain a minimum three-foot distance from one another;
- Sneeze and cough into a cloth or tissue or, if not available, into one's elbow;
- Wear face coverings, as appropriate; and
- Do not shake hands or engage in any unnecessary physical contact.

School or District Site Name	
Loleta Union Elementary	
Facility Address	
700 Loleta Dr. Loleta, CA 95551	
This COVID-19 School Site-Specific Protection Plan (SSPP) was most recently updated on:	
12/10/2021	
The person(s) responsible for implementation of this Plan is:	
Name: Autumn Chapman	Title: Superintendent/Principal
I, certify that all staff and parents have been provided a copy of this SSPP and that staff have received training as required and described in this SSPP.	
Signature: Autumn Chapman	Date: posted on website 12/31/2021

Specific Control Measures and Screenings

1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.
2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment. **Describe below:**
All staff and students have been given face shields and cloth masks. The district is providing information on how to properly sanitize the face shields and the expectation is that a mask they are responsible for washing their face masks. Disposable face masks will be provided based on need. All staff and students at LES will wear face masks all day, around people except: 1. the person is alone in their own room 2. they are wearing a face shield, and need a mask break for 2 minutes or 3. a plexiglass barrier is between them and one other person for individual teaching and they are in a room with an air HEPA purifier which is active for no less than 5 minutes. 4. they are wearing a face shield, are 6 feet from another person, are in a room with an air purifier and are eating, 5. they are outside practicing social distancing from all other people and are wearing masks with 3 foot distance.
3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols. **Describe below:** Staff will have professional development from a sanitation/disinfection expert on the proper way to disinfect surfaces. Staff will have support in disinfection of rooms and have the techniques modelled for them. The entire school will have constant reminders to practice health and safety practices and protocol through posters and other staff encouraging and modelling the practices.
4. A single point of contact has been established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serves as the liaison to Public Health and participates in the school's COVID-19 Task Force. **The name of this person is: Autumn Chapman Superintendent/Principal**
5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces. Schools are directed to use EPA-approved disinfectants for COVID-19.
6. Health screening for each student is conducted daily prior to getting onto the bus or upon arrival at the front of the school includes symptoms and, history of exposure and temperature screening. In the classroom, teachers are vigilant for signs of illness in students and follow school protocols when a child becomes ill. **Describe process below:** **The school is utilizing the HCOE supported phone app "Qualtrics Symptom Checker " screening tool for staff. Every student will be monitored for temperature and mask wearing 1. before they get onto the bus ; (if they do not ride the bus, there is a station manned in the front of the school before a student can enter the building) and again 2. they are monitored by each teacher as they enter the classroom. The school protocol developed and shared with families in October of 2020 and again in October 2021. If a child shows symptoms or complains of a headache, stomach ache, sniffles (not related to allergies) or a sore throat, the office is called and the student is escorted to a specific "wellness room" where they are isolated and symptom checked again. If the child continues to show symptoms the parents are called and the student goes home. All families are requested to get a free rapid or pcr test from the Bear River Community Center before returning. Recently upon return from Winter Break 2021, the State has given us free rapid antigen testing kits, so students showing symptoms, with parent consent, can be tested immediately before being sent home.**

7. Staff and students who are sick are expected to stay home.

8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate transmission of COVID-19, including surveillance testing for staff on an agreed upon schedule throughout the school year this will be based on staff choice. Testing of students with appropriate parental permissions obtained in advance will be supported as needed. All staff but 3 are fully vaccinated and have received boosters. The remaining 3 are tested weekly at Bear River or in the office and their results are recorded.

9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios:

- a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.
- b. A family member or someone in close contact with a student or staff member test positive for COVID-19.
- c. A student or staff member tests positive for COVID-19.
- d. A student or staff member tests negative for COVID-19 after any of the reasons in scenarios a, b or c.

Description of protocols

a. Should a staff member have symptoms, they home and get tested communicating with the Superintendent concerning results. Based on the outcome of the test if positive: all persons having been with the staff member will be notified. If deemed necessary all those possibly exposed will move to 100% Distance Learning with all their class members until the situation is safe based on the most recent CDC guidance. Currently, it is 5 days in isolation then 5 days upon return completely masked always. Please see the

"Responding to COVID -19 in the Workplace for Employers" guidelines.

b. The school is generally notified of a positive pcr test by Public Health and all those who were exposed will self quarantine as recommended in "Responding to COVID -19 in the Workplace for Employers" guidelines.

c. If a student tests positive, their cohort and all staff will be quarantined as described in "Responding to COVID -19 in the Workplace for Employers" guidelines. Staff will be tested; students families can get tested for free at the Bear River Community Center. The entire class will move to 100% Distance Learning. for 5 days. If students do not show symptoms after 5 days, they will return to school, get a rapid antigen test with parent permission and remain fully masked. If there are symptoms, the students will stay quarantined for the full 10 days and get tested before the return.

d. We will follow the updated guidelines in the "Responding to COVID -19 in the Workplace for Employers" guidelines. Our staff are essential workers but safety is of paramount importance. Quarantines with positive cases are mandatory.

10. Distance staff desks at least 6 feet from student desks. Where practicable, physical distancing of six feet is maintained between students within a classroom or instructional area (distance of 3-6 feet is acceptable if other safety precautions are in place as specified in this document). Maximize distancing between desks to the extent possible by redesigning classroom space and removing non-essential furnishings. Facial coverings and other measures are intended to support the effectiveness of all levels of distancing.

11. For elementary students, stable classroom cohorts a maximum of 25 students per class at LES (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher.

N/A . For middle and high schools, single classroom cohorts are used as practicable but larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding school-wide mixing of students and staff. Space students at least six feet apart, if possible in existing facilities. Distancing of 3-6 feet is acceptable in classrooms if all other safety measures are in place as specified in this document. Strict social distancing is prioritized in older children and when cohorting cannot be implemented

Describe below:

We are a small school and have self contained classrooms for our middle school.

13. Where practicable, desks are arranged facing forward to minimize face to face proximity between students. Teachers have the option of having plexiglass shields on their, and their students desks. Air filters are in place and fixtures to keep the doors open are in place. We are currently finishing an assessment of devices to control air flow and increase air quality. We are applying for the CALSHAPE grant.

14. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort.

Describe below:

All teachers have specific schedules and will be with a consistent set of students. In the after school program ASES, students are divided into geographical cohorts because they are different grade levels. The different family groups (where the students are already mixing) are kept together.

15. Routes for entry and exit to the campus are designated for each classroom cohort, using as many entrances/exits as feasible. Describe below: Specific grades will enter specific doors and exit through specific doors. During outdoor play the cohorts are assigned to zones and are not allowed to mix. Students will have bathroom breaks at specific times and sanitized between. One stall will be used for students who need additional breaks and will be sanitized after- a signal will be put up on the door to indicate the need for sanitation.

16. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts. Describe below: Student arrival times is staggered. All students are sitting 6 feet apart unless a from a family unit. Tables are sanitized between groups. ONLY snack will be provided at recess. Teachers determine if they wish to take advantage of the provided outdoor lunch tables or outdoor classroom. Proper sanitization will be required after use.

17. Congregate movement through hallways will be minimized as much as practicable. Describe below: Our school is very small and there is little movement except to go outside or to use the restroom as described previously.

18. Large gatherings (i.e., school assemblies) are currently prohibited. We hold assemblies via zoom or by specific classes.

19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort. Describe below: Outdoor picnic tables have been purchased with overhead umbrellas and tents. Staff may reserve time in the outdoor facilities and sanitize in between. Computer lab usage is coordinated in the same way with a schedule and sanitation between classes.

20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses. All students will have their own individual ball with their name on it.

21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms is considered to support physical distancing with cleaning between uses.

22. N/A: Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable.

23. Routines and schedules have been developed to enable students and staff to regularly wash their hands at staggered intervals. Describe below: Staff has created routines for handwashing. Hand sanitizer is delivered to students as they enter the building and classroom. 1. As students come in they will sit then go and wash when it is their turn. 2. Before and after eating. 3. Before and after play. 4. Before and after anyone distributes materials.

Each student will have their own box of materials which will not be shared.

24. Face coverings must be used in accordance with CDPH guidelines ([link to document](#)).

25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.

26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.

27. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.

28. Use of privacy boards or clear screens will be considered as much as practicable based on teacher/student choice.

29. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines. All visitors must check in and be screened at the front of the buildings and will be given a sticker indicating their clearance and where they are going to on campus.

30. This School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Cleaning and Disinfecting Protocols

<input checked="" type="checkbox"/>	Thorough cleaning in high traffic areas is performed regularly. Commonly used surfaces are frequently disinfected.	<input checked="" type="checkbox"/>	Sanitizing supplies are provided to promote employees' personal hygiene. This may include tissues, no-touch trash cans, hand soap, adequate time for hand-washing, alcohol-based hand sanitizers, disinfectants, and disposable towels.
<input checked="" type="checkbox"/>	All shared equipment and touchable surfaces are cleaned and sanitized between each use.	<input checked="" type="checkbox"/>	Cleaning products are used that meet the Environmental Protection Agency (EPA)'s-approved for use against COVID-19 list.
<input checked="" type="checkbox"/>	All entrances and exits are equipped with proper sanitation products, including hand sanitizer and/or sanitizing wipes.	<input checked="" type="checkbox"/>	School hours and/or other procedures have been modified to provide adequate time for regular, thorough cleaning, product stocking, or other measures.
<input checked="" type="checkbox"/>	Hand washing facilities will be made available and will stay operational and stocked at all times and additional soap, paper towels, and hand sanitizer are supplied when needed. Antimicrobial soaps are not required or recommended. Sanitizers containing methanol may not be used.	<input checked="" type="checkbox"/>	Hands-free devices have been installed, if possible, including motion sensor lights, contact-less payment systems, automatic soap and paper towel dispensers, and timecard systems.
<input checked="" type="checkbox"/>	Hand sanitizer will be provided where indoor plumbing is not readily available.	<input checked="" type="checkbox"/>	Staff is provided adequate time to implement cleaning practices before and after shifts.

Schedule for Cleaning and Disinfecting high traffic areas and commonly used surfaces.

Classrooms:	Offices:
Students prep the disinfection in each room and then it is followed by a deep cleaning nightly.	All personnel sanitize surfaces and it is followed by a deep cleaning nightly.
Restrooms:	Telephones:
After a stall is used. After a cohort has used the facility and nightly.	During sanitation of all surfaces. At least 2 times a day in the morning and at night.
Handrails / door handles / shelving:	Handwashing facilities:
A schedule is set up and recorded for disinfecting in the morning and at night.	Bathrooms are readily available. Hand sanitizers are used as described above.
Copy Machines / Scanners / Faxes:	Common Areas:
In the morning and at night.	Staff practice wearing gloves and masks in common areas and they are cleaned in the morning and nightly.
Playground Structures:	Outdoor Common Areas:
Only one cohort uses it per day and it is sprayed nightly.	Sanitized in the am and pm.
Indoor Common Areas:	Other:
Only one cohort is allowed in a common area and it is sanitized nightly.	Bus is sanitized after the morning runs and the evening runs.
Other:	Other:

Physical Distancing Guidelines

<input checked="" type="checkbox"/>	Staff breaks and break rooms are managed to allow employees to eat on premises in designated areas where they can remain 6 feet apart.	<input checked="" type="checkbox"/>	Tape or other markings have been placed at least six feet apart on sidewalks or other walkways near public entrances with signs directing students to use the markings to maintain distance.
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<input checked="" type="checkbox"/>	Staff desks are 6 feet from students. Where practicable, physical distancing of six feet is maintained to the greatest extent possible within a classroom or instructional area. Three to six feet is acceptable where requirements herein are in practice;	<input checked="" type="checkbox"/>	All desks or individual workstations within office settings are separated by at least six feet or employees otherwise maintain six feet if workspace is limited.
<input checked="" type="checkbox"/>	Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated or bagged meals as much as practicable;	<input checked="" type="checkbox"/>	The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort;

Notification of COVID-19 Positive Case at School or Office Site

<input checked="" type="checkbox"/>	County of Humboldt Public Health is notified of all positive COVID-19 cases.	<input checked="" type="checkbox"/>	Employers and employees are aware that they can call Humboldt Public Health if a suspected exposure has occurred at 707-268-2182.
<input checked="" type="checkbox"/>	If a student or staff member is diagnosed with COVID-19, Humboldt County Public Health may ask for assistance in the assessment of potential worksite exposures, and will advise on any recommended testing, quarantine, or isolation instructions.	<input checked="" type="checkbox"/>	Protocols, actions and template communications are in place for COVID-19 related scenarios: <ul style="list-style-type: none"> • <u>Student Symptom Checklist</u> • <u>Humboldt County Public Health Protocols on the onset of Symptoms</u>

Training

Staff have been or will be trained on the following topics:

<input checked="" type="checkbox"/>	Information from the Centers for Disease Control and Prevention (CDC) on COVID-19, how to prevent it from spreading, and which underlying health conditions may make individuals more susceptible to contracting the virus.	<input checked="" type="checkbox"/>	Manufacturer's directions and Cal/OSHA requirements for safe use of personal hygiene and cleaning products.
<input checked="" type="checkbox"/>	Self-screening at home, including temperature and/or symptom checks using CDC guidelines.	<input checked="" type="checkbox"/>	The importance of physical distancing, both at work and off work time (see Physical Distancing section above).

<input checked="" type="checkbox"/>	The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.	<input checked="" type="checkbox"/>	Proper use of face coverings.
<input checked="" type="checkbox"/>	The importance of seeking medical attention if an employees' symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on CDC's webpage.	<input checked="" type="checkbox"/>	Face coverings do not protect the wearer and are not personal protective equipment (PPE).

Compliance and Documentation

<input checked="" type="checkbox"/>	This school site / office is regularly inspected for compliance with this School Site-Specific Protection Plan (SSPP) and any deficiencies are documented and corrected.
<input checked="" type="checkbox"/>	All school sites and offices operations will continue to be accessible to students and staff with disabilities, complying with the Americans with Disabilities Act. Title III which covers private business entities.
<input checked="" type="checkbox"/>	This school site has created a Task Force to support SSPP activities. This group meets regularly. In progress.

Resource Documents:

- [The Road Ahead: Humboldt County Schools Re-Opening Framework](#)
- [Humboldt County Public Health and Human Services](#)
- [Humboldt County Public Health Local Orders](#)
- [California Department of Public Health COVID-19 Industry Guidance: Schools and School Based Programs](#)
- [Center for Disease Control - Schools Decision Tree](#)
- [California Department of Education - Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

Note: This document replaces and supersedes the document titled "COVID-19 Positive Test in School!"

Section A: A person tests positive for COVID-19

Regardless of vaccination status or symptoms, the person must:

- ▶ Stay home for at least 5 days.
- ▶ Isolation can end after day 5 and person may return to school/work on day 6 if:
 - ▶ Symptoms are not present or are resolving; and
 - ▶ a test* collected on day 5 or later is negative.
- ▶ If unable to test or choosing not to test, **and** no symptoms, isolation can end after day 10.
- ▶ If fever is present, isolation should be continued until fever resolves.
- ▶ If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving or until after day 10.
- ▶ Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings

**Antigen test preferred. Home tests are not acceptable for return to work/school.*

Did the positive person expose anyone else at school?

(Was the person within 6 feet of anyone else for > 15 minutes over a 24-hour period within 48 hours before symptom onset or positive test?)

YES

NO

There are no close contacts who need to quarantine

Was the exposed person a student?

YES

NO

Follow guidance in Section B below.

Follow guidance in Section C on Page 2.

Section B: Exposed person was a student in a supervised school setting

Is the exposed student fully vaccinated*?

YES

NO

No quarantine; Test at day 5 after exposure, wear a well fitting mask around others for a total of 10 days, especially in indoor settings.

Were both the positive person and exposed student wearing masks during school exposure?

YES

NO

Modified Quarantine: Exposed student may continue in-person instruction only and must test 2x per week for 10 days; no sports, community or extracurricular activities until end of quarantine. (May shorten quarantine to 5 days if negative test on or after day 5.)

Exposed student should quarantine for 10 days after last exposure. If negative test on day 5 or later, student may return to school on day 6.

Section C: Exposed person was NOT a student

A person who is fully vaccinated* and boosted or not yet booster-eligible:

- ▶ Does not need to isolate/quarantine
- ▶ Test on day 5.
- ▶ Wear a well-fitting mask around others for 10 days, especially in indoor settings.
- ▶ If testing positive, follow isolation recommendations.
- ▶ If symptoms develop, test and stay home.

A person who is booster-eligible* but has not received a booster yet:

- ▶ In a workplace setting, asymptomatic employees in this category may come to work if:
 - ▶ A negative diagnostic test is obtained within 3-5 days after last exposure to a case
 - ▶ Employee wears a well-fitting mask around others for a total of 10 days
 - ▶ Employee continues to have no symptoms.
- ▶ In all other settings, the person should quarantine as described below. Quarantine can end on day 5 with a negative test on or after day 5.

All others*, including those previously infected within the last 90 days:

- ▶ Stay home for at least 5 days after last contact with a person who has COVID-19.
- ▶ Test on day 5.
- ▶ Quarantine can end after day 5 if symptoms are not present and a diagnostic specimen collected on day 5 or later tests negative.
- ▶ If unable to test or choosing not to test, **and** no symptoms, quarantine can end after day 10.
- ▶ Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings.
- ▶ If testing positive, follow isolation recommendations.
- ▶ If symptoms develop, test and stay home.

Section D: A person (staff or student) was exposed outside of supervised school setting

Vaccinated* student: Does not need to quarantine; test on day 5. Wear a well-fitting mask around others for 10 days, especially in indoor settings. If testing positive, follow isolation recommendations. If symptoms develop, test and stay home.

Non-vaccinated student: Exposed student should quarantine for 10 days after last exposure. If negative test on day 5 or later, student may return to school on day 6.

Staff: Follow Section C guidelines above.

*Vaccination Definitions

Fully vaccinated for **students** means it has been **at least 2 weeks** since their second dose. Students **do not need to be boosted** to be considered vaccinated, even if they are eligible.

An **employee** is fully vaccinated if it has been **at least 2 weeks** since their second dose of a Pfizer or Moderna vaccine, or since their first dose of a J&J vaccine.

An **employee** is booster-eligible if it has been more than **5 months** since second Pfizer vaccine, **6 months** since second Moderna vaccine, or more than **2 months** since initial J&J vaccine.

Antigen Tests preferred for ending isolation/quarantine. Home tests are not acceptable for shortened quarantine, shortened isolation, modified quarantine, or return to work/school.

Recommended testing cadence is immediately after learning of exposure, then every three days after that.

Positive COVID 19 TEST

Students: can reduce their isolation to 5 days if they negative test on day 5. They can return to school on day 6 but must wear well-fitting mask for remainder of isolation period

Staff: CAL OSHA regulations apply

Staff can reduce their isolation to 5 days if they negative test on day 5. They can return to school on day 6 must wear well-fitting mask for remainder of isolation period

School Isolation Recommendations

Persons Who Test Positive for COVID-19 (Isolation)	Recommended Action
Everyone, regardless of vaccination status, previous infection or lack of symptoms.	<ul style="list-style-type: none">• Stay home (PDF) for at least 5 days.• Isolation can end after day 5 if symptoms are not present or are resolving and a diagnostic specimen* collected on day 5 or later tests negative.• If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after day 10.• If fever is present, isolation should be continued until fever resolves.• If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving or until after day 10.• Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see Section below on masking for additional information) <p>*Antigen test preferred.</p>

Quarantine:

Lumped into Unvaccinated – are those without vaccines or not up to date

- Including those that have had COVID in the last 90 days that are unvaccinated
- >6 months since 2nd Pfizer or Moderna Vaccine
- 2 months since J & J vaccine

School Quarantine Recommendations

Persons Who are Exposed to Someone with COVID-19 (Quarantine)	Recommended Action
<ul style="list-style-type: none"> • Unvaccinated**; OR • Vaccinated and booster-eligible** but have not yet received their booster dose. <p>**Includes persons previously infected with SARS-CoV-2, including within the last 90 days.</p> <p>(See Appendix for definition of booster-eligible)</p>	<ul style="list-style-type: none"> • Stay home (PDF) for at least 7-10 days, after your last contact with a person who has COVID-19. • Test on day 5-7. • Quarantine can end after day 7 if symptoms are not present and a diagnostic specimen collected on day 5 or later tests negative. • If unable to test or choosing not to test, and symptoms are not present, quarantine can end after day 10. • Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings (see Section below on masking for additional information) • If testing positive, follow isolation recommendations above. • If symptoms develop, test and stay home.

Persons Who are Exposed to Someone with COVID-19 (No Quarantine)	Recommended Action
<ul style="list-style-type: none"> • Boosted; OR • Vaccinated, but not yet booster-eligible. <p>(See Appendix for definition of booster-eligible)</p>	<ul style="list-style-type: none"> • Test on day 5. • Wear a well-fitting mask around others for 10 days, especially in indoor settings (see Section below on masking for additional information) • If testing positive, follow isolation recommendations above. • If symptoms develop, test and stay home.

Loleta Union Elementary School District

CalSHAPE Assessment

Defense Against Sars-CoV-2

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December 2021

CalSHAPE Site Review to Reduce Risk of Covid & Other Respiratory Contaminants



1. **Filtration**
2. **Ventilation**
3. **Controls (CO₂)**

1. Enhance **FILTRATION** to reduce respiratory contaminants
2. Improve **VENTILATION** to introduce higher volumes of fresh filtered outside air
3. Provide effective thermostatic **CONTROLS** to sense, track and reduce CO₂ levels,

Site Observations

(what was viewed and tested)



- **Equipment:** Furnaces, heat pumps, wall heaters, direct vent heaters, exhaust fans, water heaters, blower motors, coils, kitchen equipment
- **Ventilation System:** Filters, ducts, supply air measurements, return air measurements, outside air measurements – temperatures, pressures, and air flows – infiltration through open doorways
- **Filtration:** Size, brand, type and qty. of filters, MERV efficiency rating, dirty, damaged, bypassed, date last changed, outside air screens
- **Thermostatic Controls:** Set points, hours of operation, programming capabilities, CO₂ and humidity sensing capabilities, programming for multiple uses, holidays and building flush capability, DCV
- **Additional Apparatus:** Portable air cleaners/scrubbers, bi-polar ionization, UV lighting, etc.

Expected Outcomes



Knowledge

- How equipment operates and how functionality can be improved
- What apparatus need to be installed to make systems function better
- What needs to be replaced/installed to provide safer indoor air quality

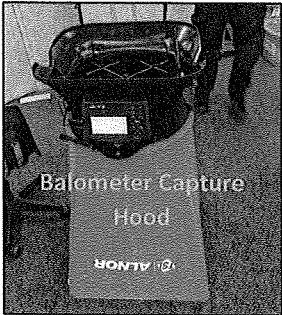
Funding

- Grant funding to discover and submit why classrooms aren't meeting State recommendations for Filtration, Ventilation and Controls
- Grant funding for added and replacement equipment to provide safer, healthier air to the classrooms and occupied spaces

Results

- Healthier environments due to corrections and installation of needed equipment, filters and controls

Tools Used for Assessment



Balometer Capture Hood

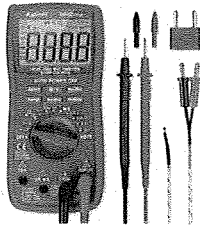
Velocity Meter



Rotating Vane Anemometer



Digital Multimeter

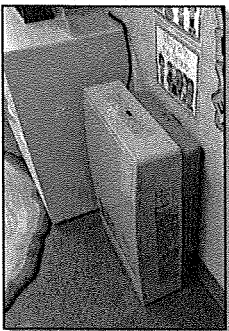


The innovations that went into this tool have made work easier, sexier, and more comprehensive for my company and for our students."

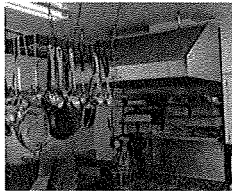
Digital Manometer



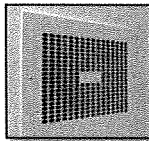
Equipment Viewed



Direct Vent Heaters



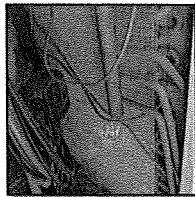
Kitchen Ventilation



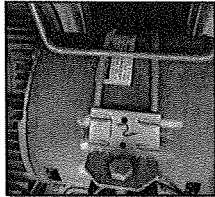
Exhaust Fans



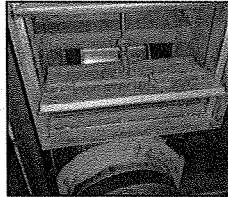
Thermostats



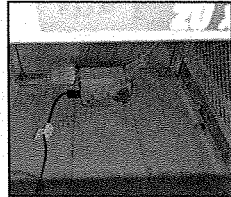
Coils



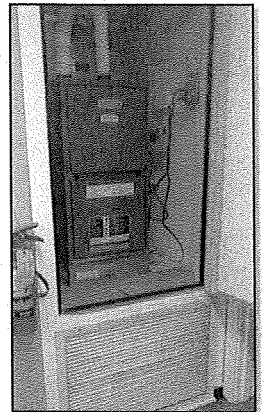
Blower Motors



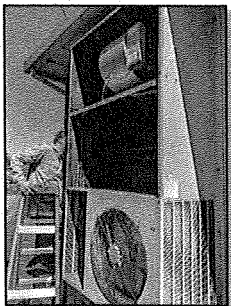
Ducts & Dampers



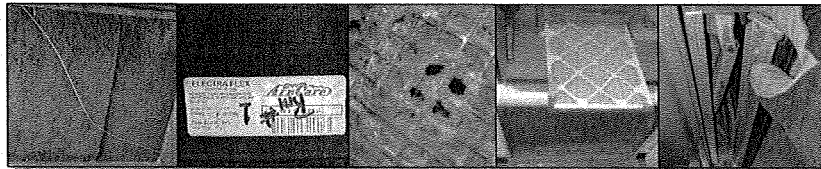
Damper Controls



Natural Gas Furnaces

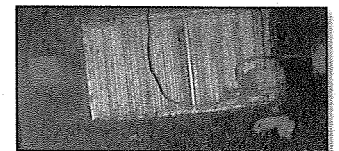
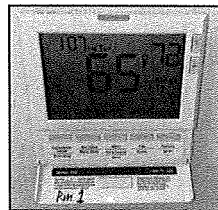
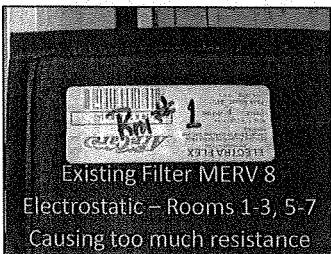
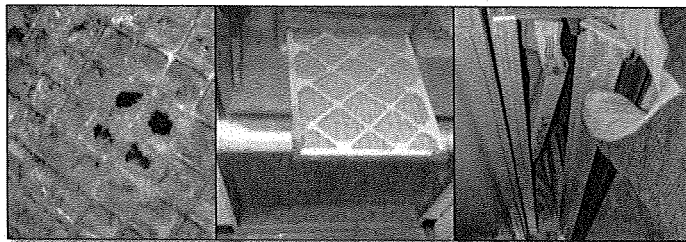
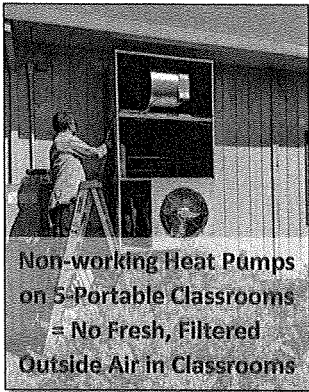


Heat Pumps



Numerous types of air filters

Discoveries



CFM Standards



Standard	Method	15 People	25 People	35 People
ASHRAE 62.1 2019	$10 \text{ CFM/person} + 0.12 \text{ CFM/ft}^2$	258 CFM	358 CFM	458 CFM
California T24 (2019)	15 CFM/person	225 CFM	375 CFM	525 CFM
California Title 24 (2019)	0.38 CFM/ft^2	342 CFM	342 CFM	342 CFM

Use Larger

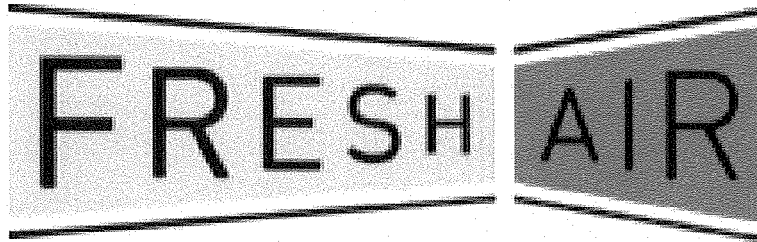
Calculation methods required for new minimum outside air rate based on ASHRAE 62.1 or Table 120.1-A of the 2019 Title 24 California Building Energy Efficiency Standards. Sample shown for a 900 square foot meeting room or assembly area.

Air Flow Measurements

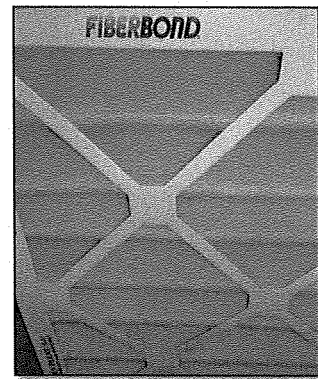
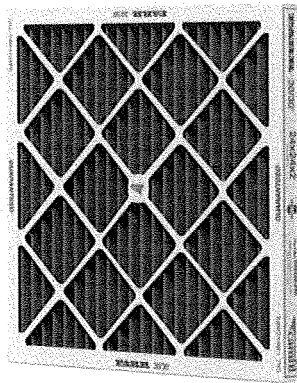
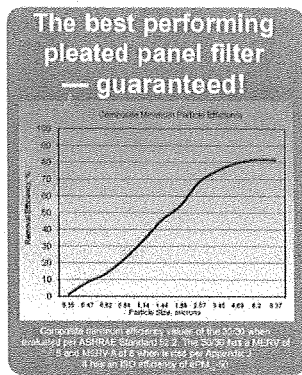


Air Flow Measurements									
Room	Usage	Supply	Return	Outside	Cur. Occ.	Calc. Occ.	s.f.	OSA Required	Deficit
Office	Admin.	601	638	0	9	12	841	320 CFM	320
CR-1	3rd & 4th	941	470	104	25	22	960	365 CFM	261
CR-2	Library/Art	912	571	124	12	26	960	365 CFM	241
CR-3	5th & 6th	957	727	141	20	24	960	365 CFM	224
CR-4	Resource	884	436	0	10	20	756	290 CFM	290
CR-5	1st	942	590	138	15	22	960	365 CFM	227
CR-6	Pre-TK+K	979	664	141	18	22	960	365 CFM	224
CR-7	2nd	1030	670	162	15	22	960	365 CFM	203
CR-8	Comp. Lab	1503	670	371	24	27	990	391 CFM	20
CR-9	ASES/ASP	1503	680	370	20	24	990	376 CFM	6
Port-10	Int. Learn	78.6	78.6	0	12	22	960	365 CFM	365
Port-11	Zen Den	162.7	162.7	0	10	22	960	365 CFM	365
Port-12	8th	78.6	78.6	0	20	24	960	365 CFM	365
Port-13	7th	162.7	162.7	0	20	24	960	365 CFM	365
Port-14	Com. Res.	162.7	162.7	0	25	22	960	365 CFM	365
MP/Gym	Mult. Use	1343	2162	0	150	153	2340	2295 CFM	2295
Break Rm	Staff	0	0	0	5	6	241	92 CFM	92
Biz Clerk	Admin.	0	0	0	1	1	99	38 CFM	38

Recommendations



Filters



Shopping for high performance filters that trap particulates without stressing small supply fan motors is a difficult task. 3M, Camfil/Farr, and a few others have achieved this goal with their MERV 8 and MERV 13 filters. Most brands found at the local hardware stores do not meet the standards needed.

MERV = Minimum Efficiency Reporting Value

Filters

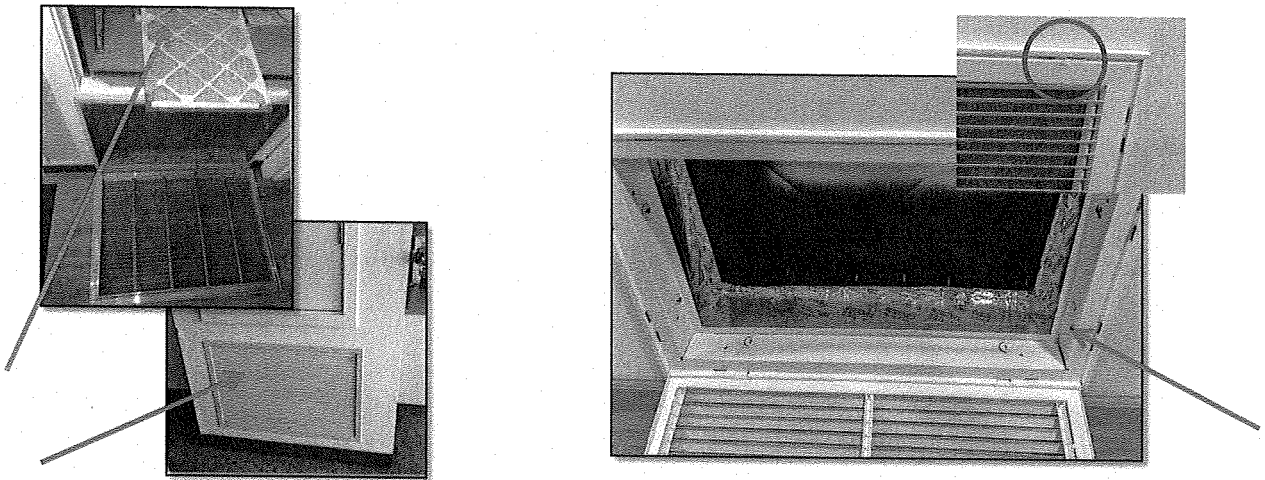


MERV Rating	Air Filter will trap Air Particles size .03 to 1.0 microns	Air Filter will trap Air Particles size 1.0 to 3.0 microns	Air Filter will trap Air Particles size 3 to 10 microns	Filter Type ~ Removes These Particles
MERV 1	< 20%	< 20%	< 20%	Fiberglass & Aluminum Mesh ~ Pollen, Dust Mites, Spray Paint, Carpet Fibres
MERV 2	< 20%	< 20%	< 20%	
MERV 3	< 20%	< 20%	< 20%	
MERV 4	< 20%	< 20%	< 20%	
MERV 5	< 20%	< 20%	20% - 34%	Cheap Disposable Filters ~ Mold Spores, Cooking Dusts, Hair Spray, Furniture Polish
MERV 6	< 20%	< 20%	35% - 49%	
MERV 7	< 20%	< 20%	50% - 69%	Better Home Box Filters ~ Lead Dust, Flour, Auto Fumes, Welding Fumes
MERV 8	< 20%	< 20%	70% - 85%	
MERV 9	< 20%	Less than 50%	85% or Better	Superior Commercial Filters ~ Bacteria, Smoke, Sneezes
MERV10	< 20%	50% to 64%	85% or Better	
MERV 11	< 20%	65% - 79%	85% or Better	
MERV 12	< 20%	80% - 90%	90% or Better	
MERV 13	Less than 75%	90% or Better	90% or Better	HEPA & ULPA ~ Viruses, Carbon Dust, <.30 pm
MERV 14	75% - 90%	90% or Better	90% or Better	
MERV 15	85% - 94%	95% or Better	90% or Better	
MERV 16	95% or Better	95% or Better	90% or Better	
MERV 17	95-97%	99% or Better	99% or Better	
MERV 18	99-99.7%	99% or Better	99% or Better	
MERV 19	99.9997%	99% or Better	99% or Better	
MERV 20	99.99997%	99% or Better	99% or Better	

Illustration Provided by LakeAir / www.lakeair.com

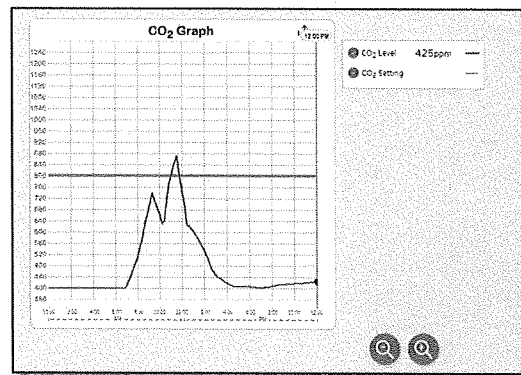
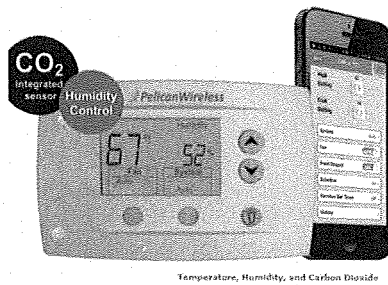
MERV = Minimum Efficiency Reporting Value

Filters



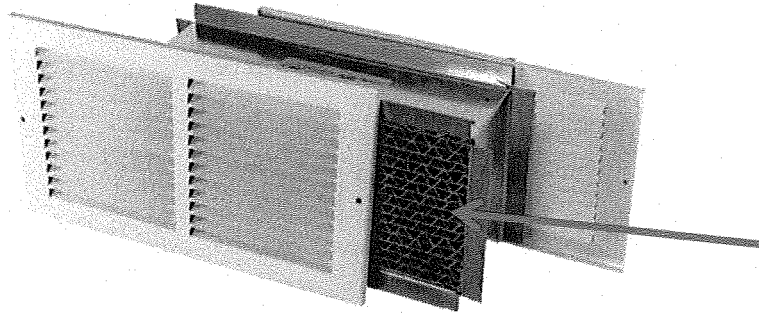
To achieve a higher degree of filtration without having to purchase expensive, new HVAC equipment, the return air grilles can be modified to be return air filter boxes (like the ones found in a typical home). Having a lower MERV rated filter at the furnace (blue arrow) will reduce stress on the furnace motor. Adding a MERV 13 filter at the return air section in the classroom (red arrows) will help filter out smaller germ-laden particulates.

Thermostats with CO₂ and Humidity Sensors



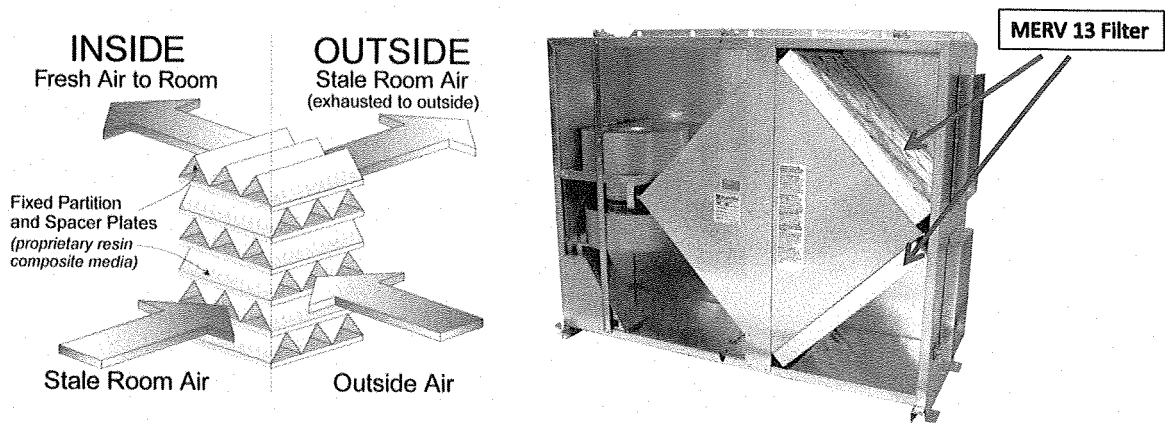
Communicating Thermostats with CO₂ and RH Sensors – CO₂ levels in a building space are a good indicator of fresh air ventilation or lack thereof. Keeping CO₂ levels below 800 ppm provides assurance that you are getting fresh air into the space, and stale air out. New guidelines require that all classrooms be equipped with CO₂ sensors with the ability to alert/alarm school personnel.

Return Air Pathways (RAP)



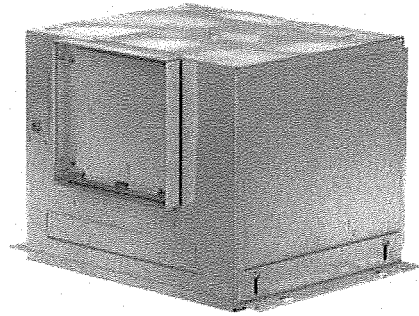
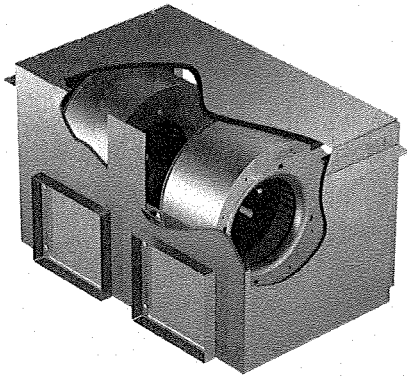
There is no return air duct from the Superintendent's office or the CBO's office to the existing Administrative Office furnace. This is not to Code, it can lead to elevated CO₂ levels, and greatly reduces removal of stale air from these offices. Return Air Pathways (RAP) improve pressure imbalances while increasing comfort. The Baffle (arrow) mitigates noise and light transmission ensuring privacy. Made in the USA and BPI Listed.

Energy Recovery Ventilator (ERV)



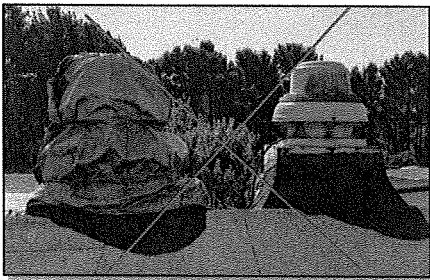
ERV's – In order to provide fresh, outside air with MERV 13 filtration Energy Recovery Ventilators (ERV's) should be installed to Portables 10-14, the staff Break Room, and the Business Clerk's office. (Photo shows cutaway. Unit comes in a handsome cabinet enclosure).

Duct In-Line Booster Fan

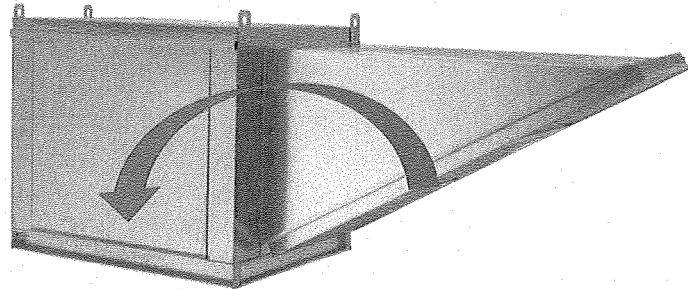


Almost all furnaces measured for the CalSHAPE program failed to bring in enough outside air to meet the new Covid fresh air standards. Most outside air ducts (OSA) may need to have an in-line cabinet fan installed to boost the amount of fresh outside air delivered to the furnace system.

Filtered Make Up Air for MP Room

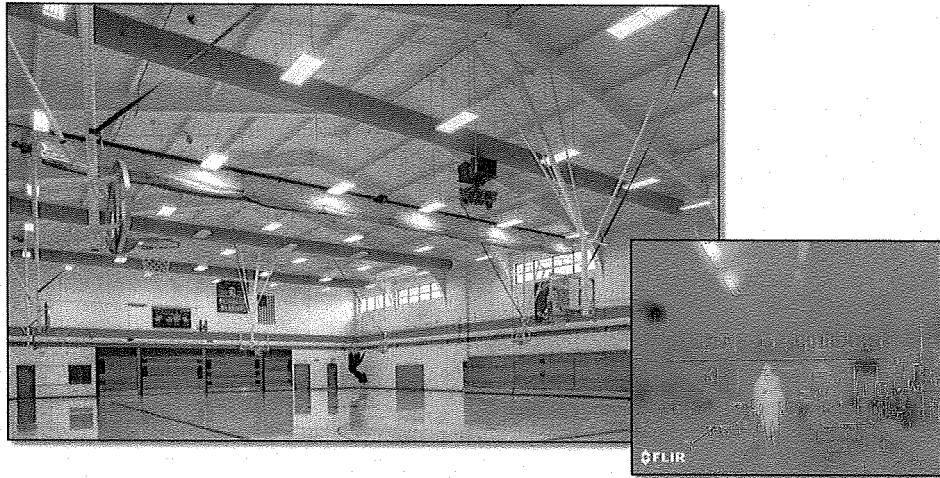


Existing

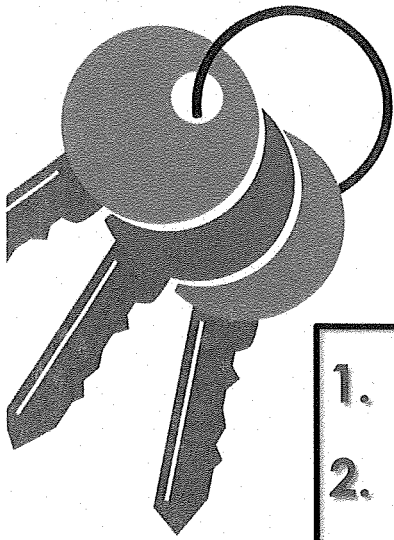


An inexpensive way to provide adequate fresh filtered air to the multi-purpose room, is to install two make up air fans on the rooftop in place of the two dead exhaust fans (left) at the peak of the roof. A plenum will be installed below the roof at the ceiling and the fabric duct will be attached to provide balanced fresh air throughout the multi-purpose room.

Fabric Duct for Fresh Air Ventilation



Tough, fabric duct provides an excellent way to distribute fresh air or mixed air into multi-purpose rooms, and destratify air by driving warmer air to the ground, hence reducing the cost of heating large spaces. Fabric duct's lightweight design allows for fast DSA approvals.



Key Takeaways for Healthier Air in Schools



- 1. Improve Air Filtration**
- 2. Provide Adequate Fresh-Air Ventilation**
- 3. Control CO₂ levels**



Questions

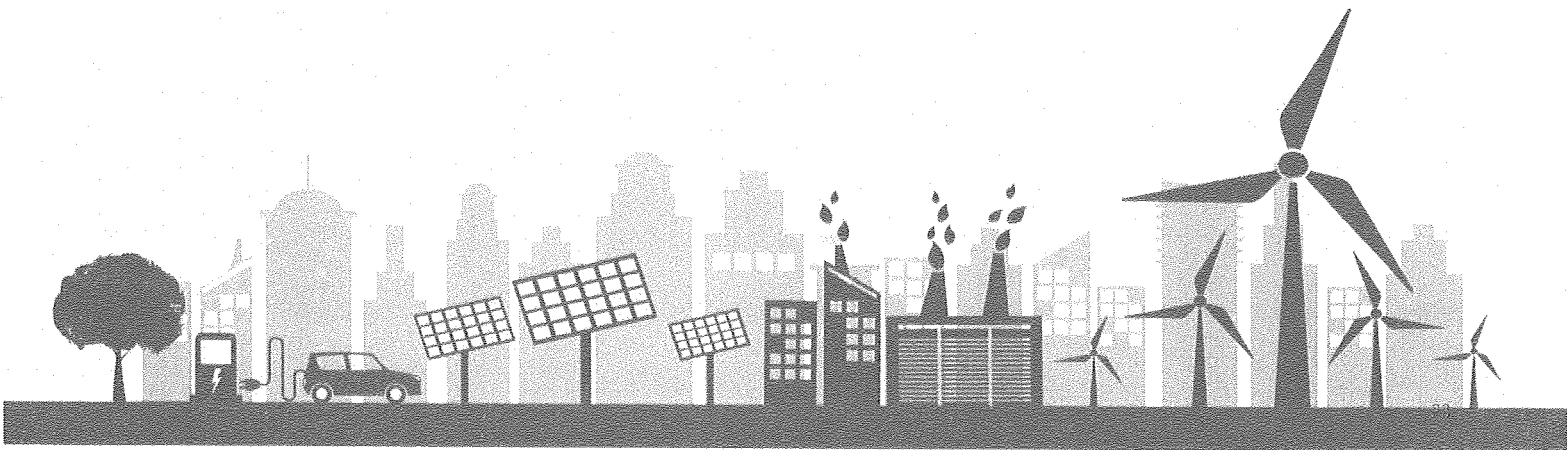




BESC, Inc.	CORE TEAM
▪ PE	Tim Twomey, PE (Mechanical & Civil Engineer)
▪ VP	Bill Sherbert, LEED AP (VP Operations)
▪ M-ATT	Tyler Chapman, (Acceptance Test Technician)
▪ EIT	Zane Brotherton, (Engineer In Training)
▪ AA	Stacey Armstrong, (Continuity)



Appendix

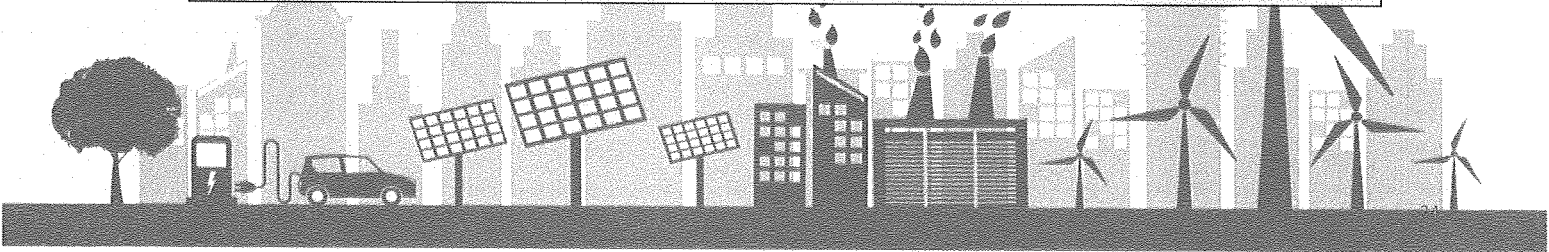


Improving Indoor Air Safety



Highest Priority - Administrative Office

- Add return air pathway (RAP) from Superintendent and CBO's offices to main return.
- Relocate and replace gas and water lines in crawlspace to allow for new ducting.
- Add OSA ducting from plenum to outside building. Add rectangular duct fittings to fixed outside air louver (i.e., United Enertech FL-D high performance fixed louver).
- Fix or replace existing OSA damper at bottom of plenum. Be certain it can operate to fully open position to maximize fresh air. Replace mercury switch. Integrate with CO₂ sensors.
- Remove plastic egg-crate filter at return air grille. Replace with 30"x20" hinged louver and 1"-2" deep filter box. Insert Camfil brand 30/30 or 3M Filtrete™ MERV 13 filter. Re-test.
- If OSA minimums are still not met, add in-duct blower fan to draw in more outside air.
- Replace furnace filter in existing filter compartment with a fiber bond type polyester filter.
- Replace existing thermostat with Pelican brand stat with built in CO₂ and humidity sensors. Set CO₂ thresholds, monitor and make corrections to bring CO₂ levels down to required levels.

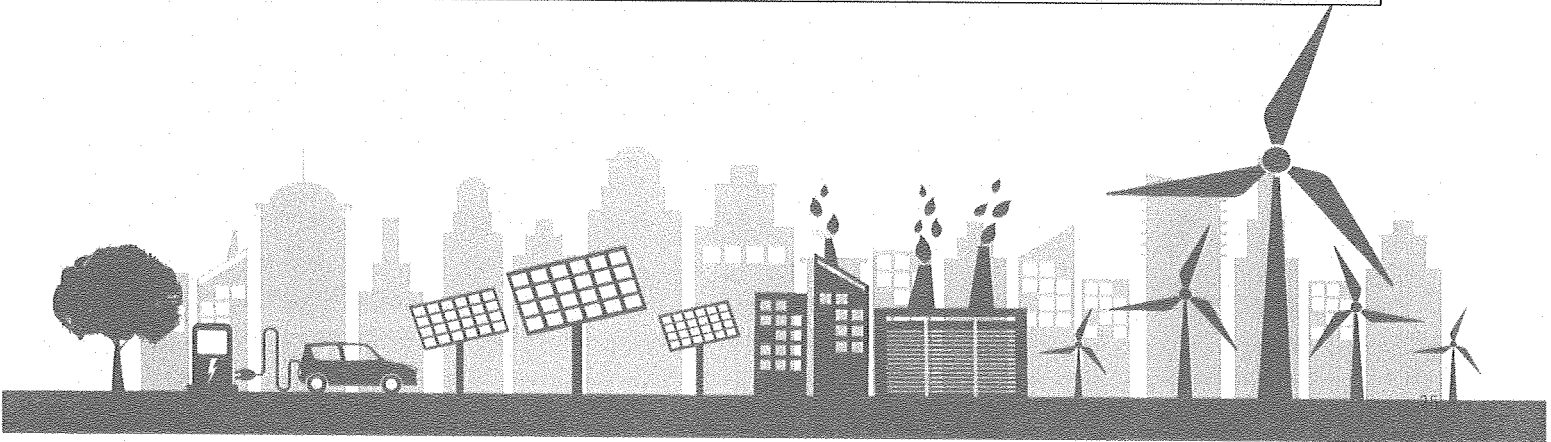


Improving Indoor Air Safety



Highest Priority - Classroom 4

- Replace existing thermostat with Pelican brand stat with built in CO₂ and humidity sensors. Set CO₂ thresholds, monitor and make corrections to bring CO₂ levels down to required levels.
- Replace outside air louver with high performance louver.
- Repair or replace damper and actuator and seal OSA duct to furnace.
- Replace existing 1" MERV 5 filter with Camfil 30/30 MERV-8 filter.
- If necessary to increase static pressure, change blower motor to a MARS DigiM Azure Digi-Motor to increase total static pressure from 0.3% WC to 0.8" WC.



Improving Indoor Air Safety

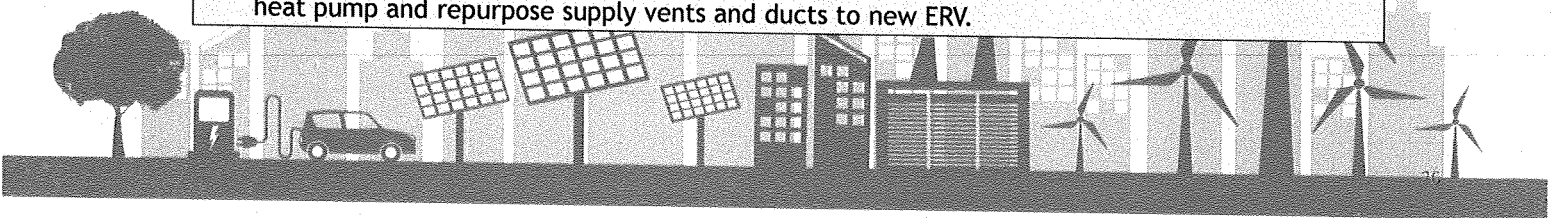


Highest Priority - Portables 10 & 12

- 8,000 Btuh direct vent furnace is too small to adequately heat room when proper amounts of fresh, outside air are introduced - Replace with 22,500 Btuh furnace as in rooms 11, 13 and 14.
- To bring in enough fresh, filtered air, add energy recovery ventilator (ERV) in place of existing heat pump and repurpose supply vents and ducts to new ERV.
- Replace existing thermostat with Pelican brand stat with built in CO₂ sensor and built in humidity sensor. Set CO₂ thresholds, monitor trends and make corrections to bring CO₂ levels down to required levels.

Highest Priority - Portables 11, 13 & 14

- Replace existing thermostat with Pelican brand stat with built in CO₂ sensor and built in humidity sensor. Set CO₂ thresholds, monitor trends and make corrections to bring CO₂ levels down to required levels.
- To bring in enough fresh, filtered air, add energy recovery ventilator (ERV) in place of existing heat pump and repurpose supply vents and ducts to new ERV.

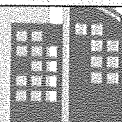


Improving Indoor Air Safety



High Priority - Classrooms 1, 2, 3, 5, 6, 7 - These classrooms do not have enough fresh, filtered outside air.

- Fix existing OSA damper to fully open position or replace.
- Remove wooden outside air louver - replace with Enertech high performance fixed FL-D louver.
- If OSA minimums are still not met, add in-duct blower to draw in more outside air.
- Change existing furnace filters to MERV-5 fiber bond polyester filters to protect furnace
- Add 2" filter box and hinged direct deflection filter grille to return air opening and install a Camfil 30/30 panel filter.
- Seal all existing air distribution ducts and plenums, attic and crawlspace with mastic and UL-181 duct tape.
- Pressure test entire air distribution system at a minimum 25 pascals per State of California Title 24 energy code and non-residential HERS testing requirements until leakage rate is below 6%.
- Replace existing thermostat with Pelican brand stat with built in CO₂ sensor and built in humidity sensor.
- Set CO₂ thresholds, monitor and make corrections to bring CO₂ levels down to required levels.

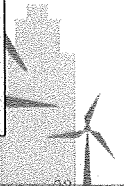
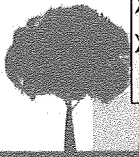


Improving Indoor Air Safety



High Priority - Gym/Multi-Purpose Room - There is no mechanical filtered fresh air to this space. Fresh air is brought in from entry doors and door near kitchen. Most of the heat provided by the 120,000 Btuh furnace is lost at the northeast side of the structure.

- Replace existing thermostat with Pelican brand stat with built in CO₂ sensor and built in humidity sensor. Set CO₂ thresholds, monitor and make corrections to bring CO₂ levels down.
- Add new Make-Up modulating air fans to roof with a total upper range of 2,300 CFM. This will accommodate fresh air needs for larger events such as basketball games. Filter outside air at the cabinet fans with MERV 13 filters.
- Connect the discharge side of fans inside the MP room to a tough fabricated duct routed in both directions from the center of the gym roof to distribute outside air. This air will mix with the hot air from the furnace and drive it downward.
- To further improve air mixing, adding down discharging ZOO brand destratification fans to the ceiling capable of delivering 670 CFM each.
- Replace existing gravity pressure relief damper at gable wall end of opening.
- Change existing furnace filters to MERV-8 polyester filters to protect furnace
- Add 2" filter box and hinged direct deflection filter grille to return air opening and install a 2" Camfil or 3M MERV-13 filter.

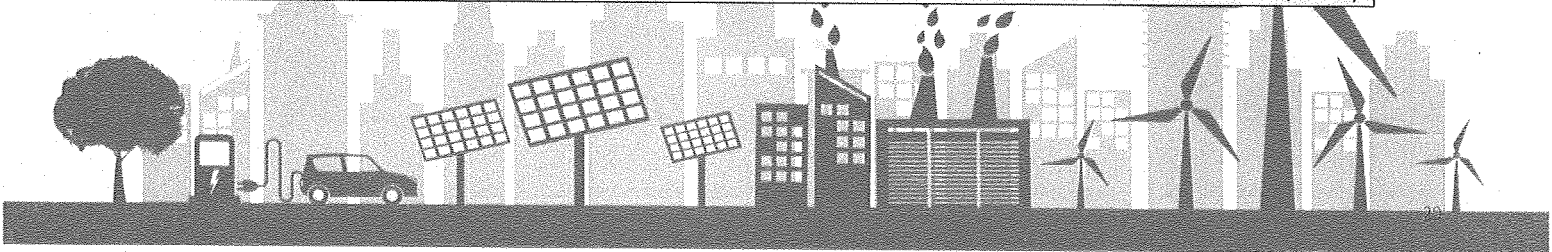


Improving Indoor Air Safety



Priority 3 - Business Clerk's Office - There is no mechanical filtered fresh air or mechanical heating or thermostat with CO₂ sensor to this space as required.

- Install a Pelican brand thermostat with built in CO₂ sensor and built in humidity sensor. Set CO₂ thresholds, monitor and make corrections to bring CO₂ levels down to recommended levels.
- Add Rinnai EX08CTN floor mounted 8,000 Btuh direct vent furnace removed from portable 10 or 12. Add Rinnai flue vent and combustion air out the exterior wall. Run ¾" gas line in crawlspace adjacent to Custodian's closet and run new line under Business Clerk's office and add shut off valve. Run ½" schedule 40 gas pipe up through the wall to gas isolation valve then maximum 3-foot flexible gas line to the Rinnai unit's gas connection.
- Add a "Whisper Quiet" model 100 CFM Panasonic brand (or approved equal) energy recovery ventilator (ERV) in attic with MERV 13 filters, and minimum 5-foot straight R-8 insulated rigid duct to manufacturer provided outdoor air intake/exhaust hood.
- Commission heating and ventilation systems - (check CO and CO₂ levels, shut off sensors, etc.).

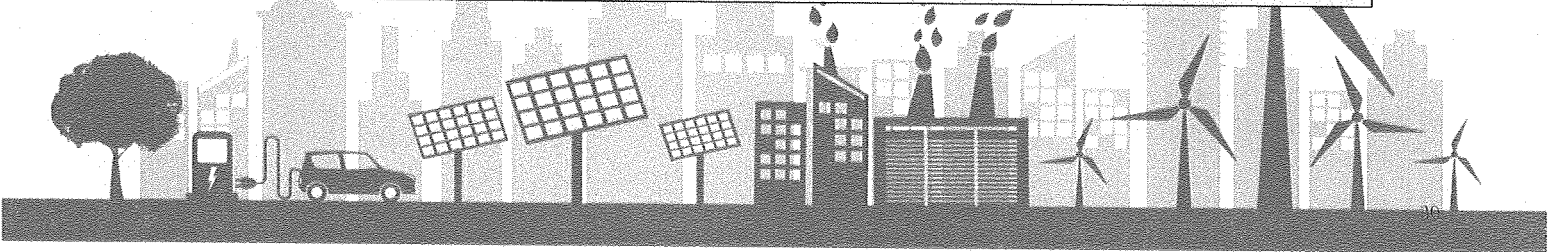


Improving Indoor Air Safety



Priority 3 - Staff Break Room - There is no mechanical filtered fresh air or thermostat with CO₂ sensor to this space as required. Heating is provided by an electronic wall heater.

- Install a Pelican brand thermostat with built in CO₂ sensor and built in humidity sensor. Set CO₂ thresholds, monitor and make corrections to bring CO₂ levels down to recommended levels.
- Add Rinnai EX08CTN floor mounted 8,000 Btuh direct vent furnace removed from portable 10 or 12. Add Rinnai flue vent and combustion air out the exterior wall. Run ¾" gas line in crawlspace and run new line under Break Room and add shut off valve. Run ½" schedule 40 gas pipe up through the wall to gas isolation valve then maximum 3-foot flexible gas line to the Rinnai unit's gas connection.
- Add a "Whisper Quiet" model 100 CFM Panasonic brand (or approved equal) energy recovery ventilator (ERV) in attic with MERV 13 filters, and minimum 5-feet straight R-8 insulated rigid duct to manufacturer provided outdoor air intake/exhaust hood.
- Commission heating and ventilation systems - (check CO and CO₂ levels, shut off sensors, etc.).

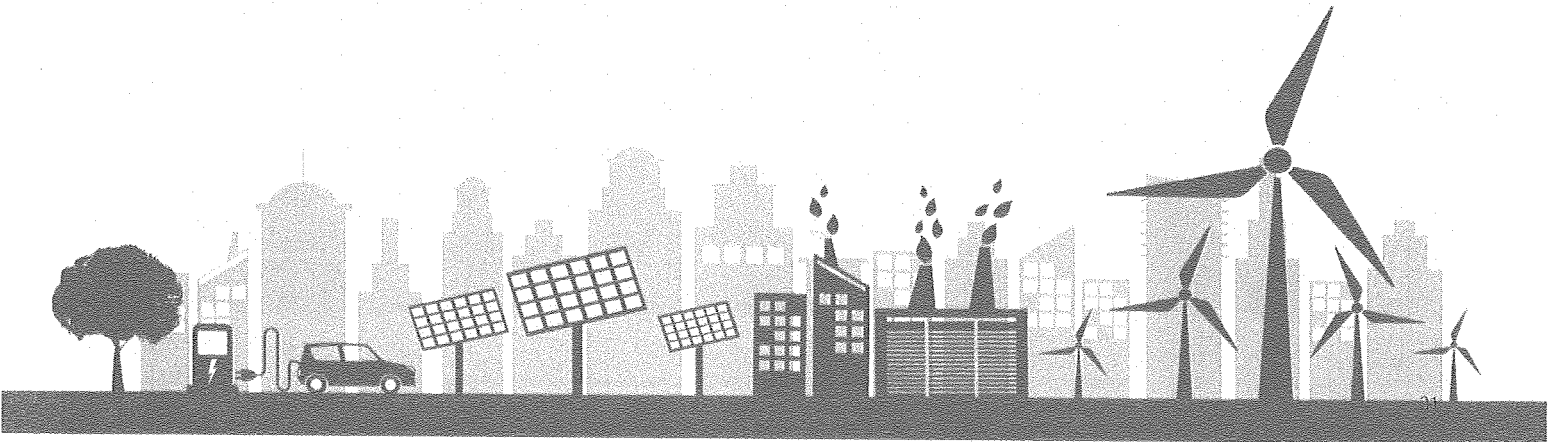


Improving Indoor Air Safety



Priority 4 - Kitchen

- Add new 1,100 CFM make-up air unit with gas heat and variable speed fan interlocked to existing (E) hood.
- Replace existing (E) 15+ year old undersized rooftop hood exhaust fan.
- Connect to existing and new framing as required under roof deck.

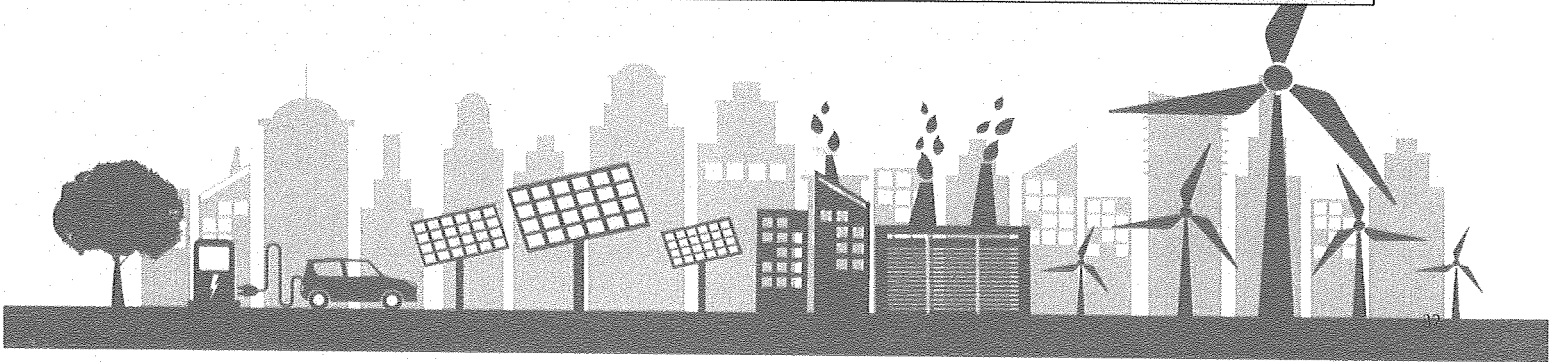


Improving Indoor Air Safety



Priority 4 - Classrooms 8 & 9 - Outside air flows to these rooms can be made to satisfactory levels.

- Replace existing filters with 2" deep 3M or Camfil MERV 13 filters.
- Test and document per ASHRAE 52.2 standards and maximizing MERV rating without decreasing outside air flow or system performance. Re-test all air flows, document and provide to engineer of record for approval.
- Replace existing thermostat with Pelican brand stat with built in CO₂ sensor and built in humidity sensor. Set CO₂ thresholds, monitor and make corrections to bring CO₂ levels down to required levels.

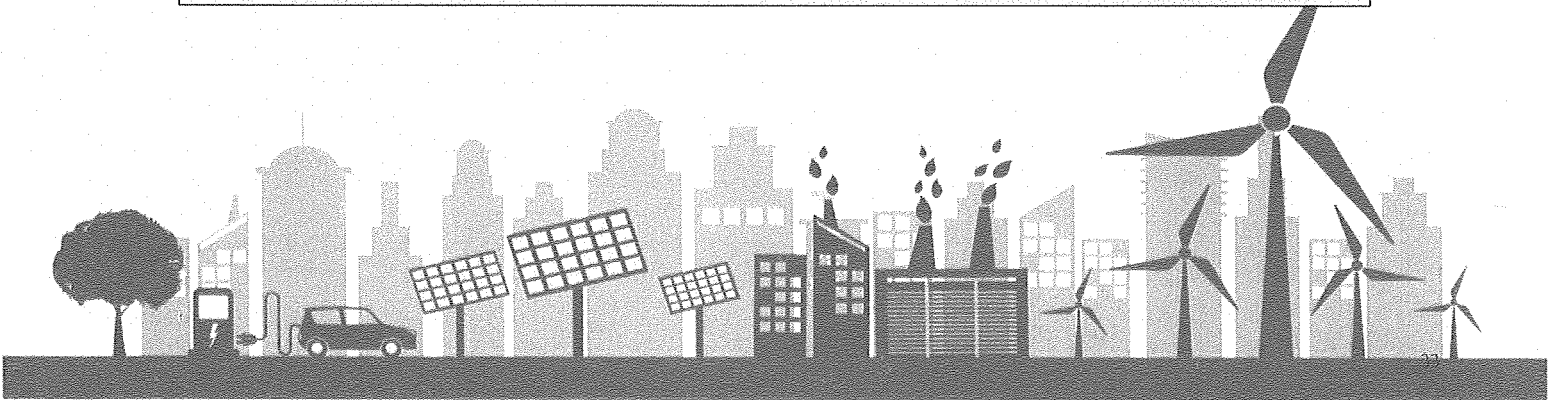


Improving Indoor Air Safety



Priority 4 - Bathrooms - All exhaust air fans exceeded 100 CFM. Condition of hoods above attic could not be inspected. The boy's restroom has a manual on/off switch for lighting and exhaust fan.

- Add passive infrared (PIR) and ultrasonic motion sensor in boys restroom in place of manual on/off switch.
- Add new corrosion resistant hoods and exhaust fans to replace old fans (~20 years old) into contingency budget as these are so important to indoor air quality and reduced transmission of viruses.



CalSHAPE (Table 9) Site Budget Request



Loleta Elementary: 17 Existing HVAC systems, 32 filters, and 18 occupied spaces	
Calculation Description	Calculation Example
HVAC Assessment and Maintenance and HVAC Assessment Report - Budget Request	$\$10,000 + (1,000 \times 17) = \$27,000$
Filter Replacement - Budget request for purchase and installation	$\$75 \times 32 = \$2,400$
Carbon Dioxide Monitors - Budget request for purchase and installation	$\$600 \times 17 = \$10,200$
20 Percent Contingency Fund = 20% of sum of budgets for:	
<ul style="list-style-type: none"> • HVAC Assessment and Maintenance • HVAC Assessment Report • HVAC Filter Replacement • Carbon Dioxide Monitors 	$0.20 \times (\$27,000 + \$2,400 + \$10,200) = \$7,920$
Proposed Site Budget = Sum of 20% Contingency fund and budgets for:	
<ul style="list-style-type: none"> • HVAC Assessment and Maintenance • HVAC Assessment Report • HVAC Filter Replacement • Carbon Dioxide Monitors 	$\$7,920 + \$27,000 + \$2,400 + \$10,200 = \$47,520$



GOVERNING BOARD MEMBER – SCHOOL DISTRICT

NOTICE OF APPOINTMENT

Education Code 5091

NOTICE IS HEREBY GIVEN that on January 13, 2022, **Brenda Juarez** 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, **Brenda Juarez**, 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) _____

Signature of person administering oath

Return original form to the Humboldt County Office of Elections:
2426 6th Street, Eureka, CA 95501-0788

GOVERNING BOARD MEMBER – SCHOOL DISTRICT

NOTICE OF APPOINTMENT

Education Code 5091

NOTICE IS HEREBY GIVEN that on January 13, 2022, **Charmin Bailey** was appointed to the office of Governing Board Member- Clerk 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 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) _____

Signature of person administering oath

604

2021 Williams 4th Quarter Report from 10/01/21 to 12/30/21. Report Due by 1/15/22

Email *

achapman@loleta.org

District Superintendent's Name: *

Autumn L Chapman

School District *

Loleta SD

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

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

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

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

- Yes

Checks Dated 12/17/2021 through 01/11/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000156981	12/20/2021	AT&T LONG DISTANCE	01-5909	INTERNET		1,113.28
3000156982	12/20/2021	CLENDENEN'S CIDER WORKS	13-4710	CAFETERIA		40.00
3000156983	12/20/2021	HUMBOLDT COUNTY SHERIFFS	01-4381	ALARM PERMIT		50.00
3000156984	12/20/2021	ROCHA'S AUTOMOTIVE, INC	01-4366	VAN MAINTENANCE		154.89
3000157915	01/06/2022	MISSION LINEN SERVICE INC	13-5550	SUPPLIES		93.26
3000157916	01/06/2022	PG&E	01-5520	ELECTRICITY		1,373.04
3000157917	01/06/2022	SFS OF SACRAMENTO INC	13-4710	CAFETERIA		972.20
3000157918	01/06/2022	KREATIONS AUTO BODY	01-5800	AUTO SHOP		3,505.48
3000157919	01/06/2022	LOLETA COMMUNITY SERVICES DIST	01-5530	WATER		212.83
3000157920	01/06/2022	SFS OF SACRAMENTO INC	13-4710	CAFETERIA		47.62
Total Number of Checks					10	7,562.60

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	6	6,409.52
13	CAFETERIA FUND	4	1,153.08
Total Number of Checks		10	7,562.60
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			7,562.60

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

66

LES Financial Proposal-Draft

Presented by Autumn Chapman
Corey Weber and Jayne Christakos
1-13-22

History- Purpose of this Presentation

- Loleta Union Elementary finds itself in a fiscal crisis needing to be rectified immediately.
- After HCOE issued the letter of “Lack of Going Concern” on October 28, 2021; FCMAT has stepped in to do our fiscal health analysis.
- HCOE has hired a Fiscal Advisor whose duties are described in subsequent slides.
- Purpose of this presentation is to describe the process and develop a plan to bring Loleta Union back into fiscal solvency.

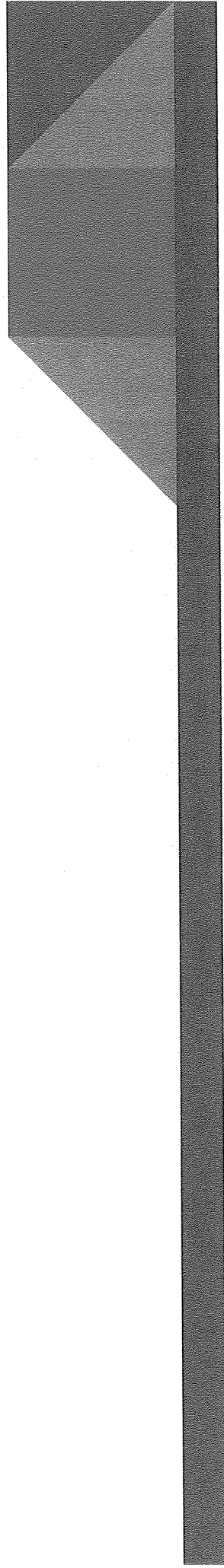
About Your Advisor- Jayne Christakos

Experience:

- 35 years of leadership and management experience
- 25 years in California K12 public education leading departments and managing budgets.
- 13 years as a Chief Business Official (recently retired from San Bernardino City Unified School District)
- Co-Owner of VIP Leadership Services, LLC, Serving K-12 Education as a fiscal advisor, coach, and mentor
- Director, CASBO's Business Executive Leadership Program (BEL)

Contracted Specific Duties-Fiscal Advisor

- Review Financial activity of the District
- Provide weekly updates to the County Superintendent of Schools
- Review Board agenda packets in advance of board meetings
- Review collective bargaining activities including all proposals and analysis of the fiscal impact of each proposal
- Meet regularly with the District Superintendent and Assistant Superintendent of Business Services
- Review multi-year budget, cash flow, enrollment, and ADA projections
- Provide recommendations for improvements in the District
- Confirm District is conducting business in compliance with statutory requirements
- Assist the District in creating a financial recovery plan
- Implement the recovery plan and monitor its progress



Basic Legal Authority of County Superintendent- Fiscal Advisor

For Your information: **Education Code section 42127 (d)1 and 42127.6**

The county superintendent may assign a fiscal advisor to advise the district A fiscal advisor represents the county superintendent when providing assistance to a district and acts on behalf of the county office

1. Develop and impose, in consultation with the COE and the district, a budget revision that will enable the district to meet its financial obligations
2. Assist in developing, a financial plan that will enable the district to meet its future obligations
3. Monitor the financial projections and cash balances of all funds of the district for the current and two subsequent fiscal years.
4. Stay and rescind any action that is determined to be inconsistent with the district's ability to meet its financial obligations, or adversely affects its fiscal solvency, for the current or subsequent year(s)

Overview of Legal Authority - Continued

- (e) If the district has a **negative certification** pursuant to Section 42131, the **county superintendent shall take at least one of the actions described in paragraphs (1) to (5), inclusive, and all actions that are necessary to ensure that the district meets its financial obligations** and shall make a report to the Superintendent about the financial condition of the district and remedial actions proposed by the county superintendent.
 - (1) Develop and impose, in consultation with the school district, a budget revision that will enable the district to meet its financial obligations in the current fiscal year.
 - (2) **Stay or rescind any action that is determined to be inconsistent with the ability of the school district to meet its obligations for the current or subsequent fiscal year.**
 - (3) Assist in developing, in consultation with the school district, a **financial plan that will enable the district to meet its future obligations.**
 - (4) Assist in developing, in consultation with the school district, a **budget for the subsequent fiscal year.** If necessary, the county superintendent of schools shall continue to work with the governing board of the school district until the budget for the subsequent year is adopted.
 - (5) As necessary, **appoint a fiscal adviser** to perform any or all of the duties prescribed by this section on his or her behalf.
- (f) Any action taken by the county superintendent of schools pursuant to paragraph (1) or (2) of subdivision (e) shall be accompanied by a notification that shall include the actions to be taken, the reasons for the actions, and the assumptions used to support the necessity for these actions.
- (g) This section does not authorize the county superintendent to abrogate any provision of a collective bargaining agreement that was entered into by a school district prior to the date upon which the county superintendent of schools assumed authority pursuant to subdivision (e).

Summary of the Situation

What triggered the Lack of Going Concern and the Negative Certification at 1st Interim?

Cash -

- The district has had negative cash in both the General Fund and Special Reserve.
- The district entered into a loan agreement with HCOE to meet its financial obligations.

Budget -

- The district's 1st Interim Report projects expenditures exceeding the available funds in the General Fund and requiring the depletion of the Special Reserve Fund in order to meet its financial obligations.

These issues need to be addressed for the district to become fiscally sound and avoid needing State intervention.

The district's financial issues are due to being overstaffed.

Staffing - current and historical

2021-2022 staffing: 36.14 FTE (13.25 certificated, 22.89 classified)

- 10.44 of the above are supported by one time funds (ESSER and CSI)

2020-2021 staffing: 24.6 FTE (8.5 certificated, 16.1 classified)

2019-2020 staffing: 23.2 FTE (9.5 certificated, 13.7 classified)

2018-2019 staffing: 21.3 FTE (8.6 certificated, 12.7 classified)

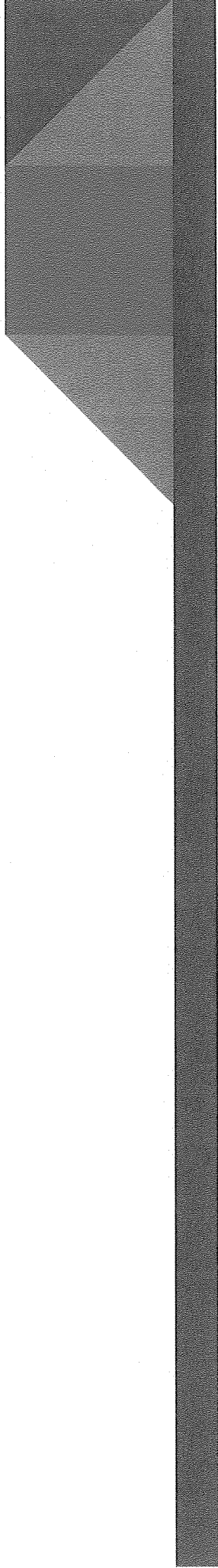
2017-2018 staffing: 18.8 FTE (9.0 certificated, 9.8 classified)

One time funds have been available for staffing since 2019- 2020

Enrollment is currently at 104, historical enrollment for the years above was around 100.

Rationale for One-Time Money Staffing- CSI

- CSI money was given by the state to rectify chronic absenteeism and high suspension rates. (\$175,000.00 per year for four years).
- This money supported our Student Support Team, Music, Art, foreign language, Zen Den/Sensory Room, and some professional development.



Rationale for One-Time Money Staffing-Pandemic Needs

- American Rescue Plan and ESSER funds were given to support increasing technological access, confront learning loss and support the social/emotional well-being of students during Covid. These funds were spent according to our plan that we developed together. We hired staff to decrease the ratio of adults to students and thereby get students caught up with their academics and to assist in achieving the basic ability to spend an entire day in the classroom.
- Increased staff was needed to address COVID protocols for return to in person learning.

Why Reductions?

Reductions are required due to the expiration of one time funds and the projected depletion of reserves to support current budget obligations.

One Time Funds:

The district is projecting to use all one time funds available for 2021-2022 expenditures meaning reductions will be needed for 2022-2023. One time funds make up \$783,456 of the current year budget.

Rebuild reserves:

As of the 1st Interim Report, the district is projecting to use the entirety of its reserves (\$183,805) to support 2021-2022 expenditures. The district will need to reduce expenditures in order to meet minimum reserves and positive cash flow.

Address Deficit:

The district is projecting a structural deficit of \$225,920 in 2022-2023.

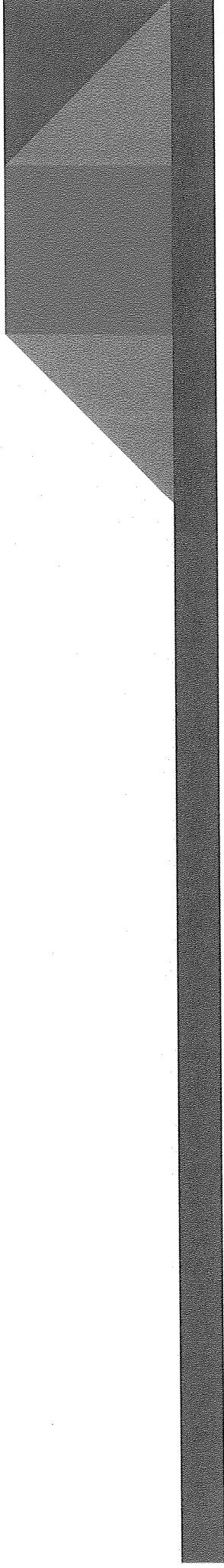
Any reductions done in the current year will reduce reductions required in subsequent years.

Moving Forward

The district administration and Governing Board will need to identify reductions to make the district fiscally sound and meet its financial obligations.

The Governing Board and district administration must develop a plan of reductions. The Governing Board is asked to schedule Special Board meetings between now and the regular February 10th board meeting to identify the specifics of the plan.

The district needs to act swiftly and within its statutory deadlines in order to ensure it does not need to go to the State for assistance.



Discussion of plan

Suggested Planning meetings:

- Thursday January 20
- Thursday January 27
- Thursday February 3

Adoption of plan on Thursday February 10.