

**Ferndale Unified School District
Board of Trustees**

Danella Barnes-Penman Jerry Hansen JoLynn Jorgensen Cory Nunes Corrie Pedrotti

**February 12, 2020
Regular School Board Meeting**

6:30 p.m. CLOSED SESSION

7:00 p.m. OPEN SESSION

Ferndale High School- Mabel Lowry Library
1231 Main Street, Ferndale, CA 95536

AMENDED AGENDA

1.0 CALL TO ORDER

Notice: Any writing, not exempt from public disclosure under Government Code Sections 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the Board is available for public inspection at Ferndale High School main office (1231 Main Street, Ferndale, California).

2.0 ADJUSTMENTS TO THE AGENDA

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEM(S)

Members of the public may comment on closed session agenda items. Action taken in closed session will be reported out in open session, if required by law. Individuals will have up to three (3) minutes to address closed session agenda items. The Board shall limit the total time for public comment on each item of discussion to twenty (20) minutes.

4.0 ADJOURN TO CLOSED SESSION

Pursuant to Government Code Section 54957.6

4.1 Public Employee Performance Evaluation for the Superintendent/Principal

4.2 Public Employment
 FHS Track Coach
 FHS Golf Coach

5.0 REGULAR SESSION RECONVENED

- 5.1 Report Action taken in Closed Session, if required by law

6.0 WELCOME/FLAG SALUTE

7.0 PUBLIC COMMENT ON OPEN SESSION ITEM(S)

Members of the public may comment on open agenda items or any other item pertaining to Board business. Action may be taken on items listed as such. Individuals will have up to three (3) minutes to address matters pertaining to board Business. The Board shall limit the total time for public comment on each item of discussion to twenty (20) minutes.

8.0 ANNOUNCEMENTS/REPORTS *(The Board is asked to receive information)*

- 8.1 Student Representative Report
- 8.2 Certificated Representative Report
- 8.3 Classified Representative Report
- 8.4 Facilities Report
- 8.5 Board Member Reports/Announcements
- 8.6 School Improvement Grant (SIG) Report
- 8.7 Local Control Accountability Plan (LCAP) Report
- 8.8 2019-2020 Budget Report
- 8.9 Elementary School Principal Report
- 8.10 High School Principal/Superintendent Report

9.0 CONSENT AGENDA ITEMS *(The Board is asked to receive/approve)*

- 9.1 Approve Board Meeting Minutes - Regular Meeting (January 8, 2020)
- 9.2 Approve Commercial Warrants (January 2020)
- 9.3 Approve Personnel Activity Report
- 9.4 Approve FES/FHS Student Body Accounts/Revolving Cash Accounts and Enrollment Reports
- 9.5 Approve District Volunteers
- 9.6 Approve Fundraisers
- 9.7 Approve FHS Spring Athletic Schedules
- 9.8 Approve Elementary School Overnight Trip to Wolf Creek Environmental Camp

10.0 INFORMATION/ACTION ITEMS *(The Board is asked to receive/discuss/approve)*

- 10.1 Approve Auditor Selection for 2019-2020 audit
- 10.2 Approve Ferndale High School Accountability Report Card (SARC)
- 10.3 Approve Ferndale Elementary School Accountability Report Card (SARC)
- 10.4 Receive 2018-2019 Audit Report and Approve 2018-2019 Audit Corrective Action Plan
- 10.5 Approve FES and FHS School Safety Plans
- 10.6 Receive/Discuss/Approve BP/AR Transitional Kindergarten
- 10.7 Receive/Discuss 2020-2021 Budget Implications and Approve Resolution #20-01

11.0 FUTURE AGENDA ITEMS

- 11.1 Second Interim Report
- 11.2 LCAP Input Sessions: March 11 Board meeting,
- 11.3 Facilities Needs Assessment Report

12.0 REVIEW OF CORRESPONDENCE TO THE BOARD

- 12.1 Review of correspondence to the board

13.0 ADJOURNMENT

NOTICE: Individuals requiring disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the District Superintendent in writing three (3) days prior to the meeting at the following address: 1231 Main Street, Ferndale, California.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 9.1

DATE: February 12, 2020

SUBJECT:

Regular Board Meeting Minutes (January 8, 2020)

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Review, amend and approve.

PREVIOUS STAFF/BOARD ACTION:

This is a routine consent agenda item.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

See attached minutes and please communicate with Beth or Denise prior to the meeting for any corrections or clarifications.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

**Ferndale Unified School District
Board of Trustees**

Danella Barnes-Penman Jerry Hansen JoLynn Jorgensen Corrie Pedrotti Cory Nunes

**January 8, 2020
Regular School Board Meeting**

6:30 p.m. CLOSED SESSION

7:00 p.m. OPEN SESSION

Ferndale High School- Mabel Lowry Library
1231 Main Street, Ferndale, CA 95536

Minutes

Present: Danella Barnes-Penman, Jerry Hansen, JoLynn Jorgensen, Cory Nunes, Corrie Pedrotti
Also Present: Beth Anderson, Superintendent/ Principal, Jeremy Griffith, Principal, Denise Grinsell

1.0 CALL TO ORDER

The meeting was called to order at 6:31 p.m.

2.0 ADJUSTMENTS TO THE AGENDA

Supt. Anderson reported that she needed to add 4.2 Public Employment – Accept administration letter of resignation.

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEM(S)

None

4.0 ADJOURN TO CLOSED SESSION

The meeting was adjourned to closed session at 6:33 p.m.

4.1 Public Employment Pursuant to Government Code Section 54957
Performance Evaluation for the Superintendent/Principal

4.2 Public Employment Pursuant to Government Code Section 54957
Accept administration letter of resignation.

5.0 REGULAR SESSION RECONVENED

Regular session was reconvened at 7:00 p.m.

5.1 Report Action taken in Closed Session, if required by law

President Jorgensen reported that the board accepted the administration letter of resignation from Jeremy Griffith as FES Principal at the end of the 2019-20 school year.

6.0 WELCOME/FLAG SALUTE

7.0 PUBLIC COMMENT ON OPEN SESSION ITEM(S)

None

8.0 ANNOUNCEMENTS/REPORTS

- 8.1 Student Representative Reports - None
- 8.2 Certificated Representative Report – Megan Busher, FES teacher, shared that the 3rd grade play is coming up. They will perform *The Emperor's New Clothes* during Open House. Mrs. Fisk-Becker has a new student teacher. Mission reports just finished in fourth grade. Junior High is working on Injustice essays. Girls' basketball is over and boys' has begun.
- 8.3 Classified Representative Report - None
- 8.4 Facilities Report - None
- 8.5 School Improvement Grant (SIG) Report – Principal Griffith stated that their next ILT meeting is Monday where they will be looking at ELA vs. state standards. Smarter balance testing begins soon also.
- 8.6 Local Control Accountability Plan (LCAP) Report – Supt. Anderson shared that she has finished the draft of the annual update. When the new template is available, she will begin the new three year cycle. She added that the state assessments are not as good as she would like them to be.
- 8.7 2019-2020 Budget Report – Denise Grinsell reported that in the letter from HCOE accepting the positive recommendation for 1st Interim, they reminded the district of their deficit spending. Administration needs to address this with RIF's coming up.
- 8.8 Elementary School Principal Report – Principal Griffith said that Boys basketball and Cheer are starting. The Winter Program was a success with lots of hard work going into it. He thanked Humboldt Bay Power Plant for their donation of supplies. Griffith also announced that the Spelling Bee will be held on January 16.
- 8.9 High School Principal/Superintendent Report – Supt. Anderson announced that PaSTA will be hosting a Bake Sale at the upcoming basketball games on Saturday. League basketball games begin this week. The end of the 1st semester is next week with finals on Wednesday through Friday. She recently spoke to BCA regarding the needs assessment. Anderson said she is currently working on the LCAP and SARC. She also said she appreciated all Principal Griffith did.
- 8.10 Board Member Reports/Announcements – Member Barnes-Penman shared she recently attended the Ag Advisory meeting and got a tour of campus. She thanked the board for supporting the Ag program. President Jorgensen then mentioned the new basketball scorer's table donated by the Toste family.

9.0 CONSENT AGENDA ITEM(S) *(The Board is asked to receive/approve)*

- 9.1 Approve Board Meeting Minutes - Regular Meeting (December 11, 2019)
- 9.2 Approve Commercial Warrants (December 2019)
- 9.3 Approve Personnel Activity Report
- 9.4 Approve FES/FHS Student Body Accounts/Revolving Cash Accounts and Enrollment Reports
- 9.5 Donations to the District

A motion was made by Jerry Hansen and seconded by Danella Barnes-Penman to approve the consent agenda. Roll call vote summary: ayes 5-0 noes.

10.0 INFORMATION/ACTION

10.1 Review/Discuss AR 5141.32 Health Screening for School Entry (Revised)

A motion was made by Corrie Pedrotti and seconded by Danella Barnes-Penman to approve AR 5141.32 Health Screening for School Entry (Revised). Roll call vote summary: ayes 5-0 noes.

10.2 Review/Discuss BP/AR 6174 Education for English Learners (Revised)

A motion was made by Cory Nunes and seconded by Jerry Hansen to approve BP/AR 6174 Education for English Learners (Revised). Roll call vote summary: ayes 5-0 noes.

10.3 Review/Discuss BB 9310 Board Policies (Revised)

A motion was made by Jerry Hansen and seconded by Danella Barnes-Penman to approve BB 9310 Board Policies (Revised). Roll call vote summary: ayes 5-0 noes.

10.4 Review 2018-2019 Fiscal Year Audit Review Extension Request Approval

Supt. Anderson explained that due to power outages, the Auditor requested and extension. No action is necessary.

11.0 ACTION ITEMS

11.1 Approve Williams Uniform Complaint (4th) Quarterly Report - there were no complaints.

A motion was made by Jerry Hansen and seconded by Danella Barnes-Penman to approve the Williams Uniform Complaint (4th) Quarterly Report. Roll call vote summary: ayes 5-0 noes.

11.2 Approve Humboldt County Schools Interdistrict Transfer Form for 2020-2021

A motion was made by Corrie Pedrotti and seconded by Cory Nunes to approve Humboldt County Schools Interdistrict Transfer Form for 2020-2021. Roll call vote summary: ayes 5-0 noes.

12.0 FUTURE AGENDA ITEMS

12.1 2020-2021 FUSD Calendar

12.2 FHS Spring Athletic Schedules

12.3 School Accountability Report Cards (SARC) for 2018-2019 year

12.4 Board Policy Updates

12.5 District Facility Needs Assessment Report

12.6 LCAP Stakeholder Input Sessions and Plan Writing Updates

12.7 2018-19 Audit

13.0 REVIEW OF CORRESPONDENCE TO THE BOARD

None

14.0 ADJOURNMENT

President Jorgensen adjourned the meeting at 7:28 p.m.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 9.2

DATE: February 12, 2020

SUBJECT:

Commercial Warrants Summary (January 2020)

DEPARTMENT/PROGRAM:

Administration/Business

ACTION REQUESTED:

Approve commercial warrant summary

PREVIOUS STAFF/BOARD ACTION:

This is a routine consent agenda item.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Please call Denise about questions regarding commercial warrants prior to the meeting.

FISCAL IMPLICATIONS:

Funding is included in the 2019-2020 adopted budget.

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

BOARD PAYMENT REPORT

Board of Trustees Meeting 02/12/2020

45 Ferndale Unified

Fiscal Year: 2020

Transmittal Number: 20000020-0 AUDIT

Reference PV200381-001 Vendor ACSA - MSC #060003

| Reference | Description | Amount |
|--------------|------------------------------|------------------|
| PV200375-001 | JAN DUES | 154.94 |
| | Total Payment Amount | 154.94 |
| PV200376-001 | FHS MONITORING/REPAIRS | 292.23 |
| | Total Payment Amount | 292.23 |
| PV200377-001 | SUPPLIES FOR AG MECH | 195.29 |
| | Total Payment Amount | 195.29 |
| PV200378-001 | FLORAL SUPPLIES | 269.92 |
| | Total Payment Amount | 269.92 |
| PV200379-001 | SUPPLIES | 83.75 |
| | Total Payment Amount | 83.75 |
| PV200380-001 | REPAIRS ANSUL/GYM CONCESSION | 608.65 |
| | Total Payment Amount | 608.65 |
| PV200381-001 | KEYS | 4.34 |
| | Total Payment Amount | 4.34 |
| PV200382-001 | FLORAL CLASS LESSONS | 500.00 |
| | Total Payment Amount | 500.00 |
| PV200383-001 | DEC SERVICE | 145.00 |
| | Total Payment Amount | 145.00 |
| PV200384-001 | NAT CONV LODGING/PACKETS | 2,769.50 |
| | Total Payment Amount | 2,769.50 |
| PV200385-001 | FHS CAF | 1,633.57 |
| | Total Payment Amount | 1,633.57 |
| PV200386-001 | ABATE CAL GROW | 22,459.90 |
| | Total Payment Amount | 22,459.90 |
| PV200387-001 | NCS FB INTERPRETER | 326.46 |
| | Total Payment Amount | 326.46 |

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

BOARD PAYMENT REPORT

Board of Trustees Meeting 02/12/2020

45 Ferndale Unified

Fiscal Year: 2020

Transmittal Number: 2000020-0 AUDIT

| Reference | Vendor | Description | Amount |
|--------------|------------------------------|-----------------------------|-----------------|
| PV200389-001 | CRYSTAL CREAMERY | MILK | 889.72 |
| | | Total Payment Amount | 889.72 |
| PV200390-001 | DC MECHANICAL | REPAIRS | 985.63 |
| | | Total Payment Amount | 985.63 |
| PV200391-001 | DEL ORO WATER COMPANY | WATER | 899.36 |
| | | Total Payment Amount | 899.36 |
| PV200393-001 | DEPARTMENT OF JUSTICE | LIVE SCANS | 128.00 |
| | | Total Payment Amount | 128.00 |
| PV200392-001 | DEPT OF INDUSTRIAL RELATIONS | ELEVATOR INSPECTION | 225.00 |
| | | Total Payment Amount | 225.00 |
| PV200394-001 | ECOLAB | DEC SERVICES | 339.47 |
| | | Total Payment Amount | 339.47 |
| PV200395-001 | ELLSMORE, JAMIE | GIRLS BB FUEL | 88.27 |
| | | Total Payment Amount | 88.27 |
| PV200396-001 | EUREKA OXYGEN | SERVICE SYSTEM/SUPPLIES | 485.48 |
| | | Total Payment Amount | 485.48 |
| PV200397-001 | FORTUNA IRON | AG MECH SUPPLIES | 40.68 |
| | | Total Payment Amount | 40.68 |
| PV200398-001 | FRANZ FAMILY BAKERIES | BREAD | 241.63 |
| | | Total Payment Amount | 241.63 |
| PV200399-001 | FRONTIER | PHONE | 9,691.39 |
| | | Total Payment Amount | 9,691.39 |
| PV200400-001 | GRINSELL, DENISE | MILEAGE 10/1 - 12/31/19 | 458.20 |
| | | Total Payment Amount | 458.20 |
| PV200401-001 | GW PETERSEN PLUMBING | REPAIRS | 345.00 |
| | | Total Payment Amount | 345.00 |

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

BOARD PAYMENT REPORT

Board of Trustees Meeting 02/12/2020

45 Ferndale Unified

Fiscal Year: 2020

Transmittal Number: 20000020-0 AUDIT

Reference Vendor
 PV200402-001 HARDWIK, TAWNI

| Reference | Vendor | Description | Amount |
|--------------|---------------------------|--------------------------------|----------|
| PV200402-001 | HARDWIK, TAWNI | FUEL GIRLS BASKETBALL | 145.99 |
| | | Total Payment Amount | 145.99 |
| PO200034-001 | HENRY SCHEIN | athletic supplies | 596.98 |
| | | Total Payment Amount | 596.98 |
| PV200404-001 | HUMBOLDT FASTENERS | TOOLS/SUPPLIES | 1,418.19 |
| | | Total Payment Amount | 1,418.19 |
| PV200403-001 | HUMBOLDT-DEL NORTE LEAGUE | LEAGUE DUES/FALL NCS FEES | 1,062.50 |
| | | Total Payment Amount | 1,062.50 |
| PV200405-001 | JERNIGAN, CATHERINE | EMBRYO FREEZER/MICROSCOPE/SUPP | 4,995.00 |
| | | Total Payment Amount | 4,995.00 |
| PV200406-001 | MCCULLOCH, LEANNE | MILEAGE 8/1-12/31/19 | 227.07 |
| | | Total Payment Amount | 227.07 |
| PV200407-001 | MENDES SUPPLY CO. | GYM FLOOR WAX | 646.28 |
| | | Total Payment Amount | 646.28 |
| PV200408-001 | NILSEN CO | SUPPLIES | 132.10 |
| | | Total Payment Amount | 132.10 |
| PV200410-001 | O'DAY, KELLY | SHOP SUPPLIES | 106.23 |
| | | Total Payment Amount | 106.23 |
| PV200409-001 | P G & E | ELECTRICITY | 4,613.39 |
| | | Total Payment Amount | 4,613.39 |
| PO200031-001 | PEARSON ED. | Q-global CELF-5 score reports | 21.00 |
| | | Total Payment Amount | 21.00 |
| PV200412-001 | PITNEY BOWES | FES POSTAGE | 503.50 |
| | | Total Payment Amount | 503.50 |
| PV200411-001 | PRO PACIFIC FRESH | FES CAF | 833.99 |
| | | Total Payment Amount | 833.99 |

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

BOARD PAYMENT REPORT

Board of Trustees Meeting 02/12/2020

Fiscal Year: 2020

45 Ferndale Unified

Transmittal Number: 20000020-0 AUDIT

Reference Vendor
 PV200413-001 R & S LIVESTOCK SUPPLY INC.

| Reference | Description | Amount |
|--------------|--------------------------------|------------------|
| PV200413-001 | GALV TANKS | 1,124.85 |
| | Total Payment Amount | 1,124.85 |
| PV200414-001 | RESTIF CLEANING SERVICE | 15,974.20 |
| | DEC/FOCUS CLEANING | 15,974.20 |
| | Total Payment Amount | 15,974.20 |
| PV200415-001 | REVOLVING CASH FUND | 243.60 |
| | WENCE MILEAGE OCT/NOV | 243.60 |
| | Total Payment Amount | 243.60 |
| PV200416-001 | ROTO-ROOTER PLUMBING SERVICE | 689.00 |
| | HYDRO JET FHS | 689.00 |
| | Total Payment Amount | 689.00 |
| PV200417-001 | SEQUOIA GAS CO (C) | 2,118.60 |
| | PROPANE | 2,118.60 |
| | Total Payment Amount | 2,118.60 |
| PV200418-001 | SIX RIVERS PORTABLE TOILETS | 196.44 |
| | FACILITIES | 196.44 |
| | Total Payment Amount | 196.44 |
| PV200419-001 | SONOMA COUNTY OFFICE OF ED. | 12,735.00 |
| | BTSA | 12,735.00 |
| | Total Payment Amount | 12,735.00 |
| PV200385-001 | SUNBELT RENTALS | 198.83 |
| | LIFT FOR FHS GYM | 198.83 |
| | Total Payment Amount | 198.83 |
| PV200420-001 | SYSCO | 2,295.02 |
| | FES CAF | 2,295.02 |
| | Total Payment Amount | 2,295.02 |
| PV200421-001 | TOTAL COMPENSATION SYSTEMS INC | 1,300.00 |
| | GASB 75 | 1,300.00 |
| | Total Payment Amount | 1,300.00 |
| PV200422-001 | U C REGENTS | 358.00 |
| | UC DAVIS FFA FELD DAY | 358.00 |
| | Total Payment Amount | 358.00 |
| CM200009-001 | U.S. BANK | (205.15) |
| PV200424-001 | U.S. BANK | 6,188.68 |
| | WIRELESS AV RETURN | 6,188.68 |
| | FREEZER/SUPPLIES/ATH TRAVEL | 5,983.53 |
| | Total Payment Amount | 5,983.53 |
| PV200423-001 | UNIVERSITY FOUNDATION | 228.00 |
| | CHICO STATE FFA FIELD DAY | 228.00 |

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

BOARD PAYMENT REPORT

Board of Trustees Meeting 02/12/2020

45 Ferndale Unified

Fiscal Year: 2020

Transmittal Number: 20000021-0 AUDIT

| Reference | Vendor | Description | Total Payment Amount | Amount |
|--------------|--------------------------------|-------------------|----------------------|----------|
| PV200434-001 | DEL ORO WATER COMPANY | WATER | | 848.28 |
| | | | | 848.28 |
| PV200435-001 | ECOLAB | JAN SERVICES | | 339.47 |
| | | | | 339.47 |
| PV200436-001 | FOSTER, RILEY | LIVESCAN | | 35.00 |
| | | | | 35.00 |
| PV200437-001 | FRANZ FAMILY BAKERIES | FES CAF BREAD | | 329.91 |
| | | | | 329.91 |
| PV200438-001 | FRONTIER | DEC PHONE | | 3,216.96 |
| | | | | 3,216.96 |
| PV200439-001 | HUERTA, VANESSA | MILEAGE TO HCOE | | 23.00 |
| | | | | 23.00 |
| PV200440-001 | INFINITY COMMUNICATIONS & CONS | YR 23 .25 BILLING | | 750.00 |
| | | | | 750.00 |
| PO200037-001 | LEARNING A-Z | Raz Kids | | 769.65 |
| | | | | 769.65 |
| PV200441-001 | MENDES SUPPLY CO. | CUST SUPPLIES | | 1,931.22 |
| | | | | 1,931.22 |
| PV200442-001 | P G & E | ELECTRICITY DEC | | 4,107.98 |
| | | | | 4,107.98 |
| PV200443-001 | PEERS FOUNDATION | VAPING ASSEMBLY | | 2,700.00 |
| | | | | 2,700.00 |
| PV200444-001 | PITNEY BOWES | POSTAGE | | 56.35 |
| | | | | 56.35 |
| PV200445-001 | PRO PACIFIC FRESH | FES CAF FOOD | | 1,380.74 |
| | | | | 1,380.74 |

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

BOARD PAYMENT REPORT

Board of Trustees Meeting 02/12/2020

45 Ferndale Unified

Fiscal Year: 2020

Transmittal Number: 20000021-0 AUDIT

Reference Vendor
 PV200446-001 RECOLOGY EEL RIVER

Amount
 1,592.85
 1,592.85

Description
 DEC GARBAGE
 Total Payment Amount

PV200447-001 REVOLVING CASH FUND

300.00
 300.00

CTE CREDENTIAL AP
 Total Payment Amount

PV200448-001 ROTO-ROOTER PLUMBING SERVICE

689.00
 689.00

HYDRO BLAST
 Total Payment Amount

PV200449-001 SEQUOIA FLORAL

126.08
 126.08

FLORAL SUPPLIES
 Total Payment Amount

PV200450-001 SEQUOIA GAS CO (C)

2,496.05
 2,496.05

JAN PROPANE
 Total Payment Amount

PV200451-001 SIX RIVERS PORTABLE TOILETS

98.73
 98.73

FACILITIES
 Total Payment Amount

PV200452-001 SYSCO

1,580.48
 1,580.48

FES CAF
 Total Payment Amount

PV200453-001 U.S. BANCORP EQUIPFINANCE INC

2,742.56
 2,742.56

COPIER LEASE
 Total Payment Amount

PV200454-001 VALLEY PACIFIC PETROLEUM INC

5,071.43
 5,071.43

FUEL
 Total Payment Amount

PV200455-001 WEX BANK

627.52
 627.52

FUEL
 Total Payment Amount

Transmittal Total

34,665.01

Fund Summary:
 Fund 01
 Fund 13

29,017.73
 5,647.28

Transmittal Number: 20000022-0 AUDIT

PV200456-001 EMPLOYMENT DEVELOPMENT DEPT

19 Q4 SUI

460.91
 460.91

Total Payment Amount

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

BOARD PAYMENT REPORT

Board of Trustees Meeting 02/12/2020

45 Ferndale Unified

Fiscal Year: 2020

Transmittal Number: 20000022-0 AUDIT

Reference PV200457-001
 Vendor EUREKA OXYGEN

| Description | Amount |
|------------------------------|--------------------------------|
| AG MECH SUPPLIES | 218.18 |
| Total Payment Amount | 218.18 |
| Transmittal Total | 679.09 |
| Fund Summary: Fund 01 | 679.09 |
| Payment Count: 87 | Transmittal Count: 3 |
| | Grand Total: 140,546.46 |

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

 Authorized Agent

 Board Approval

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 9.3

DATE: February 12, 2020

SUBJECT:

Personnel Activity Report

DEPARTMENT/PROGRAM:

Administration/Personnel

ACTION REQUESTED:

Approve Personnel Activity Report

PREVIOUS STAFF/BOARD ACTION:

Board receives a report when there is any personnel activity.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Attached is a list of personnel activity.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

FERNDALÉ UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT
February 12, 2020

CURRENT VACANCIES – 2019-2020 SCHOOL YEAR

CERTIFICATED PERSONNEL

None

CLASSIFIED PERSONNEL

None

COACHING PERSONNEL

None

CURRENT VACANCIES – 2020-2021 SCHOOL YEAR

CERTIFICATED PERSONNEL

Ferndale Elementary School Principal

CLASSIFIED PERSONNEL

None

COACHING PERSONNEL

None

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 9.4

DATE: February 12, 2020

SUBJECT:

FES/FHS Student Body Accounts, Revolving Cash Accounts and Enrollment Reports

DEPARTMENT/PROGRAM:

Business/Administration

ACTION REQUESTED:

Approve FES/FHS Student Body/Revolving Cash Accounts and Enrollment Reports

PREVIOUS STAFF/BOARD ACTION:

School Site staff has prepared the attached FES/FHS Student Body/Revolving Cash Accounts and Enrollment Reports for Board review.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Board reviews Student Body Accounts/Revolving Cash Accounts and Enrollment Reports on a routine basis.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

**FERNDALE UNIFIED SCHOOL DISTRICT
ENROLLMENT
FERNDALE ELEMENTARY SCHOOL - 311**

January 31, 2020

| <u>GRADE</u> | <u>TEACHER</u> | <u>ENROLLMENT</u> |
|--------------|---------------------|-------------------|
| K | MRS. BRAZIL | 18 |
| K | MRS. SOLI | 21 |
| 1 | MRS. COLLENBERG | 17 |
| 1 | MRS. GRIFFITH | 16 |
| 2 | MRS. CURRIER | 21 |
| 2-3 | MRS. RODRIGUEZ | 2 - 8 3 - 13 |
| 3 | MS. MCWHORTER | 21 |
| 4 | MRS. BUSER | 19 |
| 4 | MR. DUGGAN | 19 |
| 5 | MRS. FISK-BECKER | 22 |
| 5-6 | MS. HUBNER | 5 - 13 6 - 8 |
| 6 | MRS. BUSICK | 19 |
| 7-8 | MR. RIGNEY | 7 - 12 8 - 14 |
| 7-8 | MS. TAYLOR | 7 - 11 8 - 12 |
| 7-8 | MR. TOTTEN | 7 - 13 8 - 13 |

**FERNDALE UNIFIED SCHOOL DISTRICT
ENROLLMENT
FERNDALE HIGH SCHOOL – 143**

February 3, 2020

| <u>GRADE</u> | <u>ENROLLMENT</u> |
|--------------|-------------------|
| 9 | 31 |
| 10 | 28 |
| 11 | 48 |
| 12 | 36 |

TOTAL: 143

3:20 PM

01/23/20

Ferndale High School
Reconciliation Summary
Student Body Funds, Period Ending 01/31/2020

| | <u>Jan 31, 20</u> |
|--|-------------------|
| Beginning Balance | 20,018.37 |
| Cleared Transactions | |
| Checks and Payments - 20 items | -20,689.57 |
| Deposits and Credits - 5 items | 27,746.97 |
| Total Cleared Transactions | <u>7,057.40</u> |
| Cleared Balance | <u>27,075.77</u> |
| Uncleared Transactions | |
| Checks and Payments - 3 items | -1,058.00 |
| Total Uncleared Transactions | <u>-1,058.00</u> |
| Register Balance as of 01/31/2020 | <u>26,017.77</u> |
| Ending Balance | <u>26,017.77</u> |

3:20 PM

01/23/20

Ferndale High School
Reconciliation Detail
Student Body Funds, Period Ending 01/31/2020

| Type | Date | Num | Name | Clr | Amount | Balance |
|--|------------|-------|-------------------------|-----|-------------------|-------------------|
| Beginning Balance | | | | | | 20,018.37 |
| Cleared Transactions | | | | | | |
| Checks and Payments - 20 items | | | | | | |
| Check | 10/29/2019 | 1943 | CSF | X | -75.00 | -75.00 |
| Check | 11/14/2019 | 1961 | California School fo... | X | -300.00 | -375.00 |
| Check | 12/12/2019 | 1973 | Lindsay Flores | X | -434.90 | -809.90 |
| Check | 12/12/2019 | 1972 | Sarah Kasso | X | -92.23 | -902.13 |
| Check | 12/13/2019 | 1974 | Bus-Man Holiday | X | -3,800.00 | -4,702.13 |
| Check | 12/16/2019 | debit | Red Lion Hotel | X | -1,080.45 | -5,782.58 |
| Check | 12/20/2019 | 1986 | NCS | X | -5,129.65 | -10,912.23 |
| Check | 12/20/2019 | 1978 | Barefoot Athletics | X | -3,243.35 | -14,155.58 |
| Check | 12/20/2019 | 1977 | BSN Sports LLC | X | -2,966.94 | -17,122.52 |
| Check | 12/20/2019 | 1985 | Trinity High School | X | -500.00 | -17,622.52 |
| Check | 12/20/2019 | 1987 | Kyler Becksted | X | -400.00 | -18,022.52 |
| Check | 12/20/2019 | 1979 | Neff | X | -308.87 | -18,331.39 |
| Check | 12/20/2019 | 1981 | FUHS Boys Basket... | X | -300.00 | -18,631.39 |
| Check | 12/20/2019 | 1982 | Sport & Cycle | X | -205.01 | -18,836.40 |
| Check | 12/20/2019 | debit | Chin's Cafe | X | -189.00 | -19,025.40 |
| Check | 12/20/2019 | 1975 | Alexa Alexandre | X | -179.76 | -19,205.16 |
| Check | 12/20/2019 | 1980 | Ferndale Pizza Co | X | -156.00 | -19,361.16 |
| Check | 12/20/2019 | 1976 | Erin Banke | X | -54.45 | -19,415.61 |
| Check | 12/23/2019 | debit | Super 8 | X | -1,272.96 | -20,688.57 |
| Check | 1/12/2020 | | | X | -1.00 | -20,689.57 |
| Total Checks and Payments | | | | | -20,689.57 | -20,689.57 |
| Deposits and Credits - 5 items | | | | | | |
| Check | 11/14/2019 | 1967 | Michael Rizzio | X | 0.00 | 0.00 |
| Check | 11/14/2019 | 1966 | Michael Rizzio | X | 0.00 | 0.00 |
| Deposit | 12/20/2019 | | | X | 6,865.35 | 6,865.35 |
| Deposit | 12/20/2019 | | | X | 20,881.08 | 27,746.43 |
| Deposit | 1/12/2020 | | | X | 0.54 | 27,746.97 |
| Total Deposits and Credits | | | | | 27,746.97 | 27,746.97 |
| Total Cleared Transactions | | | | | 7,057.40 | 7,057.40 |
| Cleared Balance | | | | | 7,057.40 | 27,075.77 |
| Uncleared Transactions | | | | | | |
| Checks and Payments - 3 items | | | | | | |
| Check | 10/17/2019 | 1939 | American Christian ... | | -450.00 | -450.00 |
| Check | 12/20/2019 | 1983 | UC Regents | | -358.00 | -808.00 |
| Check | 12/20/2019 | -1984 | Arcata High School | | -250.00 | -1,058.00 |
| Total Checks and Payments | | | | | -1,058.00 | -1,058.00 |
| Total Uncleared Transactions | | | | | -1,058.00 | -1,058.00 |
| Register Balance as of 01/31/2020 | | | | | 5,999.40 | 26,017.77 |
| Ending Balance | | | | | 5,999.40 | 26,017.77 |



Service With Solutions™

P.O. Box 909, Chico, CA 95927

YOUR STATEMENT

Customer Service: 1-800-922-8742
TriCountiesBank.com

Page: 1 of 2
Statement Date: 01-12-20
Primary Account: XXXXXXXX6479

COUNTY OF HUMBOLDT
FERNDALE UNIFIED SCHOOL DISTRI
1231 MAIN ST
FERNDALE CA 95536-9416

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| | | | |
|-----------------------|--------------|-----------------|------------------------|
| Account # | XXXXXXXX6479 | Statement Dates | 12-13-19 thru 01-12-20 |
| Beginning Balance | 20,018.37 | | |
| 2 Deposits/Credits | 27,746.43 | | |
| 24 Checks/Debits | 20,688.57 | | |
| Total Service Charges | 1.00 | | |
| Interest Paid | 0.54 | | |
| Ending Balance | 27,075.77 | | |

Transactions

| <u>Date</u> | <u>Description</u> | <u>Amount</u> |
|-------------|---|---------------|
| 12-16 | POS Pur 3284 Red Lion H Red Lion Hotel Redd Redding CA | 1,080.45 - |
| 12-18 | POS Pur 1957 Chins Cafe Chins Cafe & Motel Eureka CA | 189.00 - |
| 12-19 | Deposit | 20,881.08 |
| 12-20 | Deposit | 6,865.35 |
| 12-23 | POS Pur 3284 Super 8 MO Super 8 Motels Uppe Upper Lake CA | 212.16 - |
| 12-23 | POS Pur 3284 Super 8 MO Super 8 Motels Uppe Upper Lake CA | 212.16 - |
| 12-23 | POS Pur 3284 Super 8 MO Super 8 Motels Uppe Upper Lake CA | 212.16 - |
| 12-23 | POS Pur 3284 Super 8 MO Super 8 Motels Uppe Upper Lake CA | 212.16 - |
| 12-23 | POS Pur 3284 Super 8 MO Super 8 Motels Uppe Upper Lake CA | 212.16 - |
| 12-23 | POS Pur 3284 Super 8 MO Super 8 Motels Uppe Upper Lake CA | 212.16 - |
| 1-10 | Int Pmt Sys-Gen | 0.54 |
| 1-10 | Cash Handling Fee | 1.00 - |

Checks

| <u>Check #</u> | <u>Date</u> | <u>Amount</u> | <u>Check #</u> | <u>Date</u> | <u>Amount</u> | <u>Check #</u> | <u>Date</u> | <u>Amount</u> |
|----------------|-------------|---------------|----------------|-------------|---------------|----------------|-------------|---------------|
| 1943 | 12-17 | 75.00 | 1972 * | 12-17 | 92.23 | 1974 | 12-19 | 3,800.00 |
| 1961 * | 12-20 | 300.00 | 1973 | 12-16 | 434.90 | 1975 | 12-24 | 179.76 |

* Indicates a Gap in Check Number Sequence

Continued on Next Page

Checks (Continued)

| <u>Check #</u> | <u>Date</u> | <u>Amount</u> | <u>Check #</u> | <u>Date</u> | <u>Amount</u> | <u>Check #</u> | <u>Date</u> | <u>Amount</u> |
|----------------|-------------|---------------|----------------|-------------|---------------|----------------|-------------|---------------|
| 1976 | 1-06 | 54.45 | 1980 | 12-24 | 156.00 | 1986 | 1-09 | 5,129.65 |
| 1977 | 12-27 | 2,966.94 | 1981 | 1-07 | 300.00 | 1987 | 12-30 | 400.00 |
| 1978 | 12-30 | 3,243.35 | 1982 | 12-24 | 205.01 | | | |
| 1979 | 12-30 | 308.87 | 1985* | 1-08 | 500.00 | | | |

* Indicates a Gap in Check Number Sequence

Service Charge Summary

| | |
|-----------------------|-------|
| Cash Handling Fee | 1.00 |
| Service Charge Waived | 18.00 |

Interest Summary

| | |
|--------------------------------|-----------------------|
| Interest Earned | 12/13/19 thru 1/12/20 |
| Days in Statement Cycle | 31 |
| Interest Earned | 0.54 |
| Annual Percentage Yield Earned | .02% |
| Interest Paid this Year | 0.54 |
| Interest Withheld this Year | 0.00 |

End of Statement

11:31 AM

01/07/20

**Ferndale Unified School District
Reconciliation Detail
FUSD Revolving Cash, Period Ending 12/31/2019**

| Type | Date | Num | Name | Clr | Amount | Balance |
|--|------------|------|-----------------------|-----|---------------|-----------------|
| Beginning Balance | | | | | | 2,048.75 |
| Cleared Transactions | | | | | | |
| Checks and Payments - 1 item | | | | | | |
| Check | 11/18/2019 | 3034 | ferndale High School | X | -317.14 | -317.14 |
| Total Checks and Payments | | | | | -317.14 | -317.14 |
| Deposits and Credits - 2 items | | | | | | |
| Deposit | 12/6/2019 | | | X | 1,520.31 | 1,520.31 |
| Deposit | 12/31/2019 | | | X | 0.12 | 1,520.43 |
| Total Deposits and Credits | | | | | 1,520.43 | 1,520.43 |
| Total Cleared Transactions | | | | | 1,203.29 | 1,203.29 |
| Cleared Balance | | | | | 1,203.29 | 3,252.04 |
| Uncleared Transactions | | | | | | |
| Checks and Payments - 1 item | | | | | | |
| Check | 3/25/2019 | 3020 | Hoopa Valley High ... | | -250.00 | -250.00 |
| Total Checks and Payments | | | | | -250.00 | -250.00 |
| Total Uncleared Transactions | | | | | -250.00 | -250.00 |
| Register Balance as of 12/31/2019 | | | | | 953.29 | 3,002.04 |
| New Transactions | | | | | | |
| Checks and Payments - 1 item | | | | | | |
| Check | 1/7/2020 | 3035 | Alisha Wence | | -243.60 | -243.60 |
| Total Checks and Payments | | | | | -243.60 | -243.60 |
| Total New Transactions | | | | | -243.60 | -243.60 |
| Ending Balance | | | | | 709.69 | 2,758.44 |

11:31 AM

01/07/20

**Ferndale Unified School District
Reconciliation Summary
FUSD Revolving Cash, Period Ending 12/31/2019**

| | Dec 31, 19 |
|--|-----------------|
| Beginning Balance | 2,048.75 |
| Cleared Transactions | |
| Checks and Payments - 1 item | -317.14 |
| Deposits and Credits - 2 items | 1,520.43 |
| Total Cleared Transactions | 1,203.29 |
| Cleared Balance | 3,252.04 |
| Uncleared Transactions | |
| Checks and Payments - 1 item | -250.00 |
| Total Uncleared Transactions | -250.00 |
| Register Balance as of 12/31/2019 | 3,002.04 |
| New Transactions | |
| Checks and Payments - 1 item | -243.60 |
| Total New Transactions | -243.60 |
| Ending Balance | 2,758.44 |



P.O. Box 1800
Saint Paul, Minnesota 55101-0800

3806 TRN S Y ST01

Business Statement

Account Number:
1 575 1366 8200
Statement Period:
Dec 2, 2019
through
Dec 31, 2019

Page 1 of 2

000083795 01 AB 0.412 000638319011122 P Y
FERNDALE UNIFIED SCHOOL DIST
1231 MAIN ST
FERNDALE CA 95536-9416



To Contact U.S. Bank

24-Hour Business

Solutions:

1-800-673-3555

U.S. Bank accepts Relay Calls

Internet:

usbank.com

NEWS FOR YOU

If you have Previous or current day reporting on SinglePoint or via a direct transmission in BAI format, additional data fields with field labels will be reported for your ACH transaction credits and debits. The additional information will assist in the identification and reconciliation of both settlement and individual ACH transactions. Please be sure to see the detail in the previous communications on SinglePoint LaunchPoint or a direct mail letter (for those with BAI direct transmission files only) or reach out to Commercial Customer Service.

INFORMATION YOU SHOULD KNOW

Price changes for U.S. Bank Business Checking, Savings and Treasury Management Services are effective Jan. 1, 2020. Please contact your banker or Treasury Management consultant for pricing information specific to your account. If you need assistance in reaching your bank contact, call Customer Service at the number listed in the upper right corner of this statement or send an email to Customer Service at commercialsupport@usbank.com.

Protecting your accounts is our highest priority. We have many safeguards in place to help ensure your accounts are secure. One of these is to close long-term inactive cards. If your U.S. Bank Business Edge™ Debit or ATM Card has not been used within the last 18 months, it may be closed. Please call us with any questions at 800-673-3555.

NON PROFIT CHECKING

U.S. Bank National Association

Member FDIC

Account Number 1-575-1366-8200

Account Summary

| | # Items | | | | |
|---------------------------------------|---------|-----------|-----------------|------------------------------------|---------|
| Beginning Balance on Dec 2 | | \$ | 2,048.75 | Interest Paid this Year | \$ 1.30 |
| Customer Deposits | 1 | | 1,520.31 | Number of Days in Statement Period | 31 |
| Other Deposits | 1 | | 0.12 | | |
| Checks Paid | 1 | | 317.14 | | |
| Ending Balance on Dec 31, 2019 | | \$ | 3,262.04 | | |

Customer Deposits

| Number | Date | Ref Number | Amount |
|--------|-------|------------|----------|
| | Dec 9 | 8059428397 | 1,520.31 |

Total Customer Deposits \$ 1,520.31

Other Deposits

| Date | Description of Transaction | Ref Number | Amount |
|-----------------------------|----------------------------|------------|----------------|
| Dec 31 | Interest Paid | 3100002325 | \$ 0.12 |
| Total Other Deposits | | | \$ 0.12 |

Checks Presented Conventionally

| Check | Date | Ref Number | Amount |
|-------|--------|------------|--------|
| 3034 | Dec 19 | 8955123032 | 317.14 |

Conventional Checks Paid (1) \$ 317.14



FERNDALÉ UNIFIED SCHOOL DIST
 1231 MAIN ST
 FERNDALÉ CA 95536-9416

Business Statement

Account Number:
 1 575 1366 8200
 Statement Period:
 Dec 2, 2019
 through
 Dec 31, 2019



NON PROFIT CHECKING

(CONTINUED)

U.S. Bank National Association

Account Number 1-575-1366-8200

Balance Summary

| <i>Date</i> | <i>Ending Balance</i> | <i>Date</i> | <i>Ending Balance</i> | <i>Date</i> | <i>Ending Balance</i> |
|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|
| Dec 9 | 3,569.06 | Dec 19 | 3,251.92 | Dec 31 | 3,252.04 |

Balances only appear for days reflecting change.

ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: November 2019

| | | | |
|-------------------------------------|-----------------|----|------|
| Account Number: | 1-575-1366-8200 | \$ | 0.00 |
| Analysis Service Charge assessed to | 1-575-1366-8200 | \$ | 0.00 |

Service Activity Detail for Account Number 1-575-1366-8200

| <i>Service</i> | <i>Volume</i> | <i>Avg Unit Price</i> | <i>Total Charge</i> |
|--|---------------|-----------------------|---------------------|
| Depository Services | | | |
| Combined Transactions/Items | 42 | | No Charge |
| Subtotal: Depository Services | | | 0.00 |
| Fee Based Service Charges for Account Number 1-575-1366-8200 | | | \$ 0.00 |

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 9.5

DATE: February 12, 2020

SUBJECT:

District Volunteers

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Approve request for individual(s) to serve as a volunteer.

PREVIOUS STAFF/BOARD ACTION:

Board approves District volunteers on a routine basis.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Routine approval

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Jeremy Griffith, Principal
Beth Anderson, Superintendent/Principal

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM # 9.6

DATE: February 12, 2020

SUBJECT:

District Fundraiser Activities

DEPARTMENT/PROGRAM:

Various District Programs

ACTION REQUESTED:

Approve District Fundraiser Activities

PREVIOUS STAFF/BOARD ACTION:

The Board regularly reviews and approves District sponsored fundraisers.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Board and administrative review/approval of fundraising activities is an established practice within the District.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal

Ferndale Unified School District

Fundraiser Request

Date: February 2020

Name of Club/Sport: Girls Softball

| Name of Fundraiser Group | Type of Fundraiser Activity | Purpose | Estimated Income & Expenses | Total Estimated Profit to fulfill the Purpose | Number of students involved in Fundraiser | Site of area of Fundraiser Activity |
|--------------------------|-----------------------------|------------------------------------|-----------------------------------|---|---|-------------------------------------|
| Krispy Kreme Donut Sales | Sales | Raising money for yearly purchases | Income - \$1,000 Expenses - \$500 | \$500 | 15 | Ferndale High School/Around town |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM 9.7

DATE: February 12, 2020

SUBJECT:

FHS Athletic Schedules

DEPARTMENT/PROGRAM:

Athletics/Administration

ACTION REQUESTED:

Approve

PREVIOUS STAFF/BOARD ACTION:

Seasonal schedules for athletic teams are brought to the Board for approval.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Seasonal schedules for athletic teams are brought to the Board for approval.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Beth Anderson, Superintendent/Principal
Clint McClurg, Athletic Director

HDN Little Four Softball/Baseball
2020

| | |
|-------------------|--|
| 28-Mar (Sat.) | South Fork @ Ferndale Hoopa @ St. Bernard |
| 4-Apr (Sat.) | South Fork @ Hoopa St. Bernard @ Ferndale |
| 11-Apr (Sat.) | South Fork @ St. Bernard Hoopa @ Ferndale |
| 25-Apr (Sat.) | St. Bernard @ Hoopa Ferndale @ South Fork |
| 2-May (Sat.) | Hoopa @ South Fork Ferndale @ St. Bernard |
| 7-May (Thurs.) | Ferndale @ Hoopa St. Bernard @ South Fork |
| 11-May-15-May | H-DN Post-Season Tournament |
| 19/20-May | NCS Playoffs--1st Round |
| 22/23-May | NCS Playoffs--Quarterfinals |
| 26/27-May | NCS Playoffs--Semifinals |
| 29/30-May | NCS Championships |

Note: Games begin at 2:00PM on SAT/ACT days
2021 schedule will reverse home sites.

| | | | |
|------------------------------|-------|------------------------|------------|
| Date of 1st Practice | 3-Feb | Days of Contests | Wed./Sat. |
| Date of 1st Scrimmage | 3-Feb | Starting Times | 4:00/11:00 |
| Date of 1st Contest | 3-Feb | | |
| Maximum Number of Contests | 24 | Coaches Meeting June 1 | 7:00PM |
| Maximum Number of Scrimmages | 2 | | |
| 1st Draft--7/5/18 | | | |

HDN Track and Field
2020

| | |
|--------------------------|--|
| 1-Apr | All schools @ Fortuna |
| 15-Apr | All schools @ Del Norte |
| 22-Apr | All schools @ Arcata/McKinleyville |
| 29-Apr | All schools @ Eureka |
| 5-May (Tuesday) | Pre-County Meet Hosts: Eureka and St. Bernards |
| 9-May (Saturday) | All County Meet Hosts: McKinleyville and South Fork |
| 16-May (Saturday) | NCS Championships |
| 22/23-May (Fri./Sat.) | Meet of Champions |
| 29/30-May (Fri./Sat.) | CIF Championships |

2021 league schedule will rotate bottom to top.

| | | | |
|------------------------------|--------|---------------------|-----------------------|
| Date of 1st Practice | 10-Feb | Day of League Meets | Wednesday |
| Date of 1st Scrimmage | 10-Feb | Starting Times | 3:30PM (Field Events) |
| Date of 1st Contest | 10-Feb | | 4:00 (Running Events) |
| Maximum Number of Contests | 14 | Coaches Meeting | 20-Apr 1:30PM |
| Maximum Number of Scrimmages | 2 | | |

Listed are the responsibilities of events and officiating that each school has:

| | |
|----------------------------|-----------------------|
| Arcata--Shot Put | Eureka--Long Jump |
| McKinleyville--Triple Jump | Del Norte--Pole Vault |
| South Fork--High Jump | Fortuna--Discus |

Ferndale/Southern Trinity/Triple Junction/Hoopa/North Coast Prep/St. Bernards--Field events or finish line as determined by the host school.

1st Draft--7/5/18

HDN Boys Tennis
2020

| | | | |
|-------------------|--|--------------------|--|
| 29-Feb (Sat.) | St. Bernard @ Eureka Ferndale @ Del Norte Fortuna @ McKinleyville North Coast Prep @ Arcata | 26-Mar (Thurs.) | Del Norte @ McKinleyville North Coast Prep @ Eureka Ferndale @ Fortuna St. Bernard @ Arcata |
| 3-Mar (Tues.) | McKinleyville @ Del Norte Eureka @ North Coast Prep Fortuna @ Ferndale Arcata @ St. Bernard | 28-Mar (Sat.) | Del Norte @ Fortuna Eureka @ Arcata North Coast Prep @ St. Bernard McKinleyville @ Ferndale |
| 7-Mar (Sat.) | Fortuna @ Del Norte Arcata @ Eureka St. Bernard @ North Coast Prep Ferndale @ McKinleyville | 31-Mar (Tues.) | Fortuna @ St. Bernard Arcata @ Ferndale Eureka @ Del Norte North Coast Prep @ McK. |
| 10-Mar (Tues.) | St. Bernard @ Fortuna Ferndale @ Arcata McK. @ North Coast Prep Del Norte @ Eureka | 2-Apr (Thurs.) | Ferndale @ Eureka Fortuna @ North Coast Prep Arcata @ McKinleyville St. Bernard @ Del Norte |
| 14-Mar (Sat.) | Del Norte @ St. Bernard McKinleyville @ Arcata Eureka @ Ferndale North Coast Prep @ Fortuna | 4-Apr (Sat.) | St. Bernard @ Ferndale Arcata @ Fortuna Eureka @ McKinleyville Del Norte @ North Coast Prep |
| 17-Mar (Tues.) | Ferndale @ St. Bernard Fortuna @ Arcata McKinleyville @ Eureka North Coast Prep @ Del Norte | 7-Apr (Tues.) | McK. @ St. Bernard Del Norte @ Arcata Eureka @ Fortuna North Coast Prep @ Ferndale |
| 21-Mar (Sat.) | St. Bernard @ McKinleyville Arcata @ Del Norte Fortuna @ Eureka Ferndale @ North Coast Prep | 11-Apr | H-DN Singles @ Eureka |
| | | 24-Apr | H-DN Doubles @ Eureka |
| | | 1/2-May | H-DN Make-ups |
| | | 8/9-May | NCS Singles and Doubles Championships |
| | | 12/14/16-May | NCS Team Championships |
| 24-Mar (Tues.) | Eureka @ St. Bernard Del Norte @ Ferndale McKinleyville @ Fortuna Arcata @ North Coast Prep | 19/22/23-May | Nor-Cal Team Tennis Championships |
| | | Days of Contests | Tues./Thurs./Sat. |
| | | Starting Times | 3:30 10:00 |

2021 schedule will reverse home sites and rotate bottom to top.

| | |
|------------------------------|--------|
| Date of 1st Practice | 10-Feb |
| Date of First Contest | 10-Feb |
| Maximum Number of Contests | 24 |
| Maximum Number of Scrimmages | 2 |

**Revised--3/15/19--changed location
of H-DN Singles and Doubles to Eureka**

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM #9.8

DATE: February 12, 2020

SUBJECT:

Ferndale Elementary School Overnight Trip to Wolf Creek Environmental Camp
June 8-10, 2020.

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Approve Overnight Trip

PREVIOUS STAFF/BOARD ACTION:

Ferndale Elementary School staff has submitted the attached request.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Ferndale Elementary School has been selected for the June 8-10 slot for the 4th grade classes to attend Wolf Creek Environmental Camp. This is a yearly 4th grade event that directly correlates to the 4th grade science standards. Please see the attached letter from the 4th grade teachers for additional information.

FISCAL IMPLICATIONS:

District pays the \$500 camp registration fees, a \$600 stipend shared by the supervising teachers, and provides school bus transportation to and from the camp. Parents are asked to pay approximately \$25 per student for the cost of the food.

CONTACT PERSON(S):

Jeremy Griffith, FES Principal
Beth Anderson, Superintendent

Date: February 6, 2020

Ferndale Unified Board of Trustees

Dear Board Members:

Our 4th Grade students are once again looking forward to attending Wolf Creek Environmental Camp, a Science camp teaching California State Science Standards. This popular outdoor school is located in Prairie Creek State Park, just north of Orick, CA.

Once again, thank you to the district for covering the cost of the facilities and the bus transportation. The cost of the food; six meals, plus snacks and desserts, is being paid for by the students and chaperones with a \$20.00 donation per person, depending on current food costs.

The 4th Grade Teachers have discussed Wolf Creek with parents at Back-to-School Night in September, and have recently sent a reminder note on the dates. We will send a detailed list of the parent volunteers to the Board once the DOJ Clearance has been verified by the District Office.

The camp will run from Monday, June 8 to Wednesday, June 10. We will board the bus at school and head to Wolf Creek around 9:30 am on the first day, stopping for a sack lunch at one of the rest areas on Hwy 101 with restrooms and picnic tables. We will arrive at Wolf Creek at 11:45 in time for Field Study #1 and then have dinner and a night time activity. The following day the students will participate in Field Studies #2 and #3, eat breakfast, lunch and dinner at camp, and end the day with a campfire and a very fun Night Hike, where students earn a patch for participating. On the final day the bus comes to get us at camp at 11:00; we will travel back to school and arrive by 1:00 and eat our sack lunch on the front lawn of the school. Parents will pick tired students and luggage up in the front of the school.

We will write thank you notes to our parent volunteers and rangers. Thank you, again, for making this trip possible for our 4th Grade students.

Sincerely,

The 4th Grade Teachers

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 10.1

DATE: February 12, 2020

SUBJECT:

Confirmation of Selection of Auditor Services for 2019-2020 audit

DEPARTMENT/PROGRAM:

Administration/Business

ACTION REQUESTED:

Approve the services of David L. Moonie & Co. to conduct District audit for fiscal year 2019-2020.

PREVIOUS STAFF/BOARD ACTION:

The Board previously entered into a three-year agreement with David L. Moonie & Co. to conduct District audits for fiscal years 2018-2019, 2019-2020, and 2020-2021.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

In order to comply with Education Code Section (E.C.) 41020(b)(3), local educational agencies (LEAs) must select their independent auditors and file with the County Superintendent of Schools.

E.C. 41020(f)(2) provides guidelines as to the length of time an audit firm and/or audit partner can perform the audit for an LEA. The firm and/or audit partner must be rotated at least every six years. The District will be required to either change to another firm or audit partner within the same firm at the end of this three year contract.

FISCAL IMPLICATIONS:

David L. Moonie & Co. has submitted a proposal to conduct the District audit for a fee of \$14,000 which is the same fee as paid for the previous 4 years.

CONTACT PERSON(S):

Denise Grinsell, Business Manager
Beth Anderson, Superintendent/Principal



CHRIS HARTLEY, Ed.D., Superintendent

901 Myrtle Avenue, Eureka, California 95501-1294

Phone: 707/445-7000

FAX: 707/445-7143

www.hcoe.org

January 28, 2020

MEMORANDUM

TO: District Superintendents and Business Managers

FROM: Corey Weber, Director of Fiscal Services *WJ*

SUBJECT: **AUDITOR SELECTION**

Education Code Section 41020 requires that prior to April 1, each school district select an auditor to audit the current year fiscal records. If the district does not, or chooses not to select an auditor prior to that date, the County Superintendent shall select one for the district by May 1.

There are several local firms that have expertise in school district audits and others located throughout the state who have asked for your consideration. This link will take you to the California State Controller's Office CPA list <https://cpads.sco.ca.gov/CPAList.aspx>.

Attached is a sample RFP that may be used to secure proposals. It should be noted that a **district is not required to bid or use the lowest price as the sole criteria for selection of an auditor**. In fact, low prices may be a source for examining more closely the qualifications and performance of the firm.

Many of you have entered into multi-year agreements with audit firms. Your board does not need to take action if you are in the middle of a multi-year contract. However, should you choose to change audit firms before the multi-year time frame has expired, under the terms of the contract, you are required to notify the audit firm in writing prior to June 1, and will need to complete the auditor selection process as outlined below. In any case, please complete the attached form and return as indicated to ensure our state report is accurate.

Please Note: Education Code 41020(f) specifies that a mandatory rotation of auditors after six consecutive years of auditing the same Local Educational Agency (LEA) is required unless the LEA receives a waiver from the Educational Audits Appeal Panel. Additionally, audits shall be performed by Certified Public Accountants (CPAs) selected by LEA's from a directory developed by the State Controller.

TIMELINE FOR SELECTION OF AUDITOR

- | | | |
|----|--|------------------------|
| 1. | District contact of auditor(s) | February - March |
| 2. | District decision | By March board meeting |
| 3. | Notification of district selection to County Superintendent of Schools | By March 27th |
| 4. | County Superintendent selects auditor for districts who fail to meet timeline or elect no choice | By May 1 |

Please **complete the attached notification sheet and return it to Hannah Gossi no later than March 27th**. If you have any questions, feel free to contact me at 445-7066. Thank you

CW:hg

Attachments

Humboldt County Office of Education

NOTIFICATION OF AUDITOR SELECTION

DISTRICT NAME Ferndale Unified School District

Our district has selected David L. Monie & Co. to audit our 2019-2020 fiscal year records.

Please complete the information below to assist us in accommodating the State Controller's annual request for information:

Audit Fee
\$ 14,000

Fiscal Year Covered
2019-2020
_____ if applicable
_____ if applicable

Beth A. O.

Authorized Representative

2/12/2020

Date

Please **return this notification, regardless of whether or not you select the same auditor as previous years, to Hannah Gossi in the HCOE Administration Office, no later than March 27th.** This will assist us in an efficient notification to the State Controller.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 10.2

DATE: February 12, 2020

SUBJECT:

2019 School Accountability Report Card (SARC) for Ferndale High School

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Approve 2019 SARC for Ferndale High School

PREVIOUS STAFF/BOARD ACTION:

EC Section 35256 requires LEA governing boards to annually approve the publication of the SARC for each school site.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Proposition 98 passed in 1988 requires all public schools to annually prepare a SARC and disseminate them to the public. SARC's are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Beth Anderson, Superintendent/Principal

**Ferndale High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|---------------------------|
| School Name | Ferndale High School |
| Street | 1231 Main St. |
| City, State, Zip | Ferndale, Ca, 95536 |
| Phone Number | 707-786-5900 |
| Principal | Beth Anderson |
| Email Address | banderson@ferndalek12.org |
| County-District-School (CDS) Code | 12753741232909 |

| Entity | Contact Information |
|----------------|---|
| District Name | Ferndale Unified School District |
| Phone Number | (707) 786-5900 |
| Superintendent | Beth Anderson |
| Email Address | banderson@ferndalek12.org |
| Website | http://www.ferndalek12.org |

School Description and Mission Statement (School Year 2019-20)

Ferndale High School is a comprehensive Necessary Small High School located in the Eel River Valley of Humboldt County, California. With an enrollment of about 150 students, Ferndale High School offers a full program of college preparatory, vocational and elective classes in a safe and caring environment. Ferndale High School is fully accredited by the Western Association of Schools and Colleges.

Ferndale Unified School District Vision Statement

Ferndale Unified School District, in partnership with parents and the community, will provide in a structured, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, work places and communities of today and tomorrow. The District will also strive to develop the qualities of good character and responsible citizenship by fostering self-esteem, selfdiscipline, respect for the rights of others and stewardship of our planet.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 27 |
| Grade 10 | 49 |
| Grade 11 | 39 |
| Grade 12 | 34 |
| Total Enrollment | 149 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 4 |
| Asian | 0.7 |
| Hispanic or Latino | 20.8 |
| White | 73.8 |
| Two or More Races | 0.7 |
| Socioeconomically Disadvantaged | 45.6 |
| English Learners | 1.3 |
| Students with Disabilities | 15.4 |
| Homeless | 1.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 14 | 14 | 14 | 35 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | Board approved novels and nonfiction selections | Yes | 0.0 % |
| Mathematics | Big Ideas National Geographic Algebra I Big Ideas National Geographic Geometry McDougal Littell Algebra II Key Curriculum Press Calculus Key Curriculum Press Precalculus with Trigonometry | Yes | 0.0 % |
| Science | Glencoe Science Physics Glencoe Science Biology Chemcom Chemistry in the Community Friedland and Reylea Environmental Science for AP | Yes | 0.0 % |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| History-Social Science | Holt Economics Cengage Learning the American Pageant AP Ed Glencoe The American Vision Glencoe World History Glencoe US Government | Yes | 0.0 % |
| Foreign Language | Holt Expresate Spanish 1, 2, and 3 | Yes | 0.0 % |
| Health | Glencoe Health | Yes | 0.0 % |
| Visual and Performing Arts | Materials are current and sufficient in number | Yes | 0.0 % |
| Science Laboratory Equipment (grades 9-12) | Materials are current and sufficient in number | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The main building of Ferndale High School, built in 1952, contains the school office, 11 classrooms, and school library. The adjacent shop building houses the woodshop and agricultural mechanics shop. The gymnasium, built in 1975 with a seating capacity of 881, contains men's and women's locker rooms, and coaches' offices. The facilities master plan calls for the construction of a classroom/office building to replace a portable building removed in 2004, and for the modernization of the main high school building. Facilities provide adequate space for the instructional program at Ferndale High School.

Ferndale High School used Prop. 39 funding to complete an HVAC project and lighting upgrade project. In addition, the site is also in need of ADA upgrades as well as general facility modernization needs that are consistent with schools that were constructed in the 1950s and have not been renovated to any significant degree. Our school maintenance needs are ongoing and largely the result of the age of our high school. These needs include electrical, plumbing, roofing, windows, flooring, lighting, and other general facility maintenance requirements. The retirement on an underground fuel tank was finalized in 2009.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Poor | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 48 | 46 | 43 | 39 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 30 | 22 | 33 | 35 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 37 | 37 | 100.00 | 0.00 | 45.95 |
| Male | 21 | 21 | 100.00 | 0.00 | 33.33 |
| Female | 16 | 16 | 100.00 | 0.00 | 62.50 |
| Black or African American | | | | | |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 26 | 26 | 100.00 | 0.00 | 46.15 |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 16 | 16 | 100.00 | 0.00 | 56.25 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 37 | 37 | 100.00 | 0.00 | 21.62 |
| Male | 21 | 21 | 100.00 | 0.00 | 19.05 |
| Female | 16 | 16 | 100.00 | 0.00 | 25.00 |
| Black or African American | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 26 | 26 | 100.00 | 0.00 | 23.08 |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 16 | 16 | 100.00 | 0.00 | 12.50 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Ferndale High School offers vocational training through CTE Pathways, Building Trades, vocational agriculture, and work experience programs. The majority of Ferndale High School graduates, including those students who will go on to two or four year colleges, have completed courses in vocational education while in high school. Students enrolled in vocational programs receive work preparation skills, and may qualify for certification upon completion.

Career Technical Education Participation (School Year 2018-19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 136 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 11.1 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.66 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 31.25 |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 9 | 42.9 | 17.9 | 35.7 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to participate in the education of their children attending District schools. Opportunities to participate include volunteering in classrooms and school programs, membership committees such as School Site Council, Booster Club, and PaSTA. Parents wishing to know how they may become more involved can call the school for information and schedules of committee meetings.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 0 | 0 | 0 | 0 | 0 | 0 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | 100 | 97.3 | 94.1 | 100 | 97.3 | 94.1 | 83.8 | 82.7 | 83 |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 6.9 | 4.0 | 2.5 | 3.8 | 3.6 | 2.0 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Ferndale Unified School District Comprehensive School Safety Plan was created in October 2010, and has been reviewed and updated annually since that date. The Plan includes District policies covering school rules, discipline procedures, child abuse reporting procedures, and plans for disaster preparedness integrated with the Community Disaster Plan.

Contributing to school safety are the small sizes and the close relationship between faculty members, students, parents and the community. This relationship fosters a safe and caring learning environment for students. Many inter-district transfer students attend Ferndale High School often being attracted to the school because of the intimacy of the school that includes the small class sizes. Student government and Leadership class promote the attributes of student involvement and self-determination.

School staff is available to students and parents for providing academic assistance, academic and intervention counseling, and dealing with issues of concern. Abundant opportunities are available for students to actively participate in co-curricular and extra-curricular programs. Seventyfive percent of the students enrolled at Ferndale High School are active in extracurricular and/or cocurricular programs, including athletics, FFA, programs for the arts, and student government.

School discipline focuses on the use of restorative practices and is tailored to honor the unique circumstances accompanying each student issue requiring intervention and promotes student safety and a positive school climate. Our staff utilizes a student-centered case-by-case approach. With this program, interventions may range from conversations about a particular occurrence, verbal and/or written warnings (referrals) about an occurrence, time-outs and/or detentions (teacher initiated and monitored), community service assignments, campus/activity restrictions, and in school and from school suspensions and/or expulsion from school (Grounds for Suspension or Expulsion: Education Code 48900).

School climate and school discipline go hand-in-hand. The Ferndale High School Student Conduct Code is as follows:

- 1) Every attempt will be made to maintain the dignity and self-respect of both student and adult.
- 2) Students will be guided and expected to solve problems they create without creating problems for anyone else.
- 3) Students will be given opportunities to make decisions and live with the natural and/or logical consequences of their decisions be they good or bad.

4) Students will be given the opportunity to share their information or let their concerns be heard at an appropriate time and place.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|------------|------------------|-------------------|-----------------|------------|------------------|-------------------|-----------------|------------|------------------|-------------------|-----------------|
| | Average | # of | # of | # of | Average | # of | # of | # of | Average | # of | # of | # of |
| | Class Size | Classes* 1-22 | Classes* 23-32 | Classes* 33+ | Class Size | Classes* 1-22 | Classes* 23-32 | Classes* 33+ | Class Size | Classes* 1-22 | Classes* 23-32 | Classes* 33+ |
| English | 15 | 9 | 1 | | 16 | 8 | 3 | | 17 | 7 | 2 | |
| Mathematics | 11 | 8 | | | 13 | 9 | 2 | | 13 | 9 | | |
| Science | 13 | 6 | | | 15 | 6 | | | 12 | 6 | | |
| Social Science | 16 | 7 | | | 16 | 7 | | | 17 | 5 | 2 | |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 186.3 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .8 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11978.0 | \$3076.0 | \$8910.00 | \$58,582 |
| District | N/A | N/A | N/A | N/A |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$7,506.64 | \$64,732.00 |
| Percent Difference - School Site and State | N/A | N/A | | |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

State and Federal categorical funds are used to provide CTE Courses, English Language Learner services, Enhanced FFA Program, School Counseling, Class Size reduction, and Special Education services.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,711 | \$43,574 |
| Mid-Range Teacher Salary | \$63,027 | \$63,243 |
| Highest Teacher Salary | \$69,574 | \$86,896 |
| Average Principal Salary (Elementary) | \$86,000 | \$103,506 |
| Average Principal Salary (Middle) | \$N/A | \$108,961 |
| Average Principal Salary (High) | \$N/A | \$108,954 |
| Superintendent Salary | \$110,000 | \$136,125 |
| Percent of Budget for Teacher Salaries | 31% | 30% |
| Percent of Budget for Administrative Salaries | 3% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 1 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 1 | N/A |
| Science | 1 | N/A |
| Social Science | 1 | N/A |
| All courses | 4 | 16.8 |

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

On an annual basis, staff and administration will discuss priorities for staff development for the year. Then, as staff requests to attend development activities, they will discuss with administration how it will help them adhere to California State Content Standards. Upon their return, staff members will share their experience with their department, the administration, and other instructional staff to see if anything can be gleaned that would be of use to the school.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 10.3

DATE: February 12, 2020

SUBJECT:

2019 School Accountability Report Card (SARC) for Ferndale Elementary School

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Approve 2019 SARC for Ferndale Elementary School

PREVIOUS STAFF/BOARD ACTION:

EC Section 35256 requires LEA governing boards to annually approve the publication of the SARC for each school site.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Proposition 98 passed in 1988 requires all public schools to annually prepare a SARC and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Beth Anderson, Superintendent/Principal
Jeremy Griffith, Principal

**Ferndale Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|----------------------------|
| School Name | Ferndale Elementary School |
| Street | 164 Shaw Ave. |
| City, State, Zip | Ferndale, CA, 95536 |
| Phone Number | 707-786-5300 |
| Principal | Jeremy Griffith |
| Email Address | jgriffith@ferndalek12.org |
| County-District-School (CDS) Code | 12753746007843 |

| Entity | Contact Information |
|----------------|----------------------------------|
| District Name | Ferndale Unified School District |
| Phone Number | (707) 786-5900 |
| Superintendent | Beth Anderson |
| Email Address | banderson@ferndalek12.org |
| Website | http://www.ferndalek12.org |

School Description and Mission Statement (School Year 2019-20)

Ferndale Elementary School is located in the scenic Eel River Valley of Humboldt County and serves the historic "Victorian Village of Ferndale." We are a K-8 school with approximately 310 students. We take great pride in our students and feel that their outstanding achievement and fine character is a direct reflection of the caring environment provided our quality staff, supportive parents, and involved community.

Mission Statement:

Ferndale Unified School District, in partnership with parents and the community, will provide a structured, safe, efficient and caring environment, a challenging and stimulating educational experience meeting the needs of all students and providing them with the skills necessary to succeed in the homes, work places and communities of today and tomorrow . The District will also strive to develop the qualities of good character and responsible citizenship by fostering self-esteem, selfdiscipline, and respect for the rights of others and stewardship of our planet.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 37 |
| Grade 1 | 30 |
| Grade 2 | 34 |
| Grade 3 | 38 |
| Grade 4 | 38 |
| Grade 5 | 30 |
| Grade 6 | 37 |
| Grade 7 | 50 |
| Grade 8 | 32 |
| Total Enrollment | 326 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.6 |
| American Indian or Alaska Native | 6.1 |
| Asian | 0.3 |
| Hispanic or Latino | 22.4 |
| White | 70.2 |
| Socioeconomically Disadvantaged | 56.7 |
| English Learners | 9.2 |
| Students with Disabilities | 16.6 |
| Homeless | 0.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 21 | 21 | 20 | 35 |
| Without Full Credential | 0 | 0 | 1 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | National Geographic Reach for Reading 4-5 (2016) McGraw Hill Wonders k-3 (2016) EMC Mirrors and Windows for 6-8 grades. (2016) | Yes | 0.0 % |
| Mathematics | K-6: Common Core (2016) 7-8: Common Core (2016) | Yes | 0.0 % |
| Science | K-6: Houghton-Mifflin Science (2016) 7-8: CPO Science (2016) | Yes | 0.0 % |
| History-Social Science | K-5: Scott Foresman History-Social St. (2016) 6-8: Glencoe Discovering Our Past (2016) | Yes | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | | | 0.0 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Laboratory Equipment (grades 9-12) | | | 0.0 % |

School Facility Conditions and Planned Improvements (Most Recent Year)

The main building of Ferndale Elementary School was built in 1924. The top floor houses the main office, principal's office, six classrooms, counseling room, speech room, and two staff bathrooms. In the basement are three classrooms; the EL room, staff work room, custodial and storage rooms, and two student bathrooms. An elevator and two stairways connect the two floors. A new heating system and kitchen remodel was completed in 2008. A new primary wing was built in 2001 and houses eight classrooms, library, computer lab, reading room, and staff lunchroom. A full-size gym was built in 1967, and a new multi-purpose room was attached to the gym in 2001.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 42 | 38 | 43 | 39 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 33 | 37 | 33 | 35 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 219 | 216 | 98.63 | 1.37 | 37.50 |
| Male | 110 | 108 | 98.18 | 1.82 | 31.48 |
| Female | 109 | 108 | 99.08 | 0.92 | 43.52 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 55 | 53 | 96.36 | 3.64 | 22.64 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 153 | 152 | 99.35 | 0.65 | 41.45 |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 128 | 126 | 98.44 | 1.56 | 31.75 |
| English Learners | 27 | 26 | 96.30 | 3.70 | 11.54 |
| Students with Disabilities | 37 | 36 | 97.30 | 2.70 | 8.33 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 219 | 216 | 98.63 | 1.37 | 37.04 |
| Male | 110 | 108 | 98.18 | 1.82 | 35.19 |
| Female | 109 | 108 | 99.08 | 0.92 | 38.89 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 55 | 53 | 96.36 | 3.64 | 24.53 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 153 | 152 | 99.35 | 0.65 | 40.79 |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 128 | 126 | 98.44 | 1.56 | 30.16 |
| English Learners | 27 | 26 | 96.30 | 3.70 | 26.92 |
| Students with Disabilities | 37 | 36 | 97.30 | 2.70 | 11.11 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 12.9 | 22.6 | 51.6 |
| 7 | 30.4 | 13.0 | 43.5 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We welcome parental involvement at Ferndale Elementary School. Parents are encouraged to volunteer in their child's classroom, in the library, the computer lab, or on field trips. Parent volunteers play an active role in many of our school activities, fund-raisers, and athletic events. Parents also serve in leadership roles on our School Site Council and Parent Club. Ferndale is a giving community and many of our parents willingly contribute in their areas of expertise to enhance our school's programs or improve our school facility. We also have an ELAC.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 2.4 | 3.4 | 1.7 | 3.8 | 3.6 | 2.0 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Ferndale Unified School District Comprehensive School Safety Plan was completely revised in 2009. The Plan includes District policies covering school rules, discipline procedures, child abuse reporting procedures, and plans for disaster preparedness integrated with the Community Disaster Plan. The School Site Council has the responsibility of reviewing and updating the School Safety Plan annually.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|-------------|--------------------|---------------|---------------|--------------------|---------------|---------------|--------------------|---------------|---------------|
| | Average Class Size | # of Classes* | # of Classes* | Average Class Size | # of Classes* | # of Classes* | Average Class Size | # of Classes* | # of Classes* |
| | | 1-20 | 21-32 | | 1-20 | 21-32 | | 1-20 | 21-32 |
| K | | | | 17 | 2 | | 19 | 2 | |
| 1 | 23 | | 2 | 18 | 2 | | 15 | 2 | |
| 2 | 18 | 2 | | 19 | 2 | | 17 | 2 | |
| 3 | 22 | | 1 | 23 | | 1 | 19 | 2 | |
| 4 | 25 | | 2 | 22 | | 2 | 28 | | 1 |
| 5 | 27 | | 1 | 29 | | 1 | 25 | | 1 |
| 6 | 26 | | 2 | 30 | | 2 | 26 | | 2 |
| Other** | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 815.0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 3.8 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11978.0 | \$3076.0 | \$8910.00 | \$58,582 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| District | N/A | N/A | N/A | N/A |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$7,506.64 | \$64,732.00 |
| Percent Difference - School Site and State | N/A | N/A | | |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

State and Federal categorical funds are used to provide Title I services, School Improvement, Peer Assistance and Review, Gifted and Talented Education, English Language Learner services, Safe and Drug Free Schools program, school counseling, after school intervention, and Special Education services.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,711 | \$43,574 |
| Mid-Range Teacher Salary | \$63,027 | \$63,243 |
| Highest Teacher Salary | \$69,574 | \$86,896 |
| Average Principal Salary (Elementary) | \$86,000 | \$103,506 |
| Average Principal Salary (Middle) | \$N/A | \$108,961 |
| Average Principal Salary (High) | \$N/A | \$108,954 |
| Superintendent Salary | \$110,000 | \$136,125 |
| Percent of Budget for Teacher Salaries | 31% | 30% |
| Percent of Budget for Administrative Salaries | 3% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

Ferndale Elementary School staff meets every Wednesday afternoon for ongoing professional development. All staff members are encouraged to participate in staff development workshops throughout the year. We also provide staff development the week prior to school start date.

Professional Development in 2016-2017 and 2017-2018 are focused on SIG grant focus areas and areas of need determined by the instructional leadership team.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 10.4

DATE: February 12, 2020

SUBJECT:

2018-2019 Financial Audit - Corrective Action Plan

DEPARTMENT/PROGRAM:

Administration/Business

ACTION REQUESTED:

Receive 2018-2019 Audit Report and Approve 2018-2019 Financial Audit Corrective Action Plan

PREVIOUS STAFF/BOARD ACTION:

Annually the District Certified Public Accountant (CPA) firm completes a financial audit of the District and reports any findings. If findings are identified, the District must submit an action plan outlining how the District intends to correct specific areas for improvement and/or remediation.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Annually a CPA firm audits the District financial statement of the governmental activities, each major fund, and the aggregate remaining fund information of the District. These financial statements are the responsibility of the District's management. The Auditor's responsibility is to express opinions on these financial statements based on the audit. The audit also includes accessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

FISCAL IMPLICATIONS:

None.

CONTACT PERSON(S):

Beth Anderson, Superintendent/Principal
Denise Grinsell, Business Manager

FERNDALÉ UNIFIED SCHOOL DISTRICT

DISTRICT'S CORRECTIVE ACTION PLAN

For The Year Ended June 30, 2019

Section II – Financial Statement Findings

2019-001: HIGH SCHOOL STUDENT BODY ACCOUNTS (CODE 30000)

Name of contact person: Beth Anderson

Corrective Action: The district will either modify the setup of QuickBooks to include the requested reports or begin the transition to ASB Works accounting program if the reports cannot be generated from QuickBooks.

Proposed Completion Date: April 1, 2020

2019-002: ELEMENTARY SCHOOL STUDENT BODY ACCOUNTS (CODE 30000)

Name of contact person: Beth Anderson

Corrective Action:

- A. The district will establish procedures in writing that will require approval prior to use of the debit card and will review those procedures with personnel who have access to debit cards for purchasing.
- B. The district will review the process for recording checks issued by the check number or recording vendor the check was issued to with the custodian of the account. The Superintendent will check monthly for correct recording of checks issued for the remainder of the 2019-2020 school year.

Proposed Completion Date: March 1, 2020

2019-003: LATE FILING OF AUDIT REPORT (CODE 30000)

Name of contact person: Beth Anderson

Corrective Action: The District and the auditor will work closely in the future to plan for a timely filing of the audit.

Proposed Completion Date: Ongoing

Section III – Federal Award Findings and Questioned Costs

FERNDALÉ UNIFIED SCHOOL DISTRICT

DISTRICT'S CORRECTIVE ACTION PLAN

For The Year Ended June 30, 2019

2019-004: DOCUMENTATION OF PROCUREMENT, SUSPENSION, AND DEBARMENT PROCEDURES (CODE 50000)

Name of contact person: Beth Anderson

Corrective Action: The district will create a purchasing and procurement policy manual that applies to all federal programs. Once created, there will be a training for all applicable district personnel on the correct purchasing procedures. The Business Manager and Superintendent will complete document review of multiple vendor quotes according to the implemented policy manual and will use SAMs to check for vendors that have been suspended or disbarred from using federal funds.

Proposed Completion Date: April 1, 2020

2019-005: FEDERAL TIME CERTIFICATION (CODE 50000)

Name of contact person: Beth Anderson

Corrective Action: The district implemented a policy in 2018-19 and collected PARs as necessary from employees both partially and fully funded through federal programs. The error last year for one employee during one month was due to overtime funding from outside of federal funds. The Superintendent will add to the policy an additional step where the monthly payroll prelist will be used as a cross reference to ensure the PARs will be adjusted accordingly if funding lines change or there is additional pay from a non-federal program.

Proposed Completion Date: March 1, 2020

Section IV – State Award Findings and Questioned Costs

2019-006: ATTENDANCE REPORTING (CODE 10000 and 40000)

Name of contact person: Beth Anderson

Corrective Action: The District will amend the P-2 and annual attendance reports to reflect the changes noted in the audit finding.

Proposed Completion Date: February 15, 2020

FERNDALÉ UNIFIED SCHOOL DISTRICT

DISTRICT'S CORRECTIVE ACTION PLAN

For The Year Ended June 30, 2019

2019-007: INVENTORY OF EQUIPMENT (CODE 20000)

Name of contact person: Beth Anderson

Corrective Action: The District will update its equipment list (for all items over \$500) to include all 2017-2018 and 2018-2019 additions and dispositions, and that list will be updated annually in all future years. The updated list will include the original purchase cost and date of purchase (or estimated original cost and date of purchase).

Proposed Completion Date: June 30, 2020

2019-008: COMPREHENSIVE SCHOOL SAFETY PLAN (CODE 40000)

Name of contact person: Beth Anderson

Corrective Action: The district will work with the DTS template and with the School Innovations review process to ensure that the school safety plan includes all safety concerns as identified in Education Code Section 32280. The plan will be reviewed for completeness and accuracy, updated annually and board approved prior to March 1st each year.

Proposed Completion Date: March 1, 2020

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 10.5

DATE: February 12, 2020

SUBJECT: Required annual update/review of School Safety Plans

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Receive/Discuss/Approve current School Safety Plans

PREVIOUS STAFF/BOARD ACTION:

The District previously updated BP/AR 0450 Comprehensive Safety Plan with the assistance of CSBA in February of 2017. The Policy updated to clarify the district's responsibility to annually review comprehensive school safety plans.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Annual review and approval of School Safety Plan in required by BP/AR 0450. The School Site Council Team and district/site administration work to review and update safety plans annually.

FISCAL IMPLICATIONS:

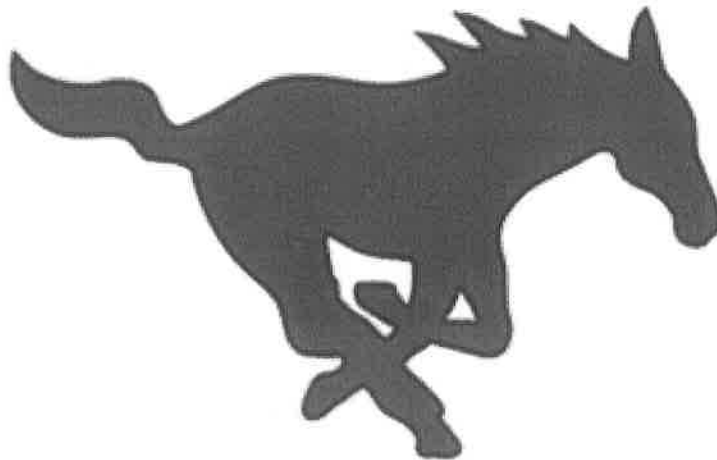
None

CONTACT PERSON(S):

Beth Anderson, Superintendent/Principal
Jeremy Griffith, Principal

**Emergency Response/
School Safety Plan
Ferndale Elementary School**

Last updated 10/01/19



FERNDALE
M U S T A N G S

The following members created the FES Safety Plan:

Safety Committee

Brandi Zanoni - Classified

Jeremy Griffith - Principal

Keith Stringer - classified

School Site Council Members

Debbie Busick - Certificated

Heather Boynton - Certificated

Jenny Fisk-Becker - Certificated

Brandi Zanone -Classified

Stacia Carter - Parent

Betsy Totten - Parent

Stacie Molyneaux- parent

Christina Ghidinelli - parent

Megan Langer- parent

Jeremy Griffith - Principal

Law Enforcement and local Fire Department:

Ferndale Police Office - Brett Smith

Ferndale Fire Department - Chief Delbiaggio

Earthquake Procedures

8-24-2019

Incident Commander – Jeremy Griffith

Deputy Incident Commander – Rex Rigney

Public Information Officer – Maira Rodriguez

Liaison Officer –Tina Toste

Safety Officer – Keith Stringer

Student Release Office – Tina Toste/Jennie Titus

Site Teams –

First Aid....., Brandi, Rex, Kristen, and Brenda (aides as needed will assist)

Search & Rescue.....Shane, Spencer, Nikki, Heather, Morgan, and Debbie

Student Release Center.....Maira, Tina, Jennie, and Nancy (at the double gate on Ocean Ave.)

Campus Security....., Megan C.,Shirely , and Kim (if available aides will help)

Student Supervision.....All other teachers and staff

Technology Assistance.....Leanne

Teacher Buddies (check on their condition) and move out to the evacuation area

Soli/Brazil-Kindergarten

Griffith/Flores-1st Grade

Currier/Perez- 2nd and 3rd Grades

Busher-4th Grade

Fisk-Becker/Huerta/Roseberry-5th and 6th Grades

Cueva/Taylor/Kohler cover Jr. High

Leanne to cover technology issues

SCIAs remain with their student until release.

White to care for diabetic students in front of red slide near field

Classified: Convene at the Command Center to receive order

-monitor students

-secure campus

-support triage

-retrieve students in need

Turn Off Services – Keith will turn off water, electricity, and gas. Then assist with emergency vehicles.

Vanessa- Switch off the equipment in the kitchen.

Recess or Lunch Times – All report to the Earthquake Evacuation Point.

Staff Procedure

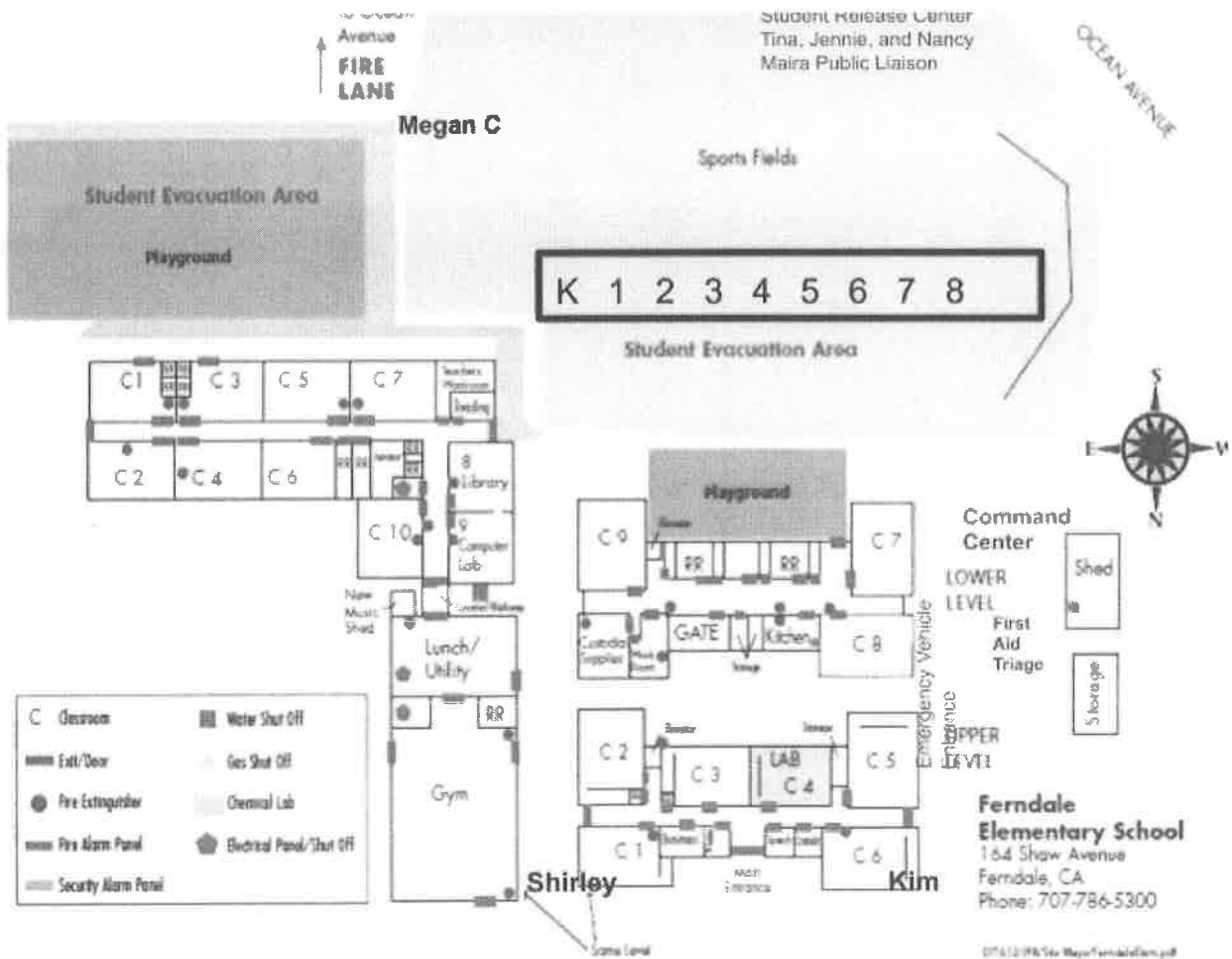
1. All students duck and cover Head and upper body under a desk until shaking has stopped.
2. Get students and others out safely (if power is still on, wait for the all clear bell)
3. Choose someone to hold your class name
4. Take roll.
5. If a student is missing/absent, fill out the Emergency Response Form on the back of the red sign and send sign to Command Center
6. Put Earthquake ID tag on each student and account for all.
7. If all students are present, send green sign to Command Center
8. Go to your post once buddy teacher has taken charge of your students

Student Messengers – When all students are accounted for, Jeremy will send at least four student messengers to help retrieve students for pick up by parents.

Team Assembly Location/ Incident Command Center

Primary: Outside of ball shed on picnic tables-job is to retrieve supplies from storage and table from the earthquake storage

Staff may leave when all is clear and most of the students in their classroom have been picked up by guardians or parents (unless instructed to stay by city officials)



Disaster Drill Teams

FIRST AID

Rex will take a radio. Brandi prepare to conduct the triage area (sort victims to determine medical priority)

1. Report to first aid station (Triage is by the main parking lot/green storage unit)
2. Treat minor scrapes and cuts, control bleeding, begin CPR if needed, and report serious injuries to Jeremy.
3. One person will stay at the station.
4. Spencer joins primary building search team, and Shane will join the main building team as medical responders to assist or bring student out.

SEARCH AND RESCUE

1. Jennie will collect ERF and sort by building

2. Shane, Kristen and Nikki – Kristen will collect ERFs Search main building and gym
3. Spencer, Shirley and Heather – Shirley collects ERFs. Search primary building
4. According to the ERF, check each area or room indicated for wounded or missing students, and check the apparent safety of the room, potential hazards, etc. Mark each room clear or danger on the 2 inch masking tape-one line means clear/X means danger marked on all rooms. Call for help if there are injuries or dangerous conditions that need immediate attention. Medical team will respond as necessary until 911 team can assume responsibility.

CAMPUS SECURITY – *If Jeremy is injured or unconscious, call Beth Anderson and Rex will assume command. Shane will take his place a Deputy Incident Commander.*

1. Jeremy will take a radio to run communications between triage and search/rescue teams.
2. Leanne will get cones and signs for the student pick up.
3. Cones in front of exits beyond kinder gate.
4. Set up signs indicating pick up center on Ocean Avenue front and back of the school. See the map.
5. Kristen/Debbie/Megan/McWhorter will direct parents and others, maintain calm, and direct traffic if necessary. See map
6. Aides can support student pick up as needed

STUDENT SUPERVISION

1. Relieve teachers with other assignments.
2. Maintain calm and keep students occupied.
3. Release students ONLY at Tina/Jennie's request through student messengers
4. Be ready to move students to a safer area if necessary

RESPONSIBILITIES

Incident Commander

- Direct activities/ provide objectives for all emergency teams
- Direct Incident Command Team Activities
- Determine the need for and request outside assistance
- Communicate with Superintendent

Deputy Incident Commander

- Oversee operational activities and procurement of equipment
- Documents all equipment or services procured and provides approval for expenditures if needed.
- Problem solving and follow-up on progress of teams
- Collects information from teams and provides updates to the Incident Commander
- Backup for Incident Commander (if Superintendent is unavailable)

Public Information Officer

- Documents the course of the incident and records the response and timekeeping
- Generates public statements and updates to the community.

Safety Officer

- Turn off services for building safety
- Reports to Deputy Incident Commander
- Oversees the Security Teams, First Aid, Search and Rescue

Student/Personnel Release Officer

- Maintains student records
- Secures proper protocols on parent contacts and student release
- Releases teachers according to needs

Liaison Officer

- Receives reports from all student messengers
- Give the appropriate ERF to teams for searching campus
- Helps to oversee student attendance and release via student Messengers
- Informs Release Office of situations on campus
- Informs Personnel Release Officer if a teacher needs to return home for family

emergency situations

NOTE: City Rescue Vehicles will enter by Jr. High wing to Triage

Required Backpack Supplies for School Classrooms

Student Accounting Forms on Clip Board

- Aeries Class Roster
- Teacher Room Sign = Green All accounted for/on back ERFE
- Teacher Room Sign = Red Student Missing/on back ERFE
- Classroom Buddy List = For school emergencies
- Student Release Log = For student sign outs when off campus (ie. field trips).
- Emergency Tags (Guardian List) = Located in front zipped pocket

Supplies in Backpacks

- First Aid
- Ice Pack
- Ziplock (4 pairs of latex gloves, extra band aids)
- Pen, paper, marker, notepaper
- Travel Tissue
- Sanitary Napkins
- Flashlight with Batteries
- 2 Emergency Blankets
- Folder with Copy of Disaster Plan

Lockdown and Other Emergency Response Procedures

When information is not available, go into a hard lockdown until notified or info is dispersed

Hard Lockdown Procedures internal-call 911

Ferndale PD will notify Incident Commander directly to their cell phone if the threat is outside

- **Office staff and Incident Commander will review the checklist**
- In the event of a lockdown the alarm bell will sound for 15-30 seconds throughout the building. Immediately begin lockdown procedures.
- Students in the hallway should be brought into the nearest classroom/office.
- All students should sit on the floor away from all windows and doors in a tucked position.
 - Keep students calm and quiet.
 - Take roll and email who is missing or extra in your care.
- Classroom/Office: Lock and secure the door
 - Kindergarten will move into the restroom.
- Disregard all other alarms. Ignore fire alarms and all bells unless instructed by the Incident or Deputy Incident Commander or designated emergency personnel.
- Close and cover all windows.
- Silent all electronics.
- If outside the building at the time of the lockdown (alarm tone sounding) students and staff should report immediately to the nearest door or classroom adjacent to your area of the playground.
- All students and staff in the lunchroom will move into the gym and secure the doors.
- All building occupants must execute hard lockdown procedures. This includes: district staff/employees, students, visitors, and volunteers.
- No one leaves the secured classrooms to use the restroom - use the garbage cans if necessary
- Use your laptop or phone to check emails for updates.
- Teachers and staff do not send out information to parents unless told to do so
 - Incident or Deputy Incident Commander will use the parent notification system when safe to do so. Use the **One Call Now** account to notify the parents.

- No one comes or goes until the Incident or Deputy Commander (designated emergency person) states “**This is official- the lockdown is over and doors can be open**” in each hallway.
- Take attendance and make a list of absent/missing students. (Students that are not accounted for from the time you started class. If a student was sent out on a bathroom pass or was called out of the room on a call slip they would be entered on the list). Send the email to **Fesstaff@ferndalek12.org**
- The Off Site Meeting Place Fireman’s Park Community Center through the Children’s Center for staff and student left out of the lockdown.

Hold and Secure Lockdown Procedures-call 911

- **Office staff and Incident Commander will review the checklist**
- In the event of a lockdown the alarm bell will sound for 15-30 seconds throughout the building. Immediately begin lockdown procedures as above.
- Use email to get further instructions
- Remain in classroom or office areas until further notice.
- Notify office of extra or missing students
- **All exterior doors** should be closed, locked and monitored by designated emergency staff members. Main building double doors will be secured using security bars.
- Designed teachers will lock the primary doors. Resource-cafeteria entrance, Kim or Intervention-playground entrance, Kindergarten teachers-kindergarten doors.
- Gates will be lock if possible
- No one is allowed to enter the building without approval of the Incident Commander or office staff.
- Take attendance and make a list of absent/missing students. (Students that are not accounted for from the time you started class. If a student was sent out on a bathroom pass or was called out of the room on a call slip they would be entered on the list).
- Make a list of all students that you secured in your room/office from the hallway or other areas.
- Parents who come to pick up their child will sign them out of the office and be escorted to pick up their child.
- Students in the gym will released to parents once they are secured in the cafeteria
- Classified staff members may leave campus if the lockdown extends past their scheduled hours and if Incident Commander or emergency staff deems it safe.
- Incident or Deputy Incident Commander will use the parent notification system when safe to do so.

Emergency Report Form (ERF)

Teacher/Staff Member _____ Room _____

Please list any **MISSING** persons from your room, including **ABSENT** students from today.

| Name | Last Known Location | Situation Notes--Note if absent today |
|------|---------------------|---------------------------------------|
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Please list any **EXTRA** students you have in your class group, then alert the Student Supervision Team member so they can be escorted to the right teacher and evacuation zone.

| Name | Teacher | Situation Notes or Last Known Location |
|------|---------|--|
| | | |
| | | |
| | | |
| | | |

Ferndale Emergency Agencies:

Ferndale Fire Department

(707) 786-9909

<http://www.ferndalefire.org/>

Ferndale Police Department

Emergency: 911

Main Line: (707) 786-4225

<http://ci.ferndale.ca.us/police.html>

What the Law Requires

School Administrators have the responsibility to ensure the safety of their students and staff in an emergency.

California Education Code, Section 32281 - 32284 requires each school district and county office of education to be responsible for the overall development of all comprehensive school safety plans for its schools operating K-12, inclusive. The comprehensive school safety plan must include disaster procedures for routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990.

The Katz Act (Sections 35295-35297 of the California Education Code) requires that schools plan for earthquakes and other emergencies. It also requires periodic drills in "drop and cover" procedure, evacuation procedure, and other emergency response actions (i.e. search and rescue, communications, etc).

The Petris Bill (Section 8607 of the California Government Code) requires all state and local government agencies, including school districts, be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS).

General Staff Responsibilities

Government code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law.

The district realizes that the safety and welfare of the employee's family is his/her first concern.

Therefore, the district encourages each employee to establish a safety/survival plan and to advise family to remain at work. In the event that disaster strikes during normal working hours, all employees are to:

1. Carry out designated responsibilities to ensure student safety and welfare.

Reverse Evacuation Procedures (Soft Lockdown – if students/staff are outdoors)

- If outside: Look for instructions on your cell phone from the building administrator or Incident Commander.
- If re-entry is necessary, enter through designated emergency doors (entries gym or main door).
- Take attendance and report any missing students to the School Incident Commander or building administrator.
- Once inside, no one is allowed to leave the building until an All Clear is given by the Incident or Deputy Incident Commander.

Bomb Threat-call 911

If there is a bomb threat or suspicion of one, the fire alarm will go off.

- Anyone who is receiving bomb threat information or observing anything suspicious should report the Incident or Deputy Commander.
- Use a **landline** to call the main office to report any suspicious items or noises.
- Do not use cell phones, two-way radios or pagers within a half mile radius of the school.
- Visually scan the room for unusual or suspicious noises, items or objects.
- The visual scan should include all low, middle and high areas of the room.
- Do not touch anything that looks suspicious.
- If evacuation is ordered, proceed to the designated site on the field.
- Take a class roster with you.
- Take attendance at the site and report any absences when requested.
- Do not close classroom windows or doors.
- Stay on the field until further instructions are received.
- No one is allowed to re-enter the building until an All Clear signal is given by the School Incident Commander or the building administrator.

2. Check the safety of their immediate families and advise their family that they are expected to remain at their work place until the emergency conditions are lifted.

Note: Any employee unable to establish communication with his/her family should report this to his/her supervisor. If release from duty is not possible, the concern will be referred to District Personnel who will attempt to establish contact between the employee and the immediate family.

If disaster occurs during off-duty hours, employees are to:

1. Check on the safety of their immediate family
2. Refer to the "Employee Response Protocol"
Refer to the "Emergency Release Procedures"
3. Report to the nearest accessible district site in the event that their regularly assigned site is inaccessible.

Responsibilities of the Emergency Preparedness Committee

The Emergency Preparedness Committee consists of one administrative and grade level representatives. This Committee convenes semi-annual and as necessary during the school year to achieve the following:

- Review and evaluate the existing Site Disaster Plans
- Revise/ Update Site Disaster Plans as Appropriate
- Identify new "risks" of the site
- To develop customized responses appropriate to site
- To develop a consistent response to emergencies that is coordinated with the District/Ferndale Disaster Plan.
- To provide a District/Ferndale-wide training mechanism
- To establish communication process to build awareness of the disaster plan throughout staff over time.
- To share information and experiences.

Emergency Response/ School Safety Plan Ferndale High School

Last updated 8/8/2019

The following members created the FHS Safety Plan:

Safety Committee

Beth Anderson - Principal

Denise Grinsell – Business Manager

Kristy Millsap - Classified

Rick Machado - Classified

Keith Stringer – Classified

Clint McClurg – Certificated

Nancy Giacone – Certificated

Law Enforcement and local Fire Department:

Ferndale Police Office – Bret Smith

Ferndale Fire Department - Chief Delbiaggio

Earthquake Procedures

Incident Commander – Beth Anderson

Deputy Incident Commander – Clint McClurg

Public Information Officer – Denise Grinsell

Liaison Officer – Kristy Millsap

Safety Officers – Rick Machado and Nancy Giacone

Student Release Office – Jeannette Leonardo/Kristy Millsap

Site Teams –

First Aid.....Trevor, Clint, Jodi
Search & Rescue..... Theresa, Alexa, Yohei
Student Release Center.....Kristy and Jeanette
Campus Security.....Rick, Denise, (if available aides will help)
Student Supervision.....All other teachers and staff
Technology Assistance.....Leanne

Teacher Buddies (check on their condition) and move out to the evacuation area

Rooms 10,11,12,13 - Michael/Smith/Frisk/Christiansen (Noga or Alexandre)

Rooms 7,8,9 - Yohei/Nancy/McDonald

Rooms Library, 6, Counselor - Banke/Noga/Chiles/Becker

Front Office - Millsap/Leonardo/Grinsell/Anderson

Rooms 1, 2 - Chiles/Becker/Velazquez

Gym and Shop - McClurg/O'Day

Classified: Convene at the Command Center to receive order

- monitor students**
- secure campus**
- support triage**
- retrieve students in need**

Turn Off Services – Rick will turn off water, electricity, and gas and assist emergency responders as needed.

Theresa - Switch off the equipment in the kitchen.

Recess or Lunch Times – All report to the Earthquake Evacuation Point.

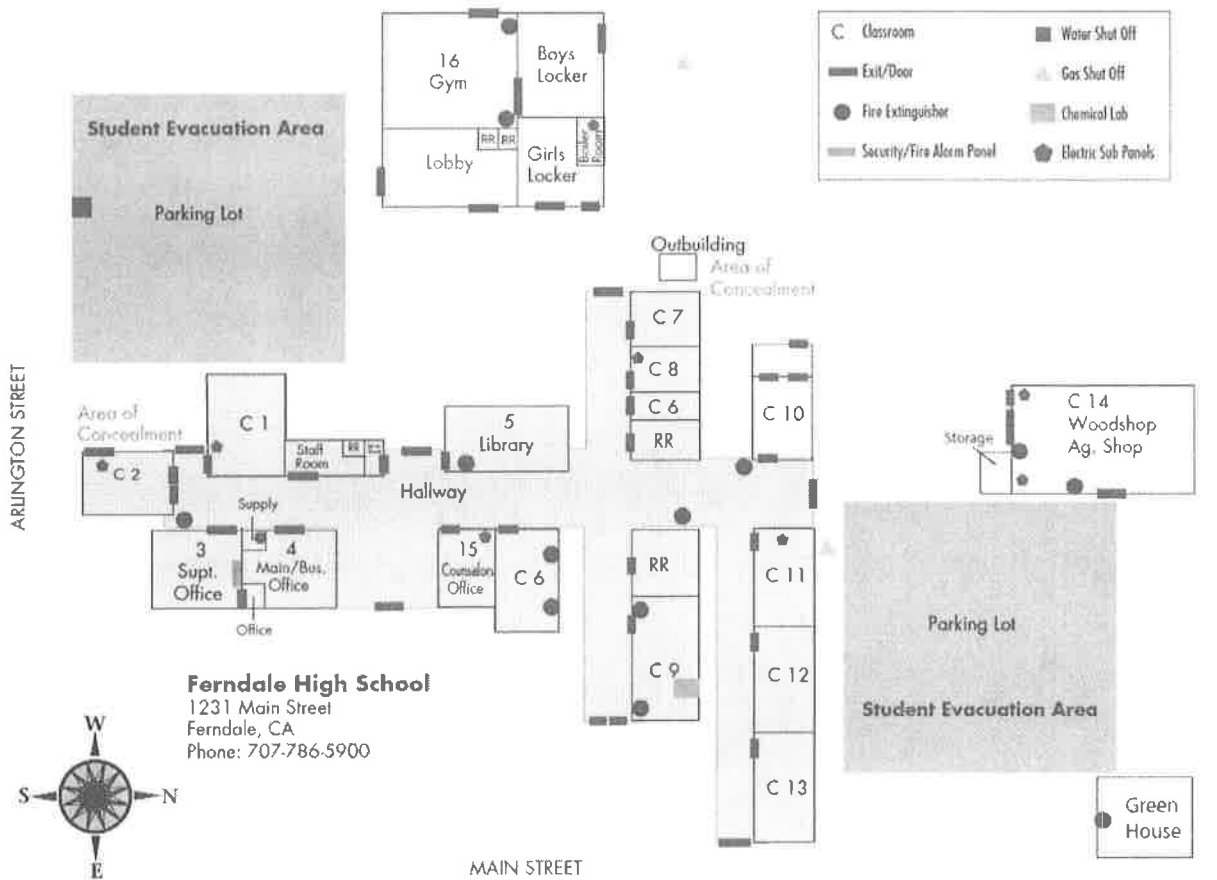
Staff Procedure

1. All students duck and cover Head and upper body under a desk until shaking has stopped.
2. Get students and others out safely (once the all clear bell has been rung)
3. Take roll.

Student Messengers – When all students are accounted for, Beth will send at least four student messengers to help retrieve students for pick up by parents.

Team Assembly Location/ Incident Command Center: On tennis courts

Staff may leave when all is clear and most of the students in their class have been picked up by guardians or parents (unless instructed to stay by city officials)



07-2015/PA/Std Maps/Ferndale+High.pdf

Disaster Drill Teams

FIRST AID

Clint will take a radio. Clint, Trevor and Jodi prepare to conduct the triage area (sort victims to determine medical priority)

1. Report to first aid station (Triage is by the main parking lot/green storage unit)
2. Treat minor scrapes and cuts, control bleeding, begin CPR if needed, and report serious injuries to Beth.

SEARCH AND RESCUE

1. Theresa will collect ERF and sort.
2. Alexa and Yohei will search main building and gym.
3. According to the ERF, check each area or room indicated for wounded or missing students, and check the apparent safety of the room, potential hazards, etc. Mark each room clear or danger on the 2 inch masking tape-one line means clear/X means danger marked on all rooms. Call for help if there are injuries or dangerous conditions that need immediate attention. Medical team will respond as necessary until 911 team can assume responsibility.

CAMPUS SECURITY – *If Beth is offsite, injured or unconscious, Clint will assume command. Denise will take his place as Deputy Incident Commander.*

1. Beth will take a radio to run communications between triage and search/rescue teams.
2. Nancy will get cones and signs for the student pick up in the Ag Parking Lot.
3. Rick will put Cones in front of main lot entrances and exit.
4. Set up signs indicating pick up center on Main Street at Ag. Parking Lot.
5. Henry and Kay will direct parents and others, maintain calm, and direct traffic if necessary.

STUDENT SUPERVISION

1. Relieve teachers with other assignments.
2. Maintain calm and keep students occupied.
3. Be ready to move students to a safer area if necessary

RESPONSIBILITIES

Incident Commander

- Direct activities/ provide objectives for all emergency teams
- Direct Incident Command Team Activities
- Determine the need for and request outside assistance
- Communicate with Superintendent

Deputy Incident Commander

- Oversee operational activities and procurement of equipment
- Documents all equipment or services procured and provides approval for expenditures if needed.
- Problem solving and follow-up on progress of teams
- Collects information from teams and provides updates to the Incident Commander
- Backup for Incident Commander (if Superintendent is unavailable)

Public Information Officer

- Documents the course of the incident and records the response and timekeeping
- Generates public statements and update to community.

Safety Officer

- Turn off services for building safety
- Reports to Deputy Incident Commander
- Oversees the Security Teams, First Aid, Search and Rescue

Student/Personnel Release Officer

- Maintains student records
- Secures proper protocols on parent contacts and student release
- Releases teachers according to needs

Liaison Officer

- Receives reports from all student messengers
- Give the appropriate ERF to teams for searching campus
- Helps to oversee student attendance and release via student Messengers
- Informs Release Office of situations on campus
- Informs Personnel Release Officer if a teacher needs to return home for family

emergency situations

NOTE: City Rescue Vehicles will enter through main parking lot entrance closest to Main Street.

Required Backpack Supplies for School Classrooms

- Backpack as the Emergency Pack
- 6 pairs Latex Gloves (also in first aid kit)
- First Aid
- Heavy duty Garbage Bags for blankets or Emergency Blankets
- Student Accounting Forms
 - *Class Rosters*
 - *ERFE emergency response form*
 - *Student Release Log*
 - *Guardian List (Elementary Schools Only)*
 - *Buddy Classroom List*
- Buddy Class List for Each Class Roster
- Pen, Paper, Notepad
- Whistle
- Scissors
- Tissue/ toilet paper
- Flashlight
- Flashlight batteries ("D")
- Copy of Disaster Plan
- Permanent Marker
- Room Sign (Red/ Green) = Student missing/ All Accounted For
- Sanitary Napkins
- Clipboard

Lockdown and Other Emergency Response Procedures

When information is not available, go into a hard lockdown until notified or info is dispersed

Hard Lockdown Procedures internal-call 911

Ferndale PD will notify Incident Commander directly to their cell phone if the threat is outside

- Office staff and Incident Commander will review the checklist
- In the event of a lockdown the alarm bell will sound three long bells throughout the building. Immediately begin lockdown procedures.
- Students in the hallway should be brought into the nearest classroom/office.
- All students should sit on the floor away from all windows and doors.
 - Keep students calm and quiet.
 - Take roll and email who is missing or extra in your care.
- Classroom/Office: Lock and secure the door
- Disregard all other alarms. Ignore fire alarms and all bells unless instructed by the Incident or Deputy Incident Commander or designated emergency personnel.
- Close and cover all windows.
- Silent all electronics.
- If outside the building at the time of the lockdown (alarm tone sounding) students and staff should report immediately to the nearest door or classroom adjacent to your area.
- All building occupants must execute hard lockdown procedures. This includes: district staff/employees, students, visitors, and volunteers.
- No one leaves the secured classrooms to use the restroom - use the garbage cans if necessary
- Use your laptop or phone to check texts and emails for updates.
- Teachers and staff do not send out information to parents unless told to do so
 - Incident or Deputy Incident Commander will use the parent notification system when safe to do so. Use the **One Call Now** account to notify the parents.
- No one comes or goes until the Incident or Deputy Commander (designated emergency person) states “**This is official- the lockdown is over and doors can be open**” in each hallway.
- Take attendance and make a list of absent/missing students. (Students that are not accounted for from the time you started class. If a student was sent out on a bathroom pass or was called out of the room on a call slip they would be entered on the list). Send the email to fhssatff@ferndalek12.org
- The Off Site Meeting Place is the Veteran's Hall.

Hold and Secure Lockdown Procedures-call 911

- **Office staff and Incident Commander will review the checklist**
- In the event of a lockdown the alarm bell will sound three long bells throughout the building. Immediately begin lockdown procedures as above.
- Use text and email to get further instructions
- Remain in classroom or office areas until further notice.
- Notify office of extra or missing students
- **All exterior doors** should be closed, locked and monitored by designated emergency staff members. Main building double doors will be secured using security bars.
- Gates will be locked if possible
- No one is allowed to enter the building without approval of the Incident Commander or office staff.
- Take attendance and make a list of absent/missing students. (Students that are not accounted for from the time you started class. If a student was sent out on a bathroom pass or was called out of the room on a call slip they would be entered on the list).
- Make a list of all students that you secured in your room/office from the hallway or other areas.
- Parents who come to pick up their child will sign them out of the office and be escorted to pick up their child.
- Incident or Deputy Incident Commander will use the parent notification system when safe to do so.

Reverse Evacuation Procedures (Soft Lockdown – if students/staff are outdoors)

- If outside: Look for instructions on your cell phone from the building administrator or Incident Commander.
- If re-entry is necessary, enter through designated emergency doors (entries gym or main door).
- Take attendance and report any missing students to the School Incident Commander or building administrator.
- Once inside, no one is allowed to leave the building until an All Clear is given by the Incident or Deputy Incident Commander.

Bomb Threat-call 911

If there is a bomb threat or suspicion of one, the fire alarm will go off.

- Anyone who is receiving bomb threat information or observing anything suspicious should report the Incident or Deputy Commander.
- Use a **landline** to call the main office to report any suspicious items or noises.

- Do not use cell phones, two-way radios or pagers within a half mile radius of the school.
- Visually scan the room for unusual or suspicious noises, items or objects.
- The visual scan should include all low, middle and high areas of the room.
- Do not touch anything that looks suspicious.
- If evacuation is ordered, proceed to the designated site on the field.
- Take a class roster with you.
- Take attendance at the site and report any absences when requested.
- Do not close classroom windows or doors.
- Stay on the field until further instructions are received.
- No one is allowed to re-enter the building until an All Clear signal is given by the School Incident Commander or the building administrator.

Emergency Report Form (ERF)

Teacher/Staff Member _____ Room _____

Please list any **MISSING** persons from your room, including **ABSENT** students from today.

| Name | Last Known Location | Situation Notes--Note if absent today |
|------|---------------------|---------------------------------------|
| | | |
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| | | |

Please list any **EXTRA** students you have in your class group, then alert the Student Supervision Team member so they can be escorted to the right teacher and evacuation zone.

| Name | Teacher | Situation Notes or Last Known Location |
|------|---------|--|
| | | |
| | | |
| | | |
| | | |

Ferndale Emergency Agencies:

Ferndale Fire Department

(707) 786-9909

<http://www.ferndalefire.org/>

Ferndale Police Department

Emergency: 911

Main Line: (707) 786-4225

<http://ci.ferndale.ca.us/police.html>

What the Law Requires

School Administrators have the responsibility to ensure the safety of their students and staff in an emergency.

California Education Code, Section 32281 - 32284 requires each school district and county office of education to be responsible for the overall development of all comprehensive school safety plans for its schools operating K-12, inclusive. The comprehensive school safety plan must include disaster procedures for routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990.

The Katz Act (Sections 35295-35297 of the California Education Code) requires that schools plan for earthquakes and other emergencies. It also requires periodic drills in "drop and cover" procedure, evacuation procedure, and other emergency response actions (i.e. search and rescue, communications, etc).

The Petris Bill (Section 8607 of the California Government Code) requires all state and local government agencies, including school districts, be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS).

General Staff Responsibilities

Government code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law.

The district realizes that the safety and welfare of the employee's family is his/her first concern.

Therefore, the district encourages each employee to establish a safety/survival plan and to advise family to remain at work. In the event that disaster strikes during normal working hours, all employees are to:

1. Carry out designated responsibilities to ensure student safety and welfare.
2. Check the safety of their immediate families and advise their family that they are expected to remain at their work place until the emergency conditions are lifted.

Note: Any employee unable to establish communication with his/her family should report this to his/her supervisor. If release from duty is not possible, the concern will be referred to District Personnel who will attempt to establish contact between the employee and the immediate family.

If disaster occurs during off-duty hours, employees are to:

1. Check on the safety of their immediate family
2. Refer to the "Employee Response Protocol"
Refer to the "Emergency Release Procedures"
3. Report to the nearest accessible district site in the event that their regularly assigned site is inaccessible.

Responsibilities of the Emergency Preparedness Committee

The Emergency Preparedness Committee consists of one administrative and grade level representatives. This Committee convenes semi-annual and as necessary during the school year to achieve the following:

- Review and evaluate the existing Site Disaster Plans
- Revise/ Update Site Disaster Plans as Appropriate
- Identify new "risks" of the site
- To develop customized responses appropriate to site
- To develop a consistent response to emergencies that is coordinated with the District/Ferndale Disaster Plan.
- To provide a District/Ferndale-wide training mechanism
- To establish communication process to build awareness of the disaster plan throughout staff over time.
- To share information and experiences.

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

AGENDA ITEM: 10.6

DATE: February 12, 2020

SUBJECT:

BP 6170.1 Transitional Kindergarten
and AR 5123 Promotion/Acceleration/Retention

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Add language to policy and regulation applicable to extended transitional kindergarten as well as acceleration to 1st grade (from transitional kindergarten).

PREVIOUS STAFF/BOARD ACTION:

The Board previously adopted BP 6170.1 on January 10, 2018 and AR 5123 on February 11, 2015.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Due to the first time enrollment mid-year by students into extended transitional kindergarten the BP and AR have been revised to make the procedure more specific to ensure success for students in extended TK.

FISCAL IMPLICATIONS:

None.

CONTACT PERSON(S):

Beth Anderson, Superintendent/Principal

Ferndale Unified School District

Board Policy

Instruction

BP 6170.1

Transitional Kindergarten

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent/Principal or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

At any time during the school year, Prior to the 90th day of the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent/Principal or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. **Prior to enrollment, the student will be assessed for readiness including but not limited to: a half-day classroom visit, followed by a parent, teacher and administration meeting.** Prior to such enrollment, the child's parents/guardians shall be provided information regarding the

advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

The Board shall establish the length(s) of the school day in the district's TK program. TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is at least three hours but no more than four hours. The Superintendent/Principal or designee shall annually report to the California Department of Education as to whether the district's TK programs are offered full day, part day, or both. (Education Code 37202, 46111, 46117, 48003)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

The Superintendent/Principal or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by the CTC. (Education Code 48000)

The Superintendent/Principal or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent/Principal or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Assessment

The Superintendent/Principal or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8973 Extended-day kindergarten

37202 School calendar; equivalency of instructional minutes

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48003 Kindergarten annual report

48200 Compulsory education, starting at age six

Management Resources:

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>
California Kindergarten Association: <http://www.ckanet.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
Transitional Kindergarten California: <http://www.tkcalifornia.org>
Policy FERNDALÉ UNIFIED SCHOOL DISTRICT

adopted: January 10, 2018 Ferndale, California
updated: February 12 , 2020 Ferndale, California

Ferndale Unified School District

Administrative Regulation

Students

AR 5123

Promotion/Acceleration/Retention

Acceleration from Kindergarten to First Grade

Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent/Principal or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011)

(cf. 5111 - Admission)

A student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent/Principal or designee and with the consent of the parent/guardian upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the district approving the placement in first grade.
- 6. The student meets all Kindergarten standards on the school adopted report card to promote from TK to first grade.**

Continuation in Kindergarten

Whenever the Superintendent/Principal or designee and the parents/guardians agree that a student shall continue in kindergarten for an additional year, the Superintendent/Principal or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300, 48011)

The Superintendent/Principal or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

Retention at Other Grade Levels

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher

determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

When a student is identified as being at risk of retention, the Superintendent/Principal or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

(cf. 5145.6 - Parental Notifications)

Appeal Process

Whenever a student's parent/guardian appeals the teacher's decision to promote or retain a student, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the parent/guardian shall submit a written request to the Superintendent/Principal or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent/Principal or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent/Principal or designee may meet with the parent/guardian and the teacher. If the Superintendent/Principal or designee determines that

the parent/guardian has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent/Principal or designee's determination may be appealed by submitting a written appeal to the Governing Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the parent/guardian, the teacher, and the Superintendent/Principal or designee to decide the appeal. The decision of the Board shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

If the final decision is unfavorable to the parent/guardian, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

(cf. 5125 - Student Records)

(cf. 5125.3 - Challenging Student Records)

Regulation FERNDALE UNIFIED SCHOOL DISTRICT
approved: February 11, 2015 Ferndale, California
updated: February 12, 2020

Ferndale Unified School District

SUPERINTENDENT'S RECOMMENDATION FOR BOARD INFORMATION/ACTION

AGENDA ITEM # 10.7

DATE: February 12, 2020

SUBJECT:

2020-2021 District Budget Development

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Receive and Discuss information for the 2019-2020 District Budget. To meet the requirements of the March 15 deadline for Reduction in Force notices, the Board needs to determine potential reductions in Certificated FTE for the 2020-2021 school year. Approve Resolution # 20-01: Reduction or Discontinuance of Particular Kinds of Services for the 2020-2021 school year to equal a decrease by 4.9 (F.T.E) with an approximate savings of \$418,777.39.

PREVIOUS STAFF/BOARD ACTION:

The School Board traditionally receives preliminary budget information prior to the formal budget adoption scheduled before July 1 and is also required to issue Reduction in Force notices to Certificated Staff prior to March 15.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The District is in deficit spending in the 2019-2020 school year which will deplete the budgeted reserve level to 16% by the start of 2020-2021 year and 9.3 % by the start of the 2021-2022 school year. Services were maintained in 2019-2020 with the administration and Board of Trustees knowing that the continued decline in enrollment (district declined by 83 students over 5 years), an increase in salary schedule costs, and the previous continuance of all services would require reductions going into the 2020-2021 school year.

FISCAL IMPLICATIONS:

As explained in the letter from The Humboldt County Office of Education who has budget oversight, given the current assumptions for the 2020-2021 budget the district would be required to cut \$496,149 in spending to avoid continued deficit spending and reduction in reserve balance.

CONTACT PERSON(S):

Beth Anderson, Superintendent/Principal
Denise Grinsell, Business Manager
Jeremy Griffith, Principal



January 2, 2020

Beth Anderson, Superintendent
Ferndale Unified School District
1231 Main St.
Ferndale, CA 95536-9416

Subject: Certification of 2019-2020 First Interim Report

Dear Beth:

Thank you for the timely submission of the district's 2019-2020 First Interim Report. We acknowledge that you and the governing board have issued a positive certification of the district's financial status.

In accordance with Education Code Section 42131, we have completed our review and analysis of the district's First Interim Report. While we concur with the positive certification, we wish to share the following:

Multi-Year Projections:

During our review of the multi-year projections, we noted that the Local Control Funding Formula (LCFF) was based on School Services of California (SSC) projections for cost-of-living (COLA) increases of 3.00% for 2020-21 and 2.80% for 2021-22. Under these revenue assumptions, the multi-year budgets project deficits of \$496,149 in 2020-21 and \$484,167 in 2021-22.

Reserves:

Due to the deficits in the multi-year budget, the district's reserve level is projected to drop from 21.12% in 2019-20 to 9.38% in 2021-22. We recommend that the district continue working on ways to reduce the deficits in the multi-years in order to mitigate the impacts to the district's reserves.

We wish to acknowledge and express our appreciation to the district's staff, the governing board and the community for their continued diligence and hard work. If you have any questions regarding our review process, please feel free to contact our office.

Sincerely,


Corey Weber
Director of Fiscal Services

CW:hg

c: Chris Hartley, Ed. D., Superintendent, HCOE
Corey Nunes, District School Board Member

FERNDALE UNIFIED SCHOOL DISTRICT
ALL FUNDS
FIRST INTERIM WORKING BUDGET
FISCAL YEAR 2019-20

12/2/2019

| | General Fund/TRANS | | Special Revenue Funds | | Other Fund Types | | | Total All Funds |
|--|---------------------|-------------------|-----------------------|-------------------|-------------------|--------------------------|------------------|---------------------|
| | Unrestricted | Restricted | Cafeteria Fund | Special Reserves | Bond Construction | County School Facilities | Capital Outlay | |
| A. REVENUES | | | | | | | | |
| Local Control Funding Formula | \$ 5,337,825 | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Federal Sources | 477 | | 87,900 | | | | | |
| Other State Sources | 114,210 | 1,134,624 | 7,725 | | | | | |
| Other Local Sources | 41,389 | 622,491 | 25,539 | 3,000 | | | | |
| | | 171,479 | | | | | | |
| Total Revenue | 5,493,901 | 1,928,594 | 121,164 | 3,000 | 160 | 160 | 750 | 7,547,569 |
| B. EXPENDITURES | | | | | | | | |
| Local Control Funding Formula | | | | | | | | |
| Certificated Salaries | 2,184,856 | 512,634 | 32,168 | | | | | |
| Classified Salaries | 433,147 | 392,363 | 25,253 | | | | | |
| Employee Benefits | 1,199,257 | 581,453 | 113,917 | | | | | |
| Supplies | 215,414 | 89,578 | 2,952 | | | | | |
| Services & Other Operating | 747,233 | 649,412 | | | | | | |
| Capital Outlay | | | | | | | | |
| Other Outgo | 56,083 | 158,452 | | | | | | |
| Support Costs | (31,689) | 31,689 | | | | | | |
| Total Expenditures | 4,806,301 | 2,415,581 | 174,290 | 3,000 | 160 | 160 | 750 | 7,396,172 |
| C. EXCESS REVENUES (EXPENDITURES) | 687,600 | (486,987) | (53,126) | 0 | 0 | 0 | 0 | 151,397 |
| D. OTHER FINANCING SOURCES/USES | | | | | | | | |
| Interfund Transfers In | | | 53,126 | | | | | |
| Interfund Transfers Out | (53,126) | | | | | | | |
| Other Sources | | | | | | | | |
| Other Uses | | | | | | | | |
| Contributions | (499,061) | 499,061 | | | | | | |
| Total Other Sources (Uses) | (552,187) | 499,061 | 53,126 | 0 | 0 | 0 | 0 | 53,126 |
| E. FUND BALANCE INCREASE (DECREASE) | 135,413 | 12,074 | 24,285 | 3,000 | 160 | 160 | 750 | 151,397 |
| F. ADJUSTED BEGINNING BALANCE | 940,441 | 199,236 | 24,285 | 521,780 | 18,338 | 18,338 | 82,004 | 1,786,935 |
| G. ENDING BALANCE | \$ 1,075,854 | \$ 211,310 | \$ 24,285 | \$ 524,780 | \$ 18,498 | \$ 18,498 | \$ 82,754 | \$ 1,938,332 |

District Reserve of 21.12% includes:

| | |
|---|---------------------|
| General Fund Designated for Economic Uncertainty: | \$ 1,011,691 |
| Special Reserve Fund Ending Balance: | \$ 524,780 |
| TOTAL: | \$ 1,536,471 |

Total General Fund Expenditures, Transfers out and Uses
\$7,275,008
Recommended Minimum Reserve Calculation at 4%:
\$291,000
Budgeted Reserve Level:
21.12%

MULTI-YEAR BUDGET PROJECTION

| FERMDALE UNIFIED SCHOOL DISTRICT ALL FUNDS FIRST INTERIM MULTI-YEAR PROJECTION FISCAL YEAR 2020-21 | SPECIAL REVENUE FUNDS | | | | OTHER FUND TYPES | | | | 12/2/2019 | | |
|---|---------------------------------|-------------------------------|--------------------------|------------------|-------------------|-------------------|--------------------------|------------------|------------------|--------------------|---------------------|
| | General Fund/TRANS Unrestricted | General Fund/TRANS Restricted | General Fund/TRANS Total | Cafeteria Fund | Special Reserves | Bond Construction | County School Facilities | Capital Outlay | Retiree Fund | Capital Facilities | Total All Funds |
| A. REVENUES | | | | | | | | | | | |
| Local Control Funding Formula | \$ 5,186,972 | \$ | \$ 5,186,972 | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ 5,186,972 |
| Federal Sources | 477 | 566,510 | 566,987 | 87,900 | | | | | | | 654,887 |
| Other State Sources | 87,285 | 273,856 | 361,141 | 7,725 | | | | | | | 368,866 |
| Other Local Sources | 41,389 | 158,255 | 199,644 | 25,539 | 3,000 | | | 160 | 750 | | 229,093 |
| Total Revenue | 5,316,123 | 998,621 | 6,314,744 | 121,164 | 3,000 | | | 160 | 750 | | 6,439,818 |
| B. EXPENDITURES | | | | | | | | | | | |
| Certificated Salaries | 2,218,456 | 442,969 | 2,661,425 | | | | | | | | 2,661,425 |
| Classified Salaries | 429,277 | 392,363 | 821,640 | 32,168 | | | | | | | 853,808 |
| Employee Benefits | 1,267,535 | 565,410 | 1,832,945 | 25,253 | | | | | | | 1,858,198 |
| Supplies | 215,414 | 78,948 | 294,362 | 113,911 | | | | | | | 408,273 |
| Services & Other Operating | 720,308 | 209,097 | 929,405 | 2,958 | | | | | | | 932,363 |
| Capital Outlay | | | | | | | | | | | |
| Other Outgo | 58,083 | 159,907 | 217,990 | | | | | | | | 217,990 |
| Support Costs | (31,689) | 31,689 | | | | | | | | | |
| Total Expenditures | 4,877,384 | 1,880,383 | 6,757,767 | 174,290 | | | | | | | 6,932,057 |
| C. EXCESS REVENUES (EXPENDITURES) | 438,739 | (881,762) | (443,023) | (53,126) | 3,000 | | | 160 | 750 | | (492,239) |
| D. OTHER FINANCING SOURCES/USES | | | | | | | | | | | |
| Interfund Transfers In | | | | | | | | | | | 53,126 |
| Interfund Transfers Out | (53,126) | | (53,126) | | | | | | | | (53,126) |
| Other Sources | | | | | | | | | | | |
| Other Uses | | | | | | | | | | | |
| Contributions | (834,337) | 834,337 | | | | | | | | | |
| Total Other Sources (Uses) | (887,463) | 834,337 | (53,126) | 53,126 | | | | | | | |
| E. FUND BALANCE INCREASE (DECREASE) | (448,724) | (47,425) | (496,149) | | | | | 160 | 750 | | (492,239) |
| F. ADJUSTED BEGINNING BALANCE | 1,075,854 | 211,310 | 1,287,164 | 24,285 | 524,780 | | | 18,498 | 82,754 | 851 | 1,938,332 |
| G. ENDING BALANCE | \$ 627,130 | \$ 163,885 | \$ 791,015 | \$ 24,285 | \$ 527,780 | | | \$ 18,658 | \$ 83,504 | \$ 851 | \$ 1,446,093 |

District Reserve of 16.01% includes:

| | |
|---|---------------------|
| General Fund Designated for Economic Uncertainty: | \$ 562,967 |
| Special Reserve Fund Ending Balance: | \$ 527,780 |
| TOTAL: | \$ 1,090,747 |

Total General Fund Expenditures, Transfers out and Uses **\$6,810,893**
Recommended Minimum Reserve Calculation at 4%: \$272,436
 Budgeted Reserve Level: **16.01%**

**BEFORE THE GOVERNING BOARD OF THE
FERNDALE UNIFIED SCHOOL DISTRICT
HUMBOLDT COUNTY, CALIFORNIA**

In the Matter of the Reduction or) RESOLUTION NO. 20-01
Discontinuance of Certain)
Particular Kinds of Services for)
the 2020-2021 School Year)

WHEREAS the Board hereby finds that it is in the best interest of the FERNDALE UNIFIED SCHOOL DISTRICT that, as of the end of the 2019-2020 school year, certain particular kinds of services now being provided by the District be reduced or discontinued as follows:

1. Eliminate the equivalent of .40 (F.T.E.) Elementary School Reading Intervention Teacher;
2. Eliminate the equivalent of .60 (F.T.E.) Elementary School Art Teacher;
3. Eliminate the equivalent of 1.0 (F.T.E.) K-6 Elementary School Classroom Teacher;
4. Eliminate the equivalent of .34 (F.T.E.) High School Spanish Teaching Service;
5. Eliminate the equivalent of .34 (F.T.E.) High School AG Mechanics Teaching Service;
6. Eliminate the equivalent of .34 (F.T.E.) High School Math Teaching Service;
7. Eliminate the equivalent of .17 (F.T.E.) High School Student Support Coordinator;
8. Eliminate the equivalent of .17 (F.T.E.) High School Social Science Teaching Service;
9. Eliminate the equivalent of .34 (F.T.E.) District Physical Education Service;
10. Eliminate the equivalent of 1.0 (F.T.E) Elementary School Social Worker;
11. Eliminate the equivalent of .20 (F.T.E) High School Counseling Services.

WHEREAS, in the opinion of the Governing Board of this District it is necessary by reason of the aforementioned reduction and discontinuance of services to decrease the number of certificated employees by the equivalent of 4.9 (F.T.E) full-time equivalent employees for the 2020-2021 school year;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the FERNDALÉ UNIFIED SCHOOL DISTRICT that, as of the end of the 2019-2020 school year the foregoing particular kinds of services now being provided by said District be and hereby are reduced to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that the District Superintendent or Superintendent's designee, be and hereby is authorized and directed to initiate and pursue procedures necessary not to reemploy the equivalent of 4.9 (F.T.E.) full time equivalent certificated employees of this District pursuant to Education Code sections 44949 and 44955 because of said reduction and discontinuance of services.

The foregoing Resolution was adopted by the Governing Board of the FERNDALÉ UNIFIED SCHOOL DISTRICT on the 12 day of February, 2020, by the following vote:

AYES:
NOES:
ABSENT:

President, Governing Board

I, _____, Clerk of the Governing Board of the FERNDALÉ UNIFIED SCHOOL DISTRICT do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on February 12, 2020.

Clerk, Governing Board