

**LAYTONVILLE UNIFIED SCHOOL DISTRICT
MINUTES OF THE REGULAR MEETING OF JUNE 17, 2021**

A. CALL TO ORDER/ROLL CALL:

The Governing Board of the Laytonville Unified School District held a regular meeting via ZOOM on June 17, 2021. Board President Calvin Harwood called the meeting to order at 6:05 p.m.

ROLL CALL:

Trustees Present: Calvin Harwood, Meagen Hedley, Erin Gamble (Elina Agnoli & Mat Paradis absent)

Administrators Present: Joan Potter, Lorre Stange, and Tim Henry.

Student Representative: Absent

B. PUBLIC INPUT re CLOSED SESSION ITEMS: None

C. CLOSED SESSION AGENDA:

CS-1:	CONFERENCE WITH LABOR NEGOTIATOR:	CS-1
	Name of Agency Negotiator: Superintendent	
	Name of Organization Representing Employees: CSEA	
CS-2:	CONFERENCE WITH LABOR NEGOTIATOR:	CS-2
	Name of Agency Negotiator: Superintendent	
	Name of Organization Representing Employees: LVTA	
CS-3	PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE	CS-3
	(No additional information required)	
CS-4	PUBLIC EMPLOYEE APPOINTMENT	CS-4
	Title: 5 th Grade Teacher, TK/K Teacher	

(Adjourned to Closed Session at 6:05 pm)

(Meeting called back to order at 6:36 pm)

D. ANNOUNCEMENTS FROM CLOSED SESSION: No action was taken during Closed Session

E. PATRIOTIC OBSERVANCE: Calvin Harwood led the Pledge of Allegiance to the flag.

F. ACCEPTANCE OF AGENDA:

- **Motion** to approve the Agenda by Meagen Hedley, Seconded by Erin Gamble, unanimously approved with a 3-0 vote.

G. CORRESPONDENCE:

1. County Office of Education Review of the 2020-21 Second Interim Budget Report

H. PUBLIC INPUT: None

I. REPORTS AND COMMENTS:

Superintendent's Report:

- Mrs. Potter began by talking about the 8th Grade Promotion ceremony and high school graduation. Both turned out to be beautiful events and although it rained during high school graduation, the graduates still had a good time and made the most of it. Mr. Henry and Ms. Stange were commended on their heartfelt speeches.

- Summer projects have already begun. The custodians have been cleaning rooms, cleaning carpets, power washing chairs/desks. New floors are being installed in the MPR and Preschool, along with an extensive kitchen remodel in the cafeteria. The old high school will be painted soon to match the new high school.
- The District has been interviewing for new teachers but there are still a lot of classified openings. More teacher interviews will be taking place next week.
- We are looking at a full reopening in August. Masks will still be required by staff and students.
- As of September 30, 2021, Executive Order N-29-20 will expire and public meetings taking place after that time must ensure physical public access to all meeting locations.

The following reports were given:

Elementary Principal	High School Principal	Healthy Start - None
LES/LMS Site Council	LHS Site Council	DAC
Student Representative - None	LVTA- None	CSEA

J. ACTION: CONSENT AGENDA

- May 6, 2021 Regular Meeting Minutes
- May 24, 2021 Special Meeting Minutes
- Personnel Assignment Order
- Revolving Cash Fund
- Warrant List
- Monthly Budget Report
- Monthly Budget Transfers
- Designation of CIF Representative to the League
- **Motion** to accept the Consent Agenda by Erin Gamble, seconded by Meagen Hedley, unanimously approved with a 3-0 vote.

K. INFORMATION ITEMS:

K.1. Facilities Update

- Mrs. Potter provided an update on the current construction project.

L. ACTION ITEMS:

L.1. Students of the Month

- Mr. Henry presented the May Student of the Month for Laytonville High School.
- **Motion** to recognize Celina Gillespie as the Student of the Month by Erin Gamble, seconded by Meagen Hedley, unanimously approved with a 3-0 vote.

L.2. Resolution No. 608 for Employee Recognition Award

- Once a year the Board of Trustees receives recommendations for the Board's Employee Recognition Awards. Staff, students and community members can recommend employees for the award. The award recipients are recognized with a Board Resolution in their honor, a gift and their name is placed on a perpetual plaque which hangs in the District Office.
- **Motion** to adopt Resolution No. 608 and recognize Lorre Stange as the recipient by Meagen Hedley, seconded by Erin Gamble, unanimously approved with a 3-0 vote.

L.3. Approval of the Board Action Calendar for 2021/22

- The 2021/22 Board Action Calendar was attached for Board review and approval. This calendar evolves throughout the year. Its purpose is to keep us on track with Board business and to provide an overview of future meetings.
- **Motion** to approve the 2021/22 Board Action Calendar by Meagen Hedley, seconded by Erin Gamble, unanimously approved with a 3-0 vote.

M. DISCUSSION / ACTION ITEMS:

M.1. Public Hearing: Draft LCAP 2021-2024

- One of the requirements of the Local Control Accountability Plan is for the governing board to conduct a public hearing prior to the adoption of the plan. The purpose of the meeting is to provide time for the district to share information regarding the spending plan for the upcoming year and to give the public an opportunity to give the district recommendations and comments regarding the draft plan. The public will also have the opportunity to submit written comments regarding the LCAP. A letter may be submitted to the District and the Superintendent will respond in writing to all written comments received by June 23, 2021. To date, the district has not received any written comments though a lot of verbal recommendations have been made to the district and have been incorporated in to the draft plan.
- Conduct a Public Hearing
- No input from the Public
- The Public Hearing was closed

M.2. Approval of 2021/22 Instructional Minutes for Laytonville Schools

- The State requires minimum instructional minutes for each grade level. The instructional minutes schedule for 2021/22 is attached for approval.
- **Motion** to approve the instructional minutes for 2021/22 for Laytonville Elementary, Spyrock, and High School by Erin Gamble, Seconded by Meagen Hedley, unanimously approved with a 3-0 vote.

M.3. Public Hearing: Proposed Budget 2021/22

- Implementation of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) regulations require separate public hearings for the LCAP and budget. The regulations require that the public hearing for the budget be held at the same meeting as the public hearing for the LCAP. This requires a change to the process of holding the budget public hearing and adoption at the same meeting as we have done in the past. The new regulations require an earlier preparation of the budget. The 2021/2022 proposed budget may be modified at the Board's discretion and/or to include changes made to the draft LCAP. Such modification and other corrections to the budget would be reflected in the June 24, 2021 budget review and adoption. I will refer to specific budget information during the public hearing.
- Conduct a Public Hearing
- No input from the Public
- The Public Hearing was closed

M.4. Single School Plan for Student Achievement (SPSA) Review and Revision

- Each site has a Single School Plan for Student Achievement which is revised annually by the Site Council and approved by the Board. The SSPSA's for next year have been revised by staff and the Site Councils. Mr. Henry and Ms. Stange will review their Single School Plan for Student Achievement for the Board.
- **Motion** to approve the LHS and LEMS Single School Plan for Student Achievement by Meagen Hedley, seconded by Erin Gamble, unanimously approved with a 3-0 vote.

M.5. Public Hearing: Public Disclosure for Classified/Confidential Employees

- Assembly Bill (AB) 1200 requires local education agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. Government Code (G.C.) Section 3547.5 states:
 - “Before a public employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer . . .”
- The intention is to ensure that the public is aware of the known costs associated with a proposed collective bargaining agreement before it becomes binding on the district.
- Conduct a Public Hearing
- No input from the Public
- The Public Hearing was closed

M.6. Approval of Memorandum of Understanding with CSEA & Confidential Employees

- The Board conducted a Public Hearing regarding the Public Disclosure and the contents of the agreements. The District reviewed the budget projections and feel that the agreements are well deserved and feasible.
- **Motion** to approve the Memorandum of Understanding by Erin Gamble, seconded by Meagen Hedley, unanimously approved with a 3-0 vote.

M.7 Title VI Indian Ed. Formula Grant Application

- Mr. Henry presented information regarding the Title VI Indian Education Formula Grant Application.
- **Motion** to approve the Title VI Indian Ed. Formula Grant Application by Erin Gamble, seconded by Meagen Hedley, unanimously approved with a 3-0 vote.

M.8. Textbook adoption for Grades 9-12 Physics & Biology

- This physics text was published in 2020; as such, it is up-to-date and includes modern digital helpers, such as a flash-card app. The text is accessible for all levels of student and includes visuals (pictures and diagrams) on every page. It also includes explicit training in the use of all of the equations and diagrams that should be included in a quantitative physics class. The author is an award-winning AP Physics teacher of many years who was an Aerospace Engineer in a previous life.
- This biology text is not the latest edition of this classic text however, this 2017 text is loaded with tools to engage students: chapter mysteries for students to solve that make the material relevant, fun you-tube videos to accompany each chapter, and engaging, accessible visuals on every page. Although this text is accessible for beginners, it

expands upon beginner concepts to cover biology at an AP level. Students who read the entirety of the text can expect to know everything they might need to pass a first-year biology class in college.

- We certify that we are in compliance with EC 60422 and CCR Title V, Section 9531(a) which require that textbooks are aligned with the State Academic Content Standards.
- **Motion** to adopt the following textbook and certify that it is aligned with the state academic content standards per EC 60422 and CCR Title V, Section 9531 (a). by Erin Gamble, seconded by Meagen Hedley, unanimously approved with a 3-0 vote.
 - Biology, Old English Edition, Pearson Publishing, 2017
 - Physics, McGraw-Hill Education, 2020

N. ITEMS BOARD MEMBERS WISH ON FUTURE AGENDAS: Infrastructure (e.g. Crow's nest on football field)

O. COMMENTS FROM THE BOARD: Erin: Thank you Mr. Henry for facilitating the CalFire attendance at graduation for Liam Brennan. Meagen: Excited to be in person again next year. Calvin: Thank you Wolfie Peterson for making something out of nothing being the Student Body President. You will do great things at UC Davis. Thank you Lorre.

P. ADJOURNMENT:

Motion to adjourn the meeting by Meagen Hedley, seconded by Erin Gamble, unanimously approved with a 3-0 vote. The meeting was adjourned at 8:02 p.m. The next regular meeting will be held on June 24, 2021.

Respectfully submitted,

Adopted as Final
June 24, 2021

Joan Viada Potter
Secretary to the Board

Calvin Harwood
President of the Board

LAYTONVILLE UNIFIED SCHOOL DISTRICT
PERSONNEL ASSIGNMENT ORDER #12 2020/21

June 24, 2021

<u>Employment Position</u>	<u>Status</u>	<u>Salary</u>	<u>Effective</u>
<u>Certificated Appointment</u>			
<u>Certificated Resignation</u>			
<u>Certificated Layoff</u>			
<u>Certificated Leave of Absence</u>			
<u>Certificated Transfer</u>			
<u>Classified Appointment</u>			
<u>Classified/Confidential Appointment</u>			
<u>Classified/Confidential Resignation</u>			
<u>Classified/Confidential Reduction</u>			
<u>Classified Transfer</u>			
<u>Classified Resignation</u>			
<u>Classified Retirement</u>			
<u>Classified Termination</u>			
<u>Classified Layoff</u>			
<u>Coaching Positions</u>			

Consolidated Application for Funding Categorical Aid
Programs

BOARD DISCUSSION/ACTION ITEM II

Board Meeting Date: June 24, 2021
Subject: Adoption of the 2021/22 Budget
From: Joan Potter, Superintendent

Explanation:

The proposed 2021/22 budget is ready for adoption.

The budget is based on the latest version of the LCFF calculator with lower enrollment/ADA projections

Budget Highlights

- LCFF revenue is up \$147,000 due to a 5.07% COLA. LCFF revenue includes supplemental/concentration which is down.
- Federal revenue is down \$241,000 due primarily to one-time Covid related dollars being spent (-169,000). Impact Aid and MAA are budgeted slightly lower than 20/21 actuals (less -15,800) and the one time USDA van grant of 50,800 is removed from revenue.
- State revenue is up \$388,595 all due to Covid dollars. CTEIG carryover reduced 25,700.
- Local revenue is down \$65,000. The primary factors causing this are grant funds ending (LCSSP, ROP) and a reduction to Special Education funding.
- Net effect is a \$165,640 increase in revenue.
- A major component of the budget continues to be employee costs. SUI increased from .05% to 1.23% for 21/22.
- 3% increase in health benefits costs
- Increases in both PERS (.77%) and STRS (2.21%) costs
- Encroachment by Special Education continues to increase as funding continues to decline.
- Covid and distance learning have caused an influx of one time dollars that must be spent by 9/2024. As a result the MYP through 2024 looks strong but we will need to be vigilant in the out years. With declining enrollment we are projected to drop a band at the High School in 22/23 and supplemental/concentration funds continue to decrease.
- We continue to maintain a 4% economic uncertainty reserve and a 6% stabilization agreement reserve.

Recommendation:

Adopt the proposed 2021/22 Budget as presented

Attachments:

Proposed 2021/22 Budget
2021/22 Budget Adoption Reserves

BOARD DISCUSSION/ACTION ITEM I2

Board Meeting Date: June 24, 2021

Subject: Approval of the 2021-2024 Local Control Accountability Plan (LCAP)

From: Joan Potter, Superintendent

Explanation:

The 2021-2021 LCAP was presented at a Public Hearing on June 17, 2021. The plan has been finalized and is being presented tonight for Board adoption and approval.

Recommendation:

Adopt the 2021-2024 Local Control Accountability Plan (LCAP)

Attachments:

2021-2024 Local Control Accountability Plan

BOARD DISCUSSION/ACTION ITEM I3

Board Meeting Date: June 24, 2021

Subject: Amendment to Superintendent's Contract

From: Joan Potter, Superintendent

Explanation:

The Board will report out on action taken regarding the Superintendent's contract for the year 2021/2022.

Recommendation:

Approve the amendments made to the Superintendent's contract for the year 2021/2022

Attachments:

BOARD DISCUSSION/ACTION ITEM I4

Board Meeting Date: June 24, 2021

Subject: Resolution No. 609 for Appropriating the Ending 2020/21
Balance to a Reserve

From: Joan Potter, Superintendent

Explanation:

Article XIII B of the California Constitution requires we appropriate our ending balance to our reserve account at the end of each school year. This resolution provides for the appropriation.

Recommendation:

Adopt Resolution No. 609 for Appropriating the Ending 2020/21 Balance to a Reserve

Attachments:

Resolution No. 609 for Appropriating the Ending 2020/21 Balance to a Reserve

LAYTONVILLE UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 609

APPROPRIATING THE ENDING 2020/21 BALANCE TO A RESERVE

WHEREAS, all public agencies including school districts must appropriate revenues pursuant to Article XIII B of the California Constitution; and,

WHEREAS, Section 2 of Article XIII B requires that any revenues not appropriated in compliance with the Article be returned through a revision in tax rates or fee schedules; and,

WHEREAS, Section 5 of Article XIII B allows an entity of government, including a school district, to establish a reserve and that contributions made to such a reserve are considered to be the year in which the contribution is made and that expenditures of withdrawals from such a reserve are not subject to the limitations of Article XIII B; and,

WHEREAS, the District wishes to ensure that all revenues received during the 2020/21 fiscal year have been appropriated and, furthermore, that such revenues not be subject to limitation in any future fiscal year;

NOW, THEREFORE, BE IT RESOLVED that, at the close of the 2020/21 fiscal year any monies from revenues and beginning balances not expended during the fiscal year are hereby appropriated to a Reserve Account within the General Fund, as authorized by Section 5 of Article XIII B of the California Constitution.

PASSED AND ADOPTED, on this 24th day of June, 2021, by the Governing Board of the Laytonville Unified School District by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Joan Potter, Superintendent

Meagen Hedley, Clerk

BOARD DISCUSSION/ACTION ITEM 15

Board Meeting Date: June 24, 2021

Subject: Resolution No. 610 for Authorizing Budgetary Transfers

From: Joan Potter, Superintendent

Explanation:

Education Code 42601 requires a resolution authorizing the County Superintendent of Schools to make transfers between expenditure classifications, and to balance expenditure classifications as deemed necessary to permit payment of obligations of the District. Resolution No. 610 provides for this authorization.

Recommendation:

Adopt Resolution No. 610 for Authorizing Budgetary Transfers.

Attachments:

Resolution No. 610 for Authorizing Budgetary Transfers

LAYTONVILLE UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 610

RESOLUTION AUTHORIZING BUDGETARY TRANSFERS

The Governing Board of the Laytonville Unified School District, pursuant to Education Code 42601 - Transfer Between Funds to Permit Payment of Obligations at Close of Year - hereby authorizes the County Superintendent of Schools to make such transfers between any expenditure classification or classifications or balance any expenditure classifications of the budget of the district for the fiscal year 2020/21 deemed necessary to permit the payment of obligations of the district incurred during such year.

PASSED AND ADOPTED, on this 24th day of June, 2021, by the Governing Board of the Laytonville Unified School District by the following vote:

AYES:	_____
NOES:	_____
ABSTAIN:	_____
ABSENT:	_____

Joan Potter, Superintendent

Meagen Hedley, Clerk

BOARD DISCUSSION/ACTION ITEM I6

Board Meeting Date: June 24, 2021

Subject: Resolution No. 611 for Permitting Fund Transfers by County Office

From: Joan Potter, Superintendent

Explanation:

In order for the County Superintendent of School to transfer funds to pay end of year obligations the Laytonville Unified School District Board of Trustees must approve a resolution permitting them to do so.

Recommendation:

Approve Resolution No. 611 for Permitting Fund Transfers by County Office

Attachments:

Resolution No. 611

BEFORE THE BOARD OF TRUSTEES OF THE

**Laytonville Unified School District
MENDOCINO COUNTY, CALIFORNIA**

**RESOLUTION NO. 611
PERMITTING COUNTY OFFICE TO
TRANSFER BETWEEN FUNDS**

WHEREAS, the Governing Board of the Laytonville Unified School District, pursuant to Education Code 42601 - Transfer Between Funds to Permit Payment of Obligations at Close of Year - hereby authorizes the County Superintendent of Schools to make such transfers between any expenditure classification or classifications or balances any expenditure classifications of the budget of the District for the fiscal year 2020-21 deemed necessary to permit the payment of obligations of the District incurred during such year.

The foregoing Resolution was passed and adopted by the Board of Trustees of the Laytonville Unified School District on the 24th day of June 2021 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President of the Governing Board

State of California EDUCATION CODE Section 42601.

At the close of any school year a school district may, with the approval of the governing board, identify and request the county superintendent of schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that, during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of Section 41301, the county superintendent of schools, with the consent of the governing board of the school district, may identify and make the transfers, and shall so notify the districts. (Amended by Stats. 1988, Ch. 1462, Sec. 2.)

BOARD DISCUSSION/ACTION ITEM I7

Board Meeting Date: June 24, 2021

Subject: Resolution No. 612 for Fund Transfers for Upcoming Fiscal Year

From: Joan Potter, Superintendent

Explanation:

In order for the Superintendent and Business Manager to make fund transfers during the 2021/22 school year the Board must pass a resolution authorizing them to do so.

Recommendation:

Approve Resolution No. 612 for Fund Transfers for Upcoming Fiscal Year

Attachments:

Resolution No. 612

BEFORE THE BOARD OF TRUSTEES OF THE

**Laytonville Unified School District
MENDOCINO COUNTY, CALIFORNIA**

RESOLUTION NO. 612

FUND TRANSFERS for UPCOMING FISCAL YEAR

The Board of Trustees of the Laytonville Unified School District hereby authorizes the Superintendent and Business Manager to:

1. Make transfers between expenditure classification and/or transfers between funds deemed necessary to permit the payment of obligations of the District incurred during the 2021/22 fiscal year.
2. Appropriate unbudgeted income, if necessary, in accordance with Education Code 42602.
3. Make necessary inter-budget transfers and revisions.

The foregoing Resolution was passed and adopted by the Board of Trustees of the Laytonville Unified School District on the 24th day of June 2021 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President of the Governing Board

BOARD DISCUSSION/ACTION ITEM I8

Board Meeting Date: June 24, 2021

Subject: Resolution No. 613 for Interfund Temporary Cash Transfers for Upcoming Fiscal Year

From: Joan Potter, Superintendent

Explanation:

This resolution authorizes the Superintendent and Business Manager to temporarily transfer funds to another fund or account of the District to pay obligations.

Recommendation:

Approve Resolution No. 613 for Interfund Temporary Cash Transfers for Upcoming Fiscal Year

Attachments:

Resolution No. 613

LAYTONVILLE UNIFIED SCHOOL DISTRICT

RESOLUTION TO ESTABLISH TEMPORARY INTERFUND TRANSFER

RESOLUTION # 613

ON MOTION of Member _____, seconded by Member _____, the following resolution is hereby adopted:

WHEREAS, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amount transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the Laytonville Unified School District, in accordance with the provisions of Education Code Section 42603 adopts the following authorization for fiscal year 2021-2022 to temporarily transfer moneys between the following funds provided that all transfers are approved by the Superintendent or designee:

PASSED AND ADOPTED by the Governing Board on this 24th day of June 2021, by the Board of Trustees of the LAYTONVILLE UNIFIED SCHOOL DISTRICT by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA
COUNTY OF MENDOCINO

I, _____, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this 24th day of June, 2021

Clerk/Secretary of the Governing Board

BOARD DISCUSSION/ACTION ITEM I9

Board Meeting Date: June 24, 2021

Subject: Resolution No. 614 for Establishing a Board Reserve for
Economic Uncertainty Higher than the State Requirement Resolution

From: Joan Potter, Superintendent

Explanation:

Districts are required to adopt a resolution for establishing a reserve that is higher than the 4% economic uncertainty state requirement amount. CDE urges school districts to commit to maintaining “a prudent level of financial reserves to protect against the need to reduce services because of temporary revenue short falls or unpredicted expenditures”.

Recommendation:

Adopt Resolution No. 614 for Establishing a Board Reserve for Economic Uncertainty Higher than the State Requirement.

Attachments:

Resolution No. 614 for Establishing a Board Reserve for Economic Uncertainty Higher than the State Requirement.

**RESOLUTION 614
ESTABLISHING A BOARD RESERVE FOR
ECONOMIC UNCERTAINTY HIGHER THAN
THE STATE REQUIREMENT**

WHEREAS, school district governing boards are responsible for maintaining the fiscal solvency of the schools they govern;

WHEREAS, the governing board of the Laytonville Unified School District wished to establish a Board Reserve for Economic Uncertainty in the fund balance of the general fund that is larger than the state requires;

WHEREAS, the California Department of Education, in its website, urges school districts to commit to maintaining a prudent level of financial resources to protect against the need to reduce services because of temporary revenue short falls or unpredicted expenditures;

WHEREAS, the California Department of Education and the Government Finance Officers Association recommend that school districts maintain committed, assigned, and unassigned reserves of at least two months of operating expenditures or approximately a 17 percent reserve to mitigate revenue short falls and unanticipated expenditures;

WHEREAS, maintaining positive cash flow will diminish the need for borrowing and its associated costs;

WHEREAS, California's tax system relies heavily on income taxes paid by individuals and businesses, which are volatile revenue sources;

WHEREAS, certain district expenditures such as health care benefits or pension costs can be difficult to predict precisely;

WHEREAS, healthy reserves can address these cost increases rather than immediately reducing spending and other parts of the budget;

WHEREAS, the district can experience unexpected costs for special education students with highly specialized needs, emergency facility repairs, natural disasters that reduce school attendance and associated school funding for lawsuits that result in costly settlements or judgments against the district;

WHEREAS, the district is in need of replacing textbooks and related curriculum, computers, school buses and equipment and facility components that have reached the end of their useful lives such as flooring, or heating and cooling systems;

WHEREAS, the district needs to finance the construction of school buildings and other capital projects and cannot rely completely on bond measures or state funding;

WHEREAS, in the event that the school district needs to borrow money, healthy reserves will provide the district with a higher rating from the credit rating agencies and lower interest rates;

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

1. It is hereby determined that the governing board establishes a Board Reserve for Economic Uncertainty equal to 25% of General Fund expenditures and other financing uses.

2. The governing board of the school district, reserves the right to modify this board reserve in the future as the need arises.

Dated: June 24, 2021

Board President

Clerk

Member

Member

Member

BOARD DISCUSSION/ACTION ITEM I10

Board Meeting Date: June 24, 2021

Subject: Resolution No. 615 for Establishing a Pupil Transportation Equipment Fund

From: Joan Potter, Superintendent

Explanation:

The District is being held harmless for transportation funds that were not spent this year due to COVID. By setting up a Fund 15 for Pupil Transportation Equipment, leftover transportation funds can be moved and used for transportation purchases.

Recommendation:

Adopt Resolution No. 615 for Establishing a Pupil Transportation Equipment Fund

Attachments:

Resolution No. 615 for Establishing a Pupil Transportation Equipment Fund

LAYTONVILLE UNIFIED SCHOOL DISTRICT
RESOLUTION NUMBER 615

Resolution to Establish a Pupil Transportation Equipment Fund

On motion of Member _____, Seconded by Member
_____, the following resolution is adopted:

WHEREAS, school districts are authorized by Education Code section 41852 to establish a restricted fund known as the Pupil Transportation Equipment Fund; and

WHEREAS, such fund is authorized to provide for the acquisition, rehabilitation and replacement of pupil transportation equipment; and

WHEREAS, the Laytonville Unified School District is currently operating such services;

THEREFORE, BE IT RESOLVED, that the Governing Board hereby authorizes the Mendocino County Auditor and Treasurer to establish a restricted fund to be known as the Pupil Transportation Equipment Fund in accordance with Education Code section 41852.

PASSED AND ADOPTED by the Governing Board on June 24, 2021 by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF MENDOCINO)

I, _____, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Clerk/Secretary of the Governing Board

BOARD DISCUSSION/ACTION ITEM I11

Board Meeting Date: June 24, 2021

Subject: Approval of the 2021/2022 LCFF Budget Overview for Parents

From: Joan Potter, Superintendent

Explanation:

As required by Education Code Section 52064.1, each district is to develop the Local Control Funding Formula Budget Overview for Parents in conjunction with the first interim budget report. The Business Manager will review the Budget Overview for Parents with the Board.

Recommendation:

Adopt the LCFF Budget Overview for Parents

Attachments:

LCFF Budget Overview for Parents

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Laytonville Unified School District
CDS Code:	2373916
LEA Contact Information:	Name: Joan Potter Position: Superintendent Email: jvpotter@mcn.org Phone: 7079846414
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,346,007
LCFF Supplemental & Concentration Grants	\$513,384
All Other State Funds	\$937,703.74
All Local Funds	\$281,820.42
All federal funds	\$714,532.95
Total Projected Revenue	\$6,280,064.11

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,269,424.41
Total Budgeted Expenditures in the LCAP	\$4,370,265.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,929,137.00
Expenditures not in the LCAP	\$1,899,159.4

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,399,900
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,560,466

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,415,753
2020-21 Difference in Budgeted and Actual Expenditures	\$160,566

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Confidential employee salaries, transportation, OMM, cafeteria , SPED

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laytonville Unified School District

CDS Code: 2373916

School Year: 2021-22

LEA contact information:

Joan Potter

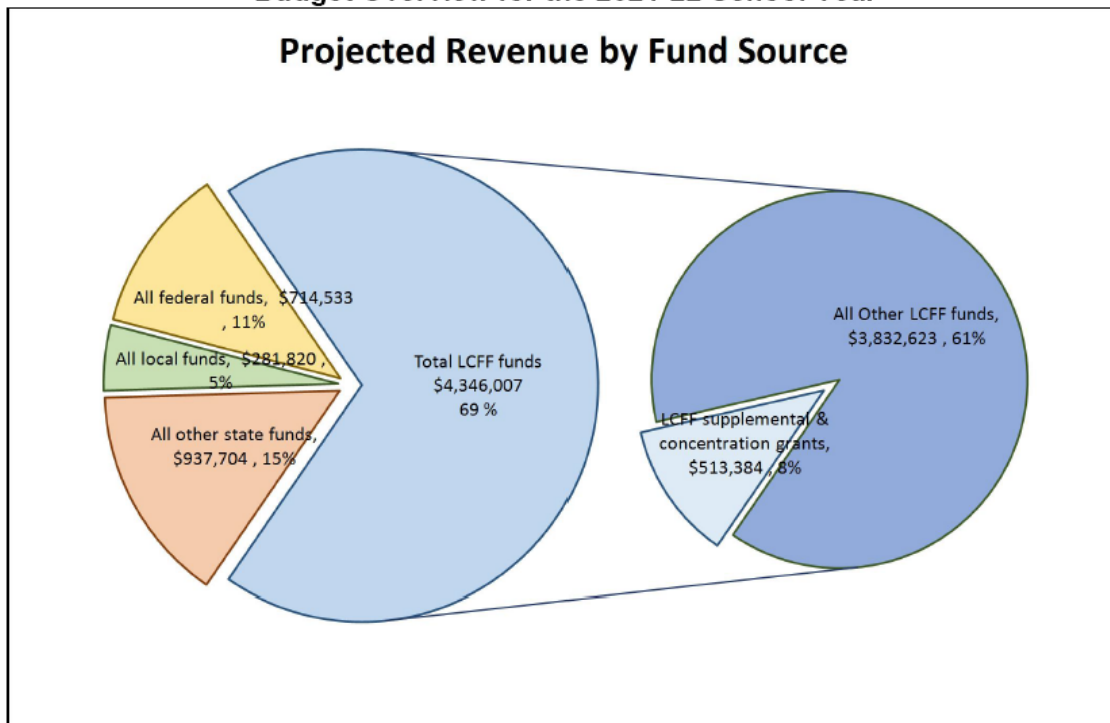
Superintendent

jvpotter@mcn.org

7079846414

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year



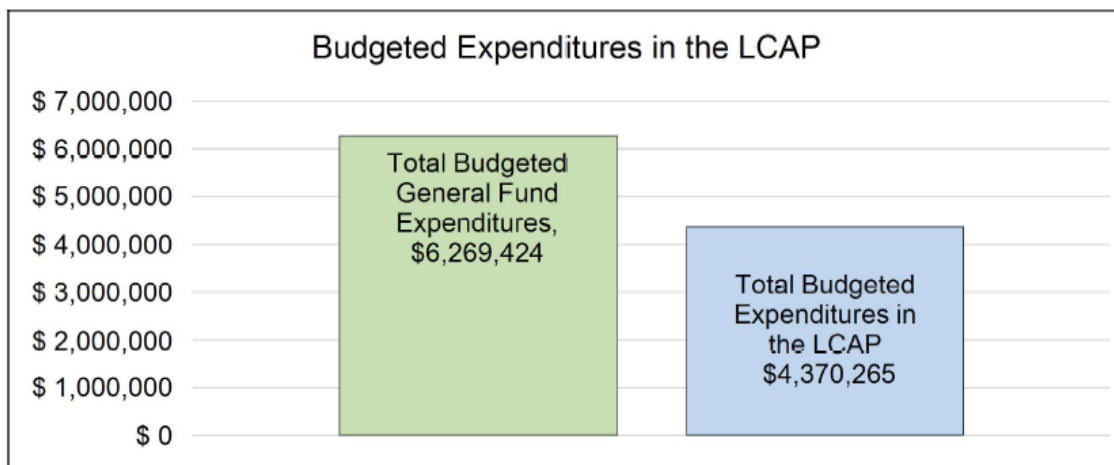
This chart shows the total general purpose revenue Laytonville Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Laytonville Unified School District is \$6,280,064.11, of which \$4,346,007 is Local Control Funding Formula (LCFF), \$937,703.74 is other state funds, \$281,820.42 is local funds, and

\$714,532.95 is federal funds. Of the \$4,346,007 in LCFF Funds, \$513,384 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Laytonville Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Laytonville Unified School District plans to spend \$6,269,424.41 for the 2021-22 school year. Of that amount, \$4,370,265.00 is tied to actions/services in the LCAP and \$1,899,159.4 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

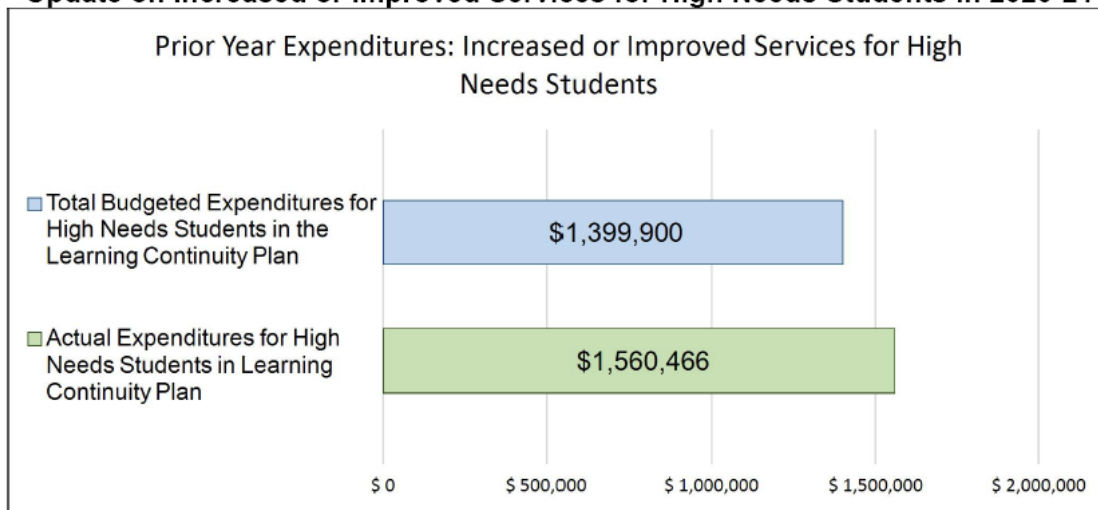
Confidential employee salaries, transportation, OMM, cafeteria , SPED

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Laytonville Unified School District is projecting it will receive \$513,384 based on the enrollment of foster youth, English learner, and low-income students. Laytonville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Laytonville Unified School District plans to spend \$1,929,137.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Laytonville Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Laytonville Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Laytonville Unified School District's Learning Continuity Plan budgeted \$1,399,900 for planned actions to increase or improve services for high needs students. Laytonville Unified School District actually spent \$1,560,466 for actions to increase or improve services for high needs students in 2020-21.

BOARD DISCUSSION/ACTION ITEM I12

Board Meeting Date: June 24, 2021

Subject: Approval of the 2019/2020 & 2020/2021 LCAP Annual Update

From: Joan Potter, Superintendent

Explanation:

The timeline for completing the 2019/2020 Local Control Accountability Plan annual update was extended as a result of COVID. Additionally a new plan called the Local Continuity and Attendance Plan was required of all school districts.

The completion of the annual updates was instrumental in creating the 2021-2024 new Local Control Accountability Plan.

Recommendation:

Approve the 2019/2020 & 2020/2021 LCAP Annual Updates

Attachments:

2019/20 & 2020/21 LCAP Annual Updates

BOARD INFORMATION ITEM J1

Board Meeting Date: June 24, 2021

Subject: LCAP Local Indicators:

- **Priority One:** Basic Services
- **Priority Two:** Implementation of State Standards
- **Priority Three:** Parental Involvement
- **Priority Six:** School Climate
- **Priority Seven:** Course Access

From: Joan Potter, Superintendent

Explanation:

LCFF statute requires that the CA Accountability System include standards for all LCFF priorities. However, state collected data is not available for every priority. For those priorities without indicator data collected by the state, the State Boards has identified that data to be collected by the local education agency.

In order to meet the standard for the Local Indicators, LEAs must:

1. Measure their progress using locally available information
2. Report the results to the LEA's local governing board at a regularly scheduled public meeting, and
3. Upload and publicly report the results through the dashboard.

The Local Indicators include: **Priority One:** Basic Services, **Priority Two:** Implementation of State Standards, **Priority Three:** Parental Involvement, **Priority Six:** School Climate and **Priority Seven:** Course Access. The following describe the results of required data collection:

LCFF Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

LEAs will provide the information below:

- **Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions** □ □ Laytonville Unified School District had no misassignments of teachers and no vacant teacher positions for the 2020-2021 school
- **Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home** □ □ All students had access to their own copies of standards-aligned instructional materials for use at school and at home.
- **Number of identified instances where facilities do not meet the “good repair” standard.** Both school sites received an overall evaluation of “good repair” in the FIT report

Results of Laytonville Elementary and High School 2020/2021
Priority 2

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Academic Standards	Average Rating	Average Rating
ELA – Common Core State Standards for ELA	3	1.9
ELD (Aligned to ELA Standards)	2.18	1.8
Mathematics – Common Core State Standards for Mathematics	3.5	1.9
Next Generation Science Standards	2.9	1.9
History-Social Science	2.5	2.2

- 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Academic Standards	Average Rating	Average Rating
ELA – Common Core State Standards for ELA	4.5	2.7
ELD (Aligned to ELA Standards)	2.7	2.3
Mathematics – Common Core State Standards for Mathematics	4.5	2.7
Next Generation Science Standards	4.3	2.4
History-Social Science	3.9	1.8

- 3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Academic Standards	Average Rating	Average Rating
ELA – Common Core State Standards for ELA	3.3	2.1
ELD (Aligned to ELA Standards)	2.75	1.8
Mathematics – Common Core State Standards for Mathematics	3.5	2.4
Next Generation Science Standards	3.4	1.6
History-Social Science	3.2	1.7

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Academic Standards	Average Rating	Average Rating
Career Technical Education	3.6	3.7
Health Education Content Standards	2.5	2.9
Physical Education Model Content Standards	2.5	2.8
Visual and Performing Arts	2.5	2.2
World Language	1.3	2.9

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Activities	Average Rating	Average Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	3.3	3.5
Identifying the professional learning needs of individual teachers	3.1	3.7
Providing support for teachers on the standards they have not yet mastered	3	3.6

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

- The district should continue to assess the academic standards, and gather data to guide our plans as a district.
- For multiple subject teachers cross curricular PD would be very helpful
- I think we neglect the "soft" subjects like PE/Health/Art
- In general, we do have time to collaborate, and there are team meetings. However, the team meetings aren't always deemed necessary by some staff. There are some meetings that are enjoyable and productive, but other meetings are just view as a task that is not the best use of a teacher's time. It's of my opinion that increased availability of planning time, within the hours of school operation, would improve the emotional well-being of students and staff.
- Materials are available and aligned to standards. The flexibility granted to teachers by the district allows for strengthening of the curriculum.
- Opportunities for professional development have improved significantly over the past few years. We seem to be exploring learning series that are outside of MCOE as well as inside the county. It's beneficial to hear different perspectives, and have those interactions with educators from different counties. It's my opinion that the district should continue to make connections with MCOE and beyond our region.
- New health framework and we are just beginning to look into and relearn them as a staff
- Additional support for Project Based Learning/cross curricular integration; support for block scheduling to support integration; Common Core training to support new teachers in particular; support for scaffolding/lesson development; curriculum development time for teachers (esp. CTE teachers) to align to model curriculum
- ELD training

LCFF Priority 3: Parent and Family Engagement

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Priority #3 Survey Results: 2021

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. LES Teachers: 3.84 LHS Teachers: 3.1	
2. Rate the LEA's progress in creating welcoming environments for all families in the community. LES Teachers: 3.76 LHS Teachers: 3.8	

Building Relationships

- 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

LES Teachers: 3.38

LHS Teachers: 3.4

- 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.**

LES Teachers: 4

LHS Teachers: 3.1

Current strengths and progress in this area: Staff who really care and want to develop positive relationships. Developing capacity of staff to build trusting relationships with families using technology while not being able to have families on campus. Continued working in positive behavior support and mentoring adults with students has helped with more engagement. Increased communication through phone calls and texts.

Focus area for improvement, including how the LEA will improve the engagement of underrepresented families: Provide more opportunities for staff to learn about each family's strengths, cultures, languages and goals for their children. Work with Native American Community and ELL families to have more venues to involve them in the school culture

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships for Student Outcomes

- 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

LES Teachers: 3.23

LHS Teachers: 3.0

- 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

LES Teachers: 3.23

LHS Teachers: 3.3

- 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

LES Teachers: 3.92

LHS Teachers: 3.2

Building Partnerships for Student Outcomes

- 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

LES Teachers: 3.46

LHS Teachers: 3.0

Current strengths and progress in this area: Through implementation of MTSS new venues for providing parents information about available resources have been introduced. The schools have a strong connection with the community.

Focus area for improvement, including how the LEA will improve the engagement of underrepresented families: Develop strategies for supporting families to understand and exercise their legal rights and advocate for their own students. Counselors and other school staff will focus on improving ongoing communication with families to ensure that they have full understanding of all aspects of their student's education. More support in communicating with Spanish speaking families. Help families develop more accessible ways to help their children.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input for Decision Making

- 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

LES Teachers: 3.15

LHS Teachers: 3.2

- 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

LES Teachers: 3

LHS Teachers: 3.1

- 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

LES Teachers: 3.2

LHS Teachers: 3.0

- 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

LES Teachers: 3.46

LHS Teachers: 3.0

Current strengths and progress in this area: During the pandemic family involvement strategies shifted. Distance Learning required different strategies and approaches. The use of phone calls, emails and texts was much more prevalent and resulted in more ongoing communication. It was essential for parents to be a part of their children's schooling as much of it was completed at home. Students were recognized virtually during board meetings for their accomplishments, honor banquets are held for students and their families. Schoolwide activities began to resume in the spring of 2021. SST meetings increased this year and helped as a venue for clear communication with families.

Focus area for improvement, including how the LEA will improve the engagement of underrepresented families: Build capacity of supporting principals, staff and family member to effectively engage in advisory groups by doing more outreach for members of Site Councils and the District Advisory Committee. Hiring Parent/Family Liaison's to focus on our underrepresented populations: Hispanic and Native American. Use counseling staff to create more opportunities for family engagement and create more schoolwide activities. Improve website and communications through technology. Opportunities are available for the community, and employees of the district, to be involved with guiding decisions. However, the community is not always aware of these opportunities. As a district, we need to improve communication between school and the people of Laytonville.

LCFF Priority 6: School Climate

The date from 2019 will be used for the 2021-2022 school year as we were in Distance Learning for most of the 2020-2021 school year.

DATA: Reflect on the key learnings from the survey results and share what the LEA learned.

Mental health and safety indicators. The following table summarizes 2015-2019 responses to additional questions that are directly or indirectly related to, or that may impact, student mental health and safety. Many of the reported indicators are school based; overall an average of 50% of Laytonville students selected "Agree" or "Strongly Agree" when responding to school connectedness scale questions. Some key findings:

Strengths:

- Fewer students are skipping class (decreased from 39% to 31%).
- More students are feeling safe at school (increased from 51% to 58%).

Areas of Concern:

- Fewer students believe that a teacher or other adult at school really cares about them (decreased from 74% to 61%), although more students report that a teacher tells them when they do a good job (increased from 48% to 65%).
- More students are experiencing violence at school. The number reporting that they have been pushed, slapped, or hit increased from 18% to 30%, the number reporting being the target of mean lies or rumors increased from 27% to 39%, and the number reporting being made fun of for their looks or the way they talk increased from 24% to 36%.
- Students are also reporting more harassment at school, with 37% reporting being bullied or harassed for at least one of the four reasons listed in the table, and more cyberbullying (from 8% to 28%).
- The number of students reporting gang involvement more than

doubled, increasing from 6% to 15%.

- 41% of students report having sad and hopeless feelings, up from 36% in 2015.
- The number of students reporting that they had seriously considered suicide more than doubled, increasing from 15% in 2015 to 34% in 2019.

As a result of the data review the following areas will be addressed:

- Continue implementing Multi-Tiered Systems of Support in order to address areas of concern.
- Provide a variety of counseling support services including counseling enriched support services
- Collect and disaggregate data in order to better identify areas where improvements can be made especially in relation to the results of the School Climate Report Cards from 2018/2019
- Restorative Practice strategies will be implemented district wide
- Mental Health support will focus on more positive school connections and school safety

LCFF Priority 7: Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

We review and track the number of students enrolled in CTE, A-G, AP, and college courses annually. The master schedule is reviewed to follow the number of course offerings. CALPADS and AERIES data is reviewed for following grade spans, unduplicated student groups and individuals with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All High School students have access to a wide variety of courses, including A-G courses, CTE Pathways, College Courses and electives. An online platform is also available that provides A-G courses, college courses and electives. Over the past two years there has been a marked increase in the number of students completing a-g courses and CTE pathways. All students at LES and Spy Rock receive a broad course of study. Data reflects that fewer Hispanic and Native American students are completing a-g requirements and enrolling in college courses.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Our small enrollment is the biggest barrier to providing more robust course offerings. Students at the elementary school are in need of more College and Career Readiness opportunities. More counseling opportunities are now available to assist in this area.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

We have added more counseling time with an emphasis on College and Career Readiness skills to both elementary and high school students. Additionally, the high school has focused on refining and increasing CTE pathway offerings. An online platform has been added to course offerings at the high school and counselors are encouraging enrollment in college courses. A college/career readiness course has been added to the Master Schedule at the high school.

Both Native American and Hispanic Family liaisons will be hired to assist in supporting more students in accessing a broad course of study.