

WILLITS UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES

Regular Meeting

A regular meeting of the Willits Unified School District Board of Education will be held on **Wednesday, March 10, 2021**. The Board of Education will call the meeting to order at 4 p.m. via Zoom, at which time the Board of Education will move to Closed Session regarding the item listed under Closed Session. The public meeting will reconvene at **5:00 p.m.** via Zoom:

<https://us04web.zoom.us/j/9782489039?pwd=V0U2cUthZUMzQk5xR3d5Vy9wT1JkZz09>

You may also view the recorded meetings at: <https://www.youtube.com/channel/UCm14iSqMtl-7TKLnLP5NkFQ>

**MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:**

As per Executive Order N-29-20 from Governor Newsom, the Willits Unified School District Board of Education meeting scheduled for Wednesday, March 10, 2021, will be in a virtual/teleconferencing environment using Zoom at this link:

<https://us04web.zoom.us/j/9782489039?pwd=V0U2cUthZUMzQk5xR3d5Vy9wT1JkZz09>

The purpose of the Governor's executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by "limiting attendance at public assemblies, conferences, or other mass events." The Governor's executive order on March 12, 2020, already waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The March 10<sup>th</sup> agenda contains only routine and time-sensitive items.

*Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.*

**AGENDA**

1. Call Meeting to Order
2. Agenda Approval
3. Public Comments on Closed Session Items
4. Recess to Closed Session
  - a. Public Employee-Discipline/Dismissal/Release (Resolution No. 2020/21-8). (G.C. 54957)
  - b. Public Employee-Discipline/Dismissal/Release (Resolution No. 2020/21-9). (G.C. 54957)
  - c. Certificated Leave of Absence Request (1) (G.C. 54957)
  - d. Superintendent Evaluation
  - e. Public Employee-Discipline/Dismissal/Release
5. Reconvene to Open Session
6. Report out of Closed
7. Flag Salute
8. Informational
  - a. \*Purchase of District Maintenance Vehicle
  - b. \*Significant Disproportionality/CCEIS Plan
9. WTA Comments
10. CSEA Comments
11. Board Comments
12. Superintendent Comments
13. Action Discussion
  - a. Public Comments on Consent Agenda Items
  - b. Consent Agenda
    - i. \*Approval of Minutes from the Regular Meeting held on February 10, 2021
    - ii. \*Approval of Minutes from the Regular Meeting held on February 24, 2021
    - iii. \*Approval of Employee Status Changes (5)
    - iv. \*Warrant Registers from February 01, 2021 through February 28, 2021
    - v. \*Approval of Investment Reports December 30, 2020
    - vi. \*Approval of 2<sup>nd</sup>/Final Read on BP 3280, Sale or Lease of District-Owned Real Property
    - vii. \*Approval of 2<sup>nd</sup>/Final Read on BP/Exhibit 1113-District and School Web Sites
  - c. \*Approval of Resolution No. 2020/21-11; Conflict of Interest
  - d. \*Approval of School Site Reopening Plan (1)
  - e. Approval of 2020/2021 Second Interim Budget Report
  - f. Approval of 2020/2021 Audit Report
14. Items for next meeting
15. Public comments for items not on the Agenda
16. Adjournment

**Willits Unified School District staff and students, in partnership with parents and community members, provide a challenging, caring and safe educational environment, which prepares students to be positive members of the community, effective communicators, problem solvers, and lifelong learners.**

**WILLITS UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER**

Agenda Packet & Supporting Documents Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Willits Unified School District Reception Desk, located at 1277 Blosser Lane, Willits, CA. For more information please call (707) 459-5314. An extra copy is available upon request.

ADA Compliance Notice: Willits Unified School District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent, (707) 459-5314. All efforts will be made for reasonable accommodations.

**RECORDING OF BOARD MEETINGS:** [www.willitsunifed.com](http://www.willitsunifed.com). For technical assistance, please contact Jennifer Maples (707) 459-5314 ext. 1105

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**Agenda Analysis**

1. Call Meeting to Order
2. Agenda Approval
3. Public Comments on Closed Session Items
4. Recess to Closed Session
  - A. Consideration of Public Employee-Discipline/Dismissal/Release (Resolution No. 2020/21-8) (G.C. 54957)
  - B. Consideration of Public Employee-Discipline/Dismissal/Release (Resolution No. 2020/21-9) (G.C. 54957)
  - C. Certificated Leave of Absence Request (1) (G.C. 54957)
  - D. Superintendent Evaluation
  - E. Public Employee-Discipline/Dismissal/Release
5. Reconvene to Open Session
6. Report out of Closed Session
7. Flag Salute
8. Informational
  - A. \*Purchase of District Maintenance Vehicle
  - B. \*Significant Disproportionality/CCEIS Plan
9. WTA Comments
10. CSEA Comments
11. Board Comments
12. Superintendent Comments
13. Action/Discussion
  - A. Public Comments on the Consent Agenda
  - B. Consent Agenda
    - 1) \*Approval of Minutes from the Regular Meeting Held on February 10, 2021

Recommendation: Administration recommends approval of the Minutes from the Regular Meeting Held on February 10, 2021.

Attachments: Yes

- 
- 2) \*Approval of Minutes from the Special Meeting Held on February 24, 2021

Recommendation: Administration recommends approval of the Minutes from the Special Meeting Held on February 24, 2021.

Attachments: Yes

- 
- 3) \*Approval of Employee Status Changes (5)

Background: Classified New Hire: Carrie Meigs, .75 FTE, Spanish Education Instructional Assistant, Brookside Elementary School, 02/01/2021. Nicholas Harrington, 1.0 FTE, Maintenance-Skilled Trades, District Wide, 02/22/2021. Classified Resignation: Ana Suarez, .75 FTE, special Education Instructional Assistant, Brookside Elementary School Preschool, 03/02/2021.

Certificated New Hire: Shawna Jeavons, 1.0 FTE, Temporary Teacher, Blosser Lane Elementary School, 02/16/2021. Certificated Resignation: Patricia Wall, 1.0 FTE, Teacher, Baechtel Grove Middle School, 06/14/2021.

Recommendation: Administration recommends the approval of the Employee Status changes as presented.

Attachments: Yes

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4) \*Warrant Registers from February 1, 2021- February 28, 2021

Recommendation: Administration recommends the approval of Warrant Registers from February 1, 2021- February 28, 2021.

Attachments: Yes

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5) \*Mendocino County Consolidated Investment Reports: December 30, 2020

Background: Under the laws of the State of California, it is the responsibility of the Mendocino County Treasurer, to secure and protect the public funds of the County, and establish procedures to maintain these funds. Maintenance includes the prudent and secure investment of the funds that are not immediately required for daily operations.

Recommendation: No action required

Attachments: Yes

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6) \* Approval of 2<sup>nd</sup>/Final Read on BP 3280, Sale or Lease of District-Owned Real Property

Background: Policy updated to reflect NEW LAW (SB 820, 2020) which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of district-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, and NEW LAW (SB 98, 2020) which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the district sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds.

Recommendation: Administration recommends the board conduct a final reading of the revised policy.

Attachments: Yes

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7) \* Approval of 2<sup>nd</sup>/Final Read on BP/Exhibit 1113-District and School Web Sites

Background: New exhibit lists material which state and/or federal law explicitly requires to be posted on district and/or school web sites, including a citation to the legal authority and a reference to the board policy, administrative regulation, or board bylaw that further describes the requirement.

Recommendation: Administration recommends the board conduct a final reading of the revised policy.

Attachments: Yes

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C. \*Approval of Resolution 2020/21-11, Conflict of Interest

Background: The Board is required to review, revise, and submit in even numbered years the Board Bylaw, Conflict of Interest, 9270, and 9270 Exhibit. The Board Bylaw clarifies who is required to file a Form 700 annually.

Recommendation: Administration recommends approval of Resolution 2020/21-11 as presented.

Attachments: Yes

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D. \*Approval of School Safety Plans

Background: California Education Code 32286 requires adoption of a comprehensive school safety plan on an annual basis. This plan must be drafted in consultation with representatives from law enforcement and emergency services personnel, and must be updated by March 1 of each year. The plan shall contain, but not be limited to, an assessment of current school crime, appropriate strategies and programs that maintain a high level of school safety, discrimination and harassment policies, and procedures to ensure the creation of a safe and orderly environment conducive to learning. An integral part of each safe school plan is the crisis preparedness and response component. Plans must be approved by Site Councils prior to submission to the Board of Trustees. Copies of individual site plans were provided to the board under separate cover and are available for review at the district office, or online at [www.willitsunified.com](http://www.willitsunified.com)

Recommendation: Administration recommends the approval of the Safety Plans as presented.

Attachments: Yes

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E. Approval of 2020/2021 Second Interim Budget Report

Background: No later than 45 days after the close of the reporting period, the district governing board shall approve and certify in writing whether the school district is able to meet its financial obligations for the remainder of the fiscal year and, based on current projections, for subsequent two fiscal years.

Recommendation: Administration recommends the approval of the 2020/21 Second Interim Report as presented.

Attachments: Not available at time of posting

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F. Approval of 2020/21 Audit Report

Recommendation: Administration recommends the Board approve the audit report for 2020/21 as presented

Attachments: Not Available at time of posting

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14. Items for the Next Regular Board Agenda

Background: The board has asked that this item be a standing agenda item for all regular meetings. This will give the board an opportunity to publicly add items to the agenda

Recommendation: Await further direction from the Board

Attachments: No

15. Public Comments for Items Not on the Agenda

This is an opportunity for citizens to address the School Board on any item that is not on the agenda and other school related matters, or suggest topics for future agendas. Because concerns expressed are not agendaized for tonight, the Board cannot take action on items introduced under the Public Comments Sections, per state law. The Board President may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

The Board shall not prohibit public criticism of its policies, procedures, programs, service, acts, or omissions (Government Code §54954.3). In addition, the Board may not prohibit public criticism of district employees. Please note: it is requested that statements critical of personnel or students, or specific actions of personnel or students, be made in accordance with Board Policy 1312.1.

Members of the public are asked to check with the Superintendent, Board President, or Clerk of the board regarding the District Complaint Procedure prior to making statements referring to personnel or students. Employees of the district who wish to make statements related to contractual issues need to file the appropriate grievance procedure statements. Speakers are cautioned that under California law, no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because those comments are made at a public meeting.

16. Adjournment

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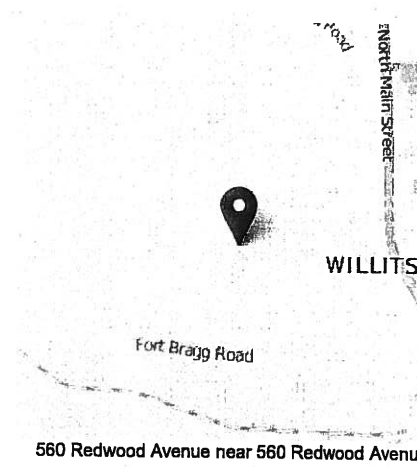
favorite hide flag

Posted 3 minutes ago on: 2021-03-01 07:28

Contact Information:

1997 Ford F150 Truck - \$3,000 (Willits)

image 1 of 5



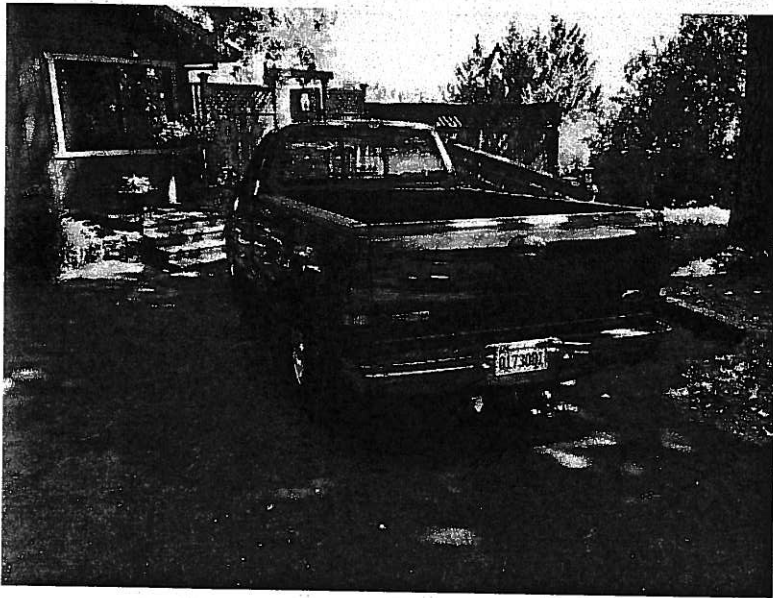
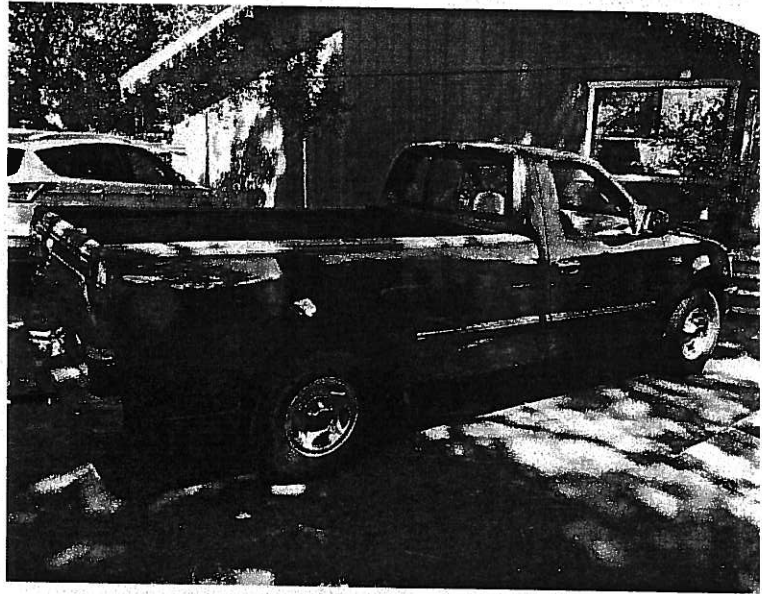
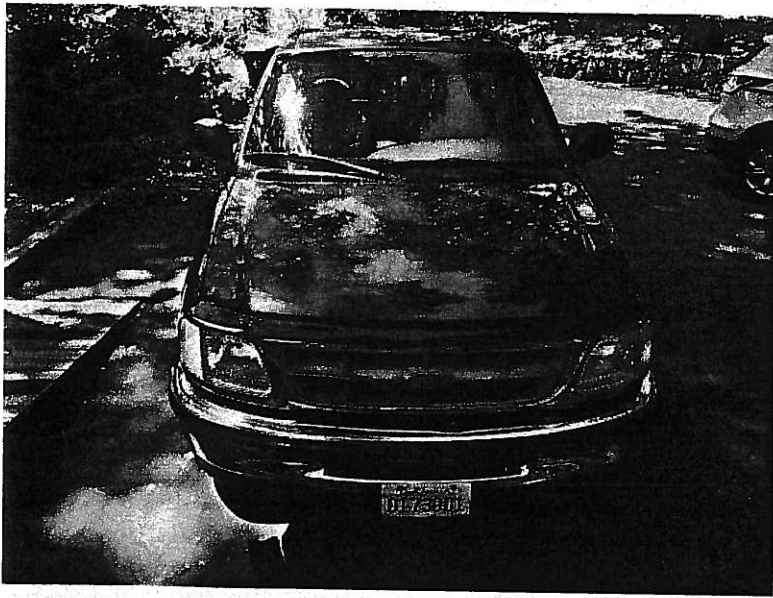
- condition: excellent
- 1997 1997 ford f150
- cylinders: 6 cylinders
- drive: rwd
- fuel: gas
- odometer: 188000
- paint color: red
- size: full-size
- title status: salvage
- transmission: manual
- type: truck

This is a well maintained truck that is a 6 cy., 5 speed manual, RWD with 188,000 miles. This truck is in excellent condition.

P.O. to Mark Westenberg \$2,000<sup>00</sup>  
for maintenance

QR Code Link to This Post







## 1997 Ford F150 Regular Cab Pricing Report

Style: Long Bed

Mileage: 188,000

KBB.com Consumer Rating: 4.5/5

### Vehicle Highlights

Fuel Economy: City 15/Hwy 20/Comb 17 MPG

Engine: V6, 4.2 Liter

Transmission: Automatic

Drivetrain: 2WD

Country of Assembly: United States

Country of Origin: United States

EPA Class: Standard Pickup Trucks

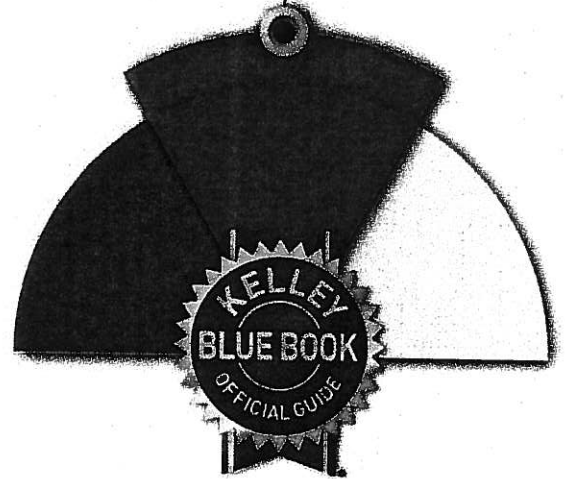
Max Seating: 3

Doors: 2

Body Style: Pickup

### Sell to Private Party

Private Party Range
<b>\$1,114 - \$3,019</b>
Private Party Value
<b>\$2,067</b>



Valid for ZIP code 95482 through 02/23/2021



## Your Configured Options

Our pre-selected options, based on typical equipment for this car.

✓ Options that you added while configuring this car.

### Exterior Color

✓ Burgundy

### Engine

V6, 4.2 Liter

### Transmission

Automatic

### Drivetrain

2WD

### Comfort and Convenience

Air Conditioning

Power Windows

Power Door Locks

Cruise Control

### Steering

Power Steering

Tilt Wheel

### Entertainment and Instrumentation

AM/FM Stereo

Cassette

### Safety and Security

Dual Air Bags

### Braking and Traction

ABS (4-Wheel)

### Wheels and Tires

Oversized Premium

Wheels 20"+

**WILLITS UNIFIED SCHOOL DISTRICT  
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees  
FROM: Kelley Labus, Special Education Director  
DATE: March 10, 2021  
RE: Significant Disproportionality/ CCEIS Plan

**Objective:** Information Only

**Background:**

Special Education Programs are monitored by both the State and Federal Departments of Education each year. If an LEA does not meet specific targets for areas such as achievement scores for students with disabilities, including students with disabilities with their general education peers, or assuring that we do not over-identify students with disabilities, we are responsible to develop and carry out a Special Education Plan to address our areas of need.

Willits Unified has submitted a plan to the state and is working toward implementation to correct the areas that need action, however, because we have been out of compliance in one particular area for three consecutive years, we are federally required to have an additional plan to address the issue and are required to allocate 15% of our federal special education dollars to provide early intervention services in order to implement the plan.

The documents shared are our Special Education Plan, which was submitted to CDE to address our many areas of need, and the guidelines for the CCEIS Plan which will be due on September 30th 2021 so we can identify the root cause of the issue and address it. Specifically, the district has assessed and identified students whose ethnicity is white as having Emotional Disturbance Eligibility more than the expected rate. In order to address this issue, our district needs to consider interventions for students with social and emotional needs that can be implemented to help them rather than identifying them as eligible for special education.

We have identified a leadership team and will be attending training and holding stakeholder meetings as a part of the planning process.

**Funding/Source:**

**Recommendation:**

No action is required by the board.



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

January 12, 2021

Mark Westerburg  
Willits Unified School District  
1277 Blosser Lane  
Willits, CA 95490-3007

Subject: Notification of 2019–20 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2020–21 Special Education Monitoring Activities including Identification of Significant Disproportionality

Dear Superintendent Westerburg:

The California Department of Education's (CDE) Special Education Division (SED) is providing this notification in accordance with the Individuals with Disabilities Education Act (IDEA), Section 616(e) and Title 34, *Code of Federal Regulations (CFR)* sections 300.600–604, and 34 *CFR* sections 300.646–300.647. The following will be addressed in this notification:

- 2019–20 Annual Determination under IDEA Part B
- Selection for 2020–21 Monitoring Activities
- Changes in Monitoring related to COVID-19 and Contact Information
- Official Significant Disproportionality Determination for the 2021-22 Budget Year

**2019–20 Annual Determination under IDEA Part B**

In accordance with IDEA Section 616(e) and 34 *CFR* Sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA). The SED reviews LEA performance and compliance data related to implementation of IDEA requirements, as well as information related to valid, reliable and timely data, uncorrected noncompliance and any previous findings. As a result, every LEA receives one of four possible annual determinations, as follows: Meets Requirements, Needs Assistance; Needs Intervention; Needs Substantial Intervention.

The determination for Willits Unified School District is Needs Intervention in meeting the requirements of the IDEA, Part B, for the 2019–20 school year.

**Selection for 2020–21 Monitoring Activities**

In the 2019–20 Monitoring Year, the SED made updates to its monitoring system, which continue into the 2020–21 Monitoring Year, including changes on how LEAs are selected for monitoring activities in either Intensive or Targeted monitoring. Intensive and Targeted monitoring include different types of activities based on the need of the LEA identified through the selection process.

During the 2019–20 school year, California did not conduct statewide assessments and experienced school-site closures related to the COVID-19 pandemic and subsequent Governor's orders. Given the disruption in education processes, much of the data typically used to select LEAs for monitoring activities is either unavailable or truncated. Due to these extenuating circumstances, the SED will **not** be making new selections for monitoring activities for the 2020–21 Monitoring Year. The Willits Unified School District will continue to participate in the same monitoring activity in 2020–21 as it did in the 2019–20 Monitoring Year.

There is one exception to the continuation of current monitoring activities into 2020–21: if an LEA is identified as Significantly Disproportionate for the first time in 2020–21 (monitoring year/school year), the LEA's monitoring level will change from Targeted to Intensive.

The monitoring activity for Willits Unified School District for the 2020–21 Monitoring Year is listed in the table below:

Monitoring Activity	Selected (Yes/No)
Intensive	Yes
Targeted	Yes
Preschool	No

### **Changes to Monitoring in Response to COVID-19 and Contact Information**

The SED has made changes to its monitoring activities in response to LEA school-site closures and will continue to adapt its procedures as necessary to keep both staff at LEAs and the CDE safe during this time. The SED will be conducting monitoring virtually and may ask your LEA to provide documentation electronically and/or participate in telephonic or video conference calls.

#### Intensive Monitoring

Intensive Monitoring is the highest level of monitoring. Intensive Reviews are a joint activity between the SED and LEA that involves a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation.

There are three types of Intensive Reviews at the Intensive Monitoring level:

- Intensive Review (based on school age data)
- Preschool Review (based on preschool data)
- Significant Disproportionality Review

The SED will be working directly with the LEA to complete 2020–21 Intensive Monitoring activities. The activities may include teleconference or video conference calls, record reviews, regional trainings, and technical assistance. An LEA participating in Intensive Monitoring will submit or update an improvement plan in which the LEA will describe the efforts, strategies, and/or activities the LEA will implement to improve outcomes for students with disabilities. All Intensive Monitoring activities must be completed to ensure the LEA's continued eligibility for grant funding under the IDEA.

For general questions regarding Intensive Monitoring, please email [IntensiveMonitoring@cde.ca.gov](mailto:IntensiveMonitoring@cde.ca.gov).

#### Targeted Monitoring

Targeted Reviews are a joint activity in which the CDE supports the LEA to improve performance and compliance related to IDEA implementation in one or more areas. An LEA participating in Targeted Monitoring will update their improvement plan with implemented activities, developed in collaboration with the SED, that will address the needs identified through the selection process.

Additionally, the CDE plans to implement a spring disproportionality review this year in 2021, whereas in previous years, the disproportionality reviews happened in the fall. In April, the CDE will notify LEAs who have disproportionality in either placement, discipline or identification. The review will be completed in June. The CDE will send official notifications with additional details to selected LEAs in April.

For general questions regarding the Targeted Review, please email [TargetedMonitoring@cde.ca.gov](mailto:TargetedMonitoring@cde.ca.gov).

#### **Official Significant Disproportionality Determination for the 2021-2022 Budget Year**

This letter serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2021-2022 budget year. Pursuant to federal requirements under the IDEA and Title 34, *CFR* sections 300.646–647, LEAs identified as Significantly Disproportionate did not meet one or more of the targets for the following elements:

- Discipline: Suspension and Expulsion
- Placement
- Indicator 9: Disproportionality Overall
- Indicator 10: Disproportionality by Disability

<b>2021-2022 Budget Year</b>	<b>Identification</b>
Significant Disproportionality	Yes

Once identified as significantly disproportionate, the LEA is required to take mandatory actions including, but not limited to reserving, 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). Details outlining the steps involved in the four phase process of CCEIS development for LEAs identified as significantly disproportionate is located at: <https://spptap.org/significant-disproportionality/>.

The data supporting the Significant Disproportionality identification is accessible at the following link: <https://www3.cde.ca.gov/exfiles/downloadurl.aspx?pid=81&dc=5e47f2c630724435bc>.

LEAs will be contacted by the SED's technical assistance contractor, State Performance Plan Technical Assistance Project (SPP-TAP), with information about an upcoming informational webinar and mandatory trainings. In addition, the assigned SED regional Focused Monitoring and Technical Assistance (FMTA) consultant will be in contact with more information on Significant Disproportionality requirements.

For general questions about the Significant Disproportionality process, please email [IntensiveMonitoring@cde.ca.gov](mailto:IntensiveMonitoring@cde.ca.gov) or contact the FMTA manager listed below to be directed to the appropriate consultant. The FMTA regional assignment map can also be found at: <https://www.cde.ca.gov/sp/se/qa/fmtacncnt.asp>.

<b>Intensive Monitoring Unit</b>	<b>Contact Information</b>
FMTA I	Manager: Barbara Gaskin Direct Line: 916-327-0865 Unit Line: 916-324-8898 BGaskin@cde.ca.gov
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 JBrimhall@cde.ca.gov

For questions specific to Significant Disproportionality data, please contact the Data Evaluation and Analysis (DEA) Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

The SED looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for students with disabilities. SED Monitoring staff will be in contact with each LEA to offer

assistance and more information related to 2020–21 monitoring activities and the content of this notice.

Sincerely,

/S/

Heather Calomese, Director

Special Education Division

HC: sdb

cc: Mendocino County SELPA; Focused Monitoring and Technical Assistance Unit

## **ASSURANCE OF COMPLIANCE**

### **2021 Significant Disproportionality Comprehensive Coordinated Early Intervening Services**

#### **Individuals with Disabilities Education Act of 2004, Part B Grant**

**Within 30 days upon receipt of notification of Significant Disproportionality, the Assurance of Compliance must be signed and emailed to [SigDisp@cde.ca.gov](mailto:SigDisp@cde.ca.gov).**

As a special condition for receipt of the federal fiscal year (FFY) 2021 Individuals with Disabilities Education Act (IDEA) Part B grant funds, the local educational agency (LEA) must meet the following:

Part 1: The LEA shall comply with 34 *Code of Federal Regulations (CFR)* Section 300.646, which requires an LEA to: (1) reserve exactly 15 percent of the Part B IDEA sections 611 and 619 funds received for Comprehensive Coordinated Early Intervening Services (CCEIS). The LEA cannot reduce its state and/or local expenditures for the maintenance of effort by the allowable 50 percent adjustment of the new IDEA funds received in FFY 2021–22; (2) provide for the review and, if applicable, revise the policies, procedures, and practices used for the identification or placement of students into special education that comply with IDEA requirements; and (3) publicly report any revision of policies, procedures, and practices in Part 1(b).

Part 2: Any LEA that uses 15 percent of IDEA Part B funds for CCEIS must report annually to the California Department of Education (CDE), the state education agency, on (1) the number of students who receive CCEIS; and (2) the number of students who received early intervening services, and who subsequently receive special education and related services within two years after receiving CCEIS.

Part 3: The LEA shall comply with the provisions of IDEA (20 *United States Code* Section 1413[f]) and the regulations in 34 *CFR* Section 300.226 which define and describe CCEIS. Specifically, CCEIS funds may be used to supplement, but not supplant, services aligned with, and activities funded by, and implemented with a federally funded project; most notably, the Elementary and Secondary Education Act which includes Title I services. There is not a requirement to “supplement not supplant” for state or local funds (34 *CFR* Section 208 [a]). CCEIS funds may be used to develop and support a multi-tiered system of prevention and intervention options, but may not be used to support the implementation of core or universal activities designed to provide high quality instruction to all students in a grade, school, or LEA.

Part 4: The LEA shall report to the Special Education Division the FFY 2021–22 Part B IDEA section 611 grant amounts for Resource 3310 allocation and Subgrant 619 grant amounts for Resource 3315 allocation. Similarly, the LEA agrees to provide the FFY 2021–22 Part B IDEA Subgrant 611 grant amounts for Resource 3310 and Subgrant 619 grant amount for Resource 3315 allocation.

Part 5: For FFY 2020–21, the LEA shall provide a budget allocation and allowable costs budget to the California Department of Education (CDE) for the 15 percent of Part B



IDEA funds used for CCEIS. LEAs are permitted to use IDEA Part B funds to develop and provide CCEIS within the allowable budget period, July 1, 2021, through September 30, 2023. The allowable cost budget shall detail how and for whom these funds will be spent to implement and/or improve the LEAs CCEIS Programmatic Improvement Process. All of the allowable budget items MUST be part of CCEIS for students ages three to grade twelve. The LEA is required to obtain ten hours of technical assistance (TA) for each indicator identified. The TA facilitator(s) must be a CDE approved TA facilitator.

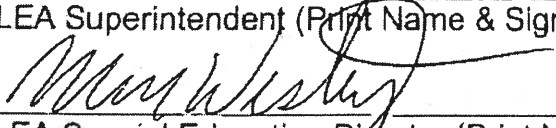

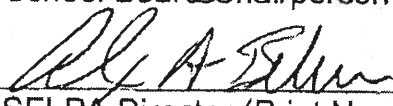
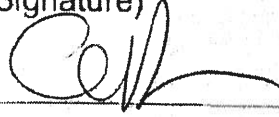
Part 6: The LEA shall implement CCEIS as described in the Essential Questions and Answers document by the Office of Special Education Programs, Office of Special Education and Rehabilitations Services, U.S. Department of Education (ED) on the ED Web page at <https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf>. (Enclosure 7)

Part 7: The LEA shall comply with the guidance and monitoring provided by the CDE including making records, data, and reports available through a knowledgeable and accountable contact person. The SELPA director must certify their involvement in the development of the Significant Disproportionality CCEIS Programmatic Improvement Process, any addendums, fiscal information, and quarterly reports.

**Complete the required information for the identified LEA:**

LEA Name: Willits Unified School District	County District Code:
LEA Contact Name: Kelley Labus	LEA Contact Email: kelleylabus@willitsunifi
SELPA Name: Mendocino County SELPA	SELPA Contact Email: gdanner@mcoc.us

**The following signatures convey agreement with the above seven parts:**

LEA Superintendent (Print Name & Signature) 	Date Signed: 2-19-21 Contact Phone:
LEA Special Education Director (Print Name & Signature) 	Date Signed: 2-19-21 Contact Phone: 707-459-
School Board Chairperson (Print Name & Signature)  Alex A. Souders	Date Signed: 2/22/2021 Contact Phone:
SELPA Director (Print Name & Signature) Eina Danner 	Date Signed: 3/1/21 Contact Phone: 972 54 (707)

Submit to CDE  
Due December 15, 2020

**2019/20 SELPA Special Education Plan  
Review Checklist**

LEA Name: Willits Unified School District	SELPA Name: Mendocino County SELPA	Date Reviewed: 12/14/2020
--	---------------------------------------	------------------------------

**Please review the documents submitted by the LEA to ensure completeness. Check any unmet element(s) for the LEA.**

<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 3c ELA	<input checked="" type="checkbox"/> 5a	<input type="checkbox"/> 6b	<input type="checkbox"/> 7b Age	<input type="checkbox"/> 9	<input type="checkbox"/> 13	<input type="checkbox"/> Child Find
<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3c Math	<input type="checkbox"/> 5b	<input type="checkbox"/> 7a Increased	<input type="checkbox"/> 7c Increased	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 14a	<input checked="" type="checkbox"/> Chronic Absenteeism
<input checked="" type="checkbox"/> 3b ELA	<input checked="" type="checkbox"/> 4a	<input type="checkbox"/> 5c	<input type="checkbox"/> 7a Age	<input type="checkbox"/> 7c Age	<input type="checkbox"/> 11	<input checked="" type="checkbox"/> 14b	<input type="checkbox"/> Disproportionality in Placement
<input checked="" type="checkbox"/> 3b Math	<input type="checkbox"/> Disproportionality in Discipline	<input type="checkbox"/> 6a	<input type="checkbox"/> 7b Increased	<input type="checkbox"/> 8	<input type="checkbox"/> 12	<input type="checkbox"/> 14c	<input type="checkbox"/> Significant Disproportionality (Element form and Completed Packet)

Did the LEA complete the required SEP Local Educational Agency Identification form? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA include all the required planning team members? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA include a schedule of meetings that includes at least one meeting in the fall, winter, and spring? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the LEA identify the data examined to determine root causes? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**For each element that the Special Education Plan is required to address:**

Did the plan include root causes that led to the LEA's failure to meet the target? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the plan include overall strategies and/or activities to address the root cause(s)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the plan include resources needed to support the strategies and activities? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the plan include the title(s) and role(s) of the person(s) responsible for carrying out activities? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the plan include methods and standards used to measure success? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Did the plan include dates by which activities will be due? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Was the Special Education Plan complete? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SELPA Representative Name: Gina Danner SELPA Representative Signature: \_\_\_\_\_

which the *Elements Requiring Review* list for the LEA shows “Yes” in the Review Required column.

The LEA must also complete the *Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS)* plan and related forms if the LEA has been identified for Significant Disproportionality.

In the chart below, mark “Yes” or “NA” in the column “SEP 2019–20” to indicate whether the LEA must address the Element as part of the 2019–20 SEP or the Element is not applicable.

<b>Element</b>	<b>SEP 2019–20</b>
<b>1: Graduation Rate</b>	NA
<b>2: Dropout Year Rate</b>	NA
<b>3b: English Language Arts Assessment Participation</b>	yes
<b>3b: Mathematics Assessment Participation</b>	Yes
<b>3c: English Language Arts Assessment Achievement</b>	Yes
<b>3c: Mathematics Assessment Achievement</b>	Yes
<b>4a: Suspension Rate</b>	Yes
<b>5a: Least Restrictive Environment—Regular class 80% or more</b>	Yes
<b>5b: Least Restrictive Environment—Regular class less than 40%</b>	NA
<b>5c: Least Restrictive Environment—Separate School</b>	NA
<b>6a: Preschool Least Restrictive Environment—Receiving Special Education Services in Regular Program</b>	NA
<b>6b: Preschool Least Restrictive Environment—Separate class, School, or Residential Facility</b>	NA
<b>7a1: Preschool Skills—Positive Social-Emotional Skills, Substantially Increased*</b>	NA
<b>7a2: Preschool Skills—Positive Social-Emotional Skills, Functioning within Age Expectations*</b>	NA
<b>7b1: Preschool Skills—Acquisition and Use of Knowledge and Skills, Substantially Increased*</b>	NA
<b>7b2: Preschool Skills—Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations*</b>	NA
<b>7c1: Preschool Skills—Use of Appropriate Behaviors to Meet Their Needs: Substantially Increased*</b>	NA
<b>7c2: Preschool Skills—Use of Appropriate Behaviors to Meet Their Needs: Functioning within Age Expectations*</b>	NA
<b>8: Parent Involvement</b>	NA

#### IV. List of 2019–2020 SEP Team Members

Complete the table below. For each SEP Team role, list the corresponding SEP Team member's name, LEA title or position, and email address. If the same person is fulfilling more than one role, explain the reason in the box below the table. Add rows to the chart for additional members, as necessary.

SEP Team Role	Name	Title or Position	Email Address
<b>SELPA Representative</b>	Ryan Weidaw	SELPA Program Specialist	<a href="mailto:rweidaw@mcoe.us">rweidaw@mcoe.us</a>
<b>Special Education Administrator</b>	Kelley Labus	Special Education Director	<a href="mailto:kelleylabus@willitsunified.com">kelleylabus@willitsunified.com</a>
<b>General Education Administrator</b>	Kathleen Crossman, Nancy Runberg, Marian Lohne	Principal, Principal, Assistant Principal	<a href="mailto:Kathleencrossman@willitsunified.com">Kathleencrossman@willitsunified.com</a> <a href="mailto:nancyrunberg@willitsunified.com">nancyrunberg@willitsunified.com</a> <a href="mailto:marianlohne@willitsunified.com">marianlohne@willitsunified.com</a>
<b>Special Education Teacher</b>	Amanda Pierson Scot Lamon	Special Education Teacher	<a href="mailto:amandafranco@willitsunified.com">amandafranco@willitsunified.com</a> <a href="mailto:scotlamon@willitsunified.com">scotlamon@willitsunified.com</a>
<b>General Education Teacher</b>	Hannah Turner,	Kinder Teacher	<a href="mailto:hannahturner@willitsunified.com">hannahturner@willitsunified.com</a> <a href="mailto:margaretduran@willitsunified.com">margaretduran@willitsunified.com</a>

- **Review**—Reviewing the results of the plan to determine next steps, including any actions necessary to maintain any improvement observed for students with disabilities.

**List of SEP Team Meetings and Strategies/Activities**

List the planning and monitoring dates in the chart below. Include meetings that have already occurred and meetings that are planned for the future. At least one monitoring meeting must be conducted in the winter and spring quarters of the 2020–21 school year. The dates should be listed in chronological order. Every effort should be made to schedule future meetings realistically, taking into consideration the academic calendar; however, it is understood that rescheduling may be required due to unforeseen circumstances in the new school year. Insert new rows for meetings dates, as necessary.

<b>Dates (include month, day, and year)</b>	<b>Element(s) to Be Addressed During the Meeting</b>	<b>What areas will the meeting address?</b>	<b>Documentation Collected/ To Be Collected</b>
<b>Planning Meetings 2019–20 and Fall 2020</b>			
February 13, 2020	<b>Review all elements and Mega Letter</b>	<b>Overview and definitions of plan</b>	Mega letter and elements to review
March 26, 2020	<b>All Elements 3 and 5a, Chronic Absenteeism</b>	<b>Test participation, test scores</b>	Dashboard data for scores
September 24, 2020	4a and 5a	Discipline and general ed participation	Aeries suspension data and SEIS IEP data
<b>Implementation/Monitoring Fall 2020–21 (if applicable)</b>			
December 3, 2021	<b>Chronic Absenteeism</b>	<b>Consider previous attendance plans</b>	Dashboard and Calpads data

Dates (include month, day, and year)	Element(s) to Be Addressed During the Meeting	What areas will the meeting address?	Documentation Collected/ To Be Collected
<b>Implementation/Monitoring Spring 2021</b>			
3/10/2022	14a, 14 b, Absenteeism	Post high school follow up data, and attendance	Workability Database follow up data, SEIS follow up data, Aeries attendance and dashboard data

The full SEP will consist of this document and, for each unmet Element, an *Element Form*. It will also include a *SEP Root Cause Analysis and Improvement Form* for each identified root cause, *but only if* the LEA is not using the revised Element Forms in which the *Root Cause Analysis and Improvement* portions are now embedded. Combine all the forms into one PDF document. The sequence of the forms will be as follows:

- *LEA Identification Form*
- *SEP Element Form* for the first unmet Element
- *SEP Root Cause Analysis and Improvement Form* for each root cause applicable to the first unmet Element (if not using the revised Element Form with root cause embedded)
- *SEP Element Form* for the second unmet Element
- *SEP Root Cause Analysis and Improvement Form* for each root cause applicable to the second unmet Element (if not using the revised *Element Form* with root cause embedded).

**Agency Name: Willits Unified (2365623\_00) Annual Performance Report**

**Special Education Local Plan Area: Mendocino County (2300)**

<b>No.</b>	<b>Indicator</b>	<b>Rate</b>	<b>Target</b>	<b>Target Met?</b>
1	4 Year Cohort Graduation Rate*	59.09%	>90.0%	No
2	Dropout Rate *	8.33%	≤10.72%	Yes
3	Assessment: ELA Participation	91.97%	>95.0%	No
3	Assessment: Math Participation Rate	88.32%	>95.0%	No
3	Assessment: ELA Achievement Rate	6.35%	>15.9%	No
3	Assessment: Math Achievement Rate	6.61%	>13.6%	No
4a	Discipline (>10 days) Rate *	0.00	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes
5a	LRE Rate: In Regular Class more than 80%	33.94%	≥52.2%	No
5b	LRE Rate: In Regular Class less than 40%	19.72%	≤21.6%	Yes
5c	LRE Rate: Separate Schools	1.83%	≤3.8%	Yes
6a	Preschool LRE: Regular Program	NC	>35.9%	NA
6b	Preschool LRE: Separate Class	NC	<31.4%	NA
7a	Positive Socio-Emotional Skills Substantially Increased	NC	>84.2%	NA
7a	Positive Socio-Emotional Skills Functioning within age expectations	NC	>80.5%	NA
7b	Acquisition of Knowledge/Skills Substantially Increased	NC	>81.7%	NA
7b	Acquisition of Knowledge/Skills Functioning within age expectations	NC	>79.57%	NA

## II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

This item was addressed in our 18/19 PIR and we are continuing to implement the following: Letters and phone calls home to remind families that it is important to participate in statewide assessments. We offer many alternative dates and incentives/reinforcers for attendance and participation during the testing window for chronic non-attenders. We have added a school attendance liason and he is also getting the word out to families during activities such as Back to School Night. We have improved in this area from 86.6% to nearly 92%, and post Covid, we expect continued improvement.

## III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3b: ELA Participation, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

### *Data Source Checklist*

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 3b: ELA Participation. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Checked/Used
California School Dashboard	x
California School Dashboard – Comparison to All Students or Other Student Groups	x
Annual Performance Report – ELA Participation Rate	x
Special Education Information Systems (e.g., SEIS, SIRAS, Welligent)	x
Attendance Records, Discipline Data	x
CAASPP Makeup Records	x
California Longitudinal Pupil Achievement Data System (CALPADS)	x
Test Operations Management System (TOMS) Records, Student Score Reports, Accommodations	x
IEP Meeting Notes, Parent Opt-Out letters, Testing Accommodations	x
Policies and Procedures	



**Data Support and Background for Root Cause:**

The SEP team and the MTSS team reviewed data from the LEA self-assessment and determined that our district is currently at the “installing” phase for a positive school culture where students and families feel connected and valued. Special education teachers were asked to spend time at each annual IEP discussing schoolwide assessment participation, accommodations and procedures.

- 4.
- 5.

**Date of Completion**  
(Align numbers with Strategies/Activities for Improvement.)

- 1. **May 30, 2022**
- 2.
- 3.
- 4.
- 5.

**Phase 2: Monitoring of Improvement**

**Expected Outcome(s)**  
(Align numbers with Strategies/Activities for Improvement.)

- 1. **All eligible students participate in SBAC**
- 2.
- 3.
- 4.
- 5.

**Methods of Measurement**  
(Align numbers with Strategies/Activities for Improvement.)

- 1. **Review Aeries and SBAC Scores and compare them to be sure all students with IEPs who are eligible participated in testing.**
- 2.
- 3.
- 4.
- 5.

**Quantifiable Standards of Improvement**  
(Align numbers with Strategies/Activities for Improvement.)

- 1. **Review Aeries and SBAC Scores and compare them to be sure all students with IEPs who are eligible participated in testing.**
- 2.
- 3.
- 4.
- 5.

**Prepared by the California Department of Education, July 22, 2020.**

## II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

This item was addressed in our 18/19 PIR and we are continuing to implement the following: Letters and phone calls home to remind families that it is important to participate in statewide assessments. We offer many alternative dates and incentives/reinforcers for attendance and participation during the testing window for chronic non-attenders. We have added a school attendance liaison and he is also getting the word out to families during activities such as Back to School Night.

## III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 3b: Math Participation, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The Data Source Checklist, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

### *Data Source Checklist*

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 3b: Math Participation. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard – Math Participation	x
California School Dashboard – Comparison to All Students or Other Student Groups	x
APR – Math Participation Rate	x
Special Education Information Systems (e.g., SEIS, SIRAS, Welligent)	x
Attendance Records, Discipline Data	x
CAASPP Makeup Records	x
California Longitudinal Pupil Achievement Data System (CALPADS)	x
Test Operations Management System (TOMS) Records, Student Score Reports, Accommodations	x
IEP Meeting Notes, Parent Opt-Out letters, Testing Accommodations	x

relationship between attendance, test participation, achievement and their child's future success.

**Data Support and Background for Root Cause:**

The SEP team and the MTSS team reviewed data from the LEA self-assessment and determined that our district is currently at the "installing" phase for a positive school culture where students and families feel connected and valued. Special education teachers were asked to spend time at each annual IEP discussing schoolwide assessment participation, accommodations and procedures.

**Start Date**

(Align numbers with Strategies/Activities for Improvement.)

- 1. **January 2021**
- 2. **March- May 2021**
- 3.
- 4.
- 5.

**Date of Completion**

(Align numbers with Strategies/Activities for Improvement.)

- 1. **May 30, 2022**
- 2.
- 3.
- 4.
- 5.

**Phase 2: Monitoring of Improvement**

**Expected Outcome(s)**

(Align numbers with Strategies/Activities for Improvement.)

- 1. **All eligible students participate in SBAC**
- 2.
- 3.
- 4.
- 5.

**Methods of Measurement**

(Align numbers with Strategies/Activities for Improvement.)

- 1. **Review Aeries and SBAC Scores and compare them to be sure all students with IEPs who are eligible participated in testing.**
- 2.
- 3.
- 4.
- 5.

**Quantifiable Standards of Improvement**

(Align numbers with Strategies/Activities for Improvement.)

- 1. **Review Aeries and SBAC Scores and compare them to be sure all students with IEPs who are eligible participated in testing.**
- 2.
- 3.
- 4.
- 5.

## **VI. Placement of Forms in the SEP PDF**

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019-20 SEP-<Targeted or Intensive>.

**Prepared by the California Department of Education, July 22, 2020.**

Color	Status Level	Change Level	CURRENT STATUS: Average distance from Standard	CHANGE: Difference between current status and prior status
Red	Very Low	Maintained	-167.3	

Based on the above information, indicate the area(s) the LEA intends to address.

Area to Address	Yes or No
Status Level	Yes
Change Level	No

### B. Review of APR Data

Using the SPPI data from the LEA's APR, complete the chart below for 3c: Math Achievement.

LEA's Rate	State Target
6.61	13.6

Once the LEA has determined the LEA's performance level on the Dashboard and the APR in Math Achievement, complete the chart below.

Accountability System	Performance Level to Meet Requirements	Did the LEA Meet or Exceed the Performance Level?
Dashboard	Blue, Green Orange, yellow	No
APR	>13.6%	No



Data Sources	Check if Using
California School Dashboard – Comparison to All Students or other student groups	X
Test Operations Management System (TOMS) Student Score Reports	X
Test Operations Management System (TOMS) Accommodations	X
Interim or Other Assessments	X
Classroom-level Data — Student Grades, Assignment Grades	X
APR – Math Achievement, Participation Rate, Least Restrictive Environment (LRE)	X
Special Education Information System (e.g., SEIS, Welligent, SIRAS)	X
Service and/or Pull-Out Schedules	X
Student Course Enrollment Data Attendance Records, Schedules, and/or Transcripts	X
California Longitudinal Pupil Achievement Data System (CALPADS)	
Empathy Interview/ Focus Group Data	
Observation of Math Class(es)	X
Observation of Testing (CAASPP or Other Testing Environment)	X
Professional Development Records	X
Curriculum Guides, Lesson Plans, Syllabi	X
Other School Plans (e.g., Local Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)	X
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Student Record Review)	X
Parent Input Data	
Other (please state):	

Notes from site leadership and MTSS meetings indicate that we have not yet coordinated articulation in math for special education students from grade to grade and site to site.

Student scores on individual achievement tests such as the Woodcock Johnson indicates overall low performance on math calculation and fluency, and students are at least two grade levels below their same grade general ed peers.

1.	<b>August 2020</b>
2.	<b>August 2020</b>
3.	
4.	
5.	
<b>Date of Completion</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	<b>June 2021</b>
2.	<b>June 2021</b>
3.	
4.	
5.	
<b>Phase 2: Monitoring of Improvement</b>	
<b>Expected Outcome(s)</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	<b>Move from Red to orange</b>
2.	<b>Move from Red to Orange</b>
3.	<b>High school students will move from special education pre-algebra to general education bridge algebra</b>
4.	
5.	
<b>Methods of Measurement</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	<b>Benchmark data, formative assessments, Dashboard data</b>
2.	<b>Benchmark data, formative assessments, Dashboard data</b>
3.	<b>Student grades and test scores</b>
4.	
5.	
<b>Quantifiable Standards of Improvement</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	<b>The dashboard indicator will move from red to orange, CAASPP scores will improve by 3%</b>
2.	<b>The dashboard indicator will move from red to orange; CAASPP scores will improve by 3%.</b>
3.	

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

**Prepared by the California Department of Education, July 22, 2020.**

Based on the above information, indicate the area(s) the LEA intends to address.

Area to Address	Yes or No
Status Level	Yes
Change Level	yes

## II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

The district intended to open a program for students with IEP who have emotional and behavioral issues with an embedded structure for positive interventions with alternatives to suspension. The district was unable to open the program until halfway through the school year due to the inability to find and fill the teaching position.

We measured the discipline by office referrals and suspension rates in Aeries our student information system.

## III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 4a: Suspension Rate, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

### *Data Source Checklist*

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 4a: Suspension Rate. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Other (please state):

#### IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

The majority of suspensions come from our middle school and efforts need to be made to improve the climate and culture and implement positive behavioral supports and alternatives to suspension.

#### V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element 4a: Suspension Rate. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA's 2019–20 SEP if the root cause is still an issue based on analysis of the LEA's current data.

**Note:** The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

**Root Cause:**

Students with significant behavioral needs due to their emotional disturbance did not have a program to address their academic, behavioral and therapeutic needs. The special education and administrative staff were not trained to address the significant assaultive and aggressive behavior that was coming up for the students.

**Phase 1: Improvement Strategy Development**

**Strategies/Activities for Improvement**

List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.)

- 1. Train site staff on PBIS and alternatives to suspension
- 2. Train site staff on trauma informed practices for students with disabilities
- 3.
- 4.
- 5.

**Resources Required**

(Align numbers with Strategies/Activities for Improvement.)

- 1. PBIS coaches, Program Specialists, Behavior Specialists to provide trainings
- 2. PBIS coaches, Program Specialists, Behavior Specialists to provide trainings
- 3.
- 4.
- 5.

**Title of Person(s) Responsible for Implementation**

(Align numbers with Strategies/Activities for Improvement.)

- 1. Special Ed Director and site principals
- 2. Special Ed Director and site principals
- 3.
- 4.
- 5.

**Start Date**

(Align numbers with Strategies/Activities for Improvement.)

- 1. June 2021
- 2. June 2021
- 3.
- 4.
- 5.

**Date of Completion**

(Align numbers with Strategies/Activities for Improvement.)

- 1.

3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Training dates
Discipline data

Copy and complete the above charts for each additional root cause.

## VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.



This *Element Form* focuses only on the first part (5a), the percentage of students who are in a regular class 80 percent or more of their day. Using the data from the LEA's APR, complete the chart below for Element 5a: LRE–Regular Class 80% or More:

LEA rate for LRE–Regular Class 80% or More	State Target
33.94	52.2

## II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

Our strategies included implementation of a new MTSS framework with the idea that students would have time to get co-teaching and push-in support from special ed staff during their general education core classes. We used the SEIS data for in and out of general education as our guide as well as student's class schedules and transcripts at the high school level. We addressed this in our 18/19 plan as well.

## III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 5a: LRE–Regular Class 80% or More, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

### *Data Source Checklist*

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 5a: LRE–Regular Class 80% or More. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard	
California School Dashboard—Comparison to All Students or Other Student Groups	
California Longitudinal Pupil Achievement Data System (CALPADS)	

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

**Note:** The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

**Root Cause:**

At our K-5 level our special education service delivery model has traditionally been a pull out model that gives SWDs to receive focused instruction based on their lower academic ability and need for intensive curriculum and targeted instruction. General education teachers have not been equipped to support or serve students in the general ed curriculum who are performing more than two grade levels below their grade.

**Data Support and Background for Root Cause:**

Our district developed a teacher survey to determine why the general education teachers were having difficulty with blending the lower level, phonics based reading programs with the adopted Benchmark ELA program. It was found that the format and content was not accessible to SWDs.

4.	
5.	
<b>Date of Completion</b>	
(Align numbers with Strategies/Activities for Improvement.)	
1.	<b>August 2022</b>
2.	
3.	
4.	
5.	
<b>Phase 2: Monitoring of Improvement</b>	
<b>Expected Outcome(s)</b>	
(Align numbers with Strategies/Activities for Improvement.)	
1.	<b>Over 52% of our students with IEPs will be in the general education environment at least 80% of the time.</b>
2.	
3.	
4.	
5.	
<b>Methods of Measurement</b>	
(Align numbers with Strategies/Activities for Improvement.)	
1.	<b>IEPs and student schedules</b>
2.	
3.	
4.	
5.	
<b>Quantifiable Standards of Improvement</b>	
(Align numbers with Strategies/Activities for Improvement.)	
1.	<b>SPP data</b>
2.	
3.	
4.	
5.	

### **Documentation of Implementation**

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

**Prepared by the California Department of Education, July 22, 2020.**

Race or Ethnicity	Risk Ratio Rate	Disability Category
White	5.06	Emotional Disturbance

**Note:** Add new rows as necessary.

## II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured?

Our district has an MTSS team and we regularly discuss support for students who have emotional and behavioral needs. So far, one of our sites has implemented a strong PBIS framework and two of our other sites are on the path. Because our district and town has many students with high ACES scores and we are a district with over 85% of our students qualifying for free and reduced lunch, many students come to school with significant emotional and behavioral needs. We are working with our general education teachers to implement more trauma informed practices in the classroom and also have begun to offer more school based social emotional support.

## III. Data and Analysis

The LEA should examine formal and informal data to identify the potential causes leading to the identification of disproportionality for this Element. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

### *Data Source Checklist*

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for this Element. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard—Chronic Absenteeism, Suspension or Graduation Rate for Students with Disabilities	X
California School Dashboard—Comparison to All Students or Other Student Groups	X

## V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to this Element. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

**Note:** The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

### Root Cause:

Limited TIER 2 support for students with significant emotional and behavioral needs such as PBIS interventions.

### Data Support and Background for Root Cause:

- Office referral data and Aeries discipline entries
- Documentation of behavior emergency interventions
- Student study team meetings for students with behavioral needs that resulted in referrals for special education assessment with the area of suspected disability emotional disturbance.

1. June 2022
2. June 2022
3. June 2022
- 4.
- 5.

**Phase 2: Monitoring of Improvement**

**Expected Outcome(s)**

(Align numbers with Strategies/Activities for Improvement.)

1. **Reduce number of students referred for special education and/or found eligible for special ed with emotional disturbance eligibility**
2. **Reduce number of students referred for special education and/or found eligible for special ed with emotional disturbance eligibility**
3. **Reduce number of students referred for special education and/or found eligible for special ed with emotional disturbance eligibility**
- 4.
- 5.

**Methods of Measurement**

(Align numbers with Strategies/Activities for Improvement.)

1. **SEIS Eligibility Data/Special Ed Referral Logs**
2. ""
3. ""
- 4.

**Quantifiable Standards of Improvement**

(Align numbers with Strategies/Activities for Improvement.)

1. **Reduce the number of students with emotional disturbance overall by three points in the data formula.**
- 2.
- 3.
- 4.
- 5.

**Documentation of Implementation**

**Prepared by the California Department of Education, July 22, 2020.**



4.	
5.	
<b>Phase 2: Monitoring of Improvement</b>	
<b>Expected Outcome(s)</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	
2.	
3.	
4.	
5.	
<b>Methods of Measurement</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	
2.	
3.	
4.	
5.	
<b>Quantifiable Standards of Improvement</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	
2.	
3.	
4.	
5.	

### Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).

## Local Educational Agency Name:

Willits Unified

# 2019–20 Special Education Plan Element 14a: Post-School Outcomes– Higher Education

Element 14a: Post-School Outcomes–Higher Education corresponds to State Performance Plan Indicator (SPPI) 14a. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 14a: Post-School Outcomes–Higher Education, as shown on the LEA's Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

**Note:** The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

## I. Review of APR Data

SPPI 14 measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were: a) enrolled in higher education, b) enrolled in higher education or competitively employed, or c) enrolled in any higher education or in some other postsecondary education or training program or competitively employed or in some other employment.

SPPI 14: Post-School Outcomes accordingly is divided into three subparts (or categories) as follows:

- a. Higher Education
- b. Higher Education or Competitively Employed
- c. Any Post-Secondary Education or Employment

formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

### ***Data Source Checklist***

Identify data sources the SEP Team will use in developing the LEA’s 2019–20 SEP for Element 14a: Post-School Outcomes–Higher Education. Analyze the selected data sources to find connections/relationships between the data and the LEA’s performance.

<b>Data Sources</b>	<b>Check if Using</b>
California School Dashboard	<b>X</b>
Ed-data.org—Cohort Graduation	
California Longitudinal Pupil Achievement Data System (CALPADS)	
Annual Performance Report (APR)	<b>X</b>
Special Education Information System (e.g., SEIS, Welligent, SIRAS)	<b>X</b>
UC/CSU eligibility/enrollment Data	
Transition Plans	<b>X</b>
Student Grades, Transcripts	
Guidance Counselor Information	<b>X</b>
Other School Plans (e.g., Local Control Accountability Plan (LCAP) Western Association of Schools and Colleges (WASC), Technology Plan)	
Policies and Procedures	
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Policies and Procedures Review)	
Student Summary of Performance Documents	
Parent Survey Data	
Courses of Study, Course Enrollment, Prerequisite Enrollment	
Other (please state)	<b>X</b>

**Data Support and Background for Root Cause:**

Student response rate from WorkAbility I survey 18-19 was 87.6%

Students have disconnected phone numbers or are not responsive to follow-up attempts one year out from graduation date.

Students live in a rural coastal community where the closest higher education institution is 1.5 hours one-way, presenting challenges in enrollment due to access to transportation, cost, housing, and family support considerations.

1.	WorkAbility I Data System, SEIS, CALPADS (crosscheck prior to EOY deadline).
2.	<p>How to Have Successful Follow-Ups (PPT):  <a href="https://drive.google.com/file/d/11yAxM4WnJpsN_G3FSk6zNXc5v3cYx6DI/view?usp=sharing">https://drive.google.com/file/d/11yAxM4WnJpsN_G3FSk6zNXc5v3cYx6DI/view?usp=sharing</a></p> <p>WorkAbility I Follow-Up Interview Tips:  <a href="https://drive.google.com/file/d/1CFCD76jTvfqXrJ1ObDyxXITn-leSMdPY/view?usp=sharing">https://drive.google.com/file/d/1CFCD76jTvfqXrJ1ObDyxXITn-leSMdPY/view?usp=sharing</a></p> <p>Branding Your Post-School Outcomes Data Collection Process:  <a href="https://drive.google.com/file/d/1BuhD_t4cylNpLcUSkpJkWoqMBGL4jYr/view?usp=sharing">https://drive.google.com/file/d/1BuhD_t4cylNpLcUSkpJkWoqMBGL4jYr/view?usp=sharing</a></p> <p>Contacting Hard-to-Find Youth: Strategies for the Post-School Survey:  <a href="https://drive.google.com/file/d/1BtqMgakSdL4XfBoQLHqoP_QbOneniSLy/view?usp=sharing">https://drive.google.com/file/d/1BtqMgakSdL4XfBoQLHqoP_QbOneniSLy/view?usp=sharing</a></p>
3.	<p><u>Iris Center: Family Engagement on Secondary Transition</u></p> <p><u>Post-Secondary Education/Training Preparation Toolkit (NTACT)</u></p> <p>Strategies to Support Families with Secondary Transition:</p> <ul style="list-style-type: none"> <li>• Encourage early expectations</li> <li>• Help parents recognize the importance of their contributions</li> <li>• Support parents to honor the choices of their child</li> <li>• Increase role of social support network</li> <li>• Address parent concerns regarding future</li> <li>• Focus on culturally and socioeconomic diverse families</li> <li>• Staff, student &amp; parent buy-in and shared responsibility</li> <li>• Communicate often and in regular modalities</li> </ul> <p>Self Determination Resources Supporting Post-Secondary Education:</p> <ul style="list-style-type: none"> <li>• <i>Whose Future Is It Anyway?</i> (Zarrow Center for Learning Enrichment, University of Oklahoma):  <a href="https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway">https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway</a></li> <li>• <i>ChoiceMaker</i> (Zarrow Center for Learning Enrichment, University of Oklahoma): <a href="https://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum">https://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum</a></li> </ul>
4.	
5.	
<b>Title of Person(s) Responsible for Implementation</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	Special Ed Director/Program Director WorkAbility I, Program Manager Transition Partnership Program, SELPA Data Control Technician, CALPADS/ SEIS data manager for the district, Program Specialist

5.	
<b>Quantifiable Standards of Improvement</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	<b>Increase LEA rate for students with disabilities in higher education to state target.</b>
2.	<b>Increase LEA rate for students with disabilities in higher education to state target</b>
3.	<b>Increase LEA rate for students with disabilities in higher education to state target</b>
4.	
5.	

### Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before and after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

<p>Training resources and attendance</p> <p>Individual Transition Plans (ITP's)</p> <p>WorkAbility I follow up survey</p>
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## Local Educational Agency Name:

Willits Unified

# 2019–20 Special Education Plan Element 14b: Post-School Outcomes– Higher Education or Competitively Employed

Element 14b: Post-School Outcomes–Higher Education or Competitively Employed corresponds to State Performance Plan Indicator (SPPI) 14b. The Local Educational Agency (LEA) must address this Element in its 2019–20 Special Education Plan (SEP) if the LEA did not meet the statewide target for SPPI 14b: Post-School Outcomes–Higher Education or Competitively Employed, as shown on the LEA’s Annual Performance Report (APR) and on the *2019–20 Targeted Review Selection Data* chart linked to the January 31, 2020, *Annual Determination Notification*.

**Note:** The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

## I. Review of APR Data

SPPI 14 measures post-school outcomes of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and within one year of leaving high school were: a) enrolled in higher education, b) enrolled in higher education or competitively employed, or c) enrolled in any higher education or in some other postsecondary education or training program or competitively employed or in some other employment.

SPPI 14: Post-School Outcomes accordingly is divided into three subparts (or categories) as follows:

- a. Higher Education
- b. Higher Education or Competitively Employed
- c. Any Post-Secondary Education or Employment

### III. Data and Analysis

In order to identify appropriate root causes for the LEA's performance in relation to Element 14b: Post-School Outcomes—Higher Education or Competitively Employed, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

#### *Data Source Checklist*

Identify data sources the SEP Team will use in developing the LEA's 2019–20 SEP for Element 14b: Post-School Outcomes—Higher Education or Competitively Employed. Analyze the selected data sources to find connections/relationships between the data and the LEA's performance.

Data Sources	Check if Using
California School Dashboard	
Ed-data.org—Cohort Graduation	
California Longitudinal Pupil Achievement Data System (CALPADS)	
Annual Performance Report (APR)	<b>X</b>
Special Education Information System (e.g., SEIS, SIRAS, Welligent)	<b>X</b>
UC/CSU eligibility/enrollment Data	
Transition Plans	<b>X</b>
Student Grades, Transcripts, Summary of Performance	
Guidance Counselor Information	<b>X</b>
Other School Plans (e.g., Local Control Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)	
Policies and Procedures	
Compliance Review Data (*Student Record Review, SELPA Governance Review)	
Parent Input Data	



Response rate for students who have graduated is somewhat low due to difficulty connecting to students and families and there are limited options and access to post-secondary education institutions, transportation, housing, and family engagement.

### **Data Support and Background for Root Cause:**

Student response rate from WorkAbility I survey 18-19 was 87.6%

Students have disconnected phone numbers or are not responsive to follow-up attempts one year out from graduation date.

Students live in a rural coastal community where the closest higher education institution is 1.5 hours one-way, presenting challenges in enrollment due to access to transportation, cost, housing, and family support considerations.

1.	WorkAbility I Data System, SEIS, CALPADS (crosscheck prior to EOY deadline).
2.	<p>How to Have Successful Follow-Ups (PPT):  <a href="https://drive.google.com/file/d/11yAxM4WnJpsN_G3FSk6zNXc5v3cYx6DI/view?usp=sharing">https://drive.google.com/file/d/11yAxM4WnJpsN_G3FSk6zNXc5v3cYx6DI/view?usp=sharing</a></p> <p>WorkAbility I Follow-Up Interview Tips:  <a href="https://drive.google.com/file/d/1CFCD76iTvfqXrJ1ObDyxXITn-leSMdPY/view?usp=sharing">https://drive.google.com/file/d/1CFCD76iTvfqXrJ1ObDyxXITn-leSMdPY/view?usp=sharing</a></p> <p>Branding Your Post-School Outcomes Data Collection Process:  <a href="https://drive.google.com/file/d/1BuhD_t4cyINpLlcUSkpJkWoqMBGL4jYr/view?usp=sharing">https://drive.google.com/file/d/1BuhD_t4cyINpLlcUSkpJkWoqMBGL4jYr/view?usp=sharing</a></p> <p>Contacting Hard-to-Find Youth: Strategies for the Post-School Survey:  <a href="https://drive.google.com/file/d/1BtqMqakSdL4XfBoQLHqoP_QbOneniSLy/view?usp=sharing">https://drive.google.com/file/d/1BtqMqakSdL4XfBoQLHqoP_QbOneniSLy/view?usp=sharing</a></p>
3.	<p><u>Iris Center: Family Engagement on Secondary Transition</u></p> <p><u>Post-Secondary Education/Training Preparation Toolkit (NTACT)</u></p> <p>Strategies to Support Families with Secondary Transition:</p> <ul style="list-style-type: none"> <li>• Encourage early expectations</li> <li>• Help parents recognize the importance of their contributions</li> <li>• Support parents to honor the choices of their child</li> <li>• Increase role of social support network</li> <li>• Address parent concerns regarding future</li> <li>• Focus on culturally and socioeconomic diverse families</li> <li>• Staff, student &amp; parent buy-in and shared responsibility</li> <li>• Communicate often and in regular modalities</li> </ul> <p>Self Determination Resources Supporting Post-Secondary Education:</p> <ul style="list-style-type: none"> <li>• <i>Whose Future Is It Anyway?</i> (Zarrow Center for Learning Enrichment, University of Oklahoma):  <a href="https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway">https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway</a></li> </ul> <p><i>ChoiceMaker</i> (Zarrow Center for Learning Enrichment, University of Oklahoma): <a href="https://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum">https://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum</a></p>
4.	
5.	
<b>Title of Person(s) Responsible for Implementation</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	Special Ed Director/Program Director WorkAbility I, Program Manager Transition Partnership Program, SELPA Data Control Technician, CALPADS/ SEIS data manager for the district, Program Specialist

<b>Quantifiable Standards of Improvement</b> (Align numbers with Strategies/Activities for Improvement.)	
<b>1.</b>	<b>Increase LEA rate for students with disabilities who have graduated and are employed to state target</b>
<b>2.</b>	<b>Increase LEA rate for students with disabilities who have graduated and are employed to the state target</b>
<b>3.</b>	<b>Increase LEA rate for students with disabilities who have graduated and are employed to the state target</b>
<b>4.</b>	
<b>5.</b>	

### **Documentation of Implementation**

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms)
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Training resources and attendance Individual Transition Plans (ITP's) WorkAbility I follow up survey
--

Copy and complete the above charts for each additional root cause.

## Local Educational Agency Name:

Willits Unified

# 2019–20 Special Education Plan Element: Chronic Absenteeism

## I. Review of Annual Determination Data

Element: Chronic Absenteeism is a component of the Special Education Plan (SEP) for each Local Educational Agency (LEA) identified to participate in Intensive Review. Using the LEA's *2019–20 Intensive Review Data* sheet, which was linked to the *Annual Determination Notification* sent on January 31, 2020, complete the chart below and answer the questions for Element: Chronic Absenteeism.

LEA Rate	LEA Rank
40%	1

**Note:** The selection process for this Element may vary somewhat from the above, such as for LEAs designated as “smalls.” The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The LEA must address in its 2019–20 SEP every Element for which the *Elements Requiring Review* list shows “Yes” in the Review Required column.

## II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured?

**Our district has made chronic absenteeism a focus for our MTSS team. We now have a district attendance liason who has a background in counsling and we are providing more parent education and have been implementing**

Our district needs to provide more information about the importance of attendance and the negative long term outcomes for students who are chronically absent.

## V. Root Cause Analysis and Improvement

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA's performance level specific to Element: Chronic Absenteeism. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

**Note:** The boxes and charts below apply to one, and only one, root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

### Root Cause:

Lack of community education for families on the importance of attendance

### Data Support and Background for Root Cause:

<b>Date of Completion</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	June 2021
2.	June 2021
3.	June 2021
4.	January 2022
5.	
<b>Phase 2: Monitoring of Improvement</b>	
<b>Expected Outcome(s)</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	Improved attendance
2.	
3.	
4.	
5.	
<b>Methods of Measurement</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	Aeries attendance data
2.	
3.	
4.	
5.	
<b>Quantifiable Standards of Improvement</b> (Align numbers with Strategies/Activities for Improvement.)	
1.	decrease chronic absenteeism by 10% overall
2.	
3.	
4.	
5.	

## Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).

**Prepared by the California Department of Education, July 22, 2020.**

## 2021 Significant Disproportionality CCEIS Plan Pacing Guide

This Pacing Guide is designed to provide broad guidance to assist Local Educational Agencies (LEAs) in completing all of the steps of the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan development process within the timeframes provided by the California Department of Education (CDE). The Four Phase process includes all of the work over the 27-month CCEIS period. Please note that some activities that are completed in a particular phase may be started in an earlier phase.

Feel free to make it your own! In addition to the resources in the right-hand column, the State Performance Plan Technical Assistance Project (SPP-TAP) website and the CCEIS Padlet provide further resources:

[SPP-TAP Website](#)

[CCEIS Padlet](#)

NOTE: Some activities are required only for newly identified (January 2021) significantly disproportionate LEAs. These activities are prefaced by "New LEAs only". Other activities are required only for LEAs who were identified in 2020 AND 2021. These activities are prefaced by "Continuing LEAs only".

For additional information there are two guidance documents on the CCEIS Padlet. One has information for New LEAs and the other has information specific to Continuing LEAs.

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California Department of Education, Special Education Division's special project, State Performance Plan Technical Assistance Project (SPP-TAP) is funded through a contract with the Napa County Office of Education. SPP-TAP is funded from federal funds, (State Grants #H027A080116A) provided from the U.S. Department of Education Part B of the Individuals with Disabilities Education Act (IDEA). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.



## 2021 Significant Disproportionality CCEIS Plan Pacing Guide

Phase 1 Task	Target Date	Done	Resources
NEW LEAs only: Participate in <i>Introduction to Significant Disproportionality</i> Webinar Series	February 9, 16 and 23, 2021		<a href="#">Register</a>
CONTINUING LEAs only: Participate in the <i>Significant Disproportionality for Continuing Local Educational Agencies</i> Webinar (only for LEAs who were significantly disproportionate in 2020 and 2021)	February 11, 2021		<a href="#">Register</a>
Submit <i>Assurance of Compliance</i> form to CDE	February 11, 2021		Assurances Form (on CCEIS Padlet)
Identify Leadership and Stakeholder Teams	February 2021		CCEIS Plan (on CCEIS Padlet)
Conduct Leadership Team Meetings	February - ongoing		
Gather Relevant Data and Determine Gaps in Data	February-March 2021		Sample Root Cause Analysis Data Sources (on CCEIS Padlet)
Select Technical Assistance Facilitator and notify SPPTAP	February-March 2021		<a href="#">TA Facilitators</a>
NEW LEAs only: Attend the virtual CCEIS Workshop A	March 12, 2021		<a href="#">Register</a>
Select Programmatic Self-Assessment Tools	March-April 2021		<a href="#">Self-Assessment Tool List</a>
Gather Policies, Practices, and Procedures for Review	April 2021		Refer to Policies, Practices, and Procedures Matrix (sample and blank) (on CCEIS Padlet)

## 2021 Significant Disproportionality CCEIS Plan Pacing Guide

Phase 2 Task	Target Date	Done	Resources
Complete <i>Local Educational Agency Initiative Inventory</i>	March-April 2021		CCEIS Plan
Data Collection activities (i.e., fill in qualitative and quantitative data gaps with focus groups, key interviews, additional data sources, etc.)	April 2021		<a href="#">Quantitative/Qualitative eLearning Modules</a>
Conduct Stakeholder Meeting: Introduction to CCEIS and Programmatic Self-Assessment Tool	April-May 2021		
Review and Revise or Plan for Revisions of Policies, Practices, & Procedures	May 2021		Significant Disproportionality Policies, Practices, and Procedures Review Matrix <a href="#">(on CCEIS Padlet)</a>
FTMA Consultant Check-in	By May 28, 2021		
Conduct Leadership Team Meeting: Data Analysis & Root Causes	May-June 2021		
Conduct Stakeholder Meeting: Data Analysis & Root Causes	May-June 2021		
NEW LEAs only: Attend virtual CCEIS Workshop B	June 9, 2021		

Phase 3 Task	Target Date	Done	Resources
Determine Criteria for Target Population	June-August 2021		Target Student Population Flow Chart <a href="#">(on CCEIS Padlet)</a>
Draft CCEIS Plan	June-August 2021		CCEIS Plan
Conduct Stakeholder Meeting: Feedback on CCEIS Plan	August 2021		CCEIS Plan
FMTA Consultant Check-In	August 2021		
Revise & Finalize CCEIS Plan	August 2021		CCEIS Plan
Obtain Required Approvals & Signatures (including Board Meeting presentation, if needed)	September 2021		CCEIS Plan
Submit All Documents to the CDE: <a href="mailto:sigdisp@cde.ca.gov">sigdisp@cde.ca.gov</a>	September 30, 2021		(1) CCEIS Plan, (2) Copy of Contract/MOU for TA Facilitator

## 2021 Significant Disproportionality CCEIS Plan Pacing Guide

Phase 4 Task	Target Date	Done	Resources
Once approved, implement, monitor, and evaluate progress	Ongoing, post approval		Approved CCEIS Programmatic Improvement Plan
Complete the Quarterly Progress and Expenditure Report (July 1, 2021 - December 31, 2021)	1/10/22		<i>New Form in Development (will be available on CCEIS Padlet)</i>
Complete the Quarterly Progress and Expenditure Report (January 1, 2022 - March 31, 2022)	4/10/22		<i>New Form in Development</i>
Complete the Quarterly Progress and Expenditure Report (April 1, 2022 - June 30, 2022)	7/10/22		<i>New Form in Development</i>
Complete the Quarterly Progress and Expenditure Report (July 1, 2022 - September 30, 2022)	10/10/22		<i>New Form in Development</i>
Complete the Quarterly Progress and Expenditure Report (October 1, 2022- December 31, 2022)	1/10/23		<i>New Form in Development</i>
Complete the Quarterly Progress and Expenditure Report (January 1, 2023- March 31, 2023)	4/10/23		<i>New Form in Development</i>
Complete the Quarterly Progress and Expenditure Report (April 1, 2023- June 30, 2023)	7/10/23		<i>New Form in Development</i>
Complete the Quarterly Progress and Expenditure Report (July 1, 2023 - September 30, 2023)	10/10/23		<i>New Form in Development</i>
Track students that have received CCEIS for two years	Two years following receipt of services		

**WILLITS UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES**

A regular meeting of the Willits Unified School District Board of Education will be held on **Wednesday, February 10, 2021**. The Board of Education will call the meeting to order at **4 p.m.** via Zoom, at which time the Board of Education will move to Closed Session regarding the item listed under Closed Session. The public meeting will reconvene at **5:00 p.m.** via

Zoom: <https://us04web.zoom.us/j/9782489039?pwd=V0U2cUtHZUMzQk5xR3d5Vy9wT1JkZz09>

You may also view the recorded meetings at: <https://www.youtube.com/channel/UCm14iSqMtl-7TKLnLP5NkFQ>

**MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:**

As per Executive Order N-29-20 from Governor Newsom, the Willits Unified School District Board of Education meeting scheduled for Wednesday, February 10, 2021, at 5:00 p.m. will be in a virtual/teleconferencing environment using Zoom at this link: <https://us04web.zoom.us/j/9782489039?pwd=V0U2cUtHZUMzQk5xR3d5Vy9wT1JkZz09>

The purpose of the Governor's executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by "limiting attendance at public assemblies, conferences, or other mass events." The Governor's executive order on March 12, 2020, already waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The February 10<sup>th</sup> agenda contains only routine and time-sensitive items.

*Public Comments- Individuals may address the Board on regular*

**MINUTES**

1. Call Meeting to Order

Board President Bowlds called the meeting to order at 4:11 p.m.

2. Agenda Approval

MSP (King/Chavez) to approve the agenda as presented.

Ayes: Bowlds, Chavez, King, McNeal, Nunez

Noes: None

Absent: None

Abstain: None

3. Public Comments on Closed Session Items

No comments received

4. Recess to Closed Session at 4:15 p.m.

- A. Consideration of Request for Unpaid Leave of Absence, Classified (1) (G.C. 54957)
- B. Consideration of Public Employee-Discipline/Dismissal/Release (G.C. 54957)
- C. Consideration of Public Employee-Discipline/Dismissal/Release (G.C. 54957)
- D. Certificated Leave of Absence Request (1) (G.C. 54957)

5. Reconvene to Open Session at 4:57 p.m.

6. Report Out of Closed Session

Board took action and unanimously approved items A and D, no action taken on items B and C.

7. Flag Salute

Board Clerk Chavez led the flag salute.

8. WTA Comments

WTA President Tessa Ford shared her excitement for round two COVID vaccine shots, the clearance for WHS Sports, and congratulated WHS Aca-Deca Team. She also congratulated the 25 graduates at Sanhedrin. She explained the negotiations team and how it works.

9. CSEA Comments

President Dan Green explained the different groups of employee's that WUSD falls into. He also expressed that classified is present and on site to keep WUSD going. Due to technical difficulties not all comments received.

10. Board Comments

WHS Student Board Rep Claire Case Brackett shared a slideshow 'WHS 2020 Recap'.

President Bowlds reminded everyone to be open minded about the reopening schools.

Member King shared her appreciation for the staff and county for making sure vaccinations were available to WUSD. She reported that she attended Brown Act training. She shared that Rotary Club will be handing out dictionaries to the elementary school sites. She concluded in reading a quote from an article written by Dr. Miller.

Member Nunez thanked Mr. Westerburg and the classified employees who set up the WHS gym for vaccinations over the weekend. Expressed some concerns about reopening the schools but reminds people to remain calm and let the process happen. Had a couple questions about how the Bidding process. She also shared some ideas for how the meals are being distributed to students. She ended with a question about the surveys that Superintendent Westerburg sent out pertaining to schools reopening.

Member McNeal reported that she was able to have a site visit with Blosser Lane and the site administrator. She shared statics pertaining to students and the importance of returning to in person school.

Clerk Chavez shared his appreciation to all WUSD employees working on site and at home. In closing he is hopeful all decisions will be made with the children in mind as to reopening school sites.

11. Superintendent Comments

- Asked for an Aca-Deca update from Mrs. Colvig
- Explained the Bid Process
- Touched base on the lunch distribution process
- Shared that Kindergarten enrollment has opened and is looking really good for next year
- Updated us all on the Bond projects
- Explained the vaccination process for Willits

12. Action/Discussion

A. Public Comments on the Consent Agenda

No comments were received.

B. Consent Agenda

The consent agenda included the following items: Approval of Minutes from the Regular Meeting held on January 13, 2021, Approval of Employee Status Changes (2), Warrant Registers from January 1, 2021-January 31, 2021, and Approval of School Safety Plans.

MSP (Chavez/King) to approve the consent agenda as presented

Ayes: Bowlds, Chavez, King, McNeal, Nunez

Noes: None

Absent: None

Abstain: None

C. Approval of Resolution 2019/20-10, Staywell Health Plan JPA for 2021/22

ROLECALL VOTE

MSP (McNeal/Chavez) to approve the Approval of Resolution 2019/20-10, Staywell Health Plan JPA for 2021/22

Ayes: Bowlds, Chavez, King, McNeal, Nunez

Noes: None

Absent: None

Abstain: None

D. Approval of Bid/Contract for Blosser Lane Campus Wide Re-Roofing

MSP (King/Chavez) to approve the Approval of Bid/Contract for Blosser Lane Campus Wide Re-Roofing

Ayes: Bowlds, Chavez, King, McNeal, Nunez  
Noes: None  
Absent: None  
Abstain: None

E. Approval of Bid/Contract for HVAC, Willits High School South Wing

MSP (King/McNeal) to approve the Approval of Bid/Contract for HVAC, Willits High School South Wing

Ayes: Bowlds, Chavez, King, McNeal, Nunez  
Noes: None  
Absent: None  
Abstain: None

F. Board Policy Revision: First Reading: BP 3280, Sale or Lease of District-Owned Real Property

MSP (King/Chavez) to approve the acknowledgement of Board Policy Revision: First Reading: BP 3280, Sale or Lease of District-Owned Real Property

Ayes: Bowlds, Chavez, King, McNeal, Nunez  
Noes: None  
Absent: None  
Abstain: None

G. Board Policy Revision: First Reading: BP/Exhibit 1113-District and School Web Sites

MSP (Chavez/King) to approve the acknowledgement of Board Policy Revision: First Reading: BP/Exhibit 1113-District and School Web Sites

Ayes: Bowlds, Chavez, King, McNeal, Nunez  
Noes: None  
Absent: None  
Abstain: None

H. Items for the Next Regular Board Agenda

Superintendent Westerburg suggests adding a Special Board Meeting later in the month, February 24, 2021 at 5pm. Board Member McNeal asks for an in person meeting for March board meeting.

13. Public Comments for Items Not on the Agenda

Superintendent Westerburg spoke about reopening schools to in person learning. Board Member Nunez asked for clarification on what the February Special Meeting will look like. A public comment was presented to thank Superintendent Westerburg.

14. Adjournment

MSP (Nunez/McNeal) to adjourn at 6:50 p.m.

Ayes: Bowlds, Chavez, King, McNeal, Nunez  
Noes: None  
Absent: None  
Abstain: None

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Mark Westerburg, Superintendent

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Robert Chavez, Board Clerk

**WILLITS UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES**

A *special meeting* of the Willits Unified School District Board of Education will be held on **Wednesday, February 24, 2021**. The Board of Education will call the meeting to order at **4 p.m.** via Zoom, at which time the Board of Education will move to Closed Session regarding the item listed under Closed Session. The public meeting will reconvene at **5:00 p.m.** via

Zoom: <https://us04web.zoom.us/j/9782489039?pwd=V0U2cUtHZUMzQk5xR3d5Vy9wT1JkZz09>

You may also view the recorded meetings at: <https://www.youtube.com/channel/UCm14iSqMtl-7TKLnLP5NkFQ>

**MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:**

As per Executive Order N-29-20 from Governor Newsom, the Willits Unified School District Board of Education meeting scheduled for Wednesday, February 24, 2021, at 5:00 p.m. will be in a virtual/teleconferencing environment using Zoom at this link: <https://us04web.zoom.us/j/9782489039?pwd=V0U2cUtHZUMzQk5xR3d5Vy9wT1JkZz09>

The purpose of the Governor's executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by "limiting attendance at public assemblies, conferences, or other mass events." The Governor's executive order on March 12, 2020, already waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The February 24<sup>th</sup> agenda contains only time-sensitive items.

*Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.*

**MINUTES**

1. Call Meeting to Order

Board President Bowlds called the meeting to order at 4:00 p.m.

2. Agenda Approval

MSP (Chavez/King) to approve as presented

Ayes: Bowlds, Chavez, King, McNeal, Nunez

Noes: None

Absent: None

Abstain: None

3. Public Comments on Closed Session Items

No comments received

4. Recess to Closed Session at 4:01 p.m.

A. Consideration of Request for Unpaid Leave of Absence, Classified (1) (G.C. 54957)

B. Labor Negotiations, WTA: District Representative, Superintendent (G.C. 54957.6)

5. Reconvene to Open Session at 5:05 p.m.

6. Report Out of Closed Session

No Action Items to report.

Item A pulled from Agenda.

7. Flag Salute

Board Clerk Chavez led the flag salute.

8. Action/Discussion

A. \*Approval of School Sites Reopening Plan (3)

BGMS Reopening Plan pulled from approval, pending updating plan sent to county.

MSP (King/McNeal) to Approval of School Sites Reopening Plan (3)

Ayes: Bowlds, Chavez, King, McNeal, Nunez

Noes: None

Absent: None

Abstain: None

- B. Consideration to open school sites (Brookside, Blosser Lane, Baechtel Grove (partial)) on March 8<sup>th</sup> for in person instruction. Additional WUSD School sites to reopen pending approval from Mendocino County Public Health

MSP (Chavez/McNeal) to Approval of Consideration to open school sites (Brookside, Blosser Lane, Baechtel Grove (partial) when all Mendocino County and California State Covid-19 requirements are successfully met and when an agreed upon Memorandum of Understanding with the Willits Teacher Association is secured. Additional, WUSD school sites to reopen with an MOU with WTA in place, and site specific reopening plans have been approved by Mendocino County Public Health.

Ayes: Bowlds, Chavez, King, McNeal, Nunez  
Noes: None  
Absent: None  
Abstain: None

9. Public Comments for Items Not on the Agenda

Superintend Westerburg gave an update on the projects pertaining to the Bond.

A teacher asked for a clarification on testing for this school year

Board Member Nunez informed the meeting of Sport Physicals happening at the local hospital.

10. Adjournment

MSP (Nunez/Chavez) to adjourn at 7:04 p.m.

Ayes: Bowlds, Chavez, King, McNeal, Nunez  
Noes: None  
Absent: None  
Abstain: None

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Mark Westerburg, Superintendent

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Robert Chavez, Board Clerk



**WILLITS UNIFIED SCHOOL DISTRICT  
OFFICE OF THE SUPERINTENDENT**

1277 Blosser Lane  
Willits, CA 95490  
(707) 459-5314

Date: 3/10/2021  
To: Rachelle Summers  
From: Lynda Walker  
Re: Info for March 10, 2021 Board Meeting

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Certificated New Hire:  
Shawna Jeavons, 1.0 FTE, Temporary Teacher, Blosser Lane Elementary  
School, 2/16/2021

Certificated Leave of Absence:  
Certificated Job Share:  
Certificated Resignation:  
Patricia Wall, 1.0 FTE, Teacher, Baechtel Grove Middle School, 06/14/2021

Certificated Retirement:

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Classified Resignation:  
Ana Suarez, .75 FTE, Special Education Instructional Assistant, Brookside  
Elementary School Preschool, 03/02/2021

Classified Unsuccessful Probation:  
Classified Leave of Absence:  
Classified Retirement:  
Classified New Hire:  
Carrie Meigs, .75 FTE, Special Education Instructional Assistant, Blosser Lane  
Elementary School, 02/01/2021

Nicholas Harrington, 1.0 FTE, Maintenance – Skilled Trades, District Wide,  
02/22/2021

Checks Dated 02/01/2021 through 02/28/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
705404	02/04/2021	FORK, AMY	01-5812	TB TEST REIMBURSEMENT		18.00
705405	02/04/2021	ACEVEDO'S UKIAH TRUCK REPAIR	01-5600	BUS 11	520.00	
				BUS 2	260.00	
				BUS 3	913.13	
				BUS 4	260.00	
				BUS 5	520.00	
				BUS 8	325.00	
				BUS 9	575.07	3,373.20
705406	02/04/2021	ALAMEIDA ARCHITECTURE	01-6200	ARCHITECTURAL SERVICES BLE		3,660.91
				ROOFING		
705407	02/04/2021	AMAZON CAPITAL SERVICES	01-4300	MAINTENANCE	336.32	
				Unpaid Tax	1.53-	334.79
705408	02/04/2021	AMERIGAS	01-5520	PROPANE TANK FILL UP		281.28
705409	02/04/2021	ARROW BENEFITS GROUP	69-5800	JANUARY 2021 ADMIN FEE		285.00
705410	02/04/2021	BLICK ART MATERIALS	01-4300	ART SUPPLIES PURCHASED BY ROTARY CLUB OF WILLITS		394.05
705411	02/04/2021	FIELDMAN, ROLAPP & ASSOCIATES	21-5800	FINANCIAL ADVISOR SERVICES FOR BOND		59,046.45
705412	02/04/2021	CA SCHOOLS DENTAL COALITION	68-5800	MARCH 2021 EXPECTED CLAIMS AND EXPENSES		12,255.00
705413	02/04/2021	LAKE COUNTY OFFICE OF ED	01-5800	2020-21 ADMIN COACH M. COLVIG		2,750.00
705414	02/04/2021	MENDOCINO COUNTY OFFICE OF ED/ /ACCOUNTS RECEIVABLE	01-4300	SANITIZER DISPENSERS AND GLOVES		2,477.44
705415	02/04/2021	NORTHERN AGGREGATES INC	01-4300	DRAIN ROCK		34.46
705416	02/04/2021	O'REILLY AUTOMOTIVE, INC.	01-4300	AG TRUCK MIRROR	348.74	
				MOWER	35.04	383.78
705417	02/04/2021	PACE SUPPLY CORP	01-4300	Maintenance Supplies		411.24
705418	02/04/2021	QUILL CORP	01-4300	Office Supplies	97.85	
				TRANSPORTATION CALENDARS	32.30	130.15
705419	02/04/2021	RURAL COMM ASSIST CORP	01-6200	SERVICES FOR 1-1 - 3-31-20	2,875.00	
				SERVICES FOR 10-1 - 12-1-2019	6,625.00	
				SERVICES FOR 4-1 - 6-30-20	3,250.00	12,750.00
705420	02/04/2021	SCHOOL AND COLLEGE LEGAL SERVICES	01-5200	SB1159 TRAINING T.CARDILLO 1-22-21		45.00
705421	02/04/2021	SCHOOLS EXCESS LIABILITY FUND	01-5450	AB 218 REVIVED LIABILITY FUNDING PLAN		27,072.79
705422	02/04/2021	SOLANO COE ACCTS RECEIVABLE	01-5800	ACA DECA REGISTRATION FEE FOR 16 STUDENTS		144.00

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

Checks Dated 02/01/2021 through 02/28/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
705423	02/04/2021	TAG/AMS INC	01-5815	ANNUAL RENEWAL FEE		175.00
705424	02/04/2021	WILLITS POWER EQUIPMENT	01-4300	MAINTENANCE		19.07
705425	02/04/2021	WILLITS WEEKLY	01-5811	INTENT TO SELL BLOSSER LANE PROPERTIES ADS		108.00
705749	02/11/2021	HANNA, SHARON S	01-5200	JANUARY 2021 MILEAGE		12.09
705750	02/11/2021	ACEVEDO'S UKIAH TRUCK REPAIR	01-5600	BUS 8		1,716.33
705751	02/11/2021	ADVANCED XEROGRAPHICS	01-5610	BGMS OFFICE JAN 21		52.73
705752	02/11/2021	AMAZON CAPITAL SERVICES	01-4300	BLOOD PRESSURE KITS	331.00	
				CLASSROOM SUPPLIES	250.09	
				OFFICE SUPPLIES	313.43	
				OFFICE-MUSIC	195.76	
				SPED SUPPLIES	140.88	
				Unpaid Tax	1.82-	1,229.34
705753	02/11/2021	BUSWEST LLC	01-4300	BUS 3	460.24	
				BUS 9	197.88	658.12
705754	02/11/2021	CALIFORNIA DEPT OF EDUCATION	01-8660	2020-2021 FEDERAL INTEREST		2,387.73
705755	02/11/2021	WILLITS, CITY OF	01-5530	WATER		4,908.79
705756	02/11/2021	FISHMAN SUPPLY COMPANY	01-4300	BGMS	2,791.92	
				BRKS	334.33	
				WAREHOUSE	780.30	
				WHS	1,538.03	
				Unpaid Tax	25.12-	5,419.46
705757	02/11/2021	LOGMEIN COMMUNICATIONS INC	01-5903	DISTRICT PHONES FEB 2021		2,469.77
705758	02/11/2021	GRAINGER	01-4300	BRKS KITCHEN	20.04	
				Unpaid Tax	.09-	19.95
705759	02/11/2021	HOME DEPOT CREDIT SERVICES//DE PT 32-2540616731	01-4300	BGMS ROOMS 9 AND 10		174.07
705760	02/11/2021	INCLUSIVE EDU & COMM PTNR	01-5800	BEHAVIORAL SUPPORT OCT 2020		1,667.25
705761	02/11/2021	KELLY-MOORE PAINTS	01-4300	MAINTENCANCE		790.82
705762	02/11/2021	LES SCHWAB TIRE CENTER	01-4363	SILVER VAN		318.38
705763	02/11/2021	LITTLE LAKE AUTO PARTS	01-4300	BUCKET TRUCK	711.65	
				GROUNDS	87.78-	
				SHOP	20.56	644.43
705764	02/11/2021	LUCKEY, SARAH	01-4300	20-21 CLASSROOM SUPPLIES		70.58
705765	02/11/2021	MENDOCINO COUNTY OFFICE OF ED/ /ACCOUNTS RECEIVABLE	01-5800	STAR ONLINE LEARNING		693.97
705766	02/11/2021	MENDO MILL & LUMBER CO	01-4300	MOT JAN 2021	1,534.68	

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

Checks Dated 02/01/2021 through 02/28/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
705766	02/11/2021	MENDO MILL & LUMBER CO		TECH JAN 2021	41.22	
				WOODSHOP JAN 2021	141.76	1,717.66
705767	02/11/2021	MENDOCINO COUNTY YOUTH PROJECT	01-5800	JAN 2021 SHS		494.40
705768	02/11/2021	MYERS, MARETTE	01-3701	FEBRUARY RETIREE BENEFITS		221.72
705769	02/11/2021	PETERSON TRUCKS	01-4300	MINI EXCAVATOR		2.82
705770	02/11/2021	PRESENCE LEARNING	01-5800	FY ANNUAL STUDENT ADMIN FEE		2,000.00
705771	02/11/2021	RIVERSIDE INSIGHTS	01-4300	WOODCOCK JOHNSON BOOKLETS		270.86
705772	02/11/2021	ROUND TREE GLASS INC	01-5600	BRKS ROOM 15	140.24	
				SHERWOOD OFFICE	119.96	260.20
705773	02/11/2021	SCHOOL COLLEGE LEGAL SERV CA	01-5200	K LABUS WORKSHOP		45.00
705774	02/11/2021	SOLID WASTES OF WILLITS	01-5540	JAN 2021		6,172.31
705775	02/11/2021	SSDA	01-5300	ANNUAL MEMBERSHIP DUES 3-1-21 - 2-28-22		2,050.00
705776	02/11/2021	U.S. BANK CORPORATE PAYMENT	01-4300	STORAGE BINS AND DISINFECTANT WIPES	97.87	
			01-5200	MASTERS IN GOVERNANCE	1,995.00	
			01-5600	BUCKET TRUCK REPAIRS	743.01	
				HS AG TRUCK MAINT	84.02	
				WHS AG TRUCK FUEL	66.01	
				WHS AG TRUCK REPAIRS	129.63	3,115.54
705777	02/11/2021	EUREKA OXYGEN CO	01-5600	MAINT CYLINDER RENTAL	40.34	
				WELDING CYLINDER RENTAL	95.52	135.86
705778	02/11/2021	USA BLUE BOOK	01-4300	PUMP TUBES		318.82
705779	02/11/2021	WAXIE SANITARY SUPPLY	01-4300	GROUNDS		654.49
705780	02/11/2021	WHS ASB	01-8699	MISTAKENLY DEPOSITED TO MUSIC, SHOULD'VE BEEN TO ASB		1,200.00
705781	02/11/2021	WILLITS POWER EQUIPMENT	01-4300	GROUNDS		15.00
705782	02/11/2021	WILLITS RENTAL CENTER INC	01-5600	SILVER VAN		407.22
705783	02/11/2021	ZONAR SYSTEMS INC	01-5800	FEB 2021 GPS		682.00
706184	02/18/2021	ACCESS INFORMATION MANAGEMENT	01-5800	DO ADMIN CHARGE	40.87	
				DO SHREDDING	118.84	159.71
706185	02/18/2021	AMAZON CAPITAL SERVICES	01-4300	MESA-MANSFIELD	41.59	
				OFFICE WOODSHOP	135.47	
				Parts and Supplies	197.61	
				SPED SUPPLIES TUTTLE/PRESCHOOL	154.52	
				Tech Supplies	313.37	
				Unpaid Tax	2.99-	839.57

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ESCAPE ONLINE

Checks Dated 02/01/2021 through 02/28/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
706186	02/18/2021	ARROW BENEFITS GROUP	69-5800	2020/21 VISION CLAIMS & ADMINISTRATION		40.00
706187	02/18/2021	AT&T	01-5903	SITE RED PHONES		378.54
706188	02/18/2021	CALIFORNIA SCHOOL HEALTH LAURA BAYNHAM	01-5800	SCHOOL AND NURSING SERVICES JAN 2021		3,437.50
706189	02/18/2021	DEPARTMENT OF JUSTICE	01-5814	FEB 2021 FINGERPRINTS		111.00
706190	02/18/2021	FRONTIER COMMUNICATIONS	01-5903	2020/21 PHONE LINE FOR INTERNET JAN-FEB 2021		225.36
706191	02/18/2021	GCR TIRES & SERVICE	01-5600	BUS 3		58.78
706192	02/18/2021	INTERCOUNTY MECH& ELECT.	21-5600	South WHS Main Building HVAC 50% OF PROPOSAL PRICE		70,000.00
706193	02/18/2021	INSIGHT PUBLIC SECTOR INC	01-4300	Additional Chromebook Cases	5,689.69	
				Unpaid Tax	26.25-	5,663.44
706194	02/18/2021	NEWEGG BUSINESS INC	01-4300	Rachelles Computer - PARTIAL Rachelles Computer-PARTIAL	191.69 148.52	
				Unpaid Tax	1.86-	338.35
706195	02/18/2021	NOR-CAL RECYCLED ROCK	01-4300	MAINTENANCE		718.97
706196	02/18/2021	NORTHERN AGGREGATES INC	01-4300	COUNTY TRAILER GRAVEL		150.85
706197	02/18/2021	PG&E	01-5510	ELECTRICITY		15,960.10
706198	02/18/2021	PG&E	01-5510	ELECTRICITY AG		205.07
706199	02/18/2021	PRINTING PLUS	01-4300	LETTERHEAD	395.96	
				RETURN ADDRESS ENVELOPES	278.52	674.48
706200	02/18/2021	PURCHASE POWER	01-5904	2020/21 POSTAGE		619.14
706201	02/18/2021	QUILL CORP	01-4300	SPED DRY ERASE MARKERS	43.21	
				SPED-SPEECH AND LANGUAGE	117.76	
				Unpaid Tax	.75-	160.22
706202	02/18/2021	REDWOOD COAST FUELS	01-4361	MOT FUEL CARDS	2,548.79	
				SERVICE FEE	43.41	
				TRANSPORTATION	2,168.08	4,760.28
706203	02/18/2021	SAFEWAY	13-4700	2020/21 FOOD SERVICES JAN 2021		22.01
706204	02/18/2021	STANROY MUSIC	01-5600	MUSIC REPAIRS-OLDS		887.03
706205	02/18/2021	SYSCO FOOD SERVICES	13-4300	2020-21 FOOD AND SUPPLIES JAN 2021	446.19	
			13-4700	2020-21 FOOD AND SUPPLIES JAN 2021	17,118.84	17,565.03
706206	02/18/2021	THE WILLITS NEWS	21-6200	HVAC BID INVITE AD 1-2-21 1-9-21	452.79	
				HVAC BID INVITE AD 1-23-21	224.33	677.12
706207	02/18/2021	WOODWIND & BRASSWIND	01-4300	PORTABLE KEYBOARDS-PARTIAL		2,622.68
				PAYMENT		
706208	02/18/2021	XEROX CORPORATION	01-5610	2020/21 XEROX DO	249.25	

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ESCAPE ONLINE

Checks Dated 02/01/2021 through 02/28/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
706208	02/18/2021	XEROX CORPORATION		BLE JAN 2021	271.71	
				BRKS OFFICE JAN 2021	106.35	
				BRKS STAFF JAN 2021	491.66	
				SHERW JAN 2021	112.70	
				SHS JAN 2021	210.94	
				WHS OFFICE JAN 2021	194.87	
				WHS STAFF JAN 2021	438.75	
			13-5610	FOOD SERVICES JAN 2021	47.26	2,123.49
706649	02/25/2021	ADVANCED SECURITY SYSTEMS	01-5800	ON SITE VISIT BLOSSER LANE		1,146.65
706650	02/25/2021	AMERICAN RED CROSS TRAINING SERVICES	01-4300	HEALTH/BARRETT	1,664.14	
				Unpaid Tax	128.60-	1,535.54
706651	02/25/2021	ARAMARK UNIFORM SERVICES INC	01-5560	2020/2021 LINEN SERVICES JAN 2021		3,959.01
706652	02/25/2021	ARROW BENEFITS GROUP	69-5800	VISION CLAIMS		267.50
706653	02/25/2021	AT&T	01-5903	2-7 - 3-6-21		33.58
706654	02/25/2021	CHROMEBOOK PARTS	01-4300	Chromebook Parts		3,467.25
706655	02/25/2021	FOLLETT SCHOOL SOLUTIONS	01-4200	33 LIBRARY BOOKS FIRST 2021 LIST PARTIAL		207.46
706656	02/25/2021	GEARY PACIFIC SUPPLY	01-4300	MOTOR AND CAP	187.72	
				WARRANTY CREDIT FOR MOTOR ON 4506685	158.62-	29.10
706657	02/25/2021	GRAINGER	01-4300	Maintenance Supplies		500.86
706658	02/25/2021	HOUSE DOCTOR PAINT STORE	01-4300	MAINTENANCE		91.56
706659	02/25/2021	KEMPTON-MILLIKEN, NANCY	01-3701	DEC 2020 AND JAN 2021		727.08
706660	02/25/2021	MOUNTAIN FRESH SPRING WATER CO	01-4300	2020-2021 WATER DELIVERY WHS	13.50	
				SHS WATER	40.50	
				WATER FOR OFFICE COOLER	6.75	
			01-5600	DISPENSER	10.00	70.75
706661	02/25/2021	NATIONAL BALSA	01-4300	MESA-MANSFIELD	43.95	
				Unpaid Tax	3.40-	40.55
706662	02/25/2021	PRESENCE LEARNING	01-5800	DEC 2020 SERVICES		43.50
706663	02/25/2021	PRINTING PLUS	01-4300	WINDOWED AND REGULAR ENVELOPES 6857		214.58
706664	02/25/2021	QUILL CORP	01-4300	FISCAL SUPPLIES- PARTIAL ORDER	290.96	
				Unpaid Tax	1.36-	289.60
706665	02/25/2021	SEQUEIRA, GEORGE	01-5600	MARCH 2021		600.00
706666	02/25/2021	TEAMTALK NETWORK LLC	01-5800	BUS RADIOS APRIL 2021		911.88
706667	02/25/2021	U.S. CELLULAR	01-5902	20/21 SPED CLC PHONES		88.40

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ESCAPE ONLINE

Checks Dated 02/01/2021 through 02/28/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
706668	02/25/2021	EUREKA OXYGEN CO	01-5800	SHS FIRE SERVICE		180.00
706669	02/25/2021	WILLITS CHARTER SCHOOL	01-7281	1ST PAYMENT TO WCS		200,000.00
706670	02/25/2021	WILLITS KIDS CLUB INC	01-5800	KIDS CLUB DEC 2020 AND JAN 2021		48,439.89
706671	02/25/2021	WILLITS WEEKLY	21-6200	HVAC BID INVITES		214.50
706672	02/25/2021	XEROX FINANCIAL SERVICES	01-5610	BGMS STAFF 1	340.40	
				BGMS STAFF 2	331.39	671.79
VCH-00000014	02/11/2021	BURGHARDT, LAUREL A	01-4300	REIMBURSEMENT FOR ART SUPPLIES		82.05
VCH-00000015	02/11/2021	COUGHLIN, MELISSA L	01-5200	GRANTS 4 SCHOOLS VIRTUAL WORKSHOP		350.00
VCH-00000016	02/11/2021	DANFORTH, MATTHEW	13-5200	JANUARY 2021 MILEAGE		23.63
VCH-00000017	02/11/2021	SEMINOFF, CHARITY F	01-5200	JANUARY 2021 MILEAGE		50.29
VCH-00000018	02/18/2021	MANN, JUANITA R	01-4300	BATTERIES AND PADLOCK		27.40
<b>Total Number of Checks</b>					<b>111</b>	<b>561,810.44</b>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	100	401,560.71
13	CAFETERIA SPECIAL REVEN	4	17,657.93
21	BUILDING FUND	4	129,938.07
68	SELF-INSURANCE (dental)	1	12,255.00
69	SELF-INSURANCE (vision)	3	592.50
Total Number of Checks		<b>111</b>	562,004.21
Less Unpaid Tax Liability			193.77
<b>Net (Check Amount)</b>			<b>561,810.44</b>

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ESCAPE ONLINE



**PORTFOLIO CHARACTERISTICS**

Average Modified Duration	1.07
Average Coupon	0.76%
Average Purchase YTM	0.80%
Average Market YTM	0.22%
Average S&P/Moody Rating	AA+/Aaa
Average Final Maturity	1.08 yrs
Average Life	1.06 yrs

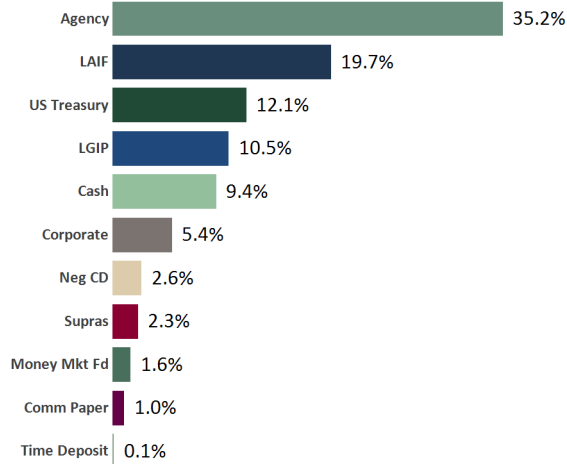
**ACCOUNT SUMMARY**

	Beg. Values as of 11/30/20	End Values as of 12/31/20
Market Value	338,629,575	380,475,650
Accrued Interest	700,201	713,882
<b>Total Market Value</b>	<b>339,329,776</b>	<b>381,189,533</b>
Income Earned	251,282	249,353
Cont/WD		
Par	335,378,963	377,281,167
Book Value	335,187,659	377,097,650
Cost Value	334,723,505	376,660,882

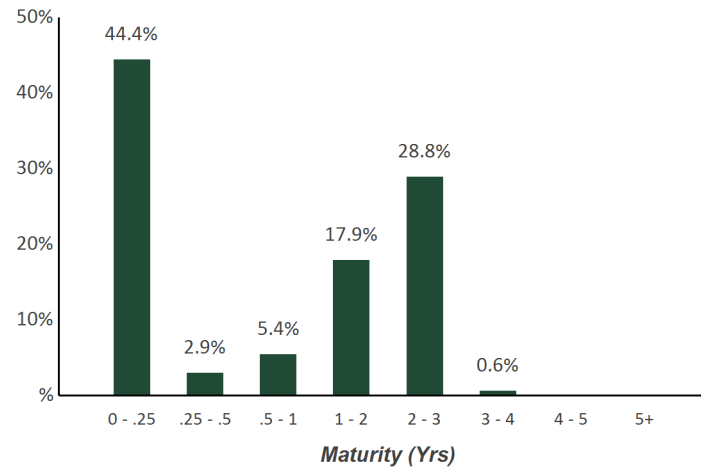
**TOP ISSUERS**

Local Agency Investment Fund	19.7%
Government of United States	12.1%
Federal Farm Credit Bank	11.9%
CAMP	10.5%
Federal Home Loan Mortgage Corp	10.2%
Custodial Checking Account	9.2%
Federal Home Loan Bank	7.8%
Federal National Mortgage Assoc	5.4%
<b>Total</b>	<b>86.7%</b>

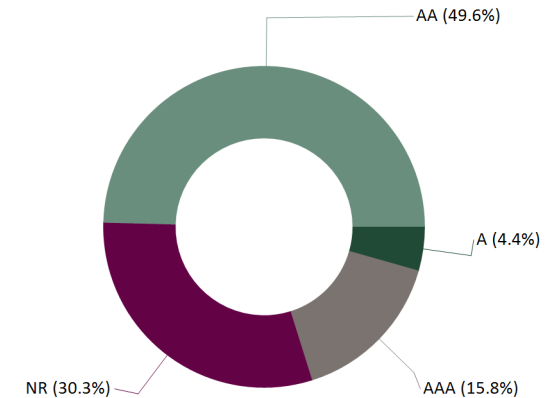
**SECTOR ALLOCATION**



**MATURITY DISTRIBUTION**



**CREDIT QUALITY (S&P)**





# Statement of Compliance

As of December 31, 2020



## County of Mendocino Consolidated

This portfolio is a consolidation of assets managed by Chandler Asset Management and assets managed internally by Client. Chandler relies on Client to provide accurate information for reporting assets and producing this compliance statement.

Category	Standard	Comment
U.S. Treasuries	No limitation; Full Faith and credit of the U.S. are pledged for the payment of principal and interest	Complies
Federal Agencies	25% max per issuer; Federal agencies or U.S. government-sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or U.S. government-sponsored enterprises	Complies
Supranational Obligations	"AA" rating category or higher by two NRSROs; 30% max; 10% max per issuer; Unsubordinated obligations issued by the International Bank for Reconstruction and Development ("IBRD"), International Finance Corporation ("IFC") or Inter-American Development Bank ("IADB")	Complies
Municipal Securities	"A" rating category or higher by a NRSRO; 30% max; 5% max per issuer; Include obligations of the County, the State of California, and any local agency within the State of California; Obligations of any of the other 49 states in addition to California, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, board, agency, or authority of any of the other 49 states in addition to California.	Complies
Corporate Medium Term Notes	"A" rating category or better by two NRSROs; 30% max; 5% max per issuer; Issued by corporations organized and operating within U.S. or by depository institutions licensed by the U.S. or any state and operating within the U.S.	Complies
Asset-Backed Securities (ABS) and Mortgage Pass-Through Securities	"AA" rating category or better by two NRSROs; 20% max (combined Mortgage Pass-Through and Asset-Backed Securities); 5% max per issuer in Asset Backed or Commercial Mortgage security issuer. No issuer limitation on any Mortgage security where the issuer is U.S. Treasury or Federal agency/GSE	Complies
Negotiable Certificates of Deposit	"A" rating category or higher by two NRSROs for long-term obligations; and/or "A-1" rating category or higher by two NRSROs for short-term debt obligations; 30% max (including CDARS); 5% max per issuer	Complies
Certificate of Deposit Placement Service (CDARS)	30% max (combined Negotiable Certificates of Deposit including CDARS)	Complies
FDIC Insured Time Deposits (Non-negotiable CD/TD)	The amount per institution is limited to maximum covered under FDIC; 20% combined FDIC & Collateralized CD/TD; 5% max per issuer; Non-Negotiable Certificates of Deposit in state or federally chartered banks, savings and loans, or credit unions	Complies
Collateralized Time Deposits (Non-negotiable CD/TD)	20% combined FDIC & Collateralized CD/TD; 5% max per issuer; Non-Negotiable Certificates of Deposit in state or federally chartered banks, savings and loans, or credit unions in excess of insured amounts which are fully collateralized with securities in accordance with California law	Complies
Banker's Acceptances	"A-1" rating category or higher by two NRSROs for short-term debt obligations; and "A" rating category or higher by two NRSROs for long-term debt obligations; 40% max; 5% max per issuer; 180 days max maturity	Complies
Commercial Paper	"A-1" rating category or higher by two NRSROs for short-term obligations; and "A" rating category or higher by two NRSROs for long-term obligations; 40% max; 5% max per issuer; 270 days max maturity; Issuer is a corporation organized and operating in the U.S. with assets in excess of \$500 million	Complies
Mutual Funds and Money Market Mutual Funds	Highest rating or "AAA" rated by two NRSROs; or SEC registered adviser with AUM >\$500 million and experience greater than 5 years; 20% max in Mutual Funds; 10% max per Mutual Fund; 20% max in Money Market Mutual Funds; 20% max per Money Market Mutual Fund	Complies
Local Agency Investment Fund (LAIF)	Maximum permitted amount by LAIF	Complies
Local Government Investment Pool (LGIP)		Complies
Repurchase Agreements	No limitation; 1 year maximum maturity; 102% collateralized; Not used by investment adviser	Complies
Prohibited	Inverse floaters, range notes, mortgage derived interest-only strips; Securities with maturity longer than 5 years (unless approved by the Board of Supervisors); Zero interest accrual if held to maturity; Trading securities for the sole purpose of speculating on the future direction of interest rates; Purchasing or selling securities on margin; Reverse Repurchase Agreements; Securities lending; Foreign currency denominated securities	Complies
Social and Environmental Concerns	Investments are encouraged in entities that support equality of rights regardless of sex, race, age, disability, or sexual orientation, as well as those entities that practice environmentally sound and fair labor practices. Investments are discouraged in entities that receive a significant portion of their revenues from the manufacturer of tobacco products, firearms, or weapons not used in our national defense.	Complies
Maximum Per Issuer	5% max per issuer, unless otherwise specified in the policy	Complies
Maximum maturity	5 years maximum maturity	Complies

## Holdings Report

As of December 31, 2020



CUSIP	Security Description	Par Value/Units	Purchase Date Book Yield	Cost Value Book Value	Mkt Price Mkt YTM	Market Value Accrued Int.	% of Port. Gain/Loss	Moody/S&P Fitch	Maturity Duration
<b>AGENCY</b>									
3130A7CV5	FHLB Note 1.375% Due 2/18/2021	2,000,000.00	02/23/2016 1.43%	1,994,480.00 1,999,854.50	100.16 0.18%	2,003,126.00 10,159.72	0.53% 3,271.50	Aaa / AA+ AAA	0.13 0.13
313313DU9	FFCB Discount Note 0.19% Due 4/1/2021	1,000,000.00	06/29/2020 0.19%	998,548.61 999,525.00	99.95 0.19%	999,525.00 0.00	0.26% 0.00	P-1 / A-1+ F-1+	0.25 0.25
313379RB7	FHLB Note 1.875% Due 6/11/2021	2,400,000.00	08/30/2017 1.65%	2,419,562.40 2,402,282.28	100.75 0.18%	2,418,057.60 2,500.00	0.64% 15,775.32	Aaa / AA+ AAA	0.44 0.44
3130A8QS5	FHLB Note 1.125% Due 7/14/2021	2,600,000.00	08/09/2016 1.25%	2,584,400.00 2,598,317.73	100.54 0.12%	2,613,959.40 13,568.75	0.69% 15,641.67	Aaa / AA+ AAA	0.53 0.53
3130AHSR5	FHLB Note 1.625% Due 12/20/2021	2,090,000.00	12/19/2019 1.68%	2,087,742.80 2,088,910.00	101.47 0.11%	2,120,670.75 1,037.74	0.56% 31,760.75	Aaa / AA+ AAA	0.97 0.96
3137EADB2	FHLMC Note 2.375% Due 1/13/2022	2,000,000.00	07/30/2018 2.86%	1,968,440.00 1,990,572.01	102.31 0.14%	2,046,240.00 22,166.67	0.54% 55,667.99	Aaa / AA+ AAA	1.04 1.02
313378WG2	FHLB Note 2.5% Due 3/11/2022	3,000,000.00	04/09/2018 2.65%	2,983,650.00 2,995,041.30	102.83 0.13%	3,084,906.00 22,916.67	0.82% 89,864.70	Aaa / AA+ NR	1.19 1.18
3135G0T45	FNMA Note 1.875% Due 4/5/2022	2,900,000.00	06/21/2017 1.87%	2,901,218.00 2,900,319.83	102.21 0.12%	2,964,090.00 12,989.58	0.78% 63,770.17	Aaa / AA+ AAA	1.26 1.25
3133ELYR9	FFCB Note 0.25% Due 5/6/2022	3,205,000.00	04/30/2020 0.31%	3,200,929.65 3,202,267.85	100.19 0.11%	3,211,086.30 1,224.13	0.84% 8,818.45	Aaa / AA+ AAA	1.35 1.34
3133ELE75	FFCB Note 0.25% Due 6/2/2022	4,000,000.00	06/09/2020 0.29%	3,996,720.00 3,997,651.30	100.21 0.10%	4,008,396.00 805.56	1.05% 10,744.70	Aaa / AA+ AAA	1.42 1.42
3134GVJ66	FHLMC Note 0.25% Due 6/8/2022	4,000,000.00	06/04/2020 0.28%	3,997,600.00 3,998,280.55	100.29 0.05%	4,011,720.00 638.89	1.05% 13,439.45	Aaa / NR AAA	1.44 1.43
313379Q69	FHLB Note 2.125% Due 6/10/2022	2,215,000.00	06/06/2018 2.81%	2,157,500.82 2,194,380.42	102.89 0.12%	2,278,929.33 2,745.68	0.60% 84,548.91	Aaa / AA+ AAA	1.44 1.43
3130A5P45	FHLB Note 2.375% Due 6/10/2022	1,500,000.00	05/21/2019 2.26%	1,505,190.00 1,502,443.72	103.27 0.10%	1,549,080.00 2,078.13	0.41% 46,636.28	Aaa / AA+ AAA	1.44 1.42
3133ELN26	FFCB Note 0.26% Due 6/22/2022	4,000,000.00	06/17/2020 0.28%	3,998,120.00 3,998,617.04	100.20 0.13%	4,007,852.00 260.00	1.05% 9,234.96	Aaa / AA+ AAA	1.47 1.47
3137EAET2	FHLMC Note 0.125% Due 7/25/2022	2,045,000.00	07/21/2020 0.24%	2,040,378.30 2,041,401.14	100.03 0.11%	2,045,554.20 1,121.91	0.54% 4,153.06	Aaa / AA+ AAA	1.56 1.56
313383WD9	FHLB Note 3.125% Due 9/9/2022	2,200,000.00	01/16/2019 2.66%	2,235,266.00 2,216,321.45	105.03 0.14%	2,310,653.40 21,388.89	0.61% 94,331.95	Aaa / AA+ AAA	1.69 1.64

## Holdings Report

As of December 31, 2020



CUSIP	Security Description	Par Value/Units	Purchase Date Book Yield	Cost Value Book Value	Mkt Price Mkt YTM	Market Value Accrued Int.	% of Port. Gain/Loss	Moody/S&P Fitch	Maturity Duration
<b>AGENCY</b>									
3135G0T78	FNMA Note 2% Due 10/5/2022	3,000,000.00	05/20/2019 2.22%	2,979,030.00 2,989,081.31	103.26 0.14%	3,097,890.00 14,333.33	0.82% 108,808.69	Aaa / AA+ AAA	1.76 1.73
3133EKHN9	FFCB Note 2.33% Due 10/18/2022	3,000,000.00	05/01/2019 2.32%	3,001,380.00 3,000,714.55	103.90 0.16%	3,116,970.00 14,174.17	0.82% 116,255.45	Aaa / AA+ AAA	1.80 1.76
313381BR5	FHLB Note 1.875% Due 12/9/2022	3,000,000.00	Various 2.46%	2,931,075.00 2,968,155.00	103.37 0.14%	3,101,019.00 3,437.50	0.81% 132,864.00	Aaa / AA+ AAA	1.94 1.91
3135G0T94	FNMA Note 2.375% Due 1/19/2023	2,700,000.00	03/18/2019 2.46%	2,691,819.00 2,695,635.24	104.58 0.14%	2,823,662.70 28,856.25	0.75% 128,027.46	Aaa / AA+ AAA	2.05 1.99
3133ELNW0	FFCB Note 1.45% Due 2/21/2023	3,000,000.00	02/14/2020 1.45%	2,999,940.00 2,999,957.24	102.71 0.18%	3,081,240.00 15,708.33	0.81% 81,282.76	Aaa / AA+ AAA	2.14 2.10
3130ADRG9	FHLB Note 2.75% Due 3/10/2023	3,000,000.00	03/28/2019 2.24%	3,057,120.00 3,031,610.10	105.70 0.15%	3,170,850.00 25,437.50	0.84% 139,239.90	Aaa / AA+ NR	2.19 2.13
3137EAEQ8	FHLMC Note 0.375% Due 4/20/2023	4,235,000.00	Various 0.36%	4,236,232.50 4,236,086.22	100.51 0.15%	4,256,407.93 3,132.14	1.12% 20,321.71	Aaa / AA+ AAA	2.30 2.29
3137EAER6	FHLMC Note 0.375% Due 5/5/2023	3,000,000.00	05/05/2020 0.39%	2,998,740.00 2,999,015.52	100.51 0.16%	3,015,402.00 1,750.00	0.79% 16,386.48	Aaa / AA+ AAA	2.34 2.33
3135G04Q3	FNMA Note 0.25% Due 5/22/2023	3,050,000.00	05/20/2020 0.35%	3,040,819.50 3,042,697.52	100.24 0.15%	3,057,201.05 826.04	0.80% 14,503.53	Aaa / AA+ AAA	2.39 2.38
3133ELG81	FFCB Note 0.3% Due 6/8/2023	4,000,000.00	06/02/2020 0.33%	3,997,000.00 3,997,567.12	100.29 0.18%	4,011,708.00 766.67	1.05% 14,140.88	Aaa / AA+ AAA	2.44 2.43
3133834G3	FHLB Note 2.125% Due 6/9/2023	2,750,000.00	06/10/2019 2.00%	2,763,035.00 2,757,942.51	104.73 0.18%	2,880,124.50 3,571.18	0.76% 122,181.99	Aaa / AA+ NR	2.44 2.39
3133EKS7	FFCB Note 1.77% Due 6/26/2023	2,500,000.00	06/21/2019 1.89%	2,488,375.00 2,492,791.07	103.85 0.22%	2,596,167.50 614.58	0.68% 103,376.43	Aaa / AA+ AAA	2.48 2.44
3137EAES4	FHLMC Note 0.25% Due 6/26/2023	3,300,000.00	06/24/2020 0.35%	3,290,364.00 3,292,027.20	100.22 0.16%	3,307,174.20 114.58	0.87% 15,147.00	Aaa / AA+ AAA	2.48 2.48
3135G05G4	FNMA Note 0.25% Due 7/10/2023	3,475,000.00	07/08/2020 0.32%	3,467,528.75 3,468,722.79	100.24 0.16%	3,483,298.30 4,126.56	0.91% 14,575.51	Aaa / AA+ AAA	2.52 2.51
3133EKZK5	FFCB Note 1.6% Due 8/14/2023	3,000,000.00	08/09/2019 1.63%	2,996,040.00 2,997,411.50	103.57 0.23%	3,107,232.00 18,266.67	0.82% 109,820.50	Aaa / AA+ AAA	2.62 2.56
3133EL3V4	FFCB Note 0.2% Due 8/14/2023	4,000,000.00	08/12/2020 0.27%	3,991,640.00 3,992,708.86	99.93 0.23%	3,997,124.00 3,044.44	1.05% 4,415.14	Aaa / AA+ AAA	2.62 2.61



CUSIP	Security Description	Par Value/Units	Purchase Date Book Yield	Cost Value Book Value	Mkt Price Mkt YTM	Market Value Accrued Int.	% of Port. Gain/Loss	Moody/S&P Fitch	Maturity Duration
<b>AGENCY</b>									
3137EAEV7	FHLMC Note 0.25% Due 8/24/2023	4,825,000.00	Various 0.29%	4,818,968.50 4,819,675.57	100.20 0.18%	4,834,510.08 4,355.90	1.27% 14,834.51	Aaa / AA+ AAA	2.65 2.64
3133EL6J8	FFCB Note 0.22% Due 9/8/2023	4,000,000.00	09/14/2020 0.26%	3,995,648.00 3,996,080.00	99.97 0.23%	3,998,760.00 2,762.22	1.05% 2,680.00	Aaa / AA+ AAA	2.69 2.67
3137EAEW5	FHLMC Note 0.25% Due 9/8/2023	4,045,000.00	Various 0.25%	4,045,461.15 4,045,435.16	100.19 0.18%	4,052,859.43 3,286.56	1.06% 7,424.27	Aaa / AA+ AAA	2.69 2.67
3133EMBS0	FFCB Note 0.2% Due 10/2/2023	4,000,000.00	09/28/2020 0.24%	3,995,240.00 3,995,635.58	99.90 0.24%	3,996,136.00 1,977.78	1.05% 500.42	Aaa / AA+ AAA	2.75 2.74
3137EAEY1	FHLMC Note 0.125% Due 10/16/2023	3,900,000.00	10/14/2020 0.25%	3,885,453.00 3,886,475.94	99.93 0.15%	3,897,332.40 1,015.63	1.02% 10,856.46	Aaa / AA+ AAA	2.79 2.78
3137EAEZ8	FHLMC Note 0.25% Due 11/6/2023	4,385,000.00	11/03/2020 0.28%	4,381,053.50 4,381,258.75	100.08 0.22%	4,388,709.71 1,705.28	1.15% 7,450.96	Aaa / AA+ AAA	2.85 2.83
3133EMHR6	FFCB Note 0.25% Due 11/27/2023	5,000,000.00	12/16/2020 0.21%	5,005,900.00 5,005,817.67	100.09 0.22%	5,004,700.00 1,180.56	1.31% (1,117.67)	Aaa / AA+ AAA	2.91 2.89
3135G06H1	FNMA Note 0.25% Due 11/27/2023	5,000,000.00	12/16/2020 0.22%	5,004,400.00 5,004,338.60	100.09 0.22%	5,004,510.00 1,250.00	1.31% 171.40	Aaa / AA+ AAA	2.91 2.89
3137EAF2	FHLMC Note 0.25% Due 12/4/2023	2,900,000.00	12/02/2020 0.28%	2,897,129.00 2,897,202.41	100.11 0.21%	2,903,091.40 543.75	0.76% 5,888.99	Aaa / AA+ AAA	2.93 2.91
3130A7PH2	FHLB Note 1.875% Due 3/8/2024	2,000,000.00	03/03/2020 0.85%	2,080,700.00 2,064,009.15	105.22 0.23%	2,104,374.00 11,770.83	0.56% 40,364.85	Aaa / AA+ NR	3.19 3.09
<b>Total Agency</b>		<b>132,220,000.00</b>	<b>0.96%</b>	<b>132,109,838.48</b> <b>132,184,238.70</b>	<b>0.17%</b>	<b>133,962,300.18</b> <b>283,610.77</b>	<b>35.22%</b> <b>1,778,061.48</b>	<b>Aaa / AA+</b> <b>AAA</b>	<b>2.10</b> <b>2.08</b>
<b>CASH</b>									
90CASH\$00	Cash Custodial Cash Account	543,697.72	Various 0.00%	543,697.72 543,697.72	1.00 0.00%	543,697.72 0.00	0.14% 0.00	NR / NR NR	0.00 0.00
90CHECK\$1	Checking Deposit Bank Account	35,160,401.02	Various 0.00%	35,160,401.02 35,160,401.02	1.00 0.00%	35,160,401.02 0.00	9.22% 0.00	NR / NR NR	0.00 0.00
<b>Total Cash</b>		<b>35,704,098.74</b>	<b>N/A</b>	<b>35,704,098.74</b> <b>35,704,098.74</b>	<b>0.00%</b>	<b>35,704,098.74</b> <b>0.00</b>	<b>9.37%</b> <b>0.00</b>	<b>NR / NR</b> <b>NR</b>	<b>0.00</b> <b>0.00</b>



CUSIP	Security Description	Par Value/Units	Purchase Date Book Yield	Cost Value Book Value	Mkt Price Mkt YTM	Market Value Accrued Int.	% of Port. Gain/Loss	Moody/S&P Fitch	Maturity Duration
<b>COMMERCIAL PAPER</b>									
21687AV34	Rabobank Nederland NV NY Discount CP 0.25% Due 8/3/2021	4,000,000.00	12/22/2020 0.25%	3,993,805.56 3,994,055.56	99.85 0.25%	3,994,055.56 0.00	1.05% 0.00	P-1 / A-1 NR	0.59 0.59
<b>Total Commercial Paper</b>		<b>4,000,000.00</b>	<b>0.25%</b>	<b>3,993,805.56</b> <b>3,994,055.56</b>	<b>0.25%</b>	<b>3,994,055.56</b> <b>0.00</b>	<b>1.05%</b> <b>0.00</b>	<b>Aaa / AA</b> <b>NR</b>	<b>0.59</b> <b>0.59</b>
<b>CORPORATE</b>									
44932HAG8	IBM Credit Corp Note 2.65% Due 2/5/2021	1,500,000.00	02/12/2018 2.72%	1,496,880.00 1,499,899.54	100.20 0.50%	1,503,042.00 16,120.83	0.40% 3,142.46	A2 / A NR	0.10 0.09
69353REW4	PNC Bank Callable Note Cont 3/30/2021 2.15% Due 4/29/2021	1,200,000.00	10/30/2019 1.97%	1,202,940.00 1,200,502.37	100.47 0.25%	1,205,630.40 4,443.33	0.32% 5,128.03	A2 / A A+	0.33 0.25
06406FAB9	Bank of NY Mellon Corp Callable Note Cont 4/3/2021 2.05% Due 5/3/2021	1,700,000.00	12/13/2016 2.50%	1,668,771.00 1,697,617.30	100.45 0.30%	1,707,565.00 5,614.72	0.45% 9,947.70	A1 / A AA-	0.34 0.26
808513AW5	Charles Schwab Corp Callable Note Cont 4/21/2021 3.25% Due 5/21/2021	1,775,000.00	Various 3.05%	1,784,554.00 1,775,997.08	100.90 0.31%	1,790,891.58 6,409.73	0.47% 14,894.50	A2 / A A	0.39 0.31
68389XBK0	Oracle Corp Callable Note Cont 8/15/2021 1.9% Due 9/15/2021	1,800,000.00	10/25/2017 2.20%	1,779,786.00 1,796,338.97	101.01 0.28%	1,818,126.00 10,070.00	0.48% 21,787.03	A3 / A A-	0.71 0.62
91159HHP8	US Bancorp Callable Note Cont 12/23/2021 2.625% Due 1/24/2022	890,000.00	01/19/2017 2.66%	888,469.20 889,674.73	102.30 0.27%	910,426.39 10,188.65	0.24% 20,751.66	A1 / A+ A+	1.07 0.96
74005PBA1	Praxair Callable Note Cont 11/15/2021 2.45% Due 2/15/2022	1,750,000.00	03/09/2018 2.96%	1,717,222.50 1,740,635.00	101.86 0.31%	1,782,504.50 16,197.22	0.47% 41,869.50	A2 / A NR	1.13 0.86
91159HHC7	US Bancorp Callable Note Cont 2/15/2022 3% Due 3/15/2022	1,000,000.00	04/12/2018 3.05%	997,970.00 999,377.79	103.06 0.26%	1,030,621.00 8,833.33	0.27% 31,243.21	A1 / A+ A+	1.20 1.10
911312BC9	UPS Callable Note Cont 4/16/2022 2.35% Due 5/16/2022	1,240,000.00	04/10/2018 2.99%	1,209,632.40 1,229,843.61	102.68 0.27%	1,273,258.04 3,642.50	0.33% 43,414.43	A2 / A- NR	1.37 1.28



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<b>CORPORATE</b>									
69371RQ33	Paccar Financial Corp Note 2% Due 9/26/2022	1,000,000.00	09/23/2019 2.04%	998,780.00 999,295.38	102.96 0.29%	1,029,597.00 5,277.78	0.27% 30,301.62	A1 / A+ NR	1.74 1.71
89236TEL5	Toyota Motor Credit Corp Note 2.7% Due 1/11/2023	1,500,000.00	05/20/2019 2.66%	1,501,890.00 1,501,051.58	104.71 0.37%	1,570,683.00 19,125.00	0.42% 69,631.42	A1 / A+ A+	2.03 1.96
69371RQ41	Paccar Financial Corp Note 1.9% Due 2/7/2023	1,000,000.00	10/31/2019 1.90%	999,950.00 999,967.72	103.27 0.34%	1,032,692.00 7,600.00	0.27% 32,724.28	A1 / A+ NR	2.10 2.05
931142DH3	Wal-Mart Stores Callable Note Cont 1/11/2023 2.55% Due 4/11/2023	1,500,000.00	05/01/2019 2.62%	1,495,965.00 1,497,672.65	104.76 0.20%	1,571,436.00 8,500.00	0.41% 73,763.35	Aa2 / AA AA	2.28 1.98
037833AK6	Apple Inc Note 2.4% Due 5/3/2023	1,000,000.00	05/20/2019 2.65%	990,790.00 994,558.31	104.90 0.30%	1,048,964.00 3,866.67	0.28% 54,405.69	Aa1 / AA+ NR	2.34 2.28
037833DV9	Apple Inc Note 0.75% Due 5/11/2023	1,000,000.00	06/26/2020 0.46%	1,008,300.00 1,006,830.62	101.19 0.24%	1,011,930.00 1,041.67	0.27% 5,099.38	Aa1 / AA+ NR	2.36 2.34
<b>Total Corporate</b>		<b>19,855,000.00</b>	<b>2.49%</b>	<b>19,741,900.10</b> <b>19,829,262.65</b>	<b>0.30%</b>	<b>20,287,366.91</b> <b>126,931.43</b>	<b>5.36%</b> <b>458,104.26</b>	<b>A1 / A+</b> <b>A+</b>	<b>1.21</b> <b>1.11</b>
<b>LAIF</b>									
90LAIF\$00	Local Agency Investment Fund State Pool	75,000,000.00	Various 0.52%	75,000,000.00 75,000,000.00	1.00 0.52%	75,000,000.00 109,813.44	19.70% 0.00	NR / NR NR	0.00 0.00
<b>Total LAIF</b>		<b>75,000,000.00</b>	<b>0.52%</b>	<b>75,000,000.00</b>	<b>0.52%</b>	<b>75,000,000.00</b> <b>109,813.44</b>	<b>19.70%</b> <b>0.00</b>	<b>NR / NR</b> <b>NR</b>	<b>0.00</b> <b>0.00</b>
<b>LOCAL GOV INVESTMENT POOL</b>									
90CAMP\$00	California Asset Mgmt Program CAMP	40,000,000.00	Various 0.12%	40,000,000.00 40,000,000.00	1.00 0.12%	40,000,000.00 0.00	10.49% 0.00	NR / AAA NR	0.00 0.00
<b>Total Local Gov Investment Pool</b>		<b>40,000,000.00</b>	<b>0.12%</b>	<b>40,000,000.00</b>	<b>0.12%</b>	<b>40,000,000.00</b> <b>0.00</b>	<b>10.49%</b> <b>0.00</b>	<b>NR / AAA</b> <b>NR</b>	<b>0.00</b> <b>0.00</b>



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<b>MONEY MARKET FUND FI</b>									
261908107	Dreyfus Trsy/Agcy Cash Management 521	6,251,068.23	Various 0.02%	6,251,068.23 6,251,068.23	1.00 0.02%	6,251,068.23 0.00	1.64% 0.00	Aaa / AAA NR	0.00 0.00
<b>Total Money Market Fund FI</b>		<b>6,251,068.23</b>	<b>0.02%</b>	<b>6,251,068.23</b>	<b>0.02%</b>	<b>6,251,068.23</b>	<b>1.64%</b>	<b>Aaa / AAA</b>	<b>0.00</b>
<b>NEGOTIABLE CD</b>									
89114NXW0	Toronto Dominion Bank NY Yankee CD 0.25% Due 3/23/2021	4,000,000.00	12/15/2020 0.25%	4,000,000.00 4,000,000.00	100.00 0.25%	4,000,000.00 444.44	1.05% 0.00	P-1 / A-1+ F-1+	0.22 0.22
55380TMD9	MUFG Bank Yankee CD 0.24% Due 4/21/2021	4,000,000.00	12/21/2020 0.24%	4,000,000.00 4,000,000.00	100.00 0.24%	4,000,000.00 293.33	1.05% 0.00	P-1 / A-1 F-1	0.30 0.30
06417MMB8	Bank of Nova Scotia Houston Yankee CD 0.28% Due 11/24/2021	2,000,000.00	11/24/2020 0.28%	2,000,000.00 2,000,000.00	100.00 0.28%	2,000,000.00 575.56	0.52% 0.00	P-1 / A-1 F-1+	0.90 0.90
<b>Total Negotiable CD</b>		<b>10,000,000.00</b>	<b>0.25%</b>	<b>10,000,000.00</b>	<b>0.25%</b>	<b>10,000,000.00</b>	<b>2.62%</b>	<b>Aaa / AA+</b>	<b>0.39</b>
<b>SUPRANATIONAL</b>									
45950KCM0	International Finance Corp Note 2.25% Due 1/25/2021	720,000.00	01/18/2018 2.35%	717,883.20 719,953.65	100.13 0.35%	720,911.52 7,020.00	0.19% 957.87	Aaa / AAA NR	0.07 0.07
45950KCJ7	International Finance Corp Note 1.125% Due 7/20/2021	1,600,000.00	11/29/2017 2.12%	1,544,832.00 1,591,685.31	100.51 0.20%	1,608,204.80 8,050.00	0.42% 16,519.49	Aaa / AAA NR	0.55 0.55
459058DY6	Intl. Bank Recon & Development Note 1.625% Due 2/10/2022	1,741,000.00	06/09/2020 0.30%	1,779,284.59 1,766,460.20	101.59 0.19%	1,768,699.31 11,080.74	0.47% 2,239.11	Aaa / AAA AAA	1.11 1.10
4581X0CN6	Inter-American Dev Bank Note 1.75% Due 4/14/2022	1,500,000.00	04/24/2018 2.92%	1,434,810.00 1,478,944.84	102.01 0.18%	1,530,220.50 5,614.58	0.40% 51,275.66	Aaa / AAA AAA	1.28 1.27
4581X0CZ9	Inter-American Dev Bank Note 1.75% Due 9/14/2022	2,000,000.00	05/04/2018 2.93%	1,904,540.00 1,962,716.57	102.67 0.18%	2,053,490.00 10,402.78	0.54% 90,773.43	Aaa / AAA AAA	1.70 1.68



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<b>SUPRANATIONAL</b>									
459058JM6	Intl. Bank Recon & Development Note 0.25% Due 11/24/2023	1,090,000.00	11/17/2020 0.32%	1,087,656.50 1,087,737.83	100.04 0.24%	1,090,468.70 280.07	0.29% 2,730.87	Aaa / AAA AAA	2.90 2.88
<b>Total Supranational</b>		<b>8,651,000.00</b>	<b>1.86%</b>	<b>8,469,006.29</b> <b>8,607,498.40</b>	<b>0.20%</b>	<b>8,771,994.83</b> <b>42,448.17</b>	<b>2.31%</b> <b>164,496.43</b>	<b>Aaa / AAA</b> <b>AAA</b>	<b>1.31</b> <b>1.30</b>
<b>TIME DEPOSIT</b>									
90MEND\$11	Savings Bank of Mendocino Coun Time Deposit 0.5% Due 3/3/2021	250,000.00	03/03/2020 0.50%	250,000.00 250,000.00	100.00 0.50%	250,000.00 352.74	0.07% 0.00	NR / NR NR	0.17 0.17
99MEND\$01	Community First Credit Union Time Deposit 1.25% Due 3/20/2021	250,000.00	03/20/2020 1.25%	250,000.00 250,000.00	100.00 1.25%	250,000.00 881.85	0.07% 0.00	NR / NR NR	0.22 0.22
<b>Total Time Deposit</b>		<b>500,000.00</b>	<b>0.88%</b>	<b>500,000.00</b> <b>500,000.00</b>	<b>0.88%</b>	<b>500,000.00</b> <b>1,234.59</b>	<b>0.13%</b> <b>0.00</b>	<b>NR / NR</b> <b>NR</b>	<b>0.19</b> <b>0.19</b>
<b>US TREASURY</b>									
912828P87	US Treasury Note 1.125% Due 2/28/2021	2,400,000.00	Various 1.45%	2,368,765.85 2,398,807.82	100.15 0.22%	2,403,552.00 9,174.03	0.63% 4,744.18	Aaa / AA+ AAA	0.16 0.16
912828D72	US Treasury Note 2% Due 8/31/2021	2,400,000.00	12/28/2016 2.01%	2,398,508.04 2,399,788.36	101.25 0.11%	2,430,000.00 16,309.39	0.64% 30,211.64	Aaa / AA+ AAA	0.67 0.66
912828T34	US Treasury Note 1.125% Due 9/30/2021	3,000,000.00	08/29/2019 1.53%	2,975,390.63 2,991,215.55	100.75 0.12%	3,022,617.00 8,622.94	0.80% 31,401.45	Aaa / AA+ AAA	0.75 0.74
912828U81	US Treasury Note 2% Due 12/31/2021	1,000,000.00	01/30/2018 2.40%	984,960.94 996,171.88	101.87 0.13%	1,018,672.00 55.25	0.27% 22,500.12	Aaa / AA+ AAA	1.00 0.99
912828P4	US Treasury Note 1.875% Due 7/31/2022	3,000,000.00	12/28/2018 2.53%	2,932,851.56 2,970,430.04	102.76 0.13%	3,082,851.00 23,539.40	0.81% 112,420.96	Aaa / AA+ AAA	1.58 1.56
912828YA2	US Treasury Note 1.5% Due 8/15/2022	3,000,000.00	12/17/2019 1.65%	2,988,398.44 2,992,938.70	102.23 0.13%	3,066,798.00 16,997.28	0.81% 73,859.30	Aaa / AA+ AAA	1.62 1.60
912828L24	US Treasury Note 1.875% Due 8/31/2022	3,000,000.00	10/15/2019 1.60%	3,022,968.75 3,013,278.13	102.90 0.13%	3,086,952.00 19,112.57	0.81% 73,673.87	Aaa / AA+ AAA	1.67 1.63



## Holdings Report

As of December 31, 2020



CUSIP	Security Description	Par Value/Units	Purchase Date Book Yield	Cost Value Book Value	Mkt Price Mkt YTM	Market Value Accrued Int.	% of Port. Gain/Loss	Moody/S&P Fitch	Maturity Duration
<b>US TREASURY</b>									
91282CAR2	US Treasury Note 0.125% Due 10/31/2022	4,000,000.00	10/29/2020 0.15%	3,997,968.75 3,998,136.16	100.02 0.12%	4,000,624.00 856.35	1.05% 2,487.84	Aaa / AA+ AAA	1.83 1.83
912828M80	US Treasury Note 2% Due 11/30/2022	2,300,000.00	04/17/2019 2.38%	2,270,082.03 2,284,203.67	103.58 0.13%	2,382,386.00 4,043.96	0.63% 98,182.33	Aaa / AA+ AAA	1.92 1.88
912828ZD5	US Treasury Note 0.5% Due 3/15/2023	3,000,000.00	03/24/2020 0.39%	3,009,843.75 3,007,285.28	100.81 0.13%	3,024,375.00 4,475.14	0.79% 17,089.72	Aaa / AA+ AAA	2.20 2.19
912828R28	US Treasury Note 1.625% Due 4/30/2023	2,000,000.00	12/04/2019 1.60%	2,001,796.88 2,001,228.30	103.45 0.14%	2,068,984.00 5,566.30	0.54% 67,755.70	Aaa / AA+ AAA	2.33 2.29
912828R69	US Treasury Note 1.625% Due 5/31/2023	2,500,000.00	04/11/2019 2.30%	2,433,593.75 2,461,222.63	103.57 0.14%	2,589,160.00 3,571.43	0.68% 127,937.37	Aaa / AA+ AAA	2.41 2.37
912828S92	US Treasury Note 1.25% Due 7/31/2023	3,000,000.00	11/27/2019 1.62%	2,960,507.81 2,972,267.05	102.85 0.15%	3,085,431.00 15,692.93	0.81% 113,163.95	Aaa / AA+ AAA	2.58 2.54
912828T26	US Treasury Note 1.375% Due 9/30/2023	3,000,000.00	12/19/2019 1.71%	2,963,554.69 2,973,537.54	103.36 0.15%	3,100,899.00 10,539.15	0.82% 127,361.46	Aaa / AA+ AAA	2.75 2.70
912828T91	US Treasury Note 1.625% Due 10/31/2023	3,500,000.00	Various 0.86%	3,589,628.91 3,574,474.55	104.18 0.15%	3,646,153.00 9,741.02	0.96% 71,678.45	Aaa / AA+ AAA	2.83 2.77
91282CBA8	US Treasury Note 0.125% Due 12/15/2023	4,000,000.00	12/17/2020 0.19%	3,992,343.75 3,992,441.91	99.88 0.16%	3,995,312.00 233.52	1.05% 2,870.09	Aaa / AA+ AAA	2.96 2.95
<b>Total US Treasury</b>		<b>45,100,000.00</b>	<b>1.38%</b>	<b>44,891,164.53</b> <b>45,027,427.57</b>	<b>0.14%</b>	<b>46,004,766.00</b> <b>148,530.66</b>	<b>12.11%</b> <b>977,338.43</b>	<b>Aaa / AA+</b> <b>AAA</b>	<b>1.92</b> <b>1.90</b>
<b>TOTAL PORTFOLIO</b>		<b>377,281,166.97</b>	<b>0.80%</b>	<b>376,660,881.93</b> <b>377,097,649.85</b>	<b>0.22%</b>	<b>380,475,650.45</b> <b>713,882.39</b>	<b>100.00%</b> <b>3,378,000.60</b>	<b>Aaa / AA+</b> <b>AAA</b>	<b>1.08</b> <b>1.07</b>
<b>TOTAL MARKET VALUE PLUS ACCRUED</b>						<b>381,189,532.84</b>			

**WILLITS UNIFIED SCHOOL DISTRICT  
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees  
FROM: Mark Westerburg, Superintendent  
DATE: March 10, 2021  
RE: Board Policy Revision- **Board Policy 3280 - Sale or Lease of District-Owned Real Property**

**Priority:**

Communication

**Objective:**

To conduct a final read of the revised policy

**Background:**

Policy updated to reflect **NEW LAW (SB 820, 2020)** which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of district-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, and **NEW LAW (SB 98, 2020)** which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the district sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds.

**Funding/Source:**

None

**Recommendation:**

Administration recommends the board conduct a final read of the revised policy

## Sale Or Lease Of District-Owned Real Property

The Governing Board of Trustees believes that district facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

~~The Board shall appoint a district advisory committee prior to the sale or lease of any surplus real property to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee housing or for the offering of summer school by a private educational institution, the Board may elect not to appoint a district advisory committee. (Education Code 17387-17391)~~

~~(cf. 1220 - Citizen Advisory Committees)~~

~~If the local planning agency has adopted a general plan that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)~~

~~Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. The Board may elect not to appoint a district advisory committee for any of the following: (Education Code 17388, 17391)~~

- ~~1. A rental of property for a period of time not exceeding 30 days~~
- ~~2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school~~
- ~~3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing~~
- ~~4. Until July 1, 2024, a sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction~~

~~(cf. 1220 - Citizen Advisory Committees)~~

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by the local planning agency that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code [21000-21177](#); 14 CCR [15061-15062](#))

The Board may meet in closed session with its real property negotiator prior to the sale or lease of real property by the district in order to grant its negotiator authority regarding the minimum price or rent and terms of the sale or lease. (Government Code 54956.8)

*(cf. [9321](#) - Closed Session)*

When selling or leasing district real property, the Board shall comply with ~~applicable the priorities and~~ procedures ~~and give priority to~~ specified public agencies as required by law. ~~in applicable law.~~ (Education Code [17230](#), [17464](#), [17485-17499](#); Government Code [54222](#))

(cf. [5148](#) - Child Care and Development)

(cf. [5148.2](#) - Before/After School Programs)

(cf. [5148.3](#) - Preschool/Early Childhood Education)

~~In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a state school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code [17462.3](#).~~

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code [17466](#))

(cf. [9320](#) - Meetings and Notices)

(cf. [9323.2](#) - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the

Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code [17469](#))

At least 60 days prior to the public meeting, the Superintendent or designee shall take reasonable steps to provide written notification of the public meeting, by certified mail, to the former owner from whom the district acquired the property. (Education Code 17470)

~~In accordance with Education Code [17470](#), the Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it.~~

#### Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code [17472](#), [17473](#))

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code [17477](#). (Education Code [17476](#), [17477](#))

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code [17472](#))

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code [17475-17478](#))

(cf. [1431](#) - Waivers)

#### Use of Proceeds

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code [17462](#); [2 CCR 1700](#))

Proceeds from a sale of surplus district property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. (~~Education Code [17462](#)~~)

Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code [17462](#))

~~However if the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. Proceeds from the sale or lease with option to purchase of district property may also be deposited in a special reserve fund for capital outlay or maintenance costs of district property that the Board determines will not recur within a five-year period. (Education Code [17462](#))~~

(cf. [3100](#) - Budget)

(cf. [3460](#) - Financial Reports and Accountability)

In addition, until July 1, 2024, if district surplus property was purchased entirely with local funds, the proceeds from the sale or lease of the property, together with any personal property located on the property, may be deposited into the general fund of the district and may be used for any one-time general fund purpose. Before exercising this authority, the Board shall: (Education Code [17463.7](#))

1. Submit to SAB documents certifying that the sale of real property does not violate the provisions of a local bond act and the real property is not suitable to meet projected school construction needs for the next 10 years
2. At a public meeting, adopt a plan for expending one-time resources from the sale or lease of the property which identifies the source and intended use of the surplus property proceeds and describes the reasons that the expenditure will not result in ongoing fiscal obligations for the district

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. If SAB subsequently makes a finding that the sale is subject to Education Code [17462.3](#), the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR [1702](#))

Legal Reference:

EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

17462.3 State Allocation Board program to reclaim funds

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

## GOVERNMENT CODE

50001-50002 Definitions

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

## PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

## CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

## COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356\

ATTORNEY GENERAL OPINIONS

94 Ops. Cal. Atty. Gen. 82 (2011)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, December 2015

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: March 14, 2018 Willits, California

Revised March 2021



### **Sale Or Lease Of District-Owned Real Property**

The Governing Board believes that district facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. The Board may elect not to appoint a district advisory committee for any of the following: (Education Code 17388, 17391)

1. A rental of property for a period of time not exceeding 30 days
2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school
3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing
4. Until July 1, 2024, a sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction

(cf. 1220 - Citizen Advisory Committees)

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by the local planning agency that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

The Board may meet in closed session with its real property negotiator prior to the sale or lease of real property by the district in order to grant its negotiator authority regarding the minimum price or rent and terms of the sale or lease. (Government Code 54956.8)

(cf. 9321 - Closed Session)

When selling or leasing district real property, the Board shall comply with applicable procedures and give priority to specified public agencies as required by law. (Education Code [17230](#), [17464](#), [17485-17499](#); Government Code [54222](#))

(cf. [5148](#) - Child Care and Development)

(cf. [5148.2](#) - Before/After School Programs)

(cf. [5148.3](#) - Preschool/Early Childhood Education)

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(cf. [9320](#) - Meetings and Notices)

(cf. [9323.2](#) - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code [17469](#))

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The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code [17477](#). (Education Code [17476](#), [17477](#))

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code [17472](#))

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(cf. [1431](#) - Waivers)

### **Use of Proceeds**

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code [17462](#); 2 CCR 1700)

Proceeds from a sale of surplus district property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. [17462](#)

Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code [17462](#))

However if the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. (cf. [3100](#) - Budget)

(cf. [3460](#) - Financial Reports and Accountability)

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1. Submit to SAB documents certifying that the sale of real property does not violate the provisions of a local bond act and the real property is not suitable to meet projected school construction needs for the next 10 years
2. At a public meeting, adopt a plan for expending one-time resources from the sale or lease of the property which identifies the source and intended use of the surplus property proceeds and describes the reasons that the expenditure will not result in ongoing fiscal obligations for the district

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. If SAB subsequently makes a finding that the sale is subject to Education Code 17462.3, the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR 1702)

Legal Reference:

#### EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

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17527-17535 Joint use of district facilities

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38130-38139 Civic Center Act

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54950-54963 Brown Act, especially:

54952 Legislative body, definition

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## ATTORNEY GENERAL OPINIONS

*94 Ops.Cal.Atty.Gen. 82 (2011)*

Management Resources:

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## OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, December 2015

## WEB SITES

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Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

Policy WILLITS UNIFIED SCHOOL DISTRICT

adopted: March 14, 2018 Willits, California

Revised March 2021

**DISTRICT AND SCHOOL WEB SITES**

**MATERIALS REQUIRED TO BE POSTED ON DISTRICT WEB SITE**

**Materials to Prominently Display**

The following must be posted in a prominent location on the district's web site, such as on the home page when required by law:

1. The district's local control and accountability plan (LCAP), any updates or revisions to the LCAP, and the local control funding formula budget overview (Education Code 52064.1, 52065). See AR 0460 - Local Control and Accountability Plan.
2. A direct link to the current board agenda containing the time and location of the meeting and a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session, or a link to the district's agenda management platform where the current agenda shall be the first available (Government Code 54954.2, 54956). Post at least 72 hours before a regular board meeting or 24 hours before a special meeting. See BB 9320 - Meetings and Notices and BB 9322 - Agenda/Meeting Materials.
3. The district's policy on student suicide prevention including, for grades K-6, the age appropriateness of the policy (Education Code 234.6). See BP 5141.52 - Suicide Prevention.
4. The district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media (Education Code 234.6). See AR 5131.2 - Bullying and AR 5145.3 - Nondiscrimination/Harassment.
5. The district's policy on preventing and responding to hate violence, if the district has adopted such a policy (Education Code 234.6). See BP 5145.9 - Hate-Motivated Behavior.
6. The definition of discrimination and harassment based on sex as described in Education Code 230, including the rights set forth in Education Code 221.8 (Education Code 234.6). See AR 5145.3 - Nondiscrimination/Harassment.
7. Information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the name and contact information of the Title IX Coordinator, the rights of students and the public as specified in Education Code 221.8, the responsibilities of the district under Title IX, web links to information about those rights and responsibilities on the web sites of the Office for Equal

Opportunity and the U.S. Department of Education's Office for Civil Rights, a description of how to file a complaint of noncompliance under Title IX with specified components, and a link to Title IX information posted on the California Department of Education's (CDE) web site (Education Code 221.6, 221.61, 234.6; 34 CFR 106.8). See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment.

8. A link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5, 234.6). See AR 5145.3 - Nondiscrimination/Harassment.
9. If the district has formed a community facilities district (Mello-Roos district) for the acquisition or improvement of school facilities, a copy of the annual report for the fiscal year if requested pursuant to Government Code 53343.1, the report provided to the California Debt and Investment Advisory Commission pursuant to Government Code 53359.5, and the report provided to the State Controller's office pursuant to Government Code 12463.2 (Government Code 53343.2). Post within seven months after the last day of the fiscal year. See BP 7212 - Mello-Roos Districts.

### **Other Postings**

The following materials are also required to be posted on the district web site. However, there are no specific requirements related to where they are posted on the web site.

1. The Special Education Local Plan Area's approved comprehensive local plan for special education, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans (Education Code 56205.5). See AR 0430 - Comprehensive Local Plan for Special Education.
2. The district's nondiscrimination policy and regulation, including the complaint procedure and the compliance coordinator's contact information (34 CFR 100.6, 106.8). See BP 0410 - Nondiscrimination in District Programs and Activities and AR 4030 - Nondiscrimination in Employment.
3. Training materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person(s) who facilitate an informal resolution process in response to a Title IX sexual harassment complaint (34 CFR 106.45). See AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. For all schools offering competitive athletics, the total enrollment of the school classified by gender, the number of students enrolled at the school who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9). The information shall be posted at the end of the school year on the school's web site or, if the school does not have a web site, on the district's web site. See AR 6145.2 - Athletic Competition.

5. If the district has interdistrict attendance agreement(s), the procedures and timelines for requesting an interdistrict transfer permit, including, but not limited to, a link to the board's policy on interdistrict attendance, the date that the district will begin accepting applications, reasons that the district may approve/deny the request, the process for appeal, that failure to meet timelines will be deemed an abandonment of the request, and the condition under which an exiting interdistrict transfer permit may be revoked or rescinded (Education Code 46600.2). See AR 5117 - Interdistrict Transfer.
6. If the district has elected to be a school district of choice, application information including, at a minimum, any applicable form, the timeline for a transfer, and an explanation of the selection process (Education Code 48301). See AR 5117 - Interdistrict Transfer.
7. For districts that offer grade 9, the district's policy and protocols related to student placement in mathematics courses (Education Code 51224.7). See AR 6152.1 - Placement in Mathematics Courses.
8. The section(s) of the district's employee code of conduct addressing interactions with students (Education Code 44050). Post these section(s) or a link to them on each school's web site or, if a school does not have its own web site, on the district's web site in a manner that is accessible to the public without a password. See BP 4119.21/4219.21/4319.21 - Professional Standards and BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.
9. The district's meal payment collection policy and procedures (CDE Nutrition Services Division Management Bulletin SNP-03-2017). See AR 3551 - Food Services Operations/Cafeteria Fund.
10. If the district includes information about the free and reduced-priced meal program on its web site, a nondiscrimination statement about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district (U.S. Department of Agriculture's FNS Instruction 113-1). For the required wording of the statement, see E 3555 - Nutrition Program Compliance.
11. The school's or district's integrated pest management plan, whenever a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5 (Education Code 17611.5). Post on the school's web site or, if the school does not have a web site, then on the district's web site. See AR 3514.2 Integrated Pest Management.
12. When a citizens' oversight committee is formed after the approval of a bond under the 55 percent majority threshold, the committee's minutes, documents received, and reports issued (Education Code 15280). See AR 7214 - General Obligation Bonds.
13. Copy of each school's school accountability report card, on or before February 1 of each year (Education Code 35258). See BP 0510 - School Accountability Report Card.



14. Results of the Western Association of Schools and Colleges (WASC) or other accrediting agency's inspection of a school, within 60 days of receiving the results. (This notification could be made in writing to parents/guardians instead of or in addition to posting the results on the district's web site.) In addition, if a school loses its WASC or other agency's accreditation, the district and school shall post on their web sites a notice of the loss of accreditation and potential consequences (Education Code 35178.4). See BP 6190 - Evaluation of the Instructional Program.

Exhibit  
version:

WILLITS UNIFIED SCHOOL DISTRICT  
March 2021

**WILLITS UNIFIED SCHOOL DISTRICT  
SUPERINTENDENT'S OFFICE**

TO: Board of Trustees  
FROM: Mark Westerburg, Superintendent  
DATE: March 10, 2021  
RE: Board Policy New- **Exhibit 1113 - District and School Web Sites**

**Priority:**

Communication

**Objective:**

To conduct a final read of the revised policy

**Background:**

New exhibit lists material which state and/or federal law explicitly requires to be posted on district and/or school web sites, including a citation to the legal authority and a reference to the board policy, administrative regulation, or board bylaw that further describes the requirement.

**Funding/Source:**

None

**Recommendation:**

Administration recommends the board conduct a final read of the revised policy

RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, the Political Reform Act, Government Code [87300-87313](#), requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Board of Trustees of the Willits Unified School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR [18730](#), provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code [87300](#) and [87306](#); and

WHEREAS, the Willits Unified School District t has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the Willits Unified School District Board of Trustees adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS 10<sup>th</sup> day of March, 2021 at a meeting, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

Attest:

\_\_\_\_\_  
Secretary/President

## Conflict of Interest Code of the Willits Unified School District

The provisions of 2 CCR [18730](#) and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Board of Trustees members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

### APPENDIX

#### DESIGNATED POSITIONS/DISCLOSURE CATEGORIES

1. Persons occupying the following positions are designated employees in Category 1:

Board of Trustees Members  
Superintendent of Schools

Designated persons in this category must report:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries or of any land owned or used by the district. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments or business positions in or income from sources which:
  - (1) Are engaged in the acquisition or disposal of real property within the district
  - (2) Are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district or
  - (3) Manufacture or sell supplies, books, machinery or equipment of the type used by the district

2. Persons occupying the following positions are designated employees in Category 2:

Principal  
Assistant Principal  
Dean  
Director

Designated persons in this category must report investments or business positions in or income from sources which:

- a. Are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs, or
- b. Manufacture or sell supplies, books, machinery or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

3. Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

- a. Approve a rate, rule or regulation
- b. Adopt or enforce a law
- c. Issue, deny, suspend or revoke a permit, license, application, certificate, approval, order or similar authorization or entitlement

- d. Authorize the district to enter into, modify or renew a contract that requires district approval
- e. Grant district approval to a contract or contract specifications which require district approval and in which the district is a party
- f. Grant district approval to a plan, design, report, study or similar item
- g. Adopt or grant district approval of district policies, standards or guidelines

#### Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR [18701](#))

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR [18702.2](#) or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR [18701](#))

#### Exhibit

version: September 2, 2015  
Revised: September 5, 2018

WILLITS UNIFIED SCHOOL DISTRICT  
Willits, California

# School Plan for Safe Reopening

## School Information

School Name	School Administrator	Plan Date	Closure Date	Planned Reopening Date
Baechtel Grove Middle School	Maria de los Angeles Munguia	February 4, 2021		

## Introduction

The following School Plan for Safe Reopening is based on the California Department of Education's (CDE) guidance publication, *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*.

Per CDE, this guidance was created through the statewide reopening schools task force that fostered a collaborative process for our educators and stakeholders to lend their important voices. Also informed by the technical assistance and advice of many health and safety organizations including the Centers for Disease Control, California Department of Public Health, California Division of Occupational Safety and Health, the intent of this document is to be a guide for the local discussion on safely reopening schools.

*Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*, as well as additional guidance can be downloaded at <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>.

The following checklist provides information regarding Baechtel Grove Middle School's plan for safe reopening and covers the following main categories:

Main Categories
Local Conditions to Guide Reopening Decisions
Plan to Address Positive COVID-19 Cases or Community Surges
Injury and Illness Prevention Plan
Campus Access
Protective Equipment
Physical Distancing
Cleaning/Disinfecting
Employee Issues
Communication with Students, Parents, Employees, Public Health Officials, and the Community

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## Local Conditions to Guide Reopening Decisions

### Flexibility or Lifting of State Stay-Home Order

Condition Met	Condition Assessed
Yes	The state has lifted or relaxed the stay-home order to allow schools to physically reopen.

California health officials ended the state's regional stay-at-home order on Monday, January 25, 2021. All 58 counties now return to the state's tier-based system.

### Flexibility or Lifting of County Stay-Home Order

Condition Met	Condition Assessed
Yes	The county has lifted or relaxed the stay-home or shelter-in-place order to allow schools to physically reopen.

Effective Friday, January 29, 2021, Mendocino County Public Health issued a revised Health Order Regarding COVID-19 Protocol for Schools. This revised Health Order allows Mendocino County schools to begin the re-opening process for students in Kindergarten through 6th Grade. The revised health order may be viewed by visiting <https://www.mendocinocounty.org/home/showpublisheddocument?id=40285>.

### Local Public Health Clearance

Condition Met	Condition Assessed
Yes	Local public health officials have made determinations, including, but not limited to, the following: <ol style="list-style-type: none"> <li>i. Testing Availability. Consult with local public health officials to ensure adequate tests and tracking/tracing resources are available for schools to reopen. Employees have access to COVID-19 testing at regular and ongoing intervals.</li> <li>ii. Sufficient duration of decline or stability of confirmed cases, hospitalizations, and deaths.</li> <li>iii. Sufficient surge capacity exists in local hospitals.</li> </ol>

BGMS in coordination with Mendocino County Public Health Department will require response testing for exposed cases and outbreak testing for everyone weekly until no longer considered an outbreak. The closest testing site with no cost is the Little Lake Health Center. The Superintendent is working with medical agencies to provide rapid testing to our staff, and students. Mendocino County is currently at 3,487 cases residing in Mendocino County, with 216 confirmed cases that reside within Mendocino County. There are currently 7 hospitalizations, 0% increase from prior day, with one in intensive care, with 0% from prior day, and 39 reported deaths. 3,332 cases have been released from isolation. The rate of positive tests is at 7.27%, putting the county in the purple tier. The available beds in the county are six which is an increase of 3 from prior day.

### Equipment Availability

Condition Met	Condition Assessed
Yes	<ol style="list-style-type: none"> <li>i. Have sufficient protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements.</li> <li>ii. Have a plan for an ongoing supply of protective equipment.</li> <li>iii. Purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.</li> </ol>



	iv. Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
--	--

We will require face coverings, over both the nose and mouth, for all staff, students, and anyone over 2 years of age, including those dropping-off and picking-up students, at all times. A face shield with a cloth drape below the chin and tucked into the shirt will be used by staff or students with documented medical contraindication to face coverings. BGMS will provide face coverings for students and adults who do not bring their own to school. We will monitor for proper use of face coverings and exclude from campus any adult or student refusing to wear a face covering. Desk shields will be available to teaching staff who need to be within six feet of a student for instructional purposes. 10 surgical face masks, cloth masks, desk shields and face shields will all be distributed to teachers who have students who are attending in-person instruction, for their use, as well as maintaining a 100 count supply for the isolation room, and the main office.

Staff and students will be asked to pre-self screen for Colvid-19 symptoms and exposures before entering the campus daily. There will be a no-touch thermal scan thermometer for symptom screening in the isolation room, in the SDC classroom, as these students require closer contact with staff, and in the main office.

**Cleaning Supply Availability**

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. Have enough school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance.</li> <li>ii. Ensure sufficient supplies of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.</li> </ul>

Bathrooms will have limited occupancy, cleaning and disinfecting once every hour during student in-person attendance hours. The cafeteria will be cleaned and disinfected after every grade level brunch rotation, if used. All classrooms, with an emphasis on frequently touched surfaces will be cleaned and disinfected daily. Every building, including every classroom has a hand sanitizer just inside the door for use before entering the room/building, and when exiting. All drinking fountains are no touch hydration stations. The drinking spouts have been turned off and students and staff are being asked to bring their own refillable water bottle to school. All classrooms will be given a generous amount of tissue boxes, paper towels and a no touch trash can.

## Plan to Address Positive COVID-19 Cases or Community Surges

### Plan for Repeated Closure

Condition Met	Condition Assessed
Yes	Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials.

When a school closure necessary students will move from in person learning to distance learning. BGMS will consult with the Mendocino County Public Health Officer (MHO) in determining if a school closure is necessary. These situations may indicate the need for school closure:

- \* Within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school.

- \* Within a 14-day period, at least three outbreaks have occurred in the school and more than 5% of the school population is infected.

- \* The MHO may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

Length of closure will be 14 days, or according to a decision made in consultation with the MHO. School may typically reopen after 14 days and if the following have occurred:

- \* Cleaning and disinfection

- \* Public health investigation

- \* Consultation with the MHO

All families will be informed of a school closure through a phone call, text, email, posting on the BGMS website, Facebook page, student email, and posting on all Google classrooms.

### Response to Positive Tests

Condition Met	Condition Assessed
Yes	<p>In accordance with CDPH guidance, when a student, teacher, or staff member or a member of their household tests positive for COVID-19 and has exposed others at the school implement the following steps:</p> <ol style="list-style-type: none"> <li>In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer.</li> <li>In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate.</li> <li>Additional close contacts at school outside of a classroom should also isolate at home.</li> <li>Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection.</li> <li>Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.</li> </ol>

Parents are asked to notify the school site office if their student tests positive for COVID-19. Staff members that become aware of a student who has tested positive for COVID-19 are to contact their school site office immediately. The office staff will give them a Mendocino County Health Order to isolate and quarantine. The Principal will conduct contact tracing, including those who came in close contact within less than 6 feet, masked or unmasked, for 15 minutes cumulatively over 24 hours. They will consult with the Mendocino Health Officer. Families of the affected cohorts, or buildings where the COVID-19 positive individual was based will be notified of the closure by the school office, through a phone call, text, guardian email, student email, and posting on all Google classrooms of the affected cohort, or building where there were close contacts.

Staff members who test positive for COVID-19 are to contact their Principal immediately. The Principal will contact the Human Resources Department who will conduct contact tracing in accordance with CAL/OSHA and Public Health guidance. All reported cases of students or staff who test positive for COVID-19 will be reported to Public Health in accordance with guidelines from CDPH and Mendocino County Public Health.

Student instruction will resume the next day in a distance format.

The school will follow the WUDS Cal/OSHA COVID-19 Prevention Program (CPP) and investigate if any work-related factors that contributed to the risk of infection and update protocols as needed to prevent further cases. Unsafe or unhealthy work conditions; practices or procedures will be corrected in a timely manner based on the severity of the hazards as outlined in the Willits Unified COVID-19 Prevention Plan.

Affected areas will be immediately closed and cleaning and disinfection will be done 24 hours later, following this procedure:

- Employees performing disinfection tasks are advised to wear PPE.
- Clean the surface first, and then disinfect.
- Body fluids must be thoroughly cleaned from surfaces/objects. Use soap and water to clean first.
- Apply the district approved disinfection product. The employees should review the SDS for the

chemical to be used and follow all label directions.

Student instruction will continue as distance learning for all students affected. Food service will be notified and a once a week drop off at their front door will take place. For homeless students the parent and food service will designate a pick up point.

## Injury and Illness Prevention Program (IIPP)

### Plan for Repeated Closure

Condition Met	Condition Assessed
Yes	Update the IIPP to address unique circumstances during the COVID-19 crisis and make updates accessible to employees and parents.

The Willits Unified IIPP was updated to address the unique circumstances during the COVID-19 crisis by creating a COLVID-19 Prevention Plan (CPP). The CPP is accessible to employees and parents on the Willits Unified School District website at [https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1057997/CPP.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1057997/CPP.pdf). BGMS is providing training for both the IIPP and the CPP for all staff members during their work hours.

## Campus Access

Develop a plan to minimize access to campus, and limit nonessential visitors, facility use permits, and volunteers.

## People Showing Symptoms of COVID-19

Condition Met	Condition Assessed
Yes	Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms). Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.

Parents or caregivers will be strongly encouraged to monitor their children for signs of infectious illness every day and to keep students home when sick. All non-essential visitors will be restricted. Visitors showing symptoms of COVID-19 when they are actively screening will not be allowed access to the campus. The Site COVID-19 Liaison, the Principal will train in recognizing suspected signs and symptoms of COVID-19 in children and youth under 18 years of age. When a student shows symptoms of COVID-19 office staff will immediately communicate with the parent/caregiver. Office staff will discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude. The student will be taken to the isolation area in room 19 making sure to maintain their face covering. The Vice Principal will monitor the students there using adequate precautions, including personal protective equipment, and from the outside of the room, weather permitting, while the child is awaiting pickup. The office staff will provide the parent or caregiver with information to contact their primary care provider immediately for evaluation and possibly testing.

## Monitoring Staff

Condition Met	Condition Assessed
Yes	Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures.

Staff and students should self-monitor throughout the day for symptoms of illness. The school site COVID-19 Liaison will be provided training to recognize suspected signs and symptoms of COVID-19 in children and youth under 18 years old. Students with disabilities that interfere with any of the schoolwide procedures will be listed on a document that will include the modification to the procedure, and will be given to the specific teachers of that child, office staff, yard assistants, and food service personnel.

## Students Entering Campuses

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. Passive Screening. Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.</li> <li>ii. Active Screening. Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.               <ul style="list-style-type: none"> <li>1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves, eye protection, and a mask.</li> <li>2. Thermometers must be properly cleaned and disinfected after each use.</li> </ul> </li> <li>iii. All students must wash or sanitize hands as they enter campuses and buses.</li> <li>iv. Provide supervised, sufficient points of access to avoid larger gatherings.</li> <li>v. Use privacy boards or clear screens when practicable.</li> <li>vi. If a student is symptomatic while entering campus or during the school day:               <ul style="list-style-type: none"> <li>1. Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing.</li> <li>2. Any students or staff exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility.</li> <li>3. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.</li> <li>4. Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.</li> <li>5. Advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation.</li> </ul> </li> <li>vii. Develop a plan for if students are symptomatic when boarding the bus.</li> </ul>

Parents and caregivers will be instructed to pre-screen students daily before coming to school, including a temperature check, at home.

The cutoff for temperature screening is 100.4 °F to attend school. Parents or caregivers will be strongly encouraged to monitor their children for signs of infectious illness every day and to keep students home when sick, or if they have had close contact with a person diagnosed with COVID-19. The self-check will be given as a Google Form, and QR Code, and will also be posted at all school doors. For students who are unable to perform their own self-assessment, the parents will be required to assist with the assessment before the student arrives at the campus.

All students will be asked to enter the campus at the parent drop off in the front of the school, or at the bus drop off area. Two staff members in stations at the front of the school, and one in a station at the bus stop, will ask students if they have been prescreened at home, if not, they will screen the students, including a temperature check using touchless thermometers. All students will sanitize their hands as they enter campus or buses at the nearest sanitation station.

If a student develops symptoms of illness while at school they will be separated from others right away in room 19. If more than one student is in an isolation area, they will be physically distanced.

Any students or staff exhibiting symptoms will be required to immediately wear a face covering and wait in room 19 until they can be transported home or to a health care facility. Students will remain in isolation with continued supervision and care by the Vice Principal until picked up by an authorized adult. These students will not be in the health office, because we recognize that not all symptoms are COVID-19 related. An administrator will advise parents of sick students to contact their primary care provider for evaluation possible testing. Students are not to return until they have met CDC criteria to discontinue home isolation. When the responsible adult picks up the student a written notice will be given to them with the criteria to return to school.

If students are symptomatic when boarding the bus, the driver will try to locate the parent for a return home. If this is not possible, the student will be transported to the campus, socially isolate and masked, and immediately isolated in the isolation room until they are picked up by a responsible adult. The bus will be sanitized at the site.

## Staff Entering Campuses

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. Passive Screening. Instruct staff to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.</li> <li>ii. Active Screening. Engage in symptom screening as staff enter worksites, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.               <ul style="list-style-type: none"> <li>1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected.</li> <li>2. Thermometers must be properly cleaned and disinfected after each use.</li> </ul> </li> <li>iii. All staff must wash or sanitize hands as they enter worksites.</li> <li>iv. Exclude employees who are exhibiting symptoms from the workplace.               <ul style="list-style-type: none"> <li>1. Staff members who develop symptoms of illness should be sent to medical care. Have emergency substitute plans in place.</li> <li>2. Create a procedure for reporting the reasons for the exclusions.</li> <li>3. Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.</li> </ul> </li> </ul>

Staff will be instructed to self-screen before leaving for work, including a temperature check to ensure temperatures below 100.4 degrees, and a check for symptoms such as fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea, or if they have had close contact with a person diagnosed with COVID-19, or whether anyone in their home has had COVID-19 symptoms or a positive test. Every classroom has a hand sanitizer and all staff is required to sanitize their hands when entering the campus. Staff members who are exhibiting symptoms will not be allowed to come on campus, and be referred to their primary care doctor for evaluation. Their classroom instruction will be asynchronous only, and students in those cohorts will be put on distance learning, right away.

The staff exclusions will be reported to Human Resources. Excluded staff will not be allowed to return until they have met the CDC criteria to discontinue home isolation 10 days since symptoms first appeared and 24 hours with no fever without the use of fever-reducing medications and other symptoms of COVID-19 are improving. If they continue to have no symptoms, they can be return after 10 days have passed since the employee had a positive viral test for COVID-19. If they were in close contact with a COVID-19 positive individual they can return after 10 days, with no present symptoms. After stopping quarantine, people must strictly adhere to all COVID-19 prevention measures, including consistent use of face coverings and maintaining at least 6 feet distance from others through Day 14. Additionally, people should watch for symptoms until 14 days after exposure (and self-isolate and contact public health or healthcare provider if any symptoms develop).

## Outside Visitors and Groups

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. Limit access to campus for parents and other visitors.</li> <li>ii. Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school’s health and safety plans and CDPH guidance.</li> <li>iii. Review facility use agreements and establish common facility protocols for all users of the facility.</li> <li>iv. Establish protocol for accepting deliveries safely.</li> <li>v. Charter School Co-locations Update facility use agreements to address unique circumstances during the COVID-19 crisis, ensuring that organizations that are using the same facility have agreed to the same understandings about how to reopen in a healthy and safe way. Establish a protocol for responding to site concerns regarding health and safety issues that arise during the pandemic that is collaborative and meets the needs of all stakeholders.</li> </ul>

The BGMS campus will be closed to non-essential visitors. All meetings will be conducted virtually with parents and caregivers using the student Chromebook for access. No community organizations will have access to the facilities, including the BGMS gym. All deliveries will be left at the counter in the main office and sanitized before handling, or in the event that the package is too large, it will sit for at least 48 hours before being handled by a school employee.



## Hygiene

Plan to address hygiene practices to ensure personal health and safety in school facilities and vehicles.

### Handwashing

Condition Met	Condition Assessed
Yes	<p>In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, develop a plan for handwashing that includes:</p> <ol style="list-style-type: none"><li>Providing opportunities for students and staff to meet handwashing frequency guidance.</li><li>Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.</li><li>Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. Note: frequent handwashing is more effective than the use of hand sanitizers.</li></ol>

For classrooms that do not have faucets, teachers will take students to the bathroom, socially distanced, and wash their hands 10 minutes before their staggered brunch time. Students will be asked to wash their hands again at the end of their brunch. Every classroom and office has a hand sanitizing station with hand sanitizer with 60% alcohol content. Everyone is to sanitize their hands upon entering/re-entering a classroom, when exiting, and before and after touching shared equipment such as a computer keyboard. WUSD has purchased and received an adequate supply of hand sanitizer, with 60% alcohol content, for all classrooms and offices.

### Training of Proper Handwashing Techniques and PPE/EPG Use

Condition Met	Condition Assessed
Yes	<p>Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:</p> <ol style="list-style-type: none"><li>Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.</li><li>Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.</li><li>CDC guidance on proper PPE use.</li></ol>

Students and staff will be trained in proper handwashing techniques and PPE/EPG use, through the use of videos, demonstrations, and posted signage. Proper technique is to scrub with soap for at least 20 seconds and rinse thoroughly with water, drying with single use paper towels. Staff will monitor students compliance in classrooms with faucets. Washing hands should be done when; arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods. CDPH Guidance requires adults and all children in all grade levels to wear facial coverings. People are exempted from facial covering requirements, if they are under age 2, have a medical or mental health condition or disability confirmed by their primary care provider that would impede them from properly wearing or handling a mask, or when it would inhibit communication with a person who is hearing impaired. If a student is exempt they will be distanced from others 6 feet. BGMS must exclude students from school or school related activities who arrive at school or a school related activity without a facial covering if they are not exempt and refuse to wear one provided by the school. Facial coverings are also required while on and while waiting for school buses. If a face shield is used it must be a piece of rigid, clear plastic attached to a headband which covers the entire face extending from forehead to below the chin and must have a cloth extension stretching from shield to shirt, and tucked in, especially where a facial covering cannot be used for pedagogical or developmental reasons.

### Training for Face and Nose Covering

Condition Met	Condition Assessed
Yes	Teach staff and students to: <ul style="list-style-type: none"> <li>i. Use tissue to wipe the nose and cough and sneeze inside the tissue.</li> <li>ii. Not touch the face or face covering.</li> </ul>

Through use of videos, demonstrations and posted signage staff and students will be trained to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not available, hand sanitizer should be used. They will also be encouraged to not touch their face, or the face coverings.

## Protective Equipment

Plan to address protective equipment needs to ensure personal health and safety in school facilities and vehicles.

### PPE Training

Condition Met	Condition Assessed
Yes	<p>According to CDC guidance:</p> <ul style="list-style-type: none"> <li>i. Training and information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.</li> <li>ii. Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. LEAs should make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into shirt.</li> <li>iii. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.</li> </ul>

BGMS will provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Employees may provide their own face coverings or use the disposable face coverings provided at the point of entry to the site.

Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. BGMS will make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into shirt. Staff and students will be encouraged to wash their cloth mask whenever it gets dirty or at least daily. If they have a disposable face mask, they are to throw it away after wearing it once, make sure to remove the mask correctly and wash their hands after touching a used mask.

### Staff Protective Equipment

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.</li> <li>ii. Provide masks if the employee does not have a clean face covering.</li> <li>iii. Provide other protective equipment, as appropriate for work assignments. <ul style="list-style-type: none"> <li>1. For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves.</li> <li>2. For front office and food service employees, provide face coverings and disposable gloves.</li> <li>3. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including: <ul style="list-style-type: none"> <li>A. For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting.</li> <li>B. Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.</li> <li>C. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.</li> </ul> </li> </ul> </li> </ul>

BGMS will provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Employees may provide their own face coverings or use the disposable face coverings provided at the point of entry to the site.

Employees engaged in symptom screening will be provided surgical masks, and disposable gloves. These include our front office employees.

Employees performing disinfection tasks are advised to wear PPE, and have been properly trained in their use.

- Disposable gloves- Ex: Latex or Nitride
- Mask- Ex: Disposable face mask
- Eye covering- Ex: Safety glasses, Safety goggles, Face shield

All cleaning and disinfecting products are kept out of children's reach in a custodial room that has restricted access. Both staff and custodial staff were trained on the hazards of cleaning products and chemicals, in August of 2020.

### Student Protective Equipment

Condition Met	Condition Assessed
Yes	<p>i. Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. If an LEA requires students to wear face coverings, then the LEA must provide face coverings to be used. Consider how the LEA will address students with disabilities who refuse or are not able to wear masks. At a minimum, face coverings should be worn:</p> <ol style="list-style-type: none"> <li>1. While waiting to enter the school campus.</li> <li>2. While on school grounds (except when eating or drinking).</li> <li>3. While leaving school.</li> <li>4. While on a school bus.</li> </ol> <p>Driver has access to surplus masks to provide to students who are symptomatic on the bus.</p>

Students will be required to wear a face mask, and students who do not bring a mask from home will be provided with a disposable mask. Students with disabilities who refuse or are not able to wear masks will be given a specific time for in person instruction by their teacher with fewer contacts, and will be distanced no less than six feet from others. Students and staff will wear masks at all times including while waiting to enter the school campus, while leaving school and inside and outside of the classroom, except while eating, during designated times and places and drinking. Students and staff will also use masks while in any district vehicle, or waiting for a district vehicle, such as buses.

## Physical Distancing

Plan to meet physical distancing standards in school facilities and vehicles. Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs. Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.

## Plan to Limit the Number of Persons in Campus Spaces

Condition Met	Condition Assessed
Yes	Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. (6 feet is the current minimum recommendation for physical distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.)

BGMS will have no more than 15 students per classroom coming in for in person instruction. 15 students per class allows for 6 feet of social distance between students, and between students and teacher. All students who are receiving in-person instruction will attend every day, Monday through Friday. Times when students will go outside will be staggered; brunch times and PE times and all student cohorts will have a designated outside area to allow for cohort distancing, such as before school, upon arrival. Cohorts will also have designated sitting sections in the cafeteria or outside eating area, with students seated in assigned seats. Any time a student is standing in line, they will be socially distanced, 6 feet apart, with floor X's for morning check in, classroom entrances, cafeteria entrance, and entrance to the gym. When students are walking to and from the bathroom, and/or the cafeteria, they will walk six feet apart as a class, with teacher supervision.

## Creating Smaller Student/Educator Cohorts & Minimizing Movement

Condition Met	Condition Assessed
Yes	To the extent possible, and as recommended by the CDC, attempt to create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Minimize movement of students, educators, and staff as much as possible.

The students will remain in one classroom throughout the day with teachers rotating between classrooms. When we begin with sixth grade in person instruction teachers will have three contacts with cohorts. Students will have three contacts with teachers, as a cohort.

## Alternative to Physical Distancing

Condition Met	Condition Assessed
Yes	In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

BGMS will provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Employees may provide their own face coverings or use the disposable face coverings provided at the point of entry to the site, and the point of entry to the buses.

## Student Physical Distancing

Condition Met	Condition Assessed
Yes	<p>LEAs should plan to:</p> <ul style="list-style-type: none"> <li>i. Limit number of students physically reporting to school, if needed to maintain physical distancing.               <ul style="list-style-type: none"> <li>1. Determine student and staff capacity of each school meeting 6-foot physical distancing objectives.</li> <li>2. Consider various strategies outlined in the Instructional Program Models in the guidance document, such as early/late start times and blended learning models.</li> </ul> </li> <li>ii. The CDC recommends virtual activities in lieu of field trips and intergroup events.</li> <li>iii. Post signage and install barriers to direct traffic around campus.</li> <li>iv. Buses               <ul style="list-style-type: none"> <li>1. Determine maximum capacity for students of each vehicle while meeting 6-foot physical distancing objectives.</li> <li>2. Create a plan for seating based on maximum capacity determined above, and develop a plan for bus routes that accommodates the capacity limitations. Mark or block seats that must be left vacant. Sample seating options:                   <ul style="list-style-type: none"> <li>A. Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.</li> <li>B. Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.</li> </ul> </li> <li>3. Instruct students and parents to maintain 6-foot distancing at bus stops and while loading and unloading.</li> <li>4. Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)</li> <li>5. Students and staff should wear face coverings at bus stops and on buses.</li> </ul> </li> <li>v. Playgrounds/Outside Spaces/Athletics               <ul style="list-style-type: none"> <li>1. Increase supervision to ensure physical distancing.</li> <li>2. Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.</li> </ul> </li> <li>vi. Classrooms               <ul style="list-style-type: none"> <li>1. Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.</li> <li>2. In accordance with CDC and CDPH guidance, ensure desks are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.</li> <li>3. If necessary, utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).</li> <li>4. If necessary, broadcast to other classrooms and students distance learning at home.</li> <li>5. Increase staffing to ensure physical distancing for younger students and students with special needs.</li> <li>6. Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.</li> <li>7. Address physical distancing objectives as students move between classrooms.</li> <li>8. Address potential issues from physical distancing rules that could result in unintended segregation of students with disabilities on campuses away from peers without disabilities.</li> </ul> </li> <li>vii. Food Service               <ul style="list-style-type: none"> <li>1. Consider strategies to limit physical interaction during meal preparation and meal service (e.g., serving meals in classrooms, increasing meal service access points, staggering cafeteria use).</li> </ul> </li> </ul>

2. Suspend use of share tables and self-service buffets for food and condiments.
3. Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.
4. With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
5. If providing meal service in classrooms, plan for cleaning and trash removal.

There will be two points of entry to the school, one where the buses unload and two at the front of the school. Initially there will only be 65 students arriving to school at the same time. BGMS will have virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and parent nights. Signs in highly visible locations (e.g., school entrances, restrooms), including bus and parent drop off and pickup areas, that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a mask) will be placed on buildings and on the ground, using language that is simple and easy to understand, with illustrations. Face coverings will be required for all students, staff, and parents waiting at bus stops, or in the bus or student drop off area. The front office will broadcast regular announcements on reducing the spread of COVID-19 on PA systems. PE will limit activities to those not involving physical contact with other students, and not needing shared equipment. Desks in all classrooms are 6 feet apart, and all facing one direction. A classroom has been added to the classroom for students with special needs, so that they have two classrooms. Stations can be set up with protective shields between staff and students for one on one instruction. Students with special education services will be in two cohorts; with their special education teacher and with their PE, or Exploratory teacher.. Students will eat brunch at three staggered times, this will be about 23 students in the cafeteria at one time, if weather does not permit outside eating. All food items will be in a grab and go bag. Clear physical barriers will be installed at point of pick up by students. Students who are quarantined contact the food service office and 1 drop for the week is made to their front door. Homeless families can indicate their point of drop off.

### Staff Physical Distancing

Condition Met	Condition Assessed
Yes	<ol style="list-style-type: none"> <li>i. Develop a plan that ensures physical distancing among staff in their work environment to reduce spread of the virus that includes:               <ol style="list-style-type: none"> <li>1. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.</li> <li>2. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.</li> </ol> </li> <li>ii. Adjust staff schedules (through negotiations) to accommodate new student schedules and physical distancing strategies.</li> <li>iii. In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.               <ol style="list-style-type: none"> <li>1. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.</li> <li>2. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.</li> </ol> </li> </ol>

The staff work, and break room is limited to an occupancy of 4 individuals to maintain social distancing. Staff bathrooms are single use bathrooms. All staff meetings will be conducted virtually. Teacher desks are placed 6 feet from students in classrooms, and physical barriers that cannot be moved can be added if needed. Office staff has permanent physical barriers around their desks because it is not possible to talk with staff and maintain 6 feet distancing.

## Cleaning and Disinfecting

Plan to meet cleanliness and disinfecting standards in school facilities and vehicles.

### Overall Cleanliness Standards

Condition Met	Condition Assessed
Yes	Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year.

Custodial staff have been thoroughly trained in the proper cleaning of frequently touched surfaces (e.g. door handles, desks, sink handles, drinking fountains, keyboards, etc.) within the school and on buses. The schedule for enhanced daily cleaning focusing on sanitizing touchpoints, ensuring that adequate time is allowed for proper cleaning, will include cleaning of bathrooms, and teachers desks at each rotation, sanitizing touch points frequently, and posting cleaning schedules. Buses will be cleaned daily. Adequate cleaning supplies will continue to be provided and stored away from children, in the custodial room.

### Sharing Avoidance

Condition Met	Condition Assessed
Yes	In accordance with CDC guidance, avoid sharing of electronic devices, toys, books, and other games or learning aids.

The use of shared objects will be significantly limited. Shared PE equipment will be cleaned after a single use. Every student has their own electronic device, and school supplies (notebook, pencil, pen, calculator, glue, scissors, paper, rulers, etc.). All students will have their own library book, and these will be sanitized and rotated out of circulation for three days, when returned.

### Items Difficult to Clean and Sanitize

Condition Met	Condition Assessed
Yes	Limit stuffed animals and any other toys that are difficult to clean and sanitize.

Objects that are difficult to clean and sanitize will not be shared.

### Safe Use of Disinfectants

Condition Met	Condition Assessed
Yes	<p>In accordance with CDC and California Department of Pesticide Regulation (CDPR) guidance, and in consultation with local public health officials, develop a plan that includes:</p> <ul style="list-style-type: none"><li>i. A safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning.</li><li>ii. Disinfecting surfaces between uses, such as:<ul style="list-style-type: none"><li>1. Desks and tables</li><li>2. Chairs</li><li>3. Seats on bus</li><li>4. Keyboards, phones, headsets, copy machines</li></ul></li><li>iii. Disinfecting frequently—at least daily—high-touch surfaces, such as:<ul style="list-style-type: none"><li>1. Door handles</li></ul></li></ul>



	<ol style="list-style-type: none"> <li>2. Handrails</li> <li>3. Drinking fountains</li> <li>4. Sink handles</li> <li>5. Restroom surfaces</li> <li>6. Toys, games, art supplies, instructional materials</li> <li>7. Playground equipment</li> </ol> <ol style="list-style-type: none"> <li>iv. When choosing disinfecting products, using those approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2 and follow product instructions. <ol style="list-style-type: none"> <li>1. To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid).</li> <li>2. Avoid products that mix these ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.</li> <li>3. Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.</li> </ol> </li> <li>v. When cleaning, airing out the space before children arrive. Plan to do thorough cleaning when children are not present.</li> <li>vi. Closing off areas used by any sick person and not using before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.</li> </ol>
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Employees performing disinfection tasks are advised to wear PPE, and have been properly trained in their use.

- Disposable gloves- Ex: Latex or Nitrile
- Mask- Ex: Disposable face mask
- Eye covering- Ex: Safety glasses, Safety goggles, Face shield

Shared surfaces will be disinfected between uses, such as teacher desks, cafeteria tables, phones, copy machines, and teacher chairs. High touch areas will be disinfected frequently during the day and at least daily (door handles, handrails, drinking fountains, sink handles, restroom surfaces, etc.). Disinfecting products will be used that are approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2 and are district approved, following product instructions. Thorough cleaning will be done at the end of the student day, and disinfecting at night. Areas used by a sick person will not be used before cleaning and disinfecting takes place at least 24 hours after the sick person was in the area.

**Plan for Adequate Outdoor Air Circulation**

Condition Met	Condition Assessed
Yes	In accordance with CDC guidance, ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods. Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma symptoms). Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13).

To the extent feasible, the school will maximize the quantity of outside air for buildings with mechanical or natural ventilation systems by:

- \* If the amount of outside air needs to be minimized due to other hazards, such as heat and wildfire smoke, outside air vents and windows will be closed.

- \* For buildings with mechanical or natural ventilation, or both, the District will maximize the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or, if opening windows or letting in outdoor air by other means would cause a hazard to staff or students, for instance from excessive heat or cold.

- \* The HVAC system will be properly maintained and adjusted by the District Maintenance staff and HVAC Technician(s).

- \* Employees are encouraged to open windows or doors when outside conditions are favorable.

Every classroom has been equipped with a portable air purifier.

### Safe Water Systems and Features

Condition Met	Condition Assessed
Yes	Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

To minimize the risk of waterborne illnesses, steps have been taken to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after the prolonged facility shutdown. Drinking fountains will be shut off but additional hydration stations have been provided and staff and students will be encouraged to bring their own water bottles to minimize the use and touching of water fountains.

### Handling Student Belongings

Condition Met	Condition Assessed
Yes	Keep each child's belongings separated and in an individually labeled storage container, cubby, or area. Send belongings home each day to be cleaned.

Each child's belongings will be separated and kept in individually labeled storage containers in each classroom, by their desk. Since these are individual school supplies, they do not need to be cleaned daily. All other student belongings will be sent home with them daily for cleaning.

## Employee Issues

Engage employees on COVID-19 plans and provide necessary training and accommodations.

### Revisit existing bargaining agreement.

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. Engage the exclusive representatives of labor groups and work collaboratively in tailoring bargaining agreements to address the relevant employee issues in this checklist. Ideally, these are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening.</li> <li>ii. Create a plan for future bargaining that may be necessary as additional issues arise.</li> </ul>

BGMS staff has met with administration at the site level to discuss various relevant employee issues. Before beginning in person instruction items on this checklist will be reviewed with staff to provide clarity for reopening. Additional issues that arise will be discussed with employee groups as needed.

## Staffing Ratios

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.</li> <li>ii. Consider rolling staff cohorts to meet needs and avoid overwork.</li> </ul>

To ensure staffing levels are sufficient to meet the safety needs to address COVID-19, a three block schedule was put in place to ensure only three cohort contacts per teacher. . Teachers rotating classroom, instead of student rotations are to avoid overwork for custodial staff.

## Staff Training

Condition Met	Condition Assessed
	<p>Develop and provide staff training or utilize state-provided training on:</p> <ul style="list-style-type: none"> <li>i. Disinfecting frequency and tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.</li> <li>ii. Physical distancing of staff and students.</li> <li>iii. Symptom screening, including temperature checks.</li> <li>iv. Updates to the Injury and Illness Prevention Program (IIPP).</li> <li>v. State and local health standards and recommendations, including, but not limited to, the following:               <ol style="list-style-type: none"> <li>1. Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.</li> <li>2. Cough and sneeze etiquette.</li> <li>3. Keeping one's hands away from one's face.</li> <li>4. Frequent handwashing and proper technique.</li> <li>5. Confidentiality around health recording and reporting.</li> </ol> </li> <li>vi. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions.</li> <li>vii. Training on trauma-informed practices and suicide prevention.</li> </ul>

Staff training will be provided for all staff through use of state provided videos, Keenan Safe School Online Training, and demonstrations for all facets of disinfecting, physical distancing, symptom screening, the IIPP, trauma-informed practices, suicide prevention, and state and local health standards and recommendations. Specialized training is provided for staff who use hazardous chemicals for cleaning, and health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions. Employee contract time, including some early release Tuesdays will be used for this training.

### Staff Liaison

Condition Met	Condition Assessed
Yes	Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.

There are two staff liaisons responsible for responding to COVID-19 concerns at BGMS. Maria Munguia, the site Principal and MacKenzie Erickson, the site Vice Principal can both be contacted for COVID-19 concerns.

### Reasonable Accommodations

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. Protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk by providing options such as telework or negotiated change in classification or duties.</li> <li>ii. If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employee's earned leave.</li> </ul>

Staff members requesting accommodations related to COVID-19 shall notify their immediate supervisor and contact the WUSD Human Resources Department, who will work with them on reasonable accommodations, or a flexible leave plan.

## Communication

### Stakeholder Engagement

Condition Met	Condition Assessed
Yes	School leaders should engage stakeholders, including families, staff, and labor partners in the school community, to formulate and implement the plans in this checklist.

BGMS utilizes the School Site Council for parent and staff input into the formulation and implementation of the School Plan for Safe Reopening. The process was explained and input was taken on their meetings of January 6, 2021 and February 3, 2021. The BGMS Leadership Team made up of department chairpersons, and leaders are used for leadership in implementation and participation into formulation of the plan. This team meets every two weeks. The grade level meetings were used to further develop the detail of the plan and implementation will be regularly discussed during these meetings. Parent virtual meetings are planned to educate parents in safety measures and protocols, along with creating partnerships for implementation of areas where parental support is necessary for implementation.

### Communicating COVID-19-related Protocols

Condition Met	Condition Assessed
Yes	Communicate to staff, students, and parents about new, COVID-19-related protocols, including: <ul style="list-style-type: none"><li>i. Proper use of PPE/EPG.</li><li>ii. Cleanliness and disinfection.</li><li>iii. Transmission prevention.</li><li>iv. Guidelines for families about when to keep students home from school.</li><li>v. Systems for self-reporting symptoms.</li><li>vi. Criteria and plan to close schools again for physical attendance of students.</li></ul>

All staff received COVID-19 safety training at the beginning of the 20-21 school year. BGMS staff will receive follow-up training in:

- \* Proper use, removal, and washing of face coverings.
- \* Physical distancing guidelines and their importance.
- \*Symptoms screening practices.
- \* COVID-19 specific symptom identification.
- \* How COVID-19 is spread.
- \* Enhanced sanitation practices.
- \* The importance of staff and students not coming to work if they have symptoms, or if they or someone they live with or they have had close contact with has been diagnosed with COVID- 19. For staff, COVID-19 specific symptom identification and when to seek medical attention.
- \* The employer’s plan and procedures to follow when staff or students become sick at school.
- \* The employer’s plan and procedures to protect staff from COVID19 illness.
- \* The procedures and protocols that will be used for in person learning that are site specific.
- \* The plan for closing the school to in person instruction if an outbreak occurs.

Virtual meetings, videos, and demonstrations will be used for the training.

All parents and guardians will be invited to virtual information nights were we will be outlining important safety guidelines including:

- \* Proper use, removal, and washing of face coverings.
- \* Physical distancing guidelines and their importance.
- \* Symptoms screening practices.
- \* COVID-19 specific symptom identification.
- \* How COVID-19 is spread.
- \* Enhanced sanitation practices.
- \* The importance of staff and students not coming to work if they have symptoms, or if they or someone they live with or they have had close contact with has been diagnosed with COVID- 19.
- \* The plan for closing the school to in person instruction if an outbreak occurs.

In addition, the BGMS COVID-19 Resources Google site has specific information and videos for parents, guardians, students and staff, information is provided in English and in Spanish. Parents have a regular communication system that provides phone calls, text messages, and posts to the BGMS website, and the BGMS Facebook page.

All students will be taught all the safety protocol using videos, and demonstrations by the classroom teacher when they return to in person instruction. Students will also have signs that promote protective measures posted in visible locations throughout the campus. These include, but are not limited to, self-assessment of possible COVID-19 symptoms/exposure, when to stay home, proper use of PPE, direction for hallways and common areas. Information will be provided in English and Spanish. Students will be reminded frequently through out the day through the use of the school all call system.

### Communication for Vulnerable Members of the School Community

Condition Met	Condition Assessed
Yes	Target communication for vulnerable members of the school community.

All students have a Chromebook that parents can use for virtual information and participation in virtual educational trainings.

## Communication Plan for Positive COVID-19 Case

Condition Met	Condition Assessed
Yes	<p>Create a communications plan for if a school has a positive COVID-19 case.</p> <ol style="list-style-type: none"> <li>i. Address the school’s role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.</li> <li>ii. Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus.</li> <li>iii. Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.</li> <li>iv. Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.</li> <li>v. Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.</li> <li>vi. Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation.</li> </ol>

If the school has a positive COVID-19 case the actions the school will take are:

- \* The Principal will notify Mendocino County Public Health (707) 272-8035.
  - \* Keep positive case home with instructions to isolate at home for at least 10 days after first symptoms occurred. This information is given by the front office in writing.
  - \* The school administration will identify close contacts, likely including the entire stable group, and instruct close contacts to quarantine at home for 10 days after the last date of close contact (including 48 hours before symptoms developed). This information is given in writing by the main office.
  - \* Those contacts must strictly adhere to all COVID-19 prevention measures: face coverings and maintaining at least 6’ distance from others through Day 14. Watch for symptoms until 14 days after exposure (self-isolate and contact PH or healthcare provider if any symptoms develop)
  - \* Administration will recommend testing, on day 11 (but will not shorten 10 day quarantine).
  - \* Custodians will clean and disinfect spaces where the person with COVID-19 spent significant time, after 24 hours.
  - \* Administration will close the stable group for 10 days after the last exposure, and keep Non-exposed groups open.
- Communication that will take place includes:
- \* Administration will provide positive case with Public Health Isolation Order. Given by office staff in writing.
  - \* Administration will provide close contacts with a Public Health Quarantine Order. Given by office staff in writing.
  - \* For staff and families of children who are close contacts administration will consider a “Close Contact Advisory” letter in writing sent to families the day of notification if possible.
  - \* For all other staff and families administration will consider notification about the COVID-19 case, using the Mendocino County Template letter and in writing given by office staff.