

Loleta

Union Elementary School District

BOARD MEETING OF TRUSTEES AGENDA

Location: Loleta Elementary 700 Loleta Drive, Room 8

Date: February 10, 2022

Time: 5:30 PM

1.0 OPEN SESSION:

1.1 Roll Call

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 1-13-22

Approval of the Special Board Minutes 1-27-22

Approval of the Special Board Minutes 2-3-22

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.

4.0 INFORMATIONAL ITEMS:

4.1 Superintendent's Report

4.2 Advisory Committee Meeting Report

4.3 Indian Education Advisory Committee Report

4.4 School Climate Report

4.5 PTO report

4.6 Loleta Community Resource Center Report- Marcelina Castillo Director

4.7 Discussion of LCAP Supplement

5.0 ACTION ITEMS:

- 5.1 Warrants approval
- 5.2 Approval of Comprehensive School Safety Plan
- 5.3 LUESD Fiscal Plan

6.0 CLOSED SESSION:

- 6.1 PUBLIC EMPLOYMENT (Gov. Code §54957)
Title: Certificated, Classified
- 6.2 Negotiations update -none

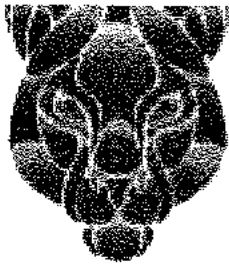
7.0 OPEN SESSION: (Actions made in closed session must be announced)

8.0 ANNOUNCEMENTS:

- 8.1 Discipline Policy moved to March

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

10.0 ADJOURNMENT:



Loleta

Union Elementary School District

BOARD MEETING OF TRUSTEES AGENDA

Location: Loleta Elementary 700 Loleta Drive, Room 8

Date: January 13, 2022

Time: 5:30 PM

1.0 OPEN SESSION:

1.1 Roll Call : JS, GS, CB and BJ present ; CP absent; AC present and preparing minutes.

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 12-16- 2021 (special session): Correction of date to 12-16-2021

Motion to approve minutes from 12-16-21 by BJ

Second: CB

All approved– motion passes

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 - Monica Robles reported out. Would like the Kiwanis to help support us by paying for the scanner pens. John Simmons will report to Kiwanis. They have not agreed to do so yet. Monica printed out and let us know about the Bear River Band Charitable Fund opportunity that we could apply for.

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 : Presented by Bill Sherbert and Tim Twomey

5.0 ACTION ITEMS:

5.1 Brenda Juarez Oath of Office/Charmin Bailey Oath of Office :Given by John Simmons and signed.

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

Motion to approve Williams Report of no complaints: JS

Second: CB

All approved– motion passes

5.3 Warrants approval - Discussion about liability for van. Put as a discussion item on the next meeting agenda.

Motion to approve: JS

Second: CB

All approved– motion passes

5.4 Approval of SARC 2021 (with possible conditions) : State has yet to fill in their part of the SARC. Our part is done.

Motion to approve as is waiting for State data: JS

Second: CB

All approved– motion passes

5.5 Possible approval to move forward and apply for California State Community Schools Grant -Discussion around who will control how money will be controlled.

Notice more information has been given that the state is looking at putting schools into tiers based on size which could limit funding.

Motion to move forward with application for California Community

Schools Grant: CB

Second: JS

3 in favor

1 opposed

Motion passes.

5.6 HCOE Guided fiscal report and education regarding budget work: Presented by Autumn Chapman and Corey Weber in person and Jayne (our new Fiscal advisor hired by HCOE) remotely.

Motion to accept process as described in the the plan: JS

Second: CB

All approved– motion passes

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

Motion to approve extension until June 30, 2022: JS

Second: CB

All approved– motion passes

6.0 CLOSED SESSION: 7:19 pm

6.1 Personnel

6.2 Negotiations update -none

7.0 OPEN SESSION: (Actions made in closed session must be announced) 7:22 pm No actions made in closed session.

8.0 ANNOUNCEMENTS: None

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

Revisit liability surrounding the van.

10.0 ADJOURNMENT: 7:23 pm



Loleta

Union Elementary School District

LOLETA UNION SCHOOL DISTRICT

BOARD Minutes 1.27.2022

Special Board Meeting

Date:01-27-22

Time: 5:37PM

Location: Loleta Elementary 700 Loleta Drive, Rm 8- In person

1.0 OPEN SESSION:

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

2.0 PUBLIC COMMENT:

2.1 Comments are asked to be kept to three minutes with a conversation about a topic to not exceed 20 minutes.

HN - CTA has the right to speak

KR - Believes that teachers can fill in for emotional support system, they have been trained in PBIS, Love and Logic

HN - CTA President (Teaching staff unanimous vote is to reduce the office staff, ZEN DEN to be cut back (Implement a preschool program), 3.5 years has been a doubling in staff and has not been used to help students that are within our classrooms.

KF - Concerned about combo classes and cutting back on teachers. How do we serve the students that we have. My aide is very important, and not knowing if I will be here. I would like to know how to serve them better. Very worried about our attendance. Interdistrict transfers are a worry.

CR - To have Ana and Luz stay employed because they are bilingual and we need the translation that they provide.

HN- 5/6th Teacher - Custodial staff being cut off would be not great for the school. Music has helped the students because they have a chance to use instruments. Working on trying to find help to cover music. Bilingual staff should stay. Behaviors need to have consequences and need to have the support in place with consequences. Reason students leave student behavior with no consequence

AD - Everyone plays a very important part in these children's lives and it is difficult..



Loleta

Union Elementary School District

TRACY EAST - Introducing herself and giving some history on Loleta. It would be nice not to use music and sports, so children can build self worth. Would like to see students be part of the community.

Debra Fogle - On behalf of the classified staff coming together as a family, the students' behaviors are improving because of the support staff. Children have great relationships with the adults that serve them.

3.0 INFORMATION ITEMS:

3.1 LES FISCAL RECOVERY PLAN WORKSHOP #1-2 combined

4.0 ACTION ITEMS:

4.1 Approval INDIAN POLICIES AND PROCEDURES FOR IMPACT AID APPLICATION. CB Motion to approve JS 2nd Unanimous Motion Passed

4.2 Approval of updated SARC with State populated fields. CP Motion to Approve, CB 2nd Unanimous Motion Passed

5.0 ADJOURNMENT: 7:09PM

Next meeting February 3, 2022 Special Board Meeting #3 Room 8 -In person.



Union Elementary School District

LOLETA UNION SCHOOL DISTRICT

BOARD OF TRUSTEES MEETING AGENDA

Special Board Meeting

Date:02-03-22

Time: 5:30 PM

Location: Loleta Elementary 700 Loleta Drive, Rm 8- In person

1.0 OPEN SESSION:

1.1. Roll Call JS, GS, BJ Absent CP, CB

2.0 PUBLIC COMMENT:

2.1 Comments are asked to be kept to three minutes with a conversation about a topic to not exceed 20 minutes.

3.0 INFORMATION ITEMS:

3.1 Feedback given at last session.

3.2 LES FISCAL RECOVERY PLAN PRESENTATION

4.0 CLOSED SESSION: 5:54PM

4.1 Personnel discussion

5.0 ADJOURNMENT: 6:50PM Any approved items during the closed session must be

reported out.



Superintendent's Report 2-10-2022

LES and Covid

- The campus is working hard keeping the grounds peaceful and calm to allow for a good learning environment. I am encouraged by our progress when reading my Superintendent reports from the first couple of years where one of my metrics for improvement was the decrease in the number of students in the halls or eloping from class. We have come a long way. Today we have 3 students who have this behavior and “reshaping” this is part of their Individualized behavior plans!
- Covid is still around for the school with an occasional student reporting they are home with it or a family member having it. Public Health has once again modified their flow charts and recommendations. The school itself is back to utilizing the generous offer of free testing at Bear River. Children/staff cannot return to class after testing positive, without the negative rapid test and having no symptoms. If they are vaccinated they can return after 5 days, if they are not, 10.
- All classes are back from remote learning and we are gearing up for State testing!
- The boys basketball team played a great game. They lost but played amazing well for their first time together. Sports has also helped students self-reflect on their behaviors.
- We were asked to extend our audit until the end of February as we have been inundated with work for FCMAT, COVID and the budget.

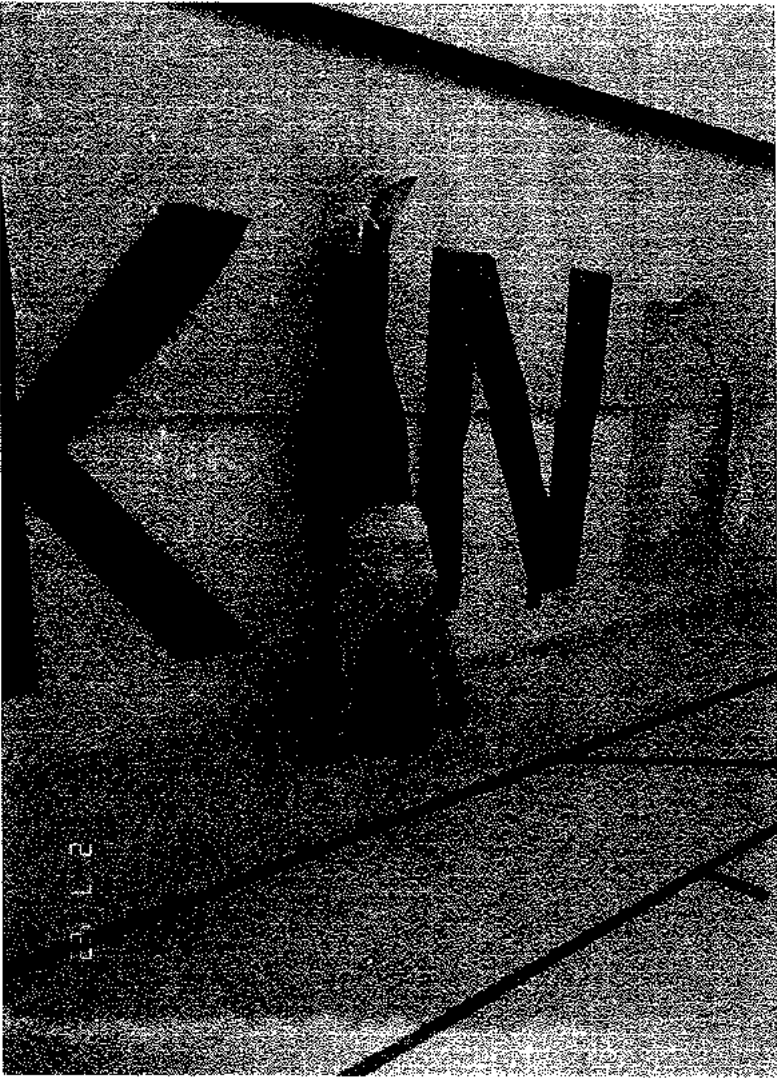
LES and Grants

- I successfully applied for our Impact Aid Grant and will be applying for CSI 21-22 by the end of this month. We will be hearing about our award for CALShape grant by the middle of the month and are beginning to prepare for the Community Grant application soon. We received our MTSS \$50,000 grant for social/emotional learning and our reimbursement from ATT for over \$52,000 this month. We have requested the ATT reimbursement be in the form of a check rather than credit. Please see the attached letter item 4.1b. ELAC with the help of a good friend Lucy Salazar, has received a grant to go on fieldtrips to the Redwoods! Please see item 4.1c. Lastly, we have our quarterly report from Infinity regarding ERATE. We have saved approximately 12.5 thousand dollars last year and have already saved over 2 thousand this year. Thanks to the teachers who are supporting this work by teaching Commonsense media lessons as required by the agreement. Commonsense media teaches Internet etiquette and educates our students about possible hazards.

- Bill Sherbert placed a CO2 sensor into the Superintendent's office because of the lack of airflow and build up of CO2. It is registering a high CO2 buildup after 15 minutes with the door and windows closed. The windows are being opened when the room is occupied. Please excuse the cold upon entry. This situation is one of the many needed fixes BESC presented with their PowerPoint last meeting. Autumn is looking into using a USDA grant to help with the funding for these fixes.

Announcements:

- Please buy a Valentine gram from the PTO! Happy Valentine's Day!
- Get your picture taken in the cafeteria to be the "I" in Kind to celebrate kindness month!
- Presidents Week Break is coming up! February 21 - 25th! The school and office will be closed.
- Welcome BABY! Rosie and her partner's baby arrived last Friday! More information to follow!
- The school had a great time celebrating the 100th day of school! Thank you all for participating!





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
Loletaschool.org

February 3, 2022

To Whom It May Concern:

Please refund the following account credits to Loleta Union Elementary School District.

1. Refund in the amount of **\$50,942.53**
 - a. Account Number 436 951-7875 456 6
 - b. Account Name: Loleta Union Elem School District

Questions and correspondence should be addressed to:

Autumn Chapman
achapman@loleta.org
Office: (707) 733-5705
Cell: (760) 419-0329

Sincerely,

Autumn L Chapman

Autumn Chapman
Superintendent



1/21/2022

Cumbre Humboldt
1215 Giuntoli Lane
Arcata, CA 95521
Attn: Lucy Salazar

Dear Lucy,

Congratulations! Save the Redwoods League ("the League") is pleased to award a one-time Redwood Connect Grant of \$6,156 to the Cumbre Humboldt ("Grantee") for support of its project, English Learner Family Adventures in the Redwoods. The grant period for the grant is 01/01/2022 – 08/31/2022.

A wire transfer will be processed shortly after receiving this award letter. By signing this award letter, the Grantee agrees to the following:

- Grantee confirms that:
 - the Internal Revenue Service determination of its 501(c)(3) non-profit, tax-exempt status has not been revoked or made subject to question by the Service;
 - there has been no change in the nature of the Grantee's support or activities that could lead to a modification of that status; and
 - no such changes in its support or activities are expected.
- Grantee shall notify the League of any change to the Grantee's tax-exempt status and if its classification with the Internal Revenue Service changes to that of private foundation or 509(a)(3) supporting organization.
- Grantee confirms that it is in good standing in its state of incorporation.
- Grantee shall show these grant funds on its books. Grantee shall keep records to substantiate such expenditures. Grantee shall make such books and records available to the League within 2 weeks of written request by the League. Grantee shall keep copies of all books and records and all reports to the League for at least seven (7) years after completion of the use of the grant funds.
- Grantee will use the grant's proceeds only for charitable and educational activities consistent with its tax-exempt status described above. Without limiting the generality of the preceding sentence, Grantee will not intervene in any election or support or oppose any political party or candidate for public office.
- Provide a short written or oral report at the completion of the grant. A template will be provided at least sixty (60) days prior to the end of the grant period and available on our website. Throughout the year, please share any photos, news or related materials with the League.

Please do not send a tax receipt to the League. If you choose to acknowledge donors in your annual report, organizational material, or on your website, please list "Save the Redwoods League."

We look forward to strengthening our partnership and invite partners to reach out throughout the year to explore additional partnership opportunities. We also welcome any feedback about the League's work and/or process.

In partnership,

Leslie Parra

Leslie Parra
Outreach Program Manager

Digitally signed by Leslie Parra
DN: cn=Save the Redwoods League, cn=Leslie Parra,
E=leslie@savetheredwoods.org
Reason: I am the author of this document
Location: your signing location here
Date: 2022-01-21 16:58:41
Post-PrinterPDF Version: 5.1.0

Grantee:

Lucy Salazar, Executive Director

Date:



Redwood Connect Grant – Invitation

Cumbre Humboldt – Attn: Lucy Salazar, Executive Director

Project Title: English Learner Family Adventures in the Redwoods

Scope of Work

- The funding will be used to support 80 -100 participants (disadvantaged, minority families) connect with Redwood forests through enriching and engaging field trips.
- The main communities served will be multigenerational, Latinx immigrant families with school-age children attending Pacific Union Elementary School (Arcata), Alice Birney Elementary School (Eureka), Linell K. Walker Elementary (Fortuna), and Loleta Elementary School (Loleta). These families are typically socioeconomically disadvantaged.
- A parent at each of four ELAC locations will help design, organize, and execute four monthly bilingual field trips with multigenerational exposure to the natural resources, including discussions about climate change, will result in a greater connection to our environment and encourage ELAC community development.
- Funding will cover a stipend for a local parent to help develop and execute field trips, transportation - school bus and gas cards and a meal for each participant for each trip.
- Funds will be used during January 2022 through August 2022.
- Grantee will provide a short written or visual (through photos and/or video) report within 30 days of the completion of the grant period.



E-Rate Quarterly Report for Loleta Union Elementary School District

This documentation provides a status report for E-Rate funding disbursements for Funding Year 23 (2020/2021) and Funding Year 24 (2021/2022). If you have any additional questions or concerns regarding the information below, please reach out to your Dedicated E-rate Specialist for further assistance.

Funding Year 23 (7/1/2020-6/30/2021)

FRN	Service	Service Provider	Committed Funding Amount	Total Funding Received	Percentage of Funding Received	FRN Status Notes
2099039405	AT&T ADE	Pacific Bell Telephone Co.	\$12,462.34	\$12,462.34	100%	Complete.
	Total		\$12,462.34	\$12,462.34	100%	

Funding Year 24 (7/1/2021-6/30/2022)

FRN	Service	Service Provider	Committed Funding Amount	Total Funding Received	Percentage of Funding Received	FRN Status Notes
2199026760	ADE Circuit: 1Gbps	Pacific Bell Telephone Co.	\$139,015.12	\$2,482.29	2%	Funded on 04/17/2021. Form 486 certified on 05/06/2021. Grid/CTF request submitted 7/28/2021. SPI discounts and Service Provider disbursements are in progress. LDIT 10/28/2022.
	Total		\$139,015.12	\$2,482.29	2%	



Utilization Report as of 01/31/22

Loleta Union Elem School Dist (144527)

Funding Year 2020 (July 1, 2020 - June 30, 2021)

FRN	Nickname	Status	Cat. Type	Service Provider	Funded	I-Mode	Utilized	Utilized Percentage
2099039405	Ai&T Ade	Funded	1 IA	Pacific Bell Telephone Company	\$12,462.34	SPI	\$12,462.34	100 %
Total					\$12,462.34		\$12,462.34	Funding Year 2020

Funding Year 2021 (July 1, 2021 - June 30, 2022)

FRN	Nickname	Status	Cat. Type	Service Provider	Funded	I-Mode	Utilized	Utilized Percentage
2199026760	Ade Circuit: 1gbps	Funded	1 IA	Pacific Bell Telephone Company	\$139,015.12	SPI	\$2,482.29	1.79 %
Total					\$139,015.12		\$2,482.29	Funding Year 2021
Grand Total					\$151,477.46		\$14,944.63	-- Loleta Union Elem School Dist

18.

**LES Advisory Committee
Group Meeting Notes
2/2/2022**

Participants: Jessie Bunkley (Wildlands Conservancy), Rose Hernandez (True North Community Youth Organizer), Brenda Juarez (Loleta School Board President), (HCOE Early Intervention, TK-12 Equity Partnership, Eureka NAACP chair), Sarah Sand (Parent of two students at LES and Bear River Rancheria Director of Child Care Services and Education), Crystal Sand (Parent of a student at LES, PTO Member, and Bear River Rancheria Tribal Grants and Accessibility Coordinator), Nina Fry (Bear River Rancheria member), Sandy Radic-Oshiro (SELPA Behavior Specialist)

Sandy shared that Autumn was not able to make the Advisory Committee meeting due to a budget meeting with HCOE that ran late and was required to finish state reporting. She apologized to the group and sent appreciation for their understanding.

Updates and Announcements.

- Watershed Outdoor Education Grant: Jessie Bunkley with Wildlands Conservancy discussed a federal grant opportunity that would be in partnership with Loleta Elementary School to provide watershed based outdoor education for 3-4 graders at LES. If awarded, the Wildlands Conservancy would like to work with the community to incorporate traditional indigenous ecological knowledge.

A list of contacts was generated with the Wiyot Tribe and Bear River Rancheria.

Wildlands Conservancy, jessie.b@twc-ca.org

Bear River Rancheria, hankbrenard@brb-nsn.gov

Wiyot Natural Resource Director: Adam Canter adam@wiyot.us (707) 733-1784 ext. 105

- School Climate Director: Sandy shared that due to the progress that Loleta Elementary School has made in completing the requirements of the Voluntary Resolution Agreement and the increasing need for behavior intervention services in the county, she will no longer be the School Climate Director for Loleta Elementary School. Sandy will be working at Loleta Elementary School one day per week primarily as a behavior intervention specialist for students with behavioral and mental health needs. She explained that these services can be thought of as Tier 3, the highest level of need and intervention. Althea Jones was hired in April as the school counselor. She has transitioned well and is providing positive mental health services to students. HCOE will be providing school psychological services in the form of assessments for special education.
- Advisory Committee Discussion: There was a discussion of the next steps for the Advisory Committee as Sandy will no longer be facilitating meetings, taking notes, and maintaining the email list and reminders. Rose also shared the purpose and hope of the Advisory Committee was to have the committee be parent run as a parent committee. Sandy shared the mission statement previously created and norms. She shared that the purpose of the Advisory Committee is to obtain input from parents to hear concerns and

make recommendations to the Superintendent and school board. Sharrone discussed that shared facilitation might be helpful given the hecticness of everyone's lives. Crystal Sand was nominated and Sarah Sand as co-chair. Sandy will share the discussion with Autumn to determine next steps.

Questions, comments, or concerns.

No questions, concerns or comments from committee members.

School Discipline Policy and Procedures.

Committee members reviewed the draft document with the recent addition of "Other Means of Correction" as defined by California Education Code. California Education Code was reviewed on acts that are grounds for suspension and expulsion. Sandy shared that the school board has read the draft policy and will be discussing it in a future school board meeting to be determined.

1. What is our greatest strength to get through this time of COVID.
 - Community
 - Communication and following up. Multimedia.
 - Bear River and the tribe -community
 - Patience with the Learning curve
 - Family, Co-workers, children at Loleta, parents

2. Strengths at Loleta:
 - a. Staff incredibly resilient
 - b. Principal is amazing
 - c. Garden is super important and its benefits for school and cafeteria. Giving the students the chance to work with the dirt.
 - d. Community and families
 - e. Trauma support team.

3. Focus points to move forward:
 - a. Children learning more about the local tribes with accurate information.
 - Look at the curriculum and have tribal restoration at the school.
 - Accurate information; asking for input and putting a tutor and more proactive information in the future. Like drugs and alcohol assemblies.
 - More community sharing
 - b. Development of a culture in the schools that supports high achievement.
 - c. IEP trainings and how to access special education.
 - d. More training for staff about building relationships with students. More trauma informed, pbis, and normal child development. Training suggestions? Stakeholders and "Love and Logic" parenting part. To understand the family dynamics and see the compassion. Learning how to use time to get to the core of matter and help a student self-regulate. Not every staff member can connect with every student. Find someone who can connect. Revisit.
 - e. Tutoring would be great for students. Funds for a tutor came from Bear River and Loleta has been given a tutor starting Monday the 31. 1 Native American. 8-noon. 2 days a week. Online is a possibility. Monday and Thursdays. Standard form with parent name, being given out this week. The tutor's name is Kenneth Brooker. 20 minute slots. Third grade start and up. Excited to start soon!

- f. What do you think about homework and computer technology.
 - i. Homework is good. Weekly spelling words and spelling tests.
 - ii. If required may cause strain on families. Perhaps not every night.
 - iii. Grade level dependent about how much time is necessary of them.
 - iv. Routine is necessary later, the lower it is put into place the better.
 - v. Something that does not necessarily need adults to help; like spelling words, reading and writing.
 - vi. Technology not necessarily the way to go; needs based for hard copy vs tech.
- 4. Indian Ed grant- Paid for Science curriculum this year. Need for tutoring too?
Perhaps spend the grant money for next year on:
curriculum or tutorials. More one on one help is needed. Split 5,000 and 5,000? Let's think about it and plan.
- 5. Would like to see more Community group to learn how to speak Spanish and Wiyot Language- Soulatluk. Incorporate languages from Bear River: Dialect of Athabaskan.
Could we use some of this money to find someone to teach?

Meeting closure- What do you think about how the meeting went? Appreciated the ability to offer input and ideas; good start; excited to see parents!;

Please put March 7th on your calendar for our next meeting. 5:00 - 6:00pm



HUMBOLDT | DEL NORTE SELPA
 Heather Quigley-Cook, Executive Director
 624 Harris Street, Eureka, CA 95503
 T (707) 441.2051 | F (707) 445.6124
 www.hdnscelgs.org

February 7, 2022

Dear Loleta Elementary School Board Members,

Thank you for the opportunity to serve the students, families, and staff of Loleta Elementary School. It has been a pleasure to support students and families and to assist in the development of a positive school climate for all students. As you are aware, I am no longer working in the role of School Climate Director and am primarily working in the role as a Behavior Intervention Specialist for Loleta Elementary School and other local school district in the Eel River Valley and Klamath Trinity School District. As I reflect on my time at Loleta Elementary School, I seek to provide you with information to support your knowledge of the progression of special education and related services, Socio-Emotional Learning (SEL), and Positive Behavioral Intervention and Supports (PBIS) provided to LES since 2017.

After the Voluntary Resolution 94 14-0111 was signed on November 20, 2017, I was honored to be named and approved by Bear River Band of Rohnerville Rancheria and the Wiyot Tribe to serve in the role of School Climate Director to add to my role as a school psychologist and behavior interventionist for Loleta Elementary School. I honestly felt at times that the role was daunting, but with the guidance and support of local community members, Humboldt County Office of Education, and Humboldt Del Norte SELPA, we were able to meet all of the requirements of the VRA and worked collaboratively with the US Department of Education Office of Civil Rights, the American Civil Liberties Union of Northern California, and the National Center for Youth Law.

As a psychologist, I am trained to utilize data to make informed decisions. As such, I provide you with some data to consider as you make decisions that impact the students and families of Loleta Elementary School.

Since 2017, special education services at Loleta Elementary School have improved to a place where Individual Education Plans and special education services are legally compliant and defensible. This is evidenced by the significant reduction of due process complaints that occurred prior to 2017 that were very costly to LES. LES has had no due process complaints since 2017 that have required fiscal costs to the district. Special education and related services have evolved in a manner that serves our most vulnerable students and their academic, socio-emotional, and behavioral needs. The improvement in special education and related services is also evidenced by the results of the California Healthy Kids Survey results from 2017-2018 compared to 2020-2021. (Source: California Health Kids Survey 2017-2018 and 2020-2021. See Table 4.)

Parent Responses

Table 1. Adults who really care about students

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	65%	30%
2020-2021	77%	11%

Table 2. School is a safe space for students

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	59%	38%
2020-2021	76%	13%

Table 3. Access to support staff (school psychologist, counselor, wellness staff).

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	42%	55%
2020-2021	86%	0%

Table 4. Quality programs for my child's talents, gifts, or special needs

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	42%	33%
2020-2021	88%	11%

*Staff Responses:***Table 5. Adults really care about students**

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	47%	53%
2020-2021	92%	8%

Table 6. Parent feel welcome to participate at school

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	61%	39%
2020-2021	88%	13%

Table 7. Safe place for students

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	26%	74%
2020-2021	77%	11%

Table 8. Safe place for staff

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	21%	79%
2020-2021	87%	14%

Table 9. High Expectations for all students

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	37%	63%
2020-2021	79%	21%

Table 10. Students are well behaved

	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	11%	79%
2020-2021	80%	21%

Table 11. Fosters Appreciation for Student Diversity and Mutual Respect

	Strongly Agree to Agree	Strongly Disagree or Disagree

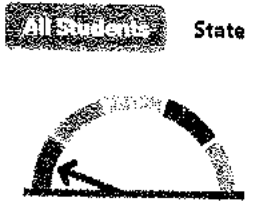
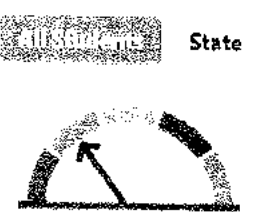
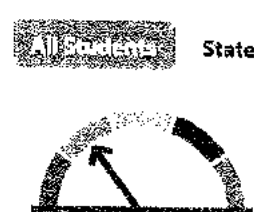
2017-2018	48%	52%
2020-2021	96%	4%

Table 12. Staff Treat All Students Fairly

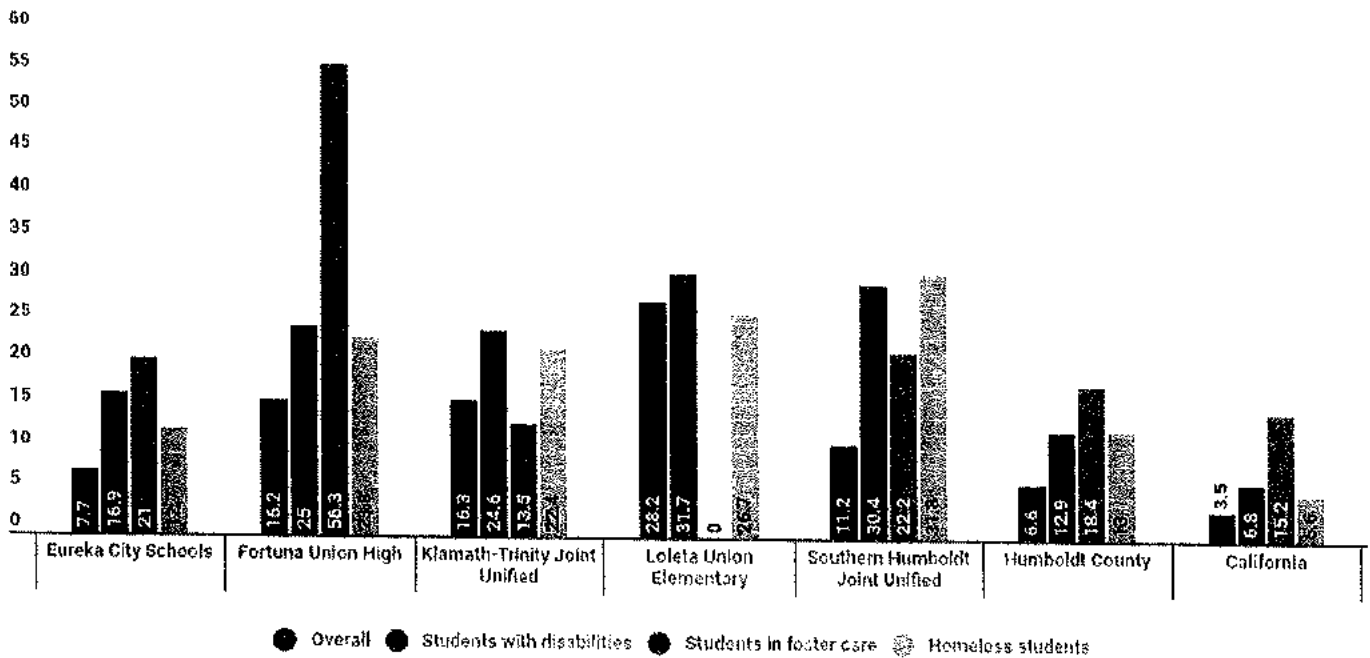
	Strongly Agree to Agree	Strongly Disagree or Disagree
2017-2018	28%	72%
2020-2021	84%	17%

In addition, Loleta Elementary School suspension rates have dropped since 2017 as evidenced by the reduction of suspensions based on California Department of Education Dashboard. (Source: <https://www.caschooldashboard.org/>). I would like to add that the suspension rates for years prior to 2017 were reported by the Office of Civil Rights to be likely under-reported as students were sent home without a suspension recorded based on investigation and interviews with staff and families. Since 2017, education and training on proper reporting practices have been implemented with data from 2018 and 2019 considered a more accurate representation of number of suspensions. Loleta Elementary School was previously named as the highest spending school for Native Americans in California in years prior to 2017. (See Table 13).

Table 13. Suspension rates

2017 Suspension Rate	2018 Suspension Rate	2019 Suspension Rate																														
 <p>All Students State</p> <p>Red</p> <p>29% suspended at least once</p> <p>Increased 5% ⊕</p>	 <p>All Students State</p> <p>Orange</p> <p>28.2% suspended at least once</p> <p>Declined 0.7% ⊕</p>	 <p>All Students State</p> <p>Orange</p> <p>23.7% suspended at least once</p> <p>Declined 4.5% ⊕</p>																														
<p>EQUITY REPORT</p> <p>Number of Student Groups in Each Color</p> <table border="0"> <tr> <td> 2</td> <td> 0</td> <td> 1</td> <td> 0</td> <td> 0</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table>	2	0	1	0	0	Red	Orange	Yellow	Green	Blue	<p>EQUITY REPORT</p> <p>Number of Student Groups in Each Color</p> <table border="0"> <tr> <td> 1</td> <td> 2</td> <td> 0</td> <td> 0</td> <td> 0</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table>	1	2	0	0	0	Red	Orange	Yellow	Green	Blue	<p>EQUITY REPORT</p> <p>Number of Student Groups in Each Color</p> <table border="0"> <tr> <td> 1</td> <td> 3</td> <td> 0</td> <td> 0</td> <td> 0</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table>	1	3	0	0	0	Red	Orange	Yellow	Green	Blue
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1	3	0	0	0																												
Red	Orange	Yellow	Green	Blue																												

School suspension rates in Humboldt County during the 2017-2018 school year



(Source: <https://www.times-standard.com/2019/09/01/humboldt-county-grapples-with-school-suspension-rates/>)

When I began at LES in 2016, I observed physical fights numerous times per week. Although LES is not perfect and there are still altercations at times, there are far fewer students displaying physical aggression and outbursts over the last few years. Students have learned skills to manage conflicts and support staff work to teach student self-management and coping skills. In comparison to many of the schools I work at, LES has been able to support the mental health and behavioral needs through Covid in positive ways and there are far fewer students with high intensity behaviors and mental health needs at LES compared to previous years. This is in part due to early intervention, collaboration with families, and quality mental health services. This improvement is evidenced by results from a CHKS staff survey conducted in 2020-2021 compared with results 2017 with 80% of staff reporting that students are well behaved in 2020-2021 compared to 11% of staff who reported that students are well behaved in 2017-2018. (See Table 10.)

As part of the VRA, the school climate director's responsibility includes "identifying and helping train staff who will have responsibility for the consultant's duties after the term ends". Although there has been training from a variety of trainers and consultants at LES, I am concerned about the staff climate and buy-in in continuing to implementing trauma informed practices, PBIS, and restorative discipline. I have concern about the support for students, especially students who have identified disabilities, significant adverse childhood experiences, and foster youth. I believe there is more work to do to establish a positive school climate and non-discriminatory environment for all students and staff. I hope that the school will continue in these efforts to implement non-exclusionary, research-based interventions, supports, and approaches before implementing exclusionary discipline.

According to the CDE dashboard, in 2021, 92.8% of Loleta Elementary School's student population is socioeconomically disadvantaged, 17.5% are English Language Learners, and 4% of students are foster youth. In addition, a high number of Loleta Elementary School students have experienced a number of Adverse Childhood Experiences (ACES). It is imperative that these risk factors be addressed through equitable, evidenced based teaching and practices including SEL. According to the California Department of Education, research indicates that "SEL is fundamental to academic success, and must be woven into the work of every

"Supporting Success for All"

teacher in every classroom and afterschool program to prepare all our students for college and careers.”
(Source: <https://www.cde.ca.gov/ci/se/>).

I urge you to make your decisions about the future of Loleta Elementary School in consideration of the needs of our students and families to create a welcoming school environment for all students and providing inclusive, equitable learning environments that support students and families in feeling welcomed, cared for, and respected. In my professional opinion, LES must work to align the values of equitable learning with all staff as active participants in implementing Positive Behavior Intervention and Supports (PBIS), Multi-Tier Intervention and Supports (MTSS), and non-exclusionary discipline practices.

Loleta Elementary School is a wonderful school full of eager learners. I implore you to encourage staff to nurture the learning of students through equitable practices and positive interactions with all students and families through positive school climate activities, socio-emotional learning, and continuing review of policies and procedures to ensure equity and inclusion for all students.

Respectfully,



Sandy Radic-Oshiro, MA, NCSP

Humboldt County Office of Education (HCOE)

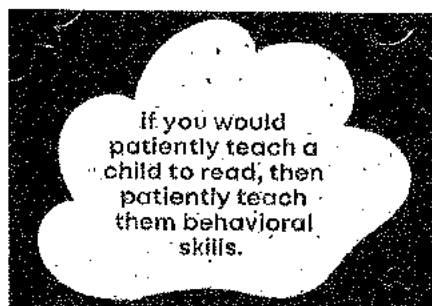
Special Education Local Plan Area (SELPA)

(707) 834-2861

sradic-oshiro@hcoe.org

Behavioral Health Intervention Specialist

Educationally Related Intensive Counseling Services (ERICIS) Behavioral Health Clinician





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
February 7, 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 February is Kindness. The Powerpoints can be accessed at:

- 📎 February 2021 Kindness Week 1.pptx
- 📎 February 2021 Kindness Week 2.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

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, how to manage if a student feels bullied, and vaping effects. Teaching expectations is a key component of PBIS with positive reinforcement offered in the *28.*

form of “Cougar Cash”. Students are excited to purchase items in the Cougar Store every week and a monthly raffle. Four bikes were donated by Kiwanis with a raffle to occur on February 18, 2022.



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](#)

Respectfully submitted by,

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

PTO February 2022 Report

PTO found resources for students vaping:

Flavors hook kids . org

Tobacco 21 . org / kids - tobacco /

When researching the flavors hook kids website a little further, we saw they had slides already made that went over why vaping is bad, how to talk to kids about it. We decided to use their slides for the February packet. They also had a spanish version already made so we didn't have to have anyone translate.

Monica asked PTO if they were willing to do a valentine fundraiser. PTO agreed.

Monica got supplies for the Valentine fundraiser as well as the Penny War fundraiser which will happen in March.

We have already gotten a couple orders in for the valentines!

JANUARY 2022 LCRC REPORT

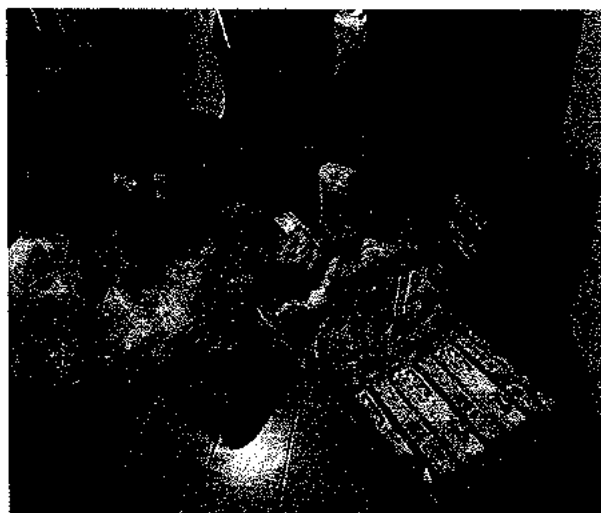
Our stats in collaboration:	Distribution/Event	Amount:
First 5 Playgroup & Loleta CRC	Provided services and referrals	26 families enrolled, 81 encounters
Loleta LCRC and community donations	Diapers, hygiene products, PPE, and children's clothing closet	353 items distributed (+1,000 masks for students)
Food for People, LCRC, Loleta Community Church	Loleta monthly food pantry distribution and LCRC on campus pantry	388 individuals served
Food for People, LCRC, LES:	Food backpack program	82 lunches distributed
Loleta LCRC and Community donations	School clothes, backpacks and supplies	2 children served
Loleta LCRC, Centro del Pueblo, LES	Visits to the school garden	96 student visits to the school garden
LCRC	Assistance or referrals to health insurance programs and/or patient financial assistance	12 individuals
LCRC	CalFresh assistance, school snacks, and other food referrals	275 individuals
LCRC	Groceries for families affected by Covid-19	23 individuals
LCRC	Housing/Utilities assistance or referrals	74
LCRC	Medical, dental, and Mental Health assistance, education, or referrals	20 individuals
LCRC	Covid-19 Vaccine outreach and support	72 individuals
LCRC	Covid-19 test kits distributed	110
LCRC	Gas Vouchers and bus passes	15
LCRC	Referrals to medical transportation services	56
LCRC	Spanish Speaking parent committee: met on 12/14/21	7 attendants



180 Covid-19 test kits distributed to school families and community



1,000 masks available for our LUSD students



Groceries provided to families isolated by Covid-19



Weekend backpacks for our students. 82 bags distributed in January, 2022

2 Halo-V2 vape sensors donated by Providence St. Joseph



HALO
SMART SENSOR



Checks Dated 01/20/2022 through 02/03/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3000159277	01/24/2022	ADVANCED SECURITY SYSTEMS (C)	01-5804		160.50
3000159278	01/24/2022	ASAP LOCK & KEY	01-4377		85.00
3000159279	01/24/2022	CLENDENEN'S CIDER WORKS	13-4710		180.00
3000159280	01/24/2022	HUMBOLDT TERMITE & PEST(C)	01-5637		35.00
3000159281	01/24/2022	MISSION LINEN SERVICE INC	13-5550		145.97
3000159282	01/24/2022	PG&E	01-5520		1,373.04
3000159283	01/24/2022	PRESENCE LEARNING INC.	01-5800		3,911.80
3000159284	01/24/2022	SFS OF SACRAMENTO INC	13-4396	2,151.71	
			13-4710	77.37	2,229.08
3000159285	01/24/2022	TOTAL COMPENSATION SYSTEMS,INC ATTN: ACCOUNTS RECEIVABLE	01-5822		1,600.00
3000159286	01/24/2022	US BANK	01-2250	2,131.98	
			01-4391	430.99	
			01-5210	395.00	2,957.97
Total Number of Checks			10		12,678.36

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	7	10,123.31
13	CAFETERIA FUND	3	2,555.05
Total Number of Checks		10	12,678.36
Less Unpaid Tax Liability			.00
Net (Check Amount)			12,678.36

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.

ESCAPE **ONLINE**
Page 1 of 1

Comprehensive School Safety Plan

**2021-22
School Year**

School: Loleta Union Elementary
CDS Code: 12629270000000
District: Loleta Union Elementary School District
Address: 700 Loleta Dr P.O. Box 547
Loleta, CA 95551-0547
Date of Adoption: 2/10/22
Date of Update: 2/1/22
Date of Review:
- with Staff 2/2/22
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Autumn L Chapman	Superintendent/Principal		
Brenda Juarez	Board President		
Lisa Armstrong	Parent		
Marcelina Castillo	Loleta Community Resource Center		
Luz Espinoza	Classified Aide		
Dan Ruggles	Maintenance/Bus Driver		
Cas Austrus	Physical Maintenance		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

Loleta Union Elementary Safety Committee

Autumn Chapman Superintendent/Principal

Brenda Juarez Board President

Cas Austrus Physical Maintenance

Lisa Armstrong Parent/School Secretary

Dan Ruggles Bus Driver

Lindsey Frank Fortuna Police Dept

Jennifer Renner/Charmin Bailey Loleta Volunteer Fire Department

Assessment of School Safety

Certificated teachers and classified staff discussed safety issues at staff meetings regarding safety issues. In addition, parent input was received at "Stakeholder meetings" and ELAC meetings as well as surveys provided. Other input came from school maintenance personnel.

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

Automated Phone Alert System – Through our automated phone system "One Call" we can quickly notify family and staff of emergencies and convey information via phones, email, and text notifications simultaneously. **Alternative Storage** – With our recent cleaning out of our garage and storage areas, many areas that were cluttered in the school are now organized and easier to decontaminate and clean helping to provide a safer physical environment for our students and staff. **Rekeying the campus and maintaining self locking doors**, along with a perimeter fence ensure a secure campus during all hours. **Shades** – Classrooms are equipped with window coverings that can be used to eliminate visual access into all rooms. **Fire Safety** – Alarm system and smoke detection system are tested annually and logged by our maintenance personnel. Monthly Fire drills are practiced at different times of the day so all staff and students are familiar with best practices. **Fire Fighting Access** – The campus is generally accessible to fire fighters, and the Loleta Volunteer Fire Department has a master key which fits the gates and all school locks. **First Aid and Cardio-Pulmonary Resuscitation** – All teachers will have had First Aid, AED and CPR training. The district is dedicated to providing training on a regular basis to keep all staff certifications current.

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

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 5141.6 - School Health Services) (cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

Comprehensive School Safety Plan 5 of 28 1/22/19

(cf. 6142.8 - Comprehensive Health Education) (cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

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

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

(cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee provides training through Keenan Law services on-line classes.

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

Disaster Plan (See Appendix C-F)

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

Plans shall address at least the following situations:

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

The Superintendent/Principal shall ensure that the plan includes:

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

The Superintendent/Principal shall use state-approved Standard Emergency Management System guidelines when updating emergency and disaster preparedness plans. The Superintendent/Principal shall consult with county agencies so that district plans provide the best possible way of handling each situation and also provide for emergency communications systems between the agencies. The Superintendent/Principal may provide a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety. Disaster preparedness exercises shall be held regularly at the school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The Superintendent/Principal shall ascertain that at least one staff member holds a valid certificate in these areas. The Superintendent/Principal shall provide for CPR in-service training to be offered at least once a year for staff

Public Agency Use of School Buildings for Emergency Shelters

Loleta Union School District coordinates with the Humboldt County American Red Cross through the local interagency Incident Command Center, Bear River Rancheria and Wiyot Table Bluff. School facilities may be used as mass care and welfare shelters during an emergency. Through a coordinated effort with local emergency service providers, the district will provide temporary shelter through the use of

the Multipurpose Room and bathroom facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency

response providers to promote a safe shelter for community members in need.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension And Expulsion/Due Process

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

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

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

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

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

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

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

Appropriate Use of Suspension Authority

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

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

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

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

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

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

On-Campus Suspension

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

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

Authority to Expel

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

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

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

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

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

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

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

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

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

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

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

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

Maintenance and Monitoring of Outcome Data

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

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

(cf. 0460 - Local Control and Accountability Plan)

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

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

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

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

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

Sexual Harassment

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

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

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

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

Instruction/Information

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

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

Complaint Process and Disciplinary Actions

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

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

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

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

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

Record-Keeping

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

(cf. 3580 - District Records)

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

Please see our parent-student handbook on our website loletaschool.org

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

We utilize a crossing guard and staff are available at the two exit doors upon times of ingress and egress. Loleta Union takes pride in our mission to provide a safe environment for all students, parents, and school employees. Our School will ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement, fire, and city agencies to ensure safe access.

A large majority of students arrive and leave school in private vehicles. Students arriving or departing from school must use the designated loading and unloading zone(s). A crosswalk is provided for access to the front doors of the school. Safe Schools has been utilized to develop a safe Ingress and Egress plan for dropping students off and picking them from school.

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

Component:

Social and emotional supports for students.

Element:

On campus counseling services.

Opportunity for Improvement:

Availability five days a week.

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

Component:

Positive behavior and supports and a safe school environment

Element:

Staff participation.

Opportunity for Improvement:

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

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

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

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

Component:

Understanding the impact of cultural background to school engagement.

Element:

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

Opportunity for Improvement:

Working with the teachers for implementation.

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

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

Loleta Union Elementary Student Conduct Code

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

Conduct Code Procedures

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

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

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

School	Wide	Rules
BE		SAFE
BE		RESPONSIBLE
BE		RESPECTFUL
BE		KIND

(K) Hate Crime Reporting Procedures and Policies

Policies Board Policy BP 5145.9 Students

Hate-Motivated Behavior

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

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0450 - Comprehensive Safety Plan) (cf. 3515.4 - Recovery for Property Loss or Damage) (cf. 5131- Conduct) (cf. 5131.2 - Bullying) (cf. 5131.5 - Vandalism and Graffiti) (cf. 5136 - Gangs) (cf. 5137 - Positive School Climate) (cf. 5141.52 - Suicide Prevention) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

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

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 1700 - Relations Between Private Industry and the Schools) (cf. 5148.2 - Before/After School Programs)

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

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 6142.3 - Civic Education) (cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6142.94 - History-Social Science Instruction)

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

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

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

(cf. 3515.3 - District Police/Security Department) (cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

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

(cf. 1312.1 - Complaints Concerning District Employees) (cf. 1312.3 - Uniform Complaint Procedures) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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(J) Procedures to Prepare for Active Shooters

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

Immediately direct all students, staff, and visitors into the nearest classroom or secured space.
Classes that are outside of the building SHOULD NOT move toward danger.

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

Lock classroom door and cover door window.

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

DO NOT respond to anyone at the door.

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

Take attendance of students in each classroom when able.

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

Parents/guardians and students also may be provided with similar information.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator.

Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures.

Harassment

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

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

BULLYING

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

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

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

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

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

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

Intervention

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

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so.

As appropriate, the Superintendent or designee shall notify the parents/guardians.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyber-bully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

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

Definitions

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

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

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

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

Measures to Prevent Bullying

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

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1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyber-bullying, which includes the identification of bullying and cyber-bullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

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

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyber-bullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, Principal, Vice Principal, or any other available school employee.

When a report of bullying is submitted, the Principal or designee shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the Principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the Principal or designee, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyber-bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyber-bullying and to notify a teacher, the Principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and,

if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the

parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, Principal, or Principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Safety Plan Review, Evaluation and Amendment Procedures

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

Safety Plan Appendices

Emergency Contact Numbers

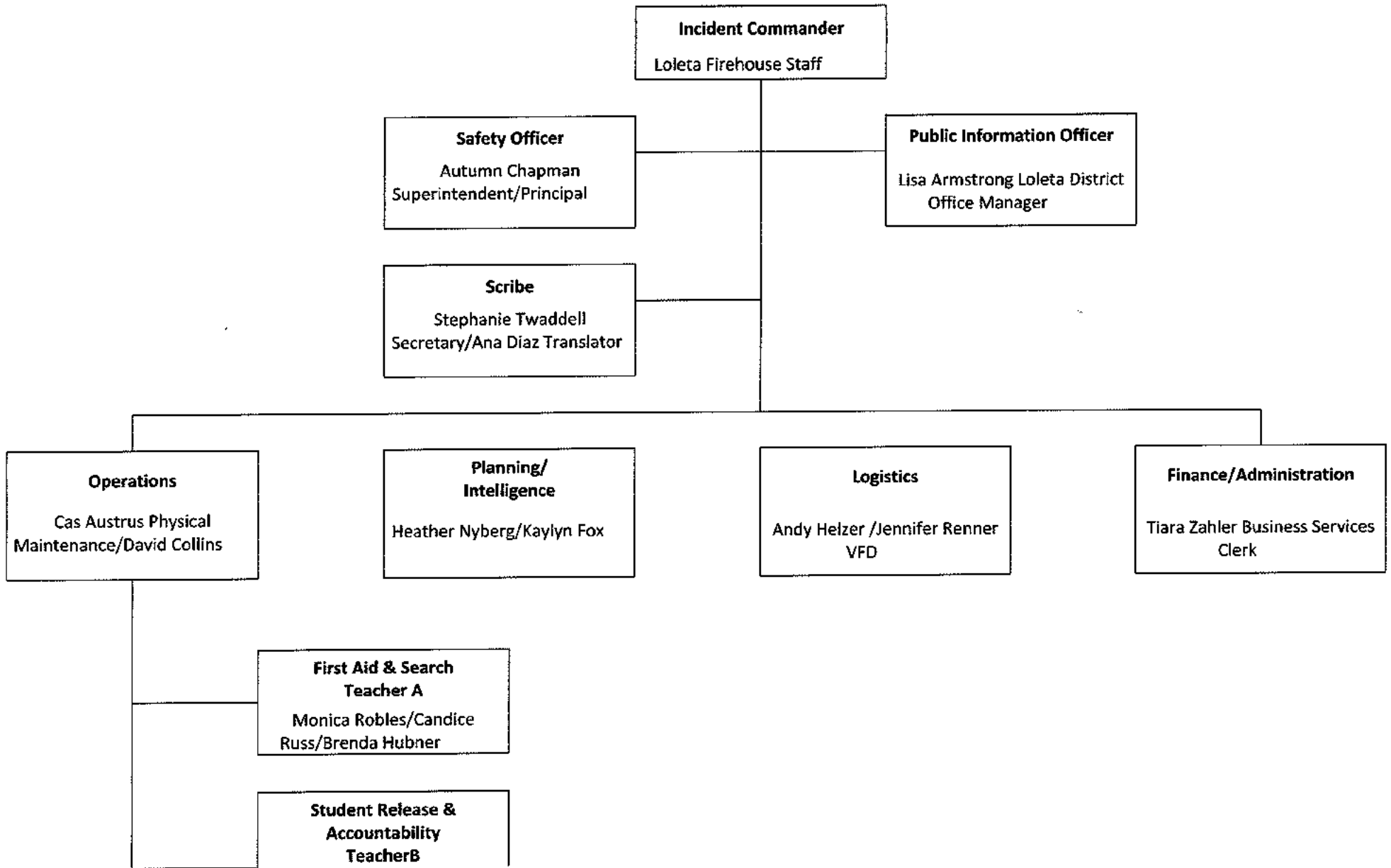
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Ken Nielsen-Firechief	707-733-5407	7078453090
Law Enforcement/Fire/Paramedic	Jeff Robinson -Assistant Fire chief	707-499-9747	
Law Enforcement/Fire/Paramedic	Humboldts Sheriffs	7074457251	
Other	Advanced Security	7074436366	
Law Enforcement/Fire/Paramedic	Cal Fire	7077254412	
School District	Autumn Chapman	7604190329	
School District	Cas Austrus	7074983251	
School District	John Simmons	7074964742	
Law Enforcement/Fire/Paramedic	Lindsey Frank	7072960582	
Law Enforcement/Fire/Paramedic	Jennifer Renner	7074993214	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Fall planning meeting	9/17/2021	
Winter 1 Planning Meeting	11/19/2021	
Winter 2 Planning Meeting-Sheriff Dept and Fire Review (Final)	1/21/2022	
Board Review #1	2/07/22	
Board Approval	2/10/22	

Loleta Union Elementary Incident Command System



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Strehlow/Althea Jones/all
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Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

Step Two: Identify the Level of Emergency

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

- **Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor injury during PE.
- ? **Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or an injury which requires an ambulance.
- ? **Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, a civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

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

- ? **Duck and Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- ? **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment.
- ? **Lock Down:** Students and staff are kept in a designated locked area with blinds closed and lights off and sitting quietly until danger has passed, such as an intruder being on campus.
- ? **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- ? **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- ? **All Clear:** Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

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

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- ? **Duck and Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck and cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck and cover" position. Make the announcement even if the immediate crisis has passed.
- ? **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- ? **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- ? **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed

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to the sites outside assembly area.

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

Animal Disturbance

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

Armed Assault on Campus

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

First responders contacted.

This may change if you make the above adjustments.

A lock down should already be in place.

Make sure you have a few evacuation locations. You don't want staff/students to evacuate to where the danger is.

Rally point at Loleta park for students to be reunited with parents.

Biological or Chemical Release

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

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. This procedure deals with two possible scenarios involving the release of biochemical substances: Procedure 1 - Substance released inside a room or a building and Substance released outdoors and localized; and Procedure 2 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure 1: Substance released inside a room or building or substance released outdoors and localized. 1. The School Administrator will initiate the EVACUATE BUILDING. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building. If necessary, the School Administrator will initiate the EVACUATE BUILDING action. 2. The School Administrator will call "911" and provide the exact location (e.g., building, room, area) and nature of emergency. 3. The School Administrator will instruct the Security/Facilities Team to isolate and restrict access to potentially contaminated areas. 4. The Security/Facilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system. 5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.

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Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention. 6. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel. 7. The School Administrator will complete the Biological and Chemical Release Response Checklist. 8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery. 9. Any affected areas will not be reopened until the Fire Department of County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

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

Bomb Threat/ Threat Of violence

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

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [caller's name] from [name school]. We are receiving a bomb threat on another line. The number of that line is ...[state phone number]." See preceding page for telephone checklist. 2. The person answering the threat call should ask the questions listed in the page following this section and document the responses. 3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio frequencies or electronic devices. 4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area. 5. No attempt should be made to investigate or examine the object. 6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DROP, COVER, and HOLD ON, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION. 7. If a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area. 8. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 9. The School Administrator will notify "911", if not previously notified, and Humboldt County Sheriff (707) 445-7251 and provide the exact location (e.g., building, room, area) of the potential bomb, if known. 10. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe.

The School Administrator will give the ALL CLEAR signal. 11. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions. 12. After the incident is over, the School Administrator will complete the Bomb Threat Report. 13. The Psychological First Aid Team will convene onsite and begin to assess the need for counseling and recovery.

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

Receiving Threats

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

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

Procedures

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

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

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

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

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

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

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

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

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

Bomb Threat

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

Staff Actions:

The person receiving the call should make every attempt to:

Prolong the conversation as much as possible

Identify background noises & voice characteristics

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

Determine the caller's knowledge of the facility

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

Complete the Bomb Threat - School Report (next page)

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

Principal, Team:

Call 911 and District Support Team

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

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

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

Turn off cell phones and DO NOT transmit with radios

Leave the immediate environment as it is

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

Avoid opening and closing doors

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

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

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

Bus Disaster

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

Disorderly Conduct

Superintendent/psychologist contacted to talk person down. Law enforcement contacted.

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is Comprehensive School Safety Plan 23 of 28 1/22/19

important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris. 1. Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD ON. 2. Move away from windows and overhead hazards to avoid glass and falling objects 3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action. Staff will check the evacuation path prior to leading students. If path is safe, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area. 4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 5. The School Administrator will direct the Security/Facilities Team to post guard a safe distance away from building entrances to prevent access. 6. The Security/Facilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires. 7. The First Aid/Medical Team will check for injuries and provide appropriate first aid. 8. The School Administrator will direct the Security/Facilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer). 9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff. 10. The School Administrator will contact the Director of Maintenance and Operations for permission to reenter buildings. 11. Any affected areas will not be reopened until the District Superintendent or Director of Maintenance and Operations provides clearance. 12. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

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

Explosion or Risk Of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on or near school property. It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

Procedure Scenario 1: Explosion on school property. 1. In the event of an explosion, all persons should initiate DROP, COVER and HOLD ON. 2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action. 3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter. 4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area. 5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

6. The School Administrator will call "911" and provide the exact location (e.g., building, room, area) and nature of emergency. 7. The First Aid/Medical Team will check for injuries and provide appropriate first aid. 8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment. 9. The Security/Facilities Team Chief will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities. 10. The Security/Facilities Team Chief will post guard a safe distance away from the building entrance to prevent persons entering the school buildings. 11. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities. 12. The School Administrator will contact the Director of Maintenance and Operations to ensure buildings are safe for re-entry. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander. 13. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so. 15. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

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

Fire in Surrounding Area

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

Fire on School Grounds

Fire on School Grounds Procedure 1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator. 2. The School Administrator will immediately call "911" initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area. 3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 4. The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives. 5. The Security/Facilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles. 6. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.

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7. The Security/Facilities Team will notify the appropriate utility company of damages. 8. If needed, the School Administrator will notify Bus Dispatch at Northern Humboldt (707)839-6470 to request busses for staff and student evacuation. 9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so. 10. For fires during non-school hours, the School Administrator will determine if the school will open the following day. 12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Procedure 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. 2. The School Administrator will notify "911" and describe the nature and extent of the flooding. 3. The School Administrator will keep a battery-powered radio tuned to a local radio station (KRED 92.3) for information. 4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area. 5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 6. As appropriate, the School Administrator will activate phone dialer system to inform parents. 7. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. Procedure 1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately. 2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING. 3. The School Administrator will notify the school site custodian and Maintenance & Operations Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator. 4. The Maintenance & Operations Department, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted. 5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility. 6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Explosion/Risk of Explosion. Procedure - In the event of loss of water: 1. Superintendent will assess school needs and feasibility of keeping school open. 2. Toilets: Maintenance and Operations may install portable toilets. During an emergency when M&O would be unable to access school site a temporary toilet may be made in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded). 3. Drinking Water: Principal will provide water stored for earthquake supplies that will be accessed and distributed to students and staff. 4. Food Service: Superintendent will contact Director of Nutrition and Food Services to assess possibility of providing food for students and staff. 5. Principals should purchase food and water for up to three days for students and staff. This food will be rotated annually by the Director of Food and Nutrition Services. Principal should contact Director of Food and Nutrition Services to arrange for purchase and rotation.

Motor Vehicle Crash

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

Pandemic

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

Psychological Trauma

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

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. Procedure 1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. 2. The School Administrator will notify the District Office, Director of Food and Nutrition Services and the District's Nurse Coordinator. Administrator will determine if they need to call "911." 3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities. 4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate. 5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information. 7. The District Superintendent will confer with the County Department of Health Services before the resumption of normal operations. 8. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Staff Action

Remain with students and provide supervision as needed.

Emergency Evacuation Map

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LOLETA UNION ELEMENTARY SCHOOL DISTRICT FISCAL RECOVERY PLAN



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
Loletaschool.org

PURPOSE: Prepare and Approve a Fiscal Recovery Plan Identifying all necessary reductions no later than February 11, 2022.

PRESENT FISCAL YEAR INTERVENTIONS MADE BY DISTRICT:

1. Froze all unrestricted general fund discretionary expenditures unless operationally necessary.
2. Implemented a hiring freeze; as personnel have left they have not been replaced unless essential to the school's operation.
3. Once the plan is approved on February 10, 2022, LUESD will notify HCOE prior to presenting proposals to bargaining units for negotiation.
4. All contracts and obligations were encumbered to prepare cash flow analysis. We see two possible scenarios. Please attached addendums A-1 and A-2.
5. LUESD has monitored enrollment trends and report any fluctuations. The administration has also begun to review Interdistrict Transfers out of the school for possible rejection in the 2022 -2023 school year.
6. LUESD understands it is subject to the stay and rescind authority of HCOE/Fiscal Advisor and has followed any requirements given by this authority.
7. LUESD has provided the best timely cooperation with HCOE/Fiscal Advisor that it can during this period.

BUDGETARY REDUCTIONS PROPOSED:

Target

Description:

2021-2022 Expenditures minus 2022-2023 projected Revenues plus minimum reserves:

\$1,100,000.00

Reductions:

2021-2022 Expenditures Budgeted in One-Time Revenues (See appendix B)

\$545,808.00

2021 - 2022 All Other Expenditures (See appendix B)

\$534,331.00

Summary of Reductions by Type:

\$829,119 - 16.25 FTE Staff reductions (4.75 FTE Certificated and 11.5 FTE Classified)

\$66,514 – Materials/Supplies

\$184,506 – Contracted Services

Leaving \$19,861.00. This sum will be accounted for by anticipated changes in current staff during the 2021 - 2022 school year.

LOLETA UNION ELEMENTARY SCHOOL DISTRICT
SUPPLEMENT: SECOND INTERIM CASH FLOW – GENERAL & RESERVE FUNDS
 Beginning Cash balance as of January 31, 2022

02/08/22

	February	March	April	May	June	Receivable
Cash as of Jan 31	361,632	73,762	38,891	(18,674)	25,891	
LCFF Revenues	60,308	91,450	60,308	358,482	176,173	0
Federal Revenues	4,029	86,262	89,433	15,833	135,785	230,030
State Revenues	0	24,840	5,174	0	187,027	27,839
Local Revenues	8,840	8,786	8,817	11,960	10,983	1,550
Sources	0	0	0	0	0	
P/Y Recbl	47,026	0	0	0	0	
1000	67,525	65,018	64,431	64,820	89,335	
2000	49,402	53,379	55,676	62,886	88,625	
3000	62,241	64,192	62,925	66,361	108,717	
4000	26,870	32,556	21,480	10,102	10,102	
5000	31,898	31,066	16,784	24,011	194,306	
6000	0	0	0	0	6,970	
7000	0	0	0	0	77,196	
Uses	0				0	
TF in	0	0	0	0	0	
TF out	170,137	0	0	0	29,217	
TRANS Note Payable	0	0	0	0	0	
Payables	0	0	0	113,529	0	
Deferred Expense	0					
Prepaid Expense					0	
Cash Balance	73,762	38,891	(18,674)	25,891	(68,607)	

Total Receivables (including deferred appropriations if any)

\$259,419

Final Projected Cash Balance General Fund, TRANS, Reserve:

(\$68,607)

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LOLETA UNION ELEMENTARY SCHOOL DISTRICT
SUPPLEMENT: SECOND INTERIM CASH FLOW -- GENERAL & RESERVE FUNDS
 Beginning Cash balance as of January 31, 2022

02/09/22

	February	March	April	May	June	Receivable
Cash as of Jan 31	361,632	243,899	209,028	151,463	196,028	
LCFF Revenues	60,308	91,450	60,308	358,482	176,173	0
Federal Revenues	4,029	86,262	89,433	15,833	135,785	230,030
State Revenues	0	24,840	5,174	0	187,027	27,839
Local Revenues	8,840	8,786	8,817	11,960	10,983	1,550
Sources	0	0	0	0	0	
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6000	0	0	0	0	6,970	
7000	0	0	0	0	77,196	
Uses	0				0	
TF in	0	0	0	0	0	
TF out	0	0	0	0	199,354	
TRANS Note Payable	0	0	0	0	0	
Payables	0	0	0	113,529	0	
Deferred Expense	0					
Prepaid Expense					0	
Cash Balance	243,899	209,028	151,463	196,028	(68,607)	

Total Receivables (including deferred appropriations if any)
Final Projected Cash Balance General Fund, TRANS, Reserve:

\$259,419
(\$68,607)

75.

Loleta Reductions Tracking Spreadsheet

Target

Description	Amount
2021-2022 Expenditures minus 2022-2023 projected Revenues plus minimum reserves	\$1,100,000

Reductions

2021-2022 Expenditures Budgeted in One-Time Revenues (ESSER & ESSA CSI)

Description	Funding Source	Amount
Salary and Benefits (.7219 FTE Certificated - 1.5 FTE Classified)	ESSA CSI	\$114,015
Materials/Supplies	ESSA CSI	\$27,141
Contracted Services	ESSA CSI	\$36,269
Salary and Benefits (1.0 FTE Certificated - 5.1875 FTE)	COVID (ESSER)	\$249,682
Materials/Supplies	COVID (ESSER)	\$39,373
Contracted Services	COVID (ESSER)	\$49,623
Flooring Project	COVID (ESSER)	\$29,705
Total Expenditures		\$545,808

2021-2022 All Other Expenditures

Description	Funding Source	Amount
Salary and Benefits (3.0281 FTE Certificated - 4.2925 FTE Classified)	Other General Fund	\$445,074
Salary and Benefits (.52 FTE - Classified)	Cafeteria Fund	\$20,348
Materials/Supplies		
Services:		
Flooring Project	Restricted Maint	\$68,909
Total Expenditures		\$534,331

16.25 FTE Reductions (4.75 FTE Certificated and 11.5 FTE Classified)

Remaining Reductions Needed \$19,861

LUESD Fiscal Recovery Plan for the Board

Presented by Autumn Chapman

February 10, 2022

Topics for This Evening

- Fiscal Recovery Plan

- Timeline



The Plan Overview

Met!

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Target

Description	Amount
2021-2022 Expenditures minus 2022-2023 projected Revenues plus minimum reserves	\$1,100,000



Reduction Summary Slide 1- One time revenues

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Reductions

2021-2022 Expenditures Budgeted in One-Time Revenues (ESSER & ESSA CSI)

Description	Funding Source	Amount
Salary and Benefits (.7219 FTE Certificated - 1.5 FTE Classified)	ESSA CSI	\$114,015
Materials/Supplies	ESSA CSI	\$27,141
Contracted Services	ESSA CSI	\$36,269
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Flooring Project	COVID (ESSER)	\$29,705
Total Expenditures		\$545,808



Reduction Summary Slide 2- Last 19,861 accounted for with current year reductions.

2021-2022 All Other Expenditures

2021-2022 All Other Expenditures

Description	Funding Source	Amount
Salary and Benefits (3.0281 FTE Certificated - 4.2925 FTE Classified)	Other General Fund	\$445,074
Salary and Benefits (.52 FTE - Classified)	Cafeteria Fund	\$20,348
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Services:		
Flooring Project	Restricted Maint	\$68,909
Total Expenditures		\$534,331
16.25 FTE Reductions (4.75 FTE Certificated and 11.5 FTE Classified)		
Remaining Reductions Needed		\$19,861

Current year Strategies for Fiscal Reductions

- Hiring Freeze
- Freezing Nonessential Expenditures
- Reduction of contractual services.



Staffing Levels- Historical Enrollment = 100 UPDATE



Fiscal Year	Total FTEs	Certificated	Classified
Possible 2022-2023	19.89	8.5	11.39
2021-2022 (10.44 FTE one time funds)	36.14	13.25	22.89
2020-2021	24.6	8.5	16.1
2019-2020	23.2	9.5	13.7
2018-2019	21.3	8.6	12.7
2017-2018	18.8	9.0	9.8

Keep in mind FTE's are much more expensive than 5 years ago: COLA, Retirement, Salary, benefits

LOLETA UNION ELEMENTARY SCHOOL DISTRICT
 SUPPLEMENT: SECOND INTERIM CASH FLOW -- GENERAL & RESERVE FUNDS
 Beginning Cash balance as of January 31, 2022

02/08/22

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Projected Cash Flow

	February	March	April	May	June	Receivable
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Total Receivables (including deferred appropriations if any)

\$259,419

Final Projected Cash Balance General Fund, TRANS, Reserve:

(\$68,607)

Moving forward: Fiscal Recovery Timeline

February 3, 2022

Present the draft **fiscal recovery plan**

February 10, 2022

Finalize fiscal recovery plan to maintain fiscal solvency

March 10, 2022

Board **Action** on identified budget **REDUCTIONS** and **Legal Notice** to maintain ongoing budget stability.
Special board meeting March 14.



In Partnership with the
California Department of Education
Orange County Department of Education
Butte County Office of Education

February 9, 2022

Loleta Union Elementary
Loleta Union Elementary

Dear Autumn Chapman,

Congratulations! We are pleased to let you know that your Phase 3 CA MTSS School grant application has been approved. In your application, you self selected to join **Cohort B** which starts **September 1, 2022**. The contract will begin on the first day of the month selected for desired cohort and end on June 30, 2026.

You will receive a total award in the amount of **\$50,000.00**. Contracts will be sent out to the project lead via email in the next three to four weeks. An invoice from your organization will be requested for the first installment. Attached, we have provided samples of contract items for preliminary review:

- Sample Exhibits:
 - Exhibit A: Scope of Work
 - Exhibit B: Budget Summary
 - Exhibit C: Expenditure Report
 - Exhibit D: Outcome report

Please save the date for a virtual awardee orientation meeting scheduled for **February 17, 2022 from 10:00 AM - 12:00 PM**. We will review the grant deliverables in detail and provide an overview of the CA MTSS Pathway Certification for Schools course and coaching process. Invitations to this meeting will be forthcoming via email.

We appreciate your ongoing commitment to implementing the CA Multi-tiered System of Support framework in order to enhance student achievement in California! Thank you for all you do on behalf of students!

For any questions, please contact camtss@ocde.us

Sincerely,

Jami Parsons, Ed. D.
Director, Learning Supports
Educational Services Division
Orange County Department of Education



Moving forward: Fiscal Recovery Timeline continued..

April 14, 2022

May 12, 2022

June 16, 2022 & June 30

Present updated budget.

**Update the budget with
the Governor's revise.**

Budget Adoption

Thank You